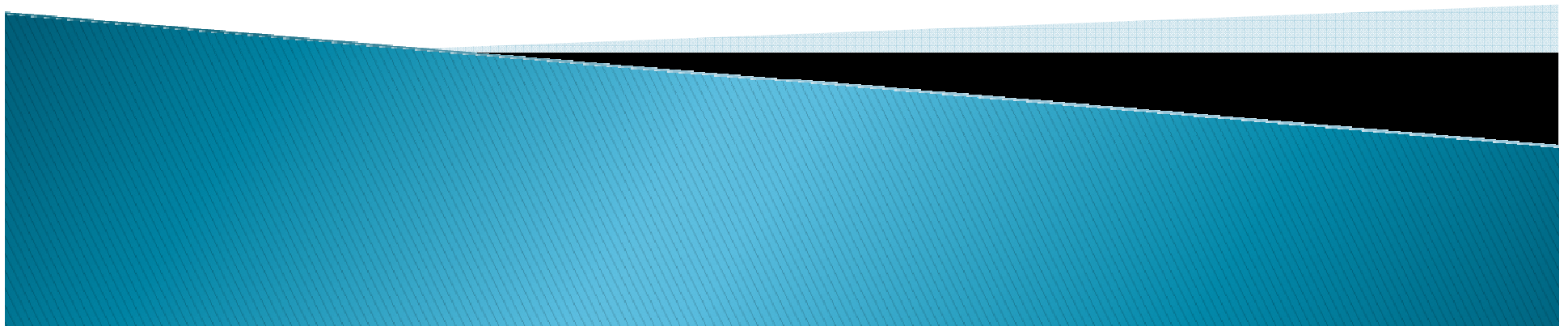


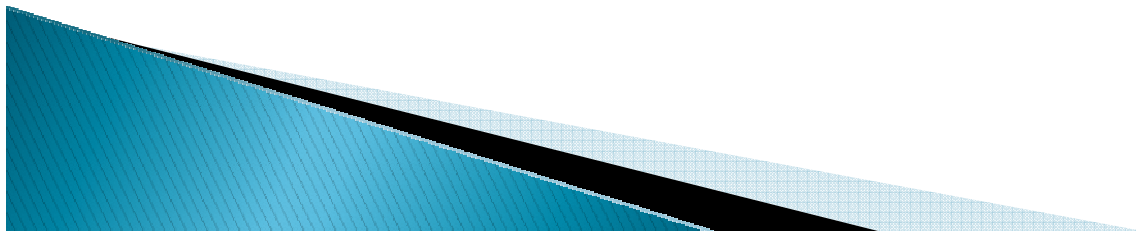
Embedding EAL in teacher education

Bethan Hulse, Lorraine White, Jo
Courtney, Judith Flynn and Jane Parker



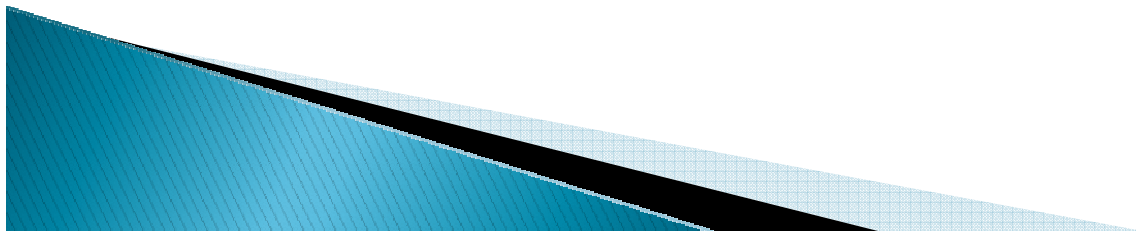
Issue 1: Linking theory to practice

- ▶ – what theoretical input would be useful to trainees?
- ▶ – how do we fit this into programmes?
- ▶ – different emphasis on learning theories in Primary and Secondary
- ▶ Expertise amongst tutors



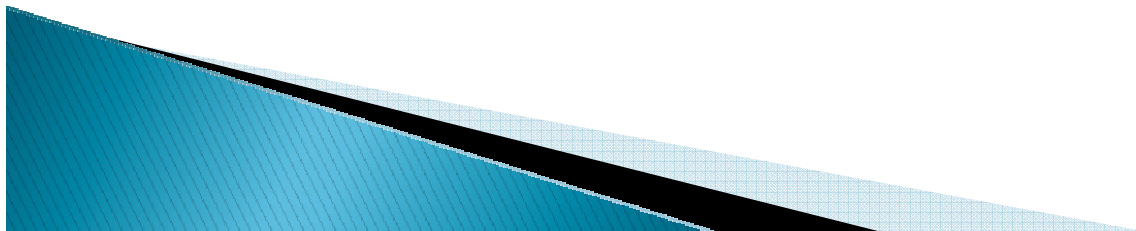
Issue 1 : Possible solutions

- ▶ 1) Cascade EAL pedagogy to other tutors
- ▶ 2) Develop EAL expertise (specialist tutor to keep abreast of research / guest lecturers)
- ▶ 3) tutors to articulate EAL philosophy within subject areas (through subject handbooks)
- ▶ 4) Focused observation task linking theory to practice (for example identify balance of CALP and BICS in a lesson)



