

## 8. Strategies for New EAL Learners

The most important strategy to use initially with your refugee pupils will be the use of visuals. There are a variety of visual strategies to use and can be found on the EAL Nexus website from the British Council.

<https://eal.britishcouncil.org/teachers/great-ideas-visuals>

**It is vital to think of what visual can be utilised to help the pupil understand the topic of your lesson or the main key words.**

Google images are a quick way to produce an image on the whiteboard during the lesson to help pupils feel included. Remember not to panic at the early stages and remember that your new pupil may well be feeling overwhelmed by the whole experience.

The main visuals to use initially will be:

### Graphic organisers

we did you get to have?	Monday	Tuesday	Wednesday	Thursday	Friday
walk					
car					
bike					
train					

**These provide pupils an opportunity to access curriculum content and support the development of academic language.** Pupils can organise their thinking, before going on to express their thoughts in English.

**Graphic organisers enable pupils to acquire vocabulary in context,** so they are excellent for enabling teachers to keep the cognitive challenge of a task high while keeping the language accessible.

Graphic organisers support all learners. They enable learners to focus and be involved in whole class learning. They help learners with language and content in different subjects and they support learners' conceptual development.


## Visual Cues

A text such as 'Coraline' will seem daunting for a teacher to try and explain to an EAL pupil but a simple story board will allow the pupil to access some parts of the text at the appropriate level of language acquisition.

## Highlighting Key Words

Highlighting key words/phrases in a text for pupils to translate independently or with the aid of a Bilingual teaching assistant can help pupils' access class work. Pupils can start to build up a bank of key words to refer to during lessons.

**Koralin**



**Bölüm 3**

Ertesi gün güneş parlıyordu ve Koralinin annesi okul için bir kıyafet satın almak için en yakın büyük kasabaya onu götürdü. Onlar tren istasyonunda babasını bıraktılar. O bazı insanları görmek için bir gün Londra'ya gidiyordu.

Koralin ona hoşçakal demek için ellini salladı. Annesiyle okul kıyafetleri satın almak için büyük mağazanın içine girdiler.

Koralin çok sevdiği Day-Glo yeşil eldivenleri gördü. Annesi eldivenleri almağa reddetti ve yerine beyaz çorap , lacivert okul külotları, dört gri bluz ve koyu gri etek almaya tercih etti .

"Ama anne, okulda herkesin gri bluz ve her şeyi var. Hiç kimsenin yeşil eldiveni yok. Sadece bende olacak."


Annesi onu aldımadi. O mağaza görevlisiyle konuşuyordu. Koralin için ne türlü kazak alabileceğini konuşuyorlardı ve o konuda en uygun kazak untandırın geniş ve sarkık olan bir kazaga karar verdiler bir gün buyuyup ve tam gelmesi umuduyla.

(See [Resources section](#))

## Key Words

Below is an example of a grid that can be adapted for any new key word and can be done at some level by all EAL learners.

Key word/new vocabulary grid sample

<b>NOUNS</b> Den, predator, prey, plains, Africa, cub, pride.	<b>Adjectives</b> majestic, huge, fierce, proud, lazy	<b>Verbs</b> roar, run, chase, attack, hide, kill, rule
<b>Diagram</b> 	<div style="background-color: #FFB6C1; text-align: center; padding: 20px;"> <b>lion</b> </div>	<b>Adverbs</b> quickly, fiercely, slyly, lovingly
<b>Ask a question:</b> What is their life span?	<b>Lion stories/in the news:</b> Lion King, Born Free, killed by poachers, Jungle Book	<b>Symbolise:</b> strength, nobility, ferocity

(Collaborativelearning.org.uk)

## Substitution Tables

### 1. Predicting

We think	candles butter margarine ice cheese chocolate	will melt	in	cold cool warm hot boiling	water
----------	--	-----------	----	--	-------

**A substitution table allows a teacher provides a table giving model sentences with a range of choices for learners to select from, using a set pattern.**

(Collaborativelearning.org.uk)

It is a very useful 'scaffolding' resource which extends the speaking or writing skills of EAL learners and can be used as a reinforcement of newly acquired language. Substitution tables provide models for learners to practise target language and support the development of specific grammatical features within the context of the curriculum. They are motivating and generate a sense of achievement when completed.

