University of **Reading**

Hampshire EMTAS Network meeting

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Tuesday 5th May

Astrid Dinneen & Debra Page

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Aims of the meeting

- To learn about Debra's progress with her research on the Young Interpreter Scheme
- To find out her plans for the next phase of the project and learn how schools can support these

Aims of the project

Aim 1

- Evaluate the scheme's impact on children's;
  - Language use
  - Empathy
  - Cultural awareness
- And compare to non YI children in the same school.

Aim 2

- Teachers' and staff's experiences of;
  - Running the scheme
  - How the scheme has affected the school ethos
  - How the scheme has impacted children

Project timelines

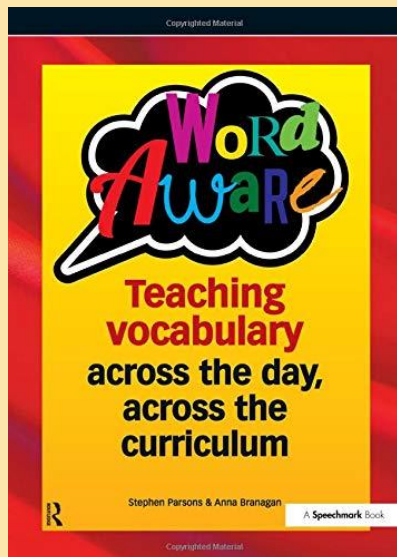| Data collection point	Original plan	Revision A - 6-month delay (online and/or face-to-face)	Revision B 9-month delay (online and/or face-to-face)
Pilot and recruitment	April - May 2020	September 2020	December 2020
Time 1 – week prior YIS training	September - December 2020	October - November 2020	January - March 2021
YIS training - over 4 weeks with Debra on session 4.	September – December 2020	November - December 2020	January – March 2021
Time 2 - week after YIS training	October – January 2021	November 2020 – January 2021	February – April 2021
Time 3 – 1 week per school.	May - July 2021	June - July 2021	September - December 2021 (summer holidays mean delayed 6-month follow-up of all children)

YIS training – new task & resource

- Modified short stories for training children in ways to help buddies understand new vocabulary using Word Aware strategies.

Word Detective

1. "Let's be a word detective.
2. Can we use the context? Let's look at the picture.
3. Do you know what X means now?
4. Let's read the paragraph with X in.
5. Are there any words that help us? - X, X,
6. Do you know what X means now?
7. What part of speech is it?
8. Does it have a prefix?
9. Does it have a suffix?
10. These are some synonyms, words that mean the same / similar as X – X, X, X
11. Do you know what X means now?
12. Let's look it up in a dictionary."

A long time ago there was a hare who wouldn't stop teasing a tortoise for his slowness. "I'm the fastest runner in the woods and you are the slowest one! We should compete," he jeered.

Word Aware
Teaching vocabulary across the day, across the curriculum

Stephen Parsons & Anna Branagan

Data collection

- Series of pupil-friendly tasks to test:

- Non verbal aptitude

- Vocabulary

- Empathy

- Grammar

- Intercultural awareness

- (Peer to peer interactions)

