Strategies for Teaching English as an Additional Language (EAL) Students
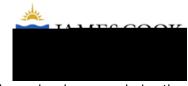
Overview

- 4 key measurable skills, each at varying levels of ability:

  Reading   Writing   Listening   Speaking

- An EAL student will often have differing strengths across the 4 skills. Reading and writing can be worked on independently, but listening and speaking skill will often provide a barrier to learning.
- Non-native English speakers often need more time to process language and new concepts. This can be done using the Pre-teach, Teach, Post-teach strategy.

Pre-teach, Teach, Post-teach Strategy

1. Pre-teach

- Students should prepare before all lectures and tutorials. They need to be guided how to do this.
- Ask students to read the set readings before the lecture. Ask them to note any new words in their Vocabulary Diary and look up the meaning. Ask them to answer the concept checking end of chapter questions as they read (Reading the questions first will help guide them to the key points in the text.).
- Ask students to rewrite the key terminology in their own words before the lecture in their Key Terms Logbook.
- Ask them to check their understanding with a bilingual dictionary where necessary.
- Ensure you put up lecture notes and key readings on learnJCU one week in advance so E
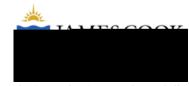
importantly acts as audible cues which help them to decode the spoken language during the lecture.

- Use short, declarative sentences in slides: "A **Keystone Species**

- Many students do not understand how to most effectively plan their study time and can fall into the trap of rote memorization without understanding. This may also be a feature of their previous educational experience, which may be more exam based rather than problem based. An educator ideally should provide students with the process to effectively study. Some suggestions are listed below.
- Release a list of 10 key questions for each week as an optional study practice (after the lecture, say on Friday of each week – easily set up in learnJCU as an auto feature which