

# EAL learning, pedagogy, and materials

Annina Hessel

[annina.hessel@education.ox.ac.uk](mailto:annina.hessel@education.ox.ac.uk)

@AnninaHessel

Workshop at University of Leeds  
October 2017

Supervisors: Victoria Murphy and Kate Nation  
Departments of Education and Experimental Psychology, University of Oxford





# Outline

---

# Outline

---

## **Lecture** (30 minutes)

- **English proficiency and educational achievement**
- **English language profiles of EAL learners**
- **Language support needs and evidence-based teaching**
  - Vocabulary
  - Reading comprehension

# Outline

---

## **Lecture** (30 minutes)

- **English proficiency and educational achievement**
- **English language profiles of EAL learners**
- **Language support needs and evidence-based teaching**
  - Vocabulary
  - Reading comprehension

## **Coffee!** (10-15 minutes)



# Outline

---

## **Lecture** (30 minutes)

- **English proficiency and educational achievement**
- **English language profiles of EAL learners**
- **Language support needs and evidence-based teaching**
  - Vocabulary
  - Reading comprehension



## **Coffee!** (10-15 minutes)

## **Practical part- Your turn!** (40 minutes)

# EAL learners and diversity in classrooms



# English proficiency and educational attainment

---

# English proficiency and educational attainment

---

*“When teaching maths/ science..., language teaching is not necessary.”*



# English proficiency and educational attainment

---

*“When teaching maths/ science..., language teaching is not necessary.”*

- EAL learners overall underperform relative to monolinguals & vary greatly in school success (Strand et al., 2015)

# English proficiency and educational attainment

---

*“When teaching maths/ science..., language teaching is not necessary.”*

- EAL learners overall underperform relative to monolinguals & vary greatly in school success (Strand et al., 2015)
- EAL learners’ English language proficiency predicts school attainment (and wellbeing!) (Demie, 2017; Strand & Demie, 2006; Whiteside et al., 2016)

# English proficiency and educational attainment

---

*“When teaching maths/ science..., language teaching is not necessary.”*

- EAL learners overall underperform relative to monolinguals & vary greatly in school success (Strand et al., 2015)
- EAL learners’ English language proficiency predicts school attainment (and wellbeing!) (Demie, 2017; Strand & Demie, 2006; Whiteside et al., 2016)
- Reason: Language in classroom conversation, when reading to learn, in exams...

# English proficiency and educational attainment

---

*“When teaching maths/ science..., language teaching is not necessary.”*

- EAL learners overall underperform relative to monolinguals & vary greatly in school success (Strand et al., 2015)
- EAL learners’ English language proficiency predicts school attainment (and wellbeing!) (Demie, 2017; Strand & Demie, 2006; Whiteside et al., 2016)
- Reason: Language in classroom conversation, when reading to learn, in exams...
- **Language is a primary medium of teaching and learning**
- **Teaching success mediated by language**



# EAL learners' linguistic profiles

---

# EAL learners' linguistic profiles

---

*"Kids learn languages so quickly, they are like sponges."*

# EAL learners' linguistic profiles

---

*"Kids learn languages so quickly, they are like sponges."*

- Large **individual differences** in language learning (esp. with EAL) (Paradis, 2001)

# EAL learners' linguistic profiles

---

*“Kids learn languages so quickly, they are like sponges.”*

- Large **individual differences** in language learning (esp. with EAL) (Paradis, 2001)
- Individual differences due to **child-internal and external influences** (Paradis, 2001, Paradis & Kirova, 2014)



