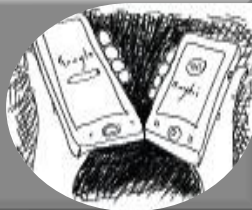


## Induction and assessment



- 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 in different languages)
- Formally train peer buddies using [The Young Interpreter Scheme](#)

## Use of multilingual skills



- 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 e.g. [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 e.g. [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
- Encourage home-based writing projects in English and/or L1 using [Storybird](#)

## Health warnings



- Never assume families 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 (whatever language used)
- Remember the strengths and limitations of digital translation; there is a useful [Blog here](#) about translation tools

## Speaking and 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 through apps like [Puppet Pals HD](#)
- Provide oral support via QR Codes or websites like [Clyp](#) (see health warning)
- Capture academic talk digitally – this is important for children at early stages of learning EAL who may not be ready for writing

## Reading and Viewing



- Build on proficiency in first and other languages through access to dual/multi-language versions of e-books e.g. [Kitabu](#) and online sources like the [International Children's Digital Library](#)
- Encourage use of apps/online tools for instant access to dictionaries/thesauri like [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 e.g. [WordArt.com](#)
- Help older learners investigate word collocations e.g. 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 e.g. comics ([Comic Life](#)), infographics ([Canva](#) and [Easel.ly](#)) and video annotation ([Adobe Spark Video](#) and [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 like [Book Creator](#) and [Clicker Docs](#) as well as plugin soft keyboards like [Grammarly](#) and [Texthelp's read&write](#)
- Enable students to practise text expansion using a tool like [Telescopic Text](#)

## Links



- [The Young Interpreter Scheme](#)
- [Talking Products](#)
- [Mantra Lingua](#)
- [Primary](#) and [Secondary](#) app wheels
- [ICT-related articles from EMTAS Blog](#)

- [EAL-Bilingual](#)
- [EAL MESHGuide](#)
- [NALDIC ICT and EAL archive](#)