

Speaking and listening

- Create a positive environment where the student feels confident in asking, and responding to, questions. Provide open question formats for the student to use.
- Ensure that the student understands the lesson objective.
- Simplify language when teaching new concepts.
- Make explicit any alternative words used in an explanation/instruction.
- Encourage students to model language by repeating instructions for a partner to follow - (applies particularly to Science investigations).
- Pre-teach any vocabulary needed to understand listening activities e.g. when using tape / video.
- Provide listening frames for use with tapes/video/group discussion.
- Encourage the student to use his/her first language when recording method /results, planning writing or discussing tasks with peers and parents.
- Provide and explain the vocabulary the student needs to assess his/her progress.
- Provide a grid for the student to use as an aide-memoire for understanding instructions for homework tasks.*

* See appendices in EAL Handbook

Vocabulary

- Reinforce with glossaries, quizzes, word searches and crosswords.
- Where possible make explicit the verbs associated with subject specific nouns e.g.:
pH **increases/decreases**
Lava **flows / solidifies**
- Provide annotated diagrams and combine with visual cloze activities as reinforcement.
- Provide simplified wordlists for the language used in assessment tasks.*

Writing

- Suggest students draft ideas and plans in their first language.
- Provide tables/writing frames/flow charts/timelines so that the student may record information in an organised form and refer to these when planning written work.
- Encourage students to outline, verbally how they will approach a task (paired work)
- Provide an exemplar as a written model.
- Provide a range of DARTS activities to support the student's writing.*
- Encourage students to use computers for their written work especially at KS4 in order to ease the burden of redrafting/correcting work. Arrange for after school provision of computers in the LRC and contact parents regards any arrangements: useful when coursework is underway.



Support strategies for developing bilinguals at KS3/4

General

- Be aware of how to construct a worksheet in order to maximise the student's understanding.
- Encourage the use of an indexed glossary book by student in which key words and phrases are entered, with translated or simplified version, together with an example of use in context.
- Keep a copy of a dual language dictionary available.

Reading

- Texts need to be clear with a photocopy provided for any extended piece with the essential verbs/phrase/names/dates highlighted, which the student may take home prior to study / task, in order to translate and talk about with parents/siblings, if possible.
- Provide visual clues and semantic webs where possible.
- Make clear the words that refer to characters' names.
- Provide the vocabulary needed to understand main themes, ideas and characterisation.
- Make explicit the context of the writing and provide an explanation of any cultural references that the student may not understand.
- Provide a paper copy of instructions/assignment tasks so the student may highlight key verbs and translate or ask for a simplified version .For example: 'In your answer you should **consider**' - **think about**.
- Provide activities for homework prior to reading that develop student's vocabulary. See '*Matching Words and Definitions*' in Handbook
- Encourage students to use tapes/videos of any studied texts and suggest that dual language texts are bought / borrowed, in advance of actual study.*
- Introduce, and refer to, any curriculum support material available in the school's learning resource centre.