Substitution tables can be used to support talk and provide a scaffold which enables learners to speak or write in grammatically correct sentences. They are often used to provide an opportunity for independent work for learners who are new to English. However, they can also be used by pairs or groups where they can encourage learners to develop and extend speaking and listening skills within the context of a curriculum topic and provide an opportunity for meaningful communication.

**(EAL Nexus)**

## Transliteration

Transliteration gives the word from a different language in letters that you can understand so as to be able to pronounce it. **(See Arabic 5 W's example in Resources.)** Utilise Arabic speakers to transliterate Arabic key words and phrases. This gives teachers a way to say simple Arabic words or phrases correctly to pupils.

This is an example below:

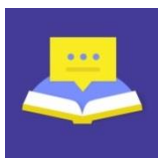
How to Introduce Yourself in Arabic		
My name is ...	ما اسمي ...	Esmee...
What's your name?	ما هو اسمك؟	Ma esmouk?
Nice to meet you!	إلطف لمقابلتك	Motasharefon bema'refatek
I have to go	يجب أن أذهب	Yajebu an athhaba al aan
I will be right back!	إسأكون الظهير الايمن	Sa arje'o halan

(GEMS)

## Some Useful 'Apps'

**I-pads can prove invaluable in the early days of helping new pupils to settle into school.** There are a multitude of good apps that provide good sources of visuals as well as allowing the pupils to have access to English learning games.

**Having computer keyboards in home language can also be a help to students who may be adjusting to the English alphabet.** There are a variety of translation tools available such as EMAS UK or Google Translate. Google translate is not particularly accurate for lengthy Arabic translations but may be ok for single words.



### **Learn English School**

The app works by simply translating basic vocabulary and phrases to a chosen language. The application covers 13 different everyday vocabulary topics with audio



### **Sentence Reading Magic**

A simple, clear, and visually appealing app designed to help those reading and writing at the word level and would like to build sentence fluency and narration



### **Sentence Builder**

Sentence Builder is designed to help children learn how to build grammatically correct sentences.



### **Bitsboard**

A great app to build vocabulary of new to English pupils using visual boards, word building, memory games, crosswords, sequencing and much more.



### **Story Creator**

A wonderful app to get pupils creating, illustrating and recording their own stories.



**Clicker Sentences** Clicker Sentences is an app that supports sentence construction and can be used to build tailored resources for specific lessons. (£19:99)

## **Some Useful EAL websites**

### **Bracknell Forest**

Useful for mainstream staff working with new EAL learners in mainly monolingual areas. Straightforward guidance for primary and secondary and a useful collation of resources. Useful booklets for new arrivals.

### **City of Edinburgh**

The City of Edinburgh EAL Service contains many useful documents and ideas including extensive translated resources such as key words and leaflets for parents. There are many secondary resources and information for parents. ([www.aslserviceedinburgh.com](http://www.aslserviceedinburgh.com))

### **EMTAS 4 Success**

[www.emas4success.org](http://www.emas4success.org)

EMTAS 4 Success is a website developed through a partnership between South Gloucestershire, Bath and North East Somerset, North Somerset and Bristol. It contains useful policy and project information, guidance and downloadable teaching and learning resources produced by the services, including a number for new to English pupils

### **Lancashire County Council**

[www.lancsngfl.ac.uk/projects/ema](http://www.lancsngfl.ac.uk/projects/ema)

A wonderful site that has many good visual aids for new to English pupils to help navigate new vocabulary.

### Hampshire

Site includes information on Young Interpreters scheme and useful documents and resources.

[www.collaborativelearning.org](http://www.collaborativelearning.org)

Links to a range of collaborative activities that help develop the communication of EAL learners through meaningful interaction.

[www.twinkl.co.uk](http://www.twinkl.co.uk)

A great range of visual resources and bilingual resources to help new to English pupils. You will need to subscribe to access the full range of bilingual resources in Arabic.

[www.sparklebox.co.uk](http://www.sparklebox.co.uk)

Lots of visual resources to help pupils in their early days at school.