# EAL learners' linguistic profiles

---

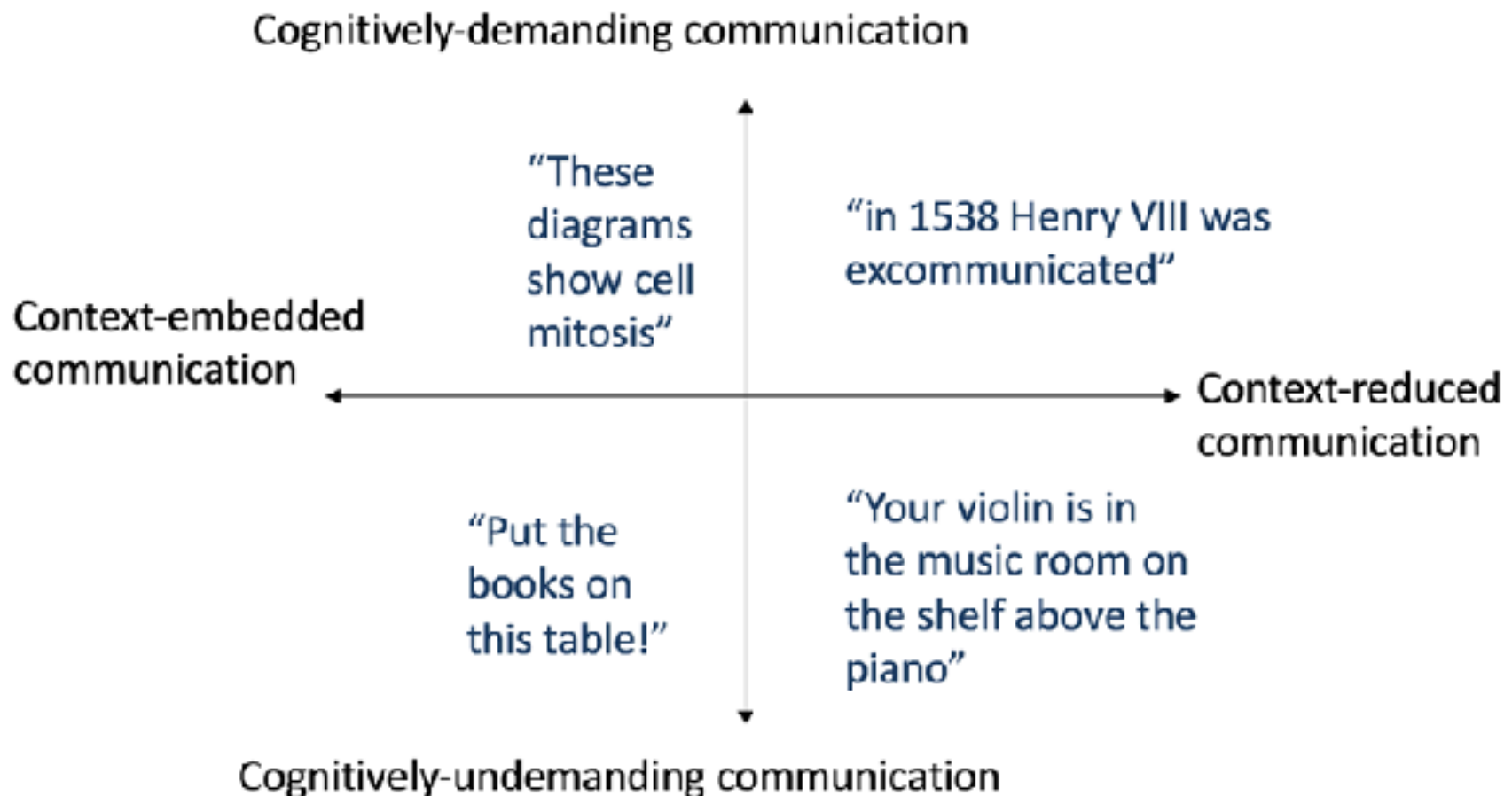
*“Kids learn languages so quickly, they are like sponges.”*

- Large **individual differences** in language learning (esp. with EAL) (Paradis, 2001)
- Individual differences due to **child-internal and external influences** (Paradis, 2001, Paradis & Kirova, 2014)

*“When you can talk to a student learning EAL and they sound like a native English child, they’re fine with the language”*

# EAL learners' linguistic profiles

Cummins, 2000:



# EAL learners' linguistic profiles

---

*“Kids learn languages so quickly, they are like sponges.”*

- Large **individual differences** in language learning (esp. with EAL) (Paradis, 2001)
- Individual differences due to **child-internal and external influences** (Paradis, 2001, Paradis & Kirova, 2014)

*“When you can talk to a student learning EAL and they sound like a native English child, they’re fine with the language”*

# EAL learners' linguistic profiles

---

*“Kids learn languages so quickly, they are like sponges.”*

- Large **individual differences** in language learning (esp. with EAL) (Paradis, 2001)
- Individual differences due to **child-internal and external influences** (Paradis, 2001, Paradis & Kirova, 2014)