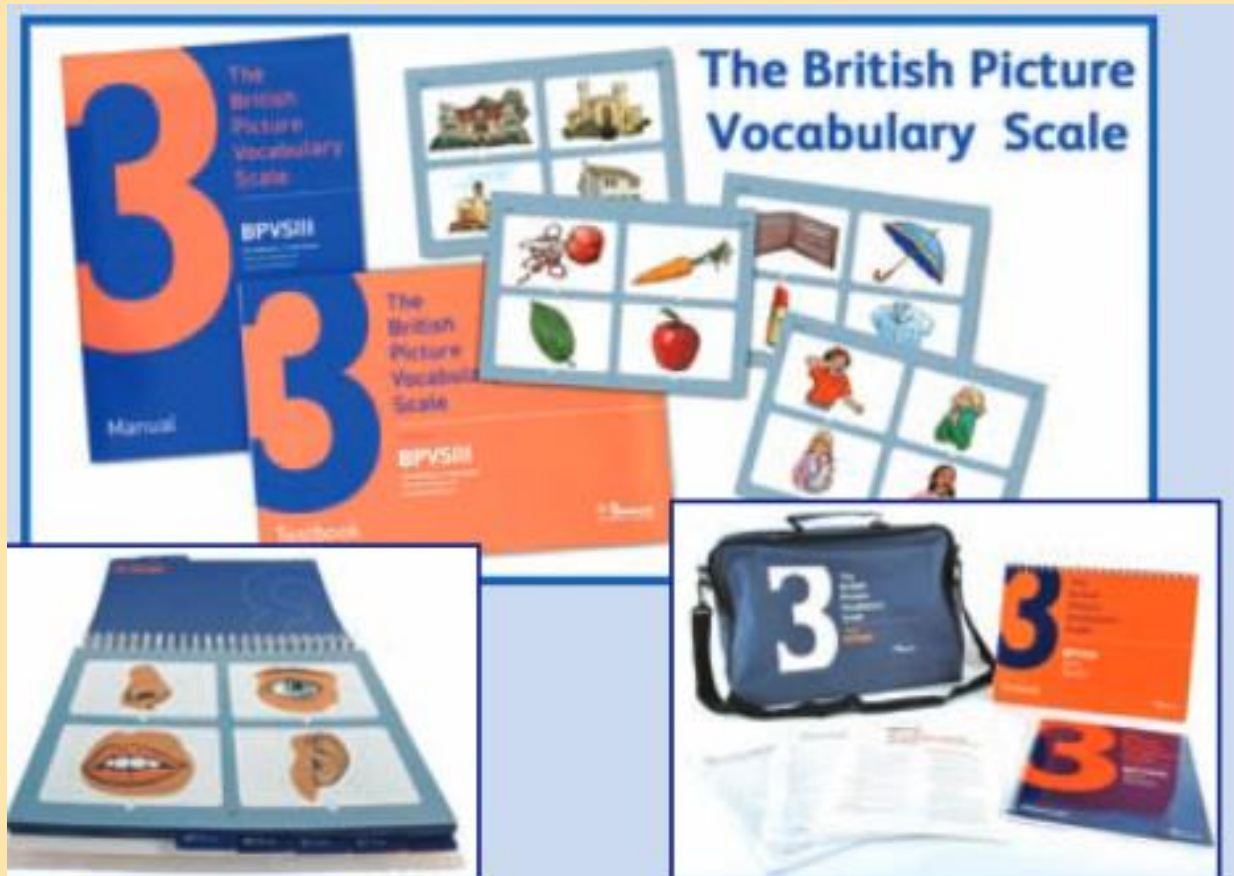- 3 collection points – before & after YIS training, 6 month follow up.

