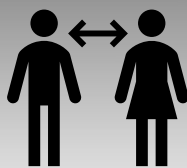**Using ICTs to support learners of EAL**

Induction

- Use Google Earth to find out about pupils' backgrounds and orient them in their current locality
- Gather background information using SEGfL's free online tool (available for free in different languages)
- Formally train peer buddies using The Young Interpreter Scheme®

Multilingual approaches

- Use translation tools (see health warning)
- Encourage pupils to record and playback oral contributions in other languages
- Provide access to multilingual texts via e-books and online sources
- Facilitate writing in languages beyond English - set up keyboards for typing in different languages on PCs and digital devices

Access to the curriculum

- Facilitate ad-hoc conversation through apps and mobile devices that provide two-way oral translation eg Microsoft Translator, SayHi, Google Translate etc.
- Support access to English-only texts through the power of online translation
- Utilise digital supports for reading and writing like text-to-speech, speech-to-text, word prediction, online glossaries and dictionaries
- Source audio-visual materials to make meaning more explicit eg Widgit symbols (with translation), Google images, videos on YouTube and TrueTube
- Source linguistically accessible online content using search tools like Kidrex
- Encourage participation through use of polling tools like Socrative and Plickers

Blended learning

- Encourage pre-reading of curriculum-related topics using Simple English Wikipedia and/or versions in different languages
- Rehearse key vocabulary using a tool like Quizlet
- Signpost to online learning repositories like BBC Bitesize, Oak National Academy and Ted Talks, Khan Academy (both available in different languages) for home-based pre-learning of curriculum-based content

Health warning

- Remember families may not have full access to technology at home
- ICTs should complement, rather than replace, mainstream teaching
- Don't use technology for technology's sake – what works in one context may not work in another
- Always check the provenance and e-safety of online sources
- Ensure online sources are age-appropriate and linguistically accessible
- Consider the strengths and limitations of digital translation; there is a useful Blog here about translation tools

Hampshire County Council
Ethnic Minority and Traveller Achievement Service

Using ICTs to support learners of EAL

Speaking & listening

- Develop oracy (any language) by recording/playing back speech using talking tins/pegs/cards/photo albums and Mantra Lingua's TalkingPENs plus labels
- Use talking avatars like Chatterpix and Voki to promote oral confidence
- Encourage oral play using apps like Puppet Pals HD
- Provide oral support via QR Codes or websites like Clyp (see health warning)
- Capture academic talk digitally – this is especially important for children at early stages of learning EAL who may not be ready for writing

Reading & viewing

- Build on proficiency in first and other languages through access to dual/multi-language versions of e-books
- Encourage use of apps/online tools for instant access to dictionaries/thesauri eg Wordsift, Dictionary.com or visual-thesaurus.com
- Convert printed sources into digital versions using tools like OneNote
- Enable text-to-speech on PCs/Tablets for oral access to digital texts and use of C-Pens (LingoPen)
- Source graphic versions of key texts and those with audio accompaniment
- Rehearse key vocabulary using tools like Osric's Bingo Card Generator and Formulator Tarsia
- Create word clusters to focus on key vocabulary and text type eg WordArt.com
- Help older learners investigate word collocations eg app The Right Word

Writing

- Stimulate writing through media rich experiences like authentic games (view a
- case study) and VR technologies like Google Expeditions (see health warning)
- Bridge more formal prose with tools that encourage the production of shorter chunks of language eg comics (Comic Life), infographics (Canva and Easelly) and video annotation (Adobe Spark Video, iMovie Trailers)
- Record thoughts/speech prior to writing using audio recording devices/apps
- Encourage use of speech-to-text as a short-cut to typing for those who need it
- Provide access to supportive word processors eg Book Creator, Clicker Docs and plugin soft keyboards eg Grammarly, Texthelp's read&write
- Enable learners to practise text expansion using a tool like Telescopic Text

Links

- The Young Interpreter Scheme
- Talking Products
- Mantra Lingua
- ICT-related articles from EMTAS Blog

- EAL-Bilingual
- EAL MESHGuide
- NALDIC ICT and EAL archive