



HLS
EAL Training & Consultancy

**HOUNSLOW
LANGUAGE
SERVICE**



EAL Pupils and Literacy

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Introduction

Recent statistics show that growing numbers of children who are new to English are arriving in Hounslow schools. This has important implications for teachers seeking to support these children's language and literacy development. They come from an increasing range of cultural backgrounds speaking many different languages. They also have very different experiences of learning and literacy. It is important to take into account that:

- literacy is developmental - all children are on a literacy continuum whatever their educational background
- teachers need to build on what the pupils know and have experience of
- when literacy skills in mother tongue are valued and built on, they develop and enhance access to English
- literacy develops in a global and not linear way - there is no set programme that suits all EAL learners
- language is best learned and literacy will best develop in real and meaningful contexts
- EAL pupils can build language through the integration of listening, speaking, reading and writing
- EAL pupils can develop confidence through shared reading and writing
 - working collaboratively with other pupils helps to develop language skills in a non-threatening environment
- reading and writing develop together - both may be strongly influenced by the pupils' background knowledge.

Principles of effective EAL teaching and learning

Effective EAL teaching and learning is based on the following principles:

1. Providing links with prior knowledge

Pupils need to relate what they are learning to what they know already. Access to learning is facilitated when teachers provide links with prior knowledge.

Pupils can build on their prior knowledge through the use of their home language:

- *'Wherever possible, present pupils with opportunities to communicate in their first language'*
- *'Encourage pupils to write and produce their own dual language texts'*
- *'Provide opportunities for pupils to use and make story tapes in their different languages'*

(The National Literacy Strategy: Supporting Pupils Learning English as an Additional Language)

Lessons/ units of work need to start with the eliciting of existing knowledge – see pages 3-14

2. Providing support for understanding

a) visual support

Teacher led parts of the lesson should ensure that the verbal information is supported by a variety of **visual props such as demonstrations, charts, posters, videos, maps etc.** This will give the EAL learner a second source of understanding of the knowledge, skills and concepts being taught. Teachers need to draw attention to the language used with these visuals, and check that the EAL pupils understand the content.

b) modelling and scaffolding support

Pupil tasks should be **modelled** so that learners know what they are expected to do. Writing tasks need to be **scaffolded** at levels to suit the learner, whether for pupils at the earlier stages of English or for pupils beginning to develop some independence in writing such as the use of writing frames.



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Se precisar de mais informações, contacte-nos.

若你需要更多資料，請與我們聯絡。

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