Non-verbal task

Children see patterns and choose the correct missing part to fit in the pattern. The relationship between the figures in the patterns gets more complex.
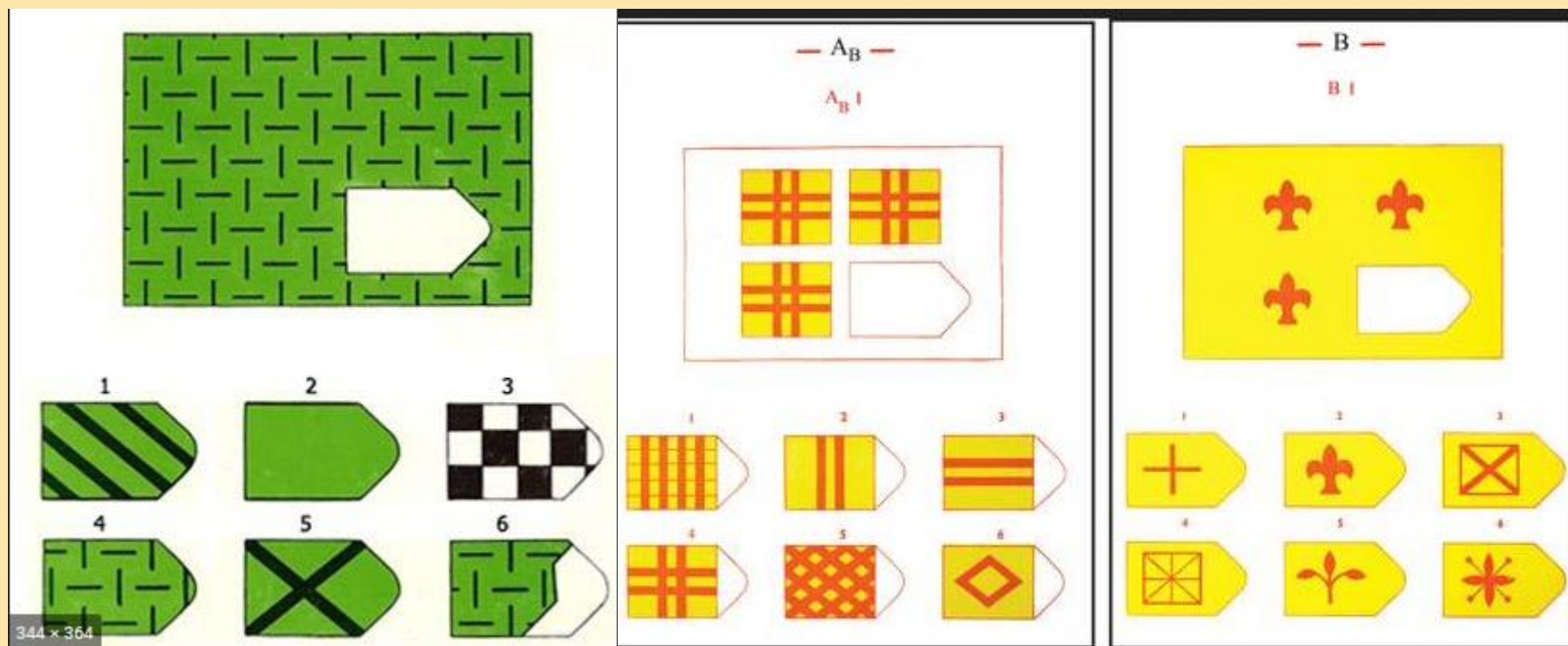
Vocabulary task 1

Children choose which picture from sets of 4, matches the word meaning of what the tester says.