*“When you can talk to a student learning EAL and they sound like a native English child, they’re fine with the language”*

- **Basic Interpersonal Communication Skills** vs. **Cognitive Academic Language Proficiency**  
or **BICS** vs. **CALP** (Cummins, 2000)

# EAL learners' linguistic profiles

---

*“Kids learn languages so quickly, they are like sponges.”*

- Large **individual differences** in language learning (esp. with EAL) (Paradis, 2001)
- Individual differences due to **child-internal and external influences** (Paradis, 2001, Paradis & Kirova, 2014)

*“When you can talk to a student learning EAL and they sound like a native English child, they’re fine with the language”*

- **Basic Interpersonal Communication Skills** vs. **Cognitive Academic Language Proficiency**  
or **BICS** vs. **CALP** (Cummins, 2000)
- EAL learners struggle with **vocabulary & reading comprehension** (Spencer & Wagner, 2015)

# EAL learners' linguistic profiles

---

*“Kids learn languages so quickly, they are like sponges.”*

- Large **individual differences** in language learning (esp. with EAL) (Paradis, 2001)
- Individual differences due to **child-internal and external influences** (Paradis, 2001, Paradis & Kirova, 2014)

*“When you can talk to a student learning EAL and they sound like a native English child, they’re fine with the language”*

- **Basic Interpersonal Communication Skills** vs. **Cognitive Academic Language Proficiency**  
or **BICS** vs. **CALP** (Cummins, 2000)
- EAL learners struggle with **vocabulary & reading comprehension** (Spencer & Wagner, 2015)
- **Realistic expectations**
- **“Hidden” difficulties with CALP, vocabulary and reading comprehension**



# Vocabulary

---

# Vocabulary

---

*“If a student can say a word, they know it.”*





# Knowing the word “cat”

---

# Knowing the word “cat”

---



# Knowing the word “cat”

---

It's a cat!



# Knowing the word “cat”

---

It's a cat!

**Definition:** Four-legged, domestic mammal.



# Knowing the word “cat”

It's a cat!

**Definition:** Four-legged, domestic mammal.



**Idioms & collocations:**

“It’s raining cats and dogs”

“Curiosity killed the cat”

“to let the cat out of the bag”

# Knowing the word “cat”

It's a cat!

**Definition:** Four-legged, domestic mammal.



**Idioms & collocations:**  
“It’s raining cats and dogs”  
“Curiosity killed the cat”  
“to let the cat out of the bag”

**When to use it:**  
“Aww, what a cute cat!”

# Knowing the word “cat”

It's a cat!

**Definition:** Four-legged, domestic mammal.



**Idioms & collocations:**  
“It’s raining cats and dogs”  
“Curiosity killed the cat”  
“to let the cat out of the bag”

**When to use it:**  
“Aww, what a cute cat!”

**When not to use it:**  
“He’s such a fat cat!”



# Knowing the word “cat”

It's a cat!

**Definition:** Four-legged, domestic mammal.



**Word associates:**  
dog, n.

**Idioms & collocations:**  
“It’s raining cats and dogs”  
“Curiosity killed the cat”  
“to let the cat out of the bag”

**When to use it:**  
“Aww, what a cute cat!”

**When not to use it:**  
“He’s such a fat cat!”



# Knowing the word “cat”

It's a cat!

**Definition:** Four-legged, domestic mammal.



**Synonyms:**  
feline

**Word associates:**  
dog, n.

**Idioms & collocations:**  
“It’s raining cats and dogs”  
“Curiosity killed the cat”  
“to let the cat out of the bag”

**When to use it:**  
“Aww, what a cute cat!”

**When not to use it:**  
“He’s such a fat cat!”

# Knowing the word “cat”

It's a cat!

**Definition:** Four-legged, domestic mammal.



**Use in multiple contexts:**

stroke a cat  
look like a cat  
stray cat, tom cat...

