

Top Tips

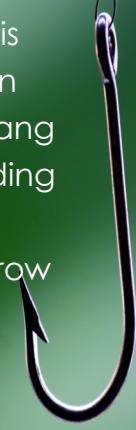
- Involve parents as a link to accessing first language vocabulary;
- Use Peer buddies for newly arrived pupils to support during breaks and lunch times;
- Organise clubs to allow pupils of the same first language to relax and socialise over a shared activity;
- Use audio books in first language;
- Where possible, allow pupils to annotate their work or reading texts using first language;
- If available, encourage EAL learners to take the GCSE examinations of their first language;
- Create lists of key words and phrases with translations across subject areas;
- Please note, for newly arrived pupils, where pupils have literary skills in their first language, allow them to initially write extended pieces of writing in their first language. This can be translated into English with support from the teacher.

The use of first language for EAL Learners

EAL learners who have received an educational experience in their first language should be encouraged to apply the knowledge they have acquired to date in their new learning environment. Consideration needs to be made for a pupil's underlying cognitive ability and that in the early acquisition stages, language is the barrier, not their understanding.

In the case of a pupil who may not have experienced any education in their first language, they may only have social and functional language developed. They may not necessarily have the knowledge of curriculum vocabulary in their first language.

First language plays a valuable role in the acquisition of another language. It is a means of facilitating understanding of individual words, clarifying understanding of concepts and maintaining dialogue with other speakers to explore ideas. Be reassured, the continued use of first language does not prevent pupils from learning English.

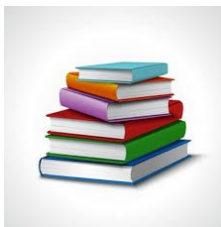


Language is the hook on which to hang understanding and with which to grow new learning.

Strategies for using home language in the classroom

Books

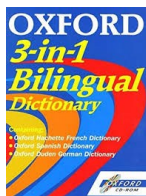
There are many websites or publishers who offer translations of classic texts. It is not recommended to put whole texts into translation software, as authors use of ambiguity and manipulation of punctuation can alter the meaning.



Flash Cards

Flash cards can be used with visuals and words in English and their first language, either on the front or back of the cards.

Bilingual dictionaries



A bilingual dictionary is an essential tool to enhance language competency. Pupils will need guidance and practice to use these effectively.

Display

Incorporate labels of different languages on displays. Use them to discuss similarities, pronunciation and strategies for remembering. Encourage adults and pupils to use in everyday practice.



Working with speakers of the same language

If possible organise pupils to work with other peers or adults who speak the same language. This can provide pupils with the opportunity to talk through their learning. Below are suggestions on how to facilitate this:

- Task explained in first language* and undertaken bilingually. Feedback given through combination of first language and English.
- Task explained in English and undertaken bilingually. Feedback rehearsed and delivered in English.
- Task explained in combination of first language and English* and task undertaken bilingually, feedback rehearsed and delivered in English.
- Whole of task completed in first language*, then following day task repeated using English.

***Use of bilingual adult to facilitate**

Google Translate/ICT facilities

For single word translation the use of Google Translate or the translate feature currently available for Word, Excel, OneNote and PowerPoint.