

St Paul's Catholic School

Empathising with EAL learners

Before we start

- Please take a few moments to complete the quiz on your seats / tables.
- Please do **not** write on the sheet.
- The answers will come later.

Mabuhay.

- Bago ako magsimula gusto kung malaman:
- Sino ang nakatira sa ibang bansa (higit 6 na buwan).
- Sino sa inyo ang nakakapagsalita ng ibang lingwahe.



Welcome

- To begin with I want to find out:
- Who has lived in another country (minimum 6 months)
- Who considers themselves able to speak another language

What we hope to achieve today

- Increase awareness of issues facing EAL learners
- Build empathy with EAL learners
- Provide some guidelines to help reflect on own practice from the point of view of EAL learners

Imagine

- Imagine that you are an EAL student.
- You have just arrived in the UK.
- You started at St Paul's last week.

- On your paper write down 3 words that you think would describe how you would feel in the classroom

Note taking

- Listen to the clip
- Make notes about what is happening
- **Note the key information only.**

Pairwork

- Compare your notes with your neighbour

How did you feel?

**Compare your feelings
now with your
predictions from the
beginning**

What could we have done differently?

Strategies for improving learning and attainment

- On the cut ups are some classroom 'actions'
- First as a group decide which you think are helpful and which are unhelpful
- Compare with the another group, do you agree or not? Why / Why not?

Snakes and ladders

- You are going to create an EAL learners version of Snakes and Ladders.
- Put the helpful strategies at the bottom of the ladders –
- Put the unhelpful strategies at the top of the snakes
- The magnitude of the reward or punishment should be proportional to the strategy.

Compare, contrast and justify

- Compare your version with another group.
- Evaluate how effectively the other games represents the journey of an EAL student through academic life
- Justify your placement of the strategies

Quiz answers

- 1) a
- 2) c
- 3) c
- 4) a / c / d
- 5) c / d
- 6) a / d
- 7) a / b / c
- 8) a / b / c
- 9) d
- 10) a