**Synonyms:**  
feline

**Word associates:**  
dog, n.

**Idioms & collocations:**  
“It’s raining cats and dogs”  
“Curiosity killed the cat”  
“to let the cat out of the bag”

**When to use it:**  
“Aww, what a cute cat!”

**When not to use it:**  
“He’s such a fat cat!”



# Vocabulary

---



# Vocabulary

---

*“If a student can say a word, they know it.”*

# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Students can infer the meaning of unknown words from the context.”*

# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Students can infer the meaning of unknown words from the context.”*

- Can't only rely on children picking up words through reading (e.g. Tapia et al., 2017; Joseph, Nation, 2018)

# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Students can infer the meaning of unknown words from the context.”*

- Can't only rely on children picking up words through reading (e.g. Tapia et al., 2017; Joseph, Nation, 2018)
  - Works best for already good comprehenders



# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Students can infer the meaning of unknown words from the context.”*

- Can't only rely on children picking up words through reading (e.g. Tapia et al., 2017; Joseph, Nation, 2018)
  - Works best for already good comprehenders
  - Influenced by how the word occurs in text(s)
- Explicit and systematic vocabulary teaching is highly effective (Murphy & Unthiah, 2015)

# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Students can infer the meaning of unknown words from the context.”*

- Can't only rely on children picking up words through reading (e.g. Tapia et al., 2017; Joseph, Nation, 2018)
  - Works best for already good comprehenders
  - Influenced by how the word occurs in text(s)
- Explicit and systematic vocabulary teaching is highly effective (Murphy & Unthiah, 2015)

*“Students will notice when they don't understand words.”*

# Martinez & Murphy, 2011

## The task

exact  
same  
words

Let me tell you about my home. It's on this little hill out in the country. But I'm not far from the city (I don't like the city – do you?) – not much time to get here. I can't wait to show you a photo... or you can call me to come over to see in person! 07786 237 679

all very  
frequent  
words  
(top  
2,000)

I don't get out much – it's about time I do. I'm not from here – this country or city. (But I like this country.) I'm far from home. I'm a little over the hill, let me tell you, but you can't tell! (I can show you my photo, or wait to come see me in person!) Call me on 07786 554 0978

## The results

I don't like to go out much. The thing is, I have two left feet and I need to watch my spending. Now, for what it's worth, every so often I do have a ball playing football with my kids (my kids see me through the day) and even having one drink on occasion. (And not two at a time!) But I never get carried away or lose it. Having a good time doesn't have to be hard or cost you an arm and a leg. (Mind you, I'm not flat broke!) I'm a real team player, looking out for others all the time – especially my special kids. With my kids, a good time is to be had every time.

- 15. ☐ She does not know how to dance well.
- 16. ☐ She thinks football and drinks are worth the money.
- 17. ☒ She frequently plays football with her children.
- 18. ☐ Her children are with her most of the day.
- 19. ☒ She drinks when it is a special occasion.
- 20. ☐ Her arms and her legs have been injured, but not completely broken.
- 21. ☐ She is looking for more players for the football team.

My comprehension of this text: 5% 25% 50% 75% 100%



# Vocabulary

---

# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Student can always infer the meaning of unknown words from the context.”*

- Can't only rely on children picking up words through reading (e.g. Tapia et al., 2017; Joseph, Nation, 2018)
  - Works best for already good comprehenders
  - Influenced by how the word occurs in text(s)
- Explicit and systematic vocabulary teaching is most effective (Murphy & Unthiah, 2015)

# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Student can always infer the meaning of unknown words from the context.”*

- Can't only rely on children picking up words through reading (e.g. Tapia et al., 2017; Joseph, Nation, 2018)
  - Works best for already good comprehenders
  - Influenced by how the word occurs in text(s)
- Explicit and systematic vocabulary teaching is most effective (Murphy & Unthiah, 2015)

*“Students will notice when they don't understand words.”*

# Vocabulary

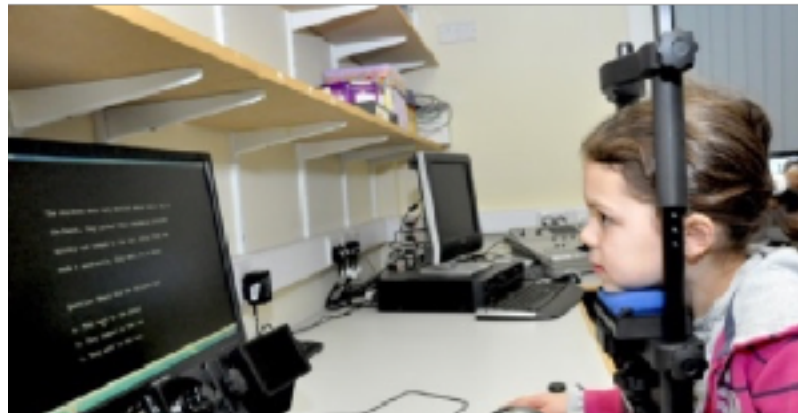
*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Student can always infer the meaning of unknown words from the context.”*

