

Resources – Cut ups of Teaching Strategies

1/10

1.Acknowledging other languages

Find out what languages the learners have such as doing a survey or poster. They can also discuss how they learned them and how they used different languages to learn others. This builds intercultural understanding and show learners their languages are also valued in English class. It also provides teachers with insight into their learners' languages to inform planning.

Teaching strategies

2/10

2.Reflecting on learning

Reflecting is a meta-cognitive strategy, not necessarily a language exercise. It aims to develop awareness and understanding about mental processes in learning and language(s). so doing it in a more dominant language can be more beneficial. Learners could use other languages to complete reflection activities either by individual thinking and making notes or discussing with a partner/group.

Teaching strategies

3/10

3.Generating ideas

When speaking or writing, learners may have many ideas in their minds but struggle to formulate them in English. To help this, teachers can ask them to first brainstorm, organise, and outline ideas in another language then support them in transferring these into English. This allows learners to access more extensive and complex ideas and language, helping lighten the cognitive and affective load, saving time and aiding task completion.

Teaching strategies

4. Project work

When researching and preparing for an individual, pair or group project on a topic, learners do initial research for concepts and ideas in any language they choose, but then share, prepare, and present in English. This helps generate more complex and creative ideas and develop linguistic and content knowledge across languages.

Teaching strategies

5. Codeswitching

Codeswitching -where learners drop in words from another language when speaking English- is a natural process for learners and can be commonly seen these days on social media. Accepting rather than admonishing some codeswitching helps learners' maintain speaking fluency, reduces anxiety and provides opportunities for teacher/learner to identify and fill language gaps by providing the English translations (recasting) or eliciting from peers/group.

Teaching strategies

6. Multilingual word lists

Learners use translation tools or peer/teacher support to find and record new vocabulary in both English and other language(s) in class. To pre-teach vocabulary, learners could be given a list of English words to take home and translate using tools or parental support. This helps clarify understanding, aid retention and develops translation skills.

Teaching strategies

7. Other-language moments

Learners can sometimes simply get tired when constantly listening and speaking in English. Providing learners the option to take a moment in another language can help learners refocus and reflect. These could be negotiated with learners in terms of time (e.g. every 30 mins, x times during a lesson/task) or related to purpose (e.g. for brainstorming, comparing grammar) to develop awareness of the role of other languages as a learning resource.

Teaching strategies

8. Multilingual materials

Provide or ask learners to find real-world examples of material which have English alongside other language(s) such as signs, labels, flyers, instructions etc. These can be used to introduce and practice language structures or vocabulary and helps develop noticing and translation skills.

Teaching strategies

9. Rehearse- repeat

Learners rehearse a communicative activity (e.g roleplay, conversation, presentation, discussion) in another language before attempting it in English. They could compare the two versions afterwards. This can be effective for challenging advanced learners, to help raise specific awareness of the difference between their ability to express themselves in English and another language. For lower-level learners it can help generate more complex ideas and personalised language than if it had it been done only in English.

Teaching strategies

10. Homework translations

Learners find are given something to find outside the classroom in their other language to translate into English at home using translation tools and/or parental support. They bring these to class to share. Older learners could discuss challenges with the translations to develop linguistic awareness and noticing and translation skills.

Teaching strategies