






 Listening

The following strategies can be distributed to class/subject teachers to help them to support EAL learners to reach the next proficiency band. The strategies which are most effective will vary by learner and by subject. The strategies are cumulative and flexible, so once a learner reaches the next proficiency band you may want to continue to use previous strategies, or to replace them with new ones as appropriate.

Band	Strategies
Aiming for 	<ul style="list-style-type: none"> • Use visual aids and realia • Use short, simple instructions with gestures • Allow extra processing time • Print materials for learners to highlight (instead of copying from board) • Speak clearly at a moderate speed, using gestures and body language • Avoid using idioms or figurative language • Use fewer fillers and contractions • Check understanding with non-verbal responses e.g. thumbs up/down • Pair with supportive language role models • Sit the learner near the front of the classroom so their view of the teacher is not obscured • Give learners tasks, such as handing out books and whiteboards to other learners • Play audio a few times to give learners time to familiarise themselves with a speaker's idiolect • Ask learners language and content questions about audio or video clips • Provide definitions and synonyms to any new vocabulary, including those provided by other students • Pre-teach difficult vocabulary in listening passages or videos • Allow a teaching assistant or older sibling to visit the class and translate instructions into the pupil's first language • Encourage parents to turn on subtitles when watching television in English
Aiming for 	<ul style="list-style-type: none"> • Move from concrete to abstract areas • Provide active listening tasks (pre-listening activities, comprehension checking) • Give learners transcripts for audio/video where possible or put on subtitles • Group learners appropriately; place EAL learner with good peer role model to enhance language acquisition • Encourage learners to ask questions • Use flow charts and graphic organisers to support listening • Introduce common idioms/colloquialisms in context • Explain culturally specific references/new content • Encourage learners to take part in self and peer assessment activities • Ensure instructions are concise • Reformulate answers given by other students to give learners more processing time • Create curriculum-related jigsaw reading activities to encourage learners to speak to peers in a structured form whilst listening for key information about the topic • Find audio versions of books so learners can listen to intonation and stress

 Listening

Band	Strategies
Aiming for 	<ul style="list-style-type: none"> • Give learners practice at rephrasing information in their own words • Train the learner to use spelling/language patterns to work out meaning of words from context • Discuss specific types of language use e.g. sarcasm, 'bad' language • Discuss how meaning can be conveyed through tone of voice/intonation • Discuss the speaker's intentions and how their language choices are shaped by their purpose • Ask learners for their opinion on what was said • Point out differences between formal/informal English • Ask learner to keep a record of key command words • Give learner opportunities to listen to a variety of speakers, such as those with different accents or those who speak faster • Introduce intensive listening tasks, focusing on language features • Encourage learners to develop and build on their peers' responses • Allow learners to hypothesise what might happen next in a video or listening comprehension
Aiming for 	<ul style="list-style-type: none"> • Focus on areas of weakness across the curriculum e.g. technical vocabulary, specific collocations • Model note-taking • Introduce learners to a range of texts by reading aloud, focusing on intonation and fluency • Highlight use of figurative and idiomatic language • Ask learners more inference questions about a video or listening comprehension exercise • Introduce the learner to a variety of different spoken genres, continuing to build a learner's understanding of word choice and delivery in formal and informal English • Discuss how information is presented based on the speaker's word choice and sentence constructions • Check that complex constructions have been understood
Consolidation 	<ul style="list-style-type: none"> • Give learner opportunities to hear and use English in a range of formal/informal contexts e.g. debates, structured discussions • Draw further attention to idioms and figurative language • Provide further focus on academic skills • Continue to develop learner's vocabulary by building glossaries/encouraging dictionary use • Continue to be aware of and explain any cultural references that EAL learner may not understand • Allow learners to hear more instances of spontaneous speech so they are exposed to performance variables, such as fillers and repairs