- Can't only rely on children picking up words through reading (e.g. Tapia et al., 2017; Joseph, Nation, 2018)
  - Works best for already good comprehenders
  - Influenced by how the word occurs in text(s)
- Explicit and systematic vocabulary teaching is most effective (Murphy & Unthiah, 2015)

*“Students will notice when they don't understand words.”*





# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Student can always infer the meaning of unknown words from the context.”*

- Can't only rely on children picking up words through reading (e.g. Tapia et al., 2017; Joseph, Nation, 2018)
  - Works best for already good comprehenders
  - Influenced by how the word occurs in text(s)
- Explicit and systematic vocabulary teaching is most effective (Murphy & Unthiah, 2015)

*“Students will notice when they don't understand words.”*

# Vocabulary

---

*“If a student can say a word, they know it.”*

- Knowing a word means knowing **form, meaning, and use** (Nation, 2001)

*“Student can always infer the meaning of unknown words from the context.”*

- Can't only rely on children picking up words through reading (e.g. Tapia et al., 2017; Joseph, Nation, 2018)
  - Works best for already good comprehenders
  - Influenced by how the word occurs in text(s)
- Explicit and systematic vocabulary teaching is most effective (Murphy & Unthiah, 2015)

*“Students will notice when they don't understand words.”*

- EAL students (and other poor comprehenders) less likely, especially with multi-word/ figurative vocabulary (Martinez & Murphy, 2011; Burgoyne, Whiteley, Hutchinson, 2013; ongoing PhD research)
- **Word knowledge is form, meaning, and use**
- **Students will not notice or infer all unknown words and phrases**
- **Explicit vocabulary teaching is key**

# Evidence-based vocabulary teaching

---

# Evidence-based vocabulary teaching

---

**Features of good vocabulary exercises:** (Nation, 2001):

# Evidence-based vocabulary teaching

---

**Features of good vocabulary exercises:** (Nation, 2001):

- Clear learning goal

# Evidence-based vocabulary teaching

---

## Features of good vocabulary exercises: (Nation, 2001):

- Clear learning goal
- Support psychological conditions of learning
  - Notice
  - Retrieve
  - Generate

# Evidence-based vocabulary teaching

---

## **Features of good vocabulary exercises:** (Nation, 2001):

- Clear learning goal
- Support psychological conditions of learning
  - Notice
  - Retrieve
  - Generate
- Observable signs of learning

# Evidence-based vocabulary teaching

---

## Features of good vocabulary exercises: (Nation, 2001):

- Clear learning goal
- Support psychological conditions of learning
  - Notice
  - Retrieve
  - Generate
- Observable signs of learning
- Additional information about word



# Evidence-based vocabulary teaching

---

## Features of good vocabulary exercises: (Nation, 2001):

- Clear learning goal
  - Support psychological conditions of learning
    - Notice
    - Retrieve
    - Generate
  - Observable signs of learning
  - Additional information about word
- 
- Recognizing words in parts
    - Unhappiness
  - Recognizing meaning/function of affixes
    - happiness – derives a noun
  - Changes to written & spoken form with addition of affixes
    - happy + ness = happiness
  - Which stems take which affixes?

# Evidence-based vocabulary teaching

---

## Features of good vocabulary exercises: (Nation, 2001):

- Clear learning goal
- Support psychological conditions of learning
  - Notice
  - Retrieve
  - Generate
- Observable signs of learning
- Additional information about word

# Evidence-based vocabulary teaching

---

## Features of good vocabulary exercises: (Nation, 2001):

- Clear learning goal
- Support psychological conditions of learning
  - Notice
  - Retrieve
  - Generate
- Observable signs of learning
- Additional information about word

## Example exercises (Nation, 2001; Murphy & Unthiah, 2015):

- Morphological decomposition (see also curriculum- DfE, 2014)
- Words/ phrases in use (e.g. with image, highlighted in text)
- Re-use newly introduced words in other tasks
- Cognates
- “It’s my word”
- “What is it?”

