

Helping pupils use their home languages for learning

1. Where pupils speak a common language, encourage pupils to talk together in their home languages.
 - Maintaining a positive ethos to promote this is essential.
2. Praise and reward pupils who act as interpreters.
3. Make sure other pupils see that you respect and value pupils' bilingual competence.
4. Welcome and encourage home language support from parents.
5. Encourage other pupils to teach you simple phrases in the languages spoken by new arrivals.
e.g. well done, please, thank you.
6. Learn key technical vocabulary in advance of lessons.
 - Use bilingual dictionaries
7. Prepare resources which includes some of this key vocabulary.
e.g. picture cards, worksheets.
8. Where possible make pupils' home languages central to the work of the whole class.
e.g. in drama, role-play.
9. Encourage literate pupils to use and make bilingual dictionaries and word lists.
10. Encourage pupils who are literate to read and write in their home or community languages.

Supporting Pupils, New 2 English, in the Classroom



Access and Learning



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Creating a supportive learning environment

1. Create a friendly, stress-free environment.
 - Welcome new arrivals into your class.
 - Ask them to sit near the front of the class.
2. Be prepared for the pupils to be reluctant to talk at first.
 - Allow them plenty of time to listen and tune into English.
3. Formalise support from class 'friends' or 'buddies'
 - Make sure buddies are clear about their role.
 - Decide how to acknowledge and reward their support.
4. Help pupils understanding the lesson focus.
 - Use visual and other contextual support.
 - Communicate objectives simply and clearly.
5. Support pupils' understanding of instructions.
 - Speak clearly and use language consistently.
 - If possible, encourage other pupils or adults to interpret and allow time for this to occur.
6. Structure lessons to avoid lengthy, unbroken periods of teacher talk and ensure opportunities for pair or small group work.
7. Find out about pupils' strengths and build on them.
 - Make use of initial assessment information from EAL staff.
8. Make books or other resources available to take home.
9. Where possible, talk to parents about the work pupils are doing.
 - Suggest ways in which they can provide support.
10. When EAL specialists are available to support pupils, work in partnership, when possible.

Supporting curriculum access and language learning

1. Use drawings, photographs, objects and picture dictionaries to communicate key vocabulary.
2. Present information in the form of key visuals such as diagrams and charts.
3. Communicate meaning through activity.
 - For example practical demonstrations, video, role-play, drama.
4. Encourage use of pupils' home languages by parents and where available bilingual staff and pupils who speak the same language.
5. Give examples appropriate to pupils' experience to illustrate ideas.
6. Plan activities that enable pupils to hear English in contexts that support understanding.
 - Practical activities that encourage talk during the activity.
 - Games and role-play activities.
 - Other focused collaborative tasks.
7. When pupils are ready, plan simple communicative activities that encourages them to talk, using language they have previously heard.
8. Be a good model of spoken and written English. Use language clearly, consistently and precisely.
 - Be aware that not only technical vocabulary, but also many everyday words and expressions can be very confusing.
9. Draw pupils into whole class discussion
 - Address them by name and be prepared to repeat questions.
 - Allow time for pupils to answer.