



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Suggested Teaching Strategies for EAL Learners

These strategies are designed in accordance with the Common European Framework of Reference (CEFR)





Suggested Strategies for A1

Please note the A1 category includes Pre-Literate, Literate and Breakthrough
The following are some strategies that you may find useful in your classroom.



Speaking and Listening

- Signpost lessons with illustrations, students should have a clear understanding of each task.
- Accompany instructions with visuals or gestures.
- Visual lesson introductions: slow reveal, video clips, images etc.
- Oral starter: picture on board or projector, brainstorm for key ideas, write up and illustrate.
- Use active listening activities.
- Ask simple directed questions requiring minimal or non-verbal response: 'show me the...', 'point to the...'



Reading

- If text is small, enlarge it to a suitable size.
- Read text aloud with class. Try some active listening based on the text.
- Ask students to match single words or short phrases to diagrams and pictures.
- Give a list of 5-6 key words from the text to look up in their home language or illustrate with a partner.
- Students find and highlight key words in the text. Students could then add this to a key word notebook.
- Ask students to sequence pictures to retell story or record event or process.



Writing

- Use labeling activities.
- Use cloze procedure using a bank of familiar nouns.
- Ask students to draw and label.
- Ask students to create a storyboard.
- Ask students to copy captions and match to pictures.
- Ask students to create a graph, chart or diagram.



Suggested Strategies for A2 Way Stage

The following are some strategies that you may find useful in your classroom.



Speaking and Listening

- Signpost lessons with illustrations, students should have a clear understanding of each task.
- Break up instructions into manageable chunks and write in simple language on board.
- Use visual lesson introductions as stage A1 and quick writes: Give groups of 4-5 students an A3 page with a topic in the middle. The group discuss the picture and each person writes or draws something related to it.
- Use higher level active listening activities.
- Ask directed questions requiring short verbal responses.
- Use speaking frames to help sequence thoughts and report back.



Reading

- Provide summary of chapters in advance.
- Read text aloud with class. Active listening based on the text are still appropriate.
- Ask students to match titles to pictures, titles to paragraphs or short texts to pictures.
- Cut up text and ask students to put in the correct order.
- Use true/ false and multiple-choice questions,
- Use cloze procedure.
- Use grids to help extract specific information.



Writing

- Encourage shared and paired writing activities.
- Use cloze procedure with nouns, adjectives and verbs.
- Ask students to create own storyboards or timelines.
- Use crosswords followed by demonstrating/understanding of 4-5 key words.
- Provide writing frames to help students to write. For example ask students to describe a process or event or to give a personal reaction to the text.



Suggested Strategies for B1 Threshold

The following are some strategies that you may find useful in your classroom.



Speaking and Listening

- Signpost lessons with short phrases
- Break up instructions into manageable chunks.
- Visual introductions, oral starters and quick writes are all still appropriate.
- Use active listening skills.
- Provide less structured speaking frames for oral presentations and report back.



Reading

- Encourage students to read texts at home in advance of lessons.
- Read texts aloud and ask students to participate.
- Active listening is still appropriate.
- Use key questions/prompts to guide reading and reading and research.
- Use less structured frames to help with personal response to reading.
- Encourage note talking in English or home language.



Writing

- Encourage shared and paired writing.
- Provide- less structured writing frames to help students write in different formats and genres.
- Discuss and use good writing models to help scaffold the writing process for students.

Essential at all levels

- Encourage students to use their first language.
- Key words/language provided in advance.
- Learning intentions clarified at the start of topics and lessons.
- Opportunities for meaningful interaction in pairs and groups.

Consolidation of ideas for all levels

- Ask students to write or draw three things they remember from the lesson.
- Simple oral discussion and main points summarised on board.
- Say or draw one thing you liked and one thing you didn't like from the lesson.
- Match 4-5 key words from lesson to pictures or definitions.