# Reading comprehension: What to teach

---

# Reading comprehension: What to teach

---

*“If a student can read a text fluently, they understand and we can use it in lessons and homework without extra support.”*

# Reading comprehension: What to teach

---

*“If a student can read a text fluently, they understand and we can use it in lessons and homework without extra support.”*

- EAL students & poor comprehenders struggle with comprehension, not decoding (Spencer & Wagner, 2015)

# Reading comprehension: What to teach

---

*“If a student can read a text fluently, they understand and we can use it in lessons and homework without extra support.”*

- EAL students & poor comprehenders struggle with comprehension, not decoding (Spencer & Wagner, 2015)

## What underpins reading comprehension?

# Reading comprehension: What to teach

---

*“If a student can read a text fluently, they understand and we can use it in lessons and homework without extra support.”*

- EAL students & poor comprehenders struggle with comprehension, not decoding (Spencer & Wagner, 2015)

## What underpins reading comprehension?

- Vocabulary (Spencer & Wagner, 2015; Murphy & Unthiah, 2015)



# Reading comprehension: What to teach

---

*“If a student can read a text fluently, they understand and we can use it in lessons and homework without extra support.”*

- EAL students & poor comprehenders struggle with comprehension, not decoding (Spencer & Wagner, 2015)

## What underpins reading comprehension?

- Vocabulary (Spencer & Wagner, 2015; Murphy & Unthiah, 2015)
- Background knowledge (Burgoyne, Whiteley, Hutchinson, 2013)

# Reading comprehension: What to teach

---

*“If a student can read a text fluently, they understand and we can use it in lessons and homework without extra support.”*

- EAL students & poor comprehenders struggle with comprehension, not decoding (Spencer & Wagner, 2015)

## What underpins reading comprehension?

- Vocabulary (Spencer & Wagner, 2015; Murphy & Unthiah, 2015)
- Background knowledge (Burgoyne, Whiteley, Hutchinson, 2013)
- Deep reading & monitoring (McNamara & O'Reilly, 2009)

# McNamara, 2017

---

# McNamara, 2017

In eukaryotic cells, there are two distinct but overlapping stages of cell division. In the first stage, mitosis, one complete set of chromosomes goes to each daughter cell. Mitosis guarantees that all of the genetic information in the nuclear DNA of the parent cell will go to each daughter cell.

## Low coherence text

In the second stage of cell division the cytoplasm and its contents divide. This process is cytokinesis. Cytokinesis is not as precise a process as mitosis. The amount of cytoplasm in a daughter cell will be about half of that in the parent cell. Each daughter cell will have about half of the organelles from the cytoplasm of the parent cell. But there is no precise mechanism working during cytokinesis to guarantee that each daughter cell will receive exactly half of the parent cell's cytoplasm and its organelles.

There are four distinct phases of mitosis: prophase, metaphase, anaphase, and telophase. These phases are well known because it is possible to observe them with the light microscope.

# McNamara, 2017

In eukaryotic cells, there are two distinct but overlapping stages of cell division. In the first stage, mitosis, one complete set of chromosomes goes to each daughter cell. Mitosis guarantees that all of the genetic information in the nuclear DNA of the parent cell will go to each daughter cell.

## Low coherence text

In the second stage of cell division the cytoplasm and its contents divide. This process

### Cell Division

## High coherence text

Cell division occurs to reproduce and replace cells. The division of cells with a membrane-bound nucleus and organelles (eukaryotic cells) involves two distinct but overlapping stages, mitosis and cytokinesis. Mitosis occurs to replicate the cell's genetic material in the nucleus, whereas cytokinesis occurs to divide the gel-like liquid surrounding the cell's nucleus, called cytoplasm. Mitosis includes phases which will be described here. Cytokinesis begins during the last of the four phases.

### Mitosis

...



