

Handout 4.6a: Continuum activity cards

Do these classroom practices support learning?

Read these statements which describe different classroom practices.

Then decide whether each supports EAL learners or hinders their progress.

Place them on the Continuum base sheet (**Handout 4.6b**) to show your decisions.

The teacher corrects all spoken errors.	Pupils can use heritage language when discussing/planning/explaining.
Pupils work better on their own and in silence.	Collaborative work encourages language development.
Pupils are asked to write a paragraph after just listening to the teacher.	Language is stimulated by practical 'hands-on' work.
Seating EAL pupils next to children who speak their language promotes learning.	Seat new EAL pupils next to pupils with very good spoken English. This promotes learning by providing them with a good model.
EAL learners are placed in lower sets to ensure teaching assistant support.	Teacher corrects all scientific language mistakes.
Teacher models correct language patterns, for example rephrasing to use the passive mood.	Pupils are given plenty of opportunities for speaking scientific language.
Using a bilingual dictionary is important when participating in group discussions.	Some textbooks in other languages could be useful in the department.
Teachers are aware that as part of language development EAL learners may remain silent at first. During this time they will be developing their language skills.	Providing visual prompts and DARTs activities helps support independent learning for most pupils.