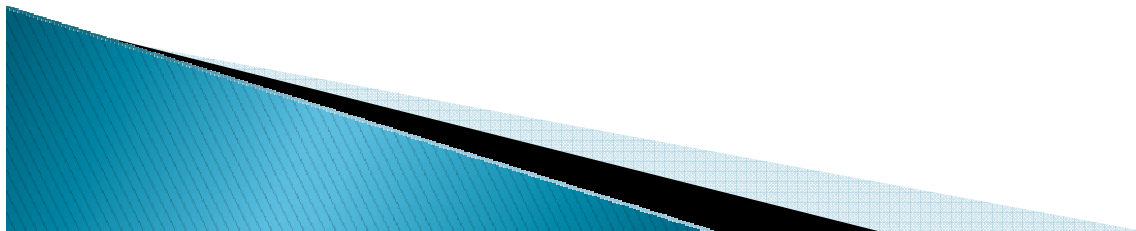
Issue 2: Fear Factor

- ▶ Student teachers feel they lack experience , knowledge and skills
- ▶ Misconceptions about EAL (from media for example)



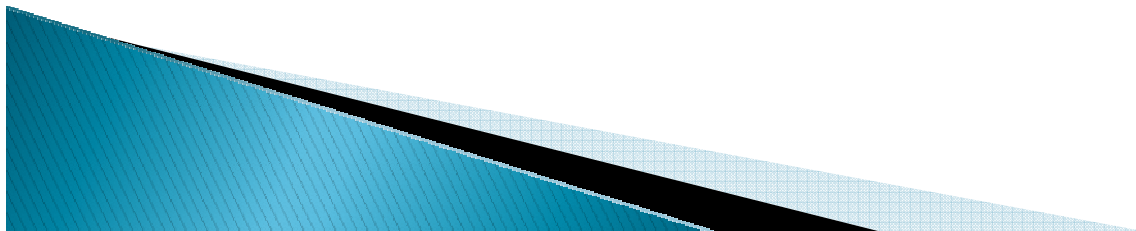
Possible solutions :University

- ▶ Ensure student teachers are well informed (invite classroom practitioner to speak)
- ▶ Ensure message of celebrating cultural and linguistic diversity is emphasised
- ▶ Input regarding current policy and practice



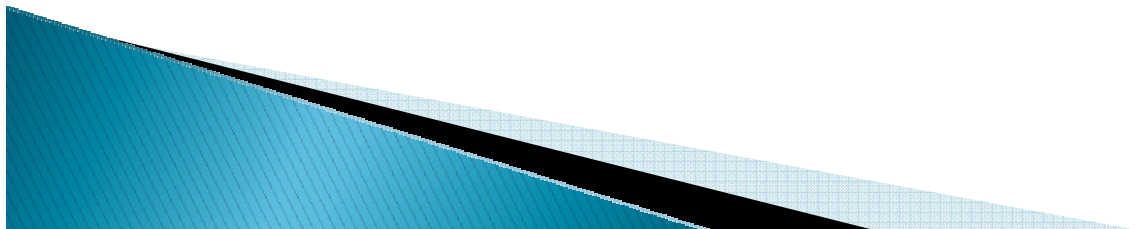
Developing practical teaching strategies

- ▶ How to be more conscious of own language use (presentational talk) use of register
- ▶ Use of visuals
- ▶ Subject specific language within the genre of the subject



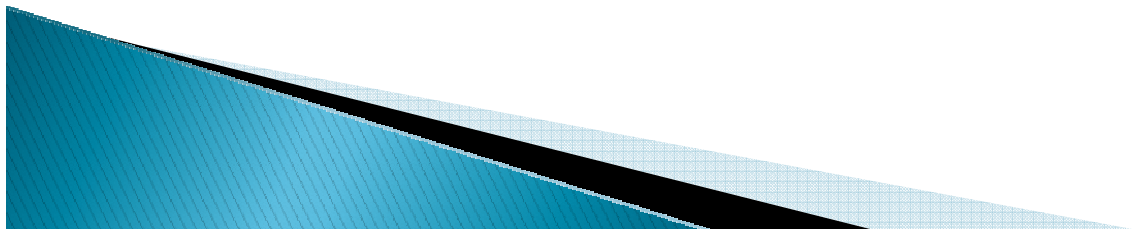
Possible solutions: School

- ▶ Induction task: find out about school's EAL policy and provision– find out if there are EAL specialist teachers and talk to them
- ▶ Talk to a bi/multi-lingual child about the languages they use
- ▶ Ensure all students have experience within a multi- lingual school



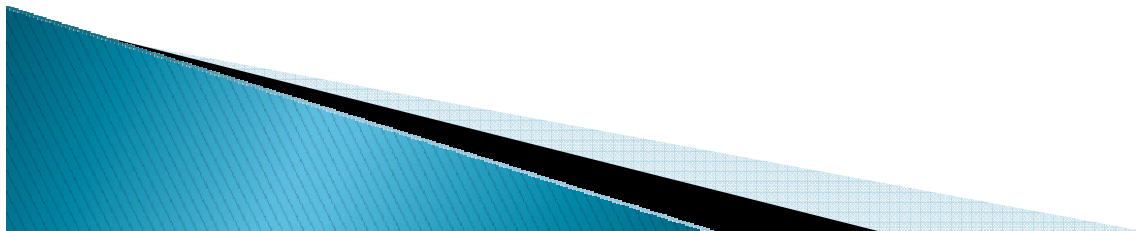
Developing specialist EAL interest

- ▶ Build in opportunities for interested student teachers to develop knowledge and skills
- ▶ –identification of interested students at interview
- ▶ Individual training plans
- ▶ enrichment activities (placement in multi-lingual school)
- ▶ M level assignments



Issue 3: Critical appraisal of EAL policy and practice

- ▶ How to support trainees to question current practice and policy
- ▶ Independent professionalism
- ▶ Self- confidence
- ▶ Facilitating change in practice



Issue 3: Critical appraisal of EAL policy and practice

- ▶ Theoretical underpinning of good practice
- ▶ Making connections with other theories of learning applied across subjects