## Strategies to encourage deep reading

**Table 1.** Examples of strategies used by participants in McNamara (2004) for sentence 3 of cell mitosis: *"Mitosis guarantees that the genetic information in the nuclear DNA of the parent cell will go to each daughter cell."*

Strategy	Self-Explanation
Comprehension monitoring	<p>Example 1: "I don't remember what DNA stands for."</p> <p>Example 2: "So I guess daughter cells are a part of a larger cell or came from a larger cell. I don't know."</p>
Paraphrasing	<p>Example 1: "So each daughter cell will receive a duplicate copy of the same strand of DNA from the parent cell."</p> <p>Example 2: "Ok through this process of mitosis all the genetic information belongs in the parent cell and that is transferred over to the daughter cell."</p>
Elaboration	<p>Example 1: "Ok so there's the daughter cell and then there's a parent cell—mitosis it has genetic information so when I'm thinking of cell division I'm thinking of maybe how a baby develops and how it's developing."</p> <p>Example 2: "So by mitosis it guarantees that the chromosomes will get passed on so that whatever will be able to live on or whatever."</p>
Using logic	<p>Example 1: "Ok what they're saying is that mitosis will make sure that an equal amount of genetic information will go to each of the cells—equal amount will go to each daughter cell that will then develop basically the same—multiply the same."</p> <p>Example 2: "OK, so the genetic information that must be the chromosomes because the chromosomes are going into each of the cells. And that is made up of the DNA. So a part of... a part of each parent cell's genetic information which is the DNA goes into each of the two cells that come from the parent cell."</p>
Prediction	<p>Example 1: "Ok this is the separation of the cell—the DNA—the next one should be the replication of the DNA."</p> <p>Example 2: "So that's the first stage, now they'll give the second one."</p>
Bridging inference	<p>Example 2: "So mitosis—the first stage of cell division where each set of chromosomes goes to each daughter cell will contain DNA."</p>



UNIVERSITY OF  
OXFORD

# Reading comprehension: What to teach

---

# Reading comprehension: What to teach

---

*“If a student can read a text fluently, they understand and we can use it in lessons and homework without extra support.”*

- EAL students & poor comprehenders struggle with comprehension, not decoding (Spencer & Wagner, 2015)

## **What underpins reading comprehension?**

- Vocabulary (Spencer & Wagner, 2015; Murphy & Unthiah, 2015)
- Background knowledge (Burgoyne, Whiteley, Hutchinson, 2013)
- Deep reading & monitoring (McNamara & O'Reilly, 2009)
  - Text coherence
  - Tasks/ strategies



# Reading comprehension: What to teach

---

*“If a student can read a text fluently, they understand and we can use it in lessons and homework without extra support.”*

- EAL students & poor comprehenders struggle with comprehension, not decoding (Spencer & Wagner, 2015)

## **What underpins reading comprehension?**

- Vocabulary (Spencer & Wagner, 2015; Murphy & Unthiah, 2015)
- Background knowledge (Burgoyne, Whiteley, Hutchinson, 2013)
- Deep reading & monitoring (McNamara & O'Reilly, 2009)
  - Text coherence
  - Tasks/ strategies
- Motivation (Willingham, 2017)

# Reading comprehension: What to teach

---

*“If a student can read a text fluently, they understand and we can use it in lessons and homework without extra support.”*

- EAL students & poor comprehenders struggle with comprehension, not decoding (Spencer & Wagner, 2015)

## **What underpins reading comprehension?**

- Vocabulary (Spencer & Wagner, 2015; Murphy & Unthiah, 2015)
  - Background knowledge (Burgoyne, Whiteley, Hutchinson, 2013)
  - Deep reading & monitoring (McNamara & O'Reilly, 2009)
    - Text coherence
    - Tasks/ strategies
  - Motivation (Willingham, 2017)
- 
- **Teach and activate vocabulary and background knowledge**
  - **Encourage deeper reading through texts and task choices**
  - **Make texts relevant and motivating**



UNIVERSITY OF  
OXFORD

# **In a moment: Your turn!**

## **- Materials and how to**

---

# In a moment: Your turn!

## - Materials and how to

---

*But first...*



# Now: Task time!

---

*Until 5:50(ish).*

???

!!!





# Reviewing the practical

---

# Reviewing the practical

---

- What did you think about the text- would you use it?
- Which words would you teach, and how?
- What online resources did you find useful? What did you use them for?

# Thank You!

---

Annina Hessel

[annina.hessel@education.ox.ac.uk](mailto:annina.hessel@education.ox.ac.uk)

@AnninaHessel

**Supervisors:**

Victoria A. Murphy & Kate Nation