[https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQCUJN1m9tkL8XkqXuHh9rSYrhGc44WJ8BoQ7r_xictfUZA6FFoUyRHZ58](https://news.herefordshire.gov.uk/help.asp)**A Quick Teachers’ Guide to New Arrivals in the Mainstream Secondary Classroom**

**DO:**

Group EAL learners with able, communicative pupils near the front of the class.

Beware of having low expectations for EAL learners and keep cognitive challenges high

Speak at a steady pace using clear ‘normal’ English. Be aware of own language use – initially avoid colloquialisms and idiom

Visually support teacher presentation of new material e.g. PowerPoint - words and/or pictures

Display task instructions throughout as a visual reminder to EAL learners. Regularly check comprehension of task (peer support)

Actively encourage learners to use bilingual dictionary / on line translation facilities / phone translation app to clarify new vocabulary.

Include speaking activities as integral part to all lessons e.g. regular discussion bursts with talk partners; collaborative learning tasks

Provide and display sentence starters for discussion tasks – model language to be used

If possible, allow learners to use first language in class to discuss tasks and then report back in English with scaffolding

Allow learners to take notes in first language if they prefer

Always give homework if set for rest of class

* Provide learners with key words in advance of new material to translate and learn
* Give research tasks to prepare new topic areas in first language ahead of meeting them in class in English

Always scaffold independent written tasks

* task specific word banks
* model texts and writing frames
* cloze exercises

Always differentiate any texts to be read and support with key word lists and/or visuals. Remember EAL learners will often be competent decoders which may mask actual level of comprehension

**DO NOT:**

Panic!

Avoid setting or chasing up homework

Pressurise learners to speak before they are comfortable to do so

Explicitly correct grammatical errors in spoken English – recast sensitively if necessary

Give EAL learners tasks which are completely unrelated to class topic

Group with least able pupils to ‘access’ TA support

Communicate in broken English to ‘simplify instructions’