Vocabulary task 2

Children choose the opposite word for what the tester says. Eg. They are told 'on' and they should respond 'off'. Children choose a synonym for a given word. e.g. 'shout: yell'
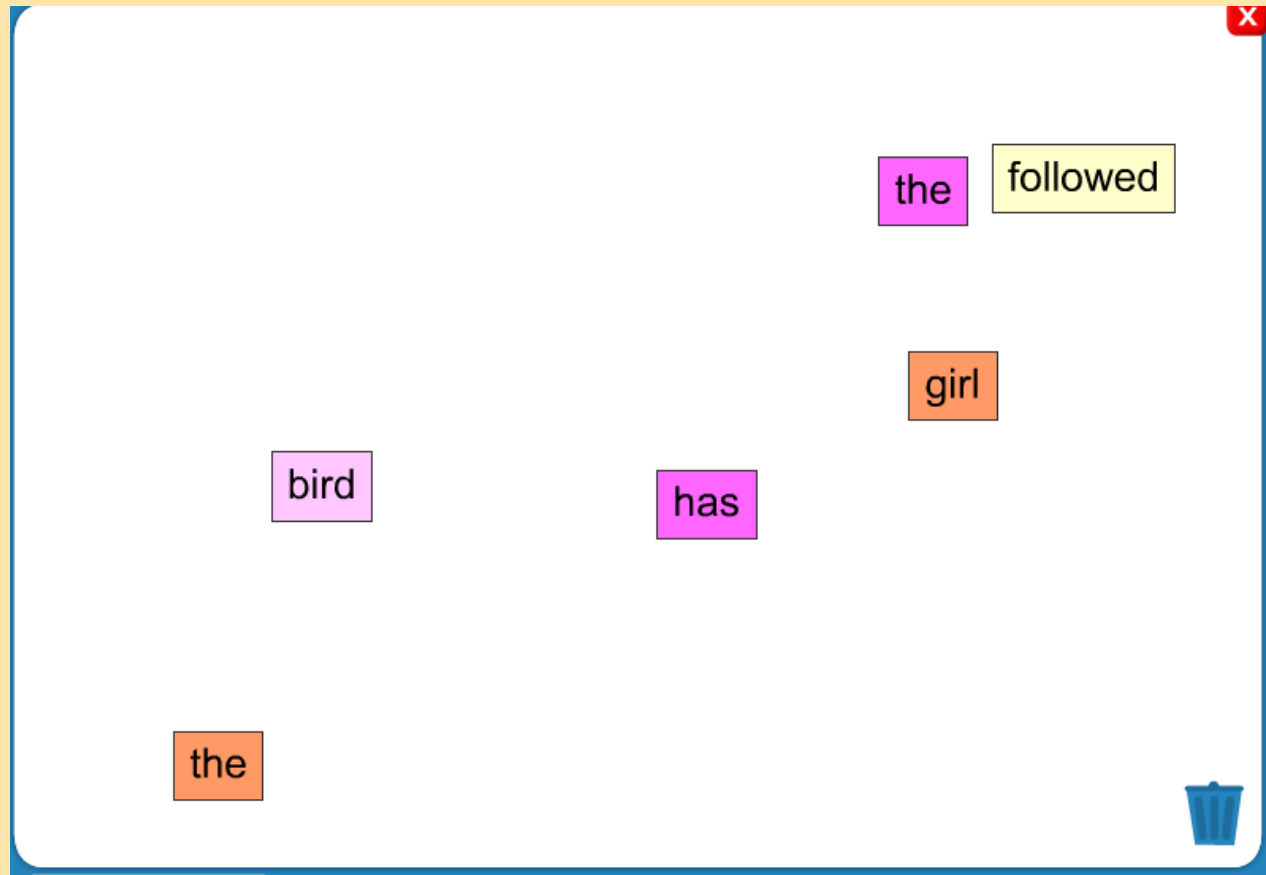
Empathy task

Children rate (not true, sometimes true, often true) to 18 statements about how they would feel in different situations. E.g. 'I feel bad when two people argue'.

		Not true	Sometimes true	Often true
1	If my parent / guardian is happy, I also feel happy	0	1	2
2	I understand that a friend is ashamed when he/she has done something wrong.	0	1	2
3	If a friend is sad, I like to comfort him.	0	1	2
4	I feel bad when two people argue.	0	1	2
5	When a friend is angry, I tend to know why.	0	1	2
6	I would like to help when a friend gets angry.	0	1	2
7	If a friend is sad, I also feel sad.	0	1	2
8	I understand that a friend is proud when he/she has done something good.	0	1	2
9	If a friend has an argument, I try to help.	0	1	2
10	If a friend is laughing, I also laugh.	0	1	2
11	If a friend is sad, I understand mostly why.	0	1	2
12	I want everyone to feel good.	0	1	2
13	When a friend cries, I cry myself.	0	1	2
14	If a friend cries, I often understand what has happened.	0	1	2
15	If a friend is sad, I want to do something to make it better.	0	1	2
16	If someone in my family is sad, I feel really bad.	0	1	2
17	I enjoy giving a friend a gift.	0	1	2
18	When a friend is upset, I feel upset too.	0	1	2

Grammar task 1

Children arrange scrambled words of a sentence into the correct sentence. 18 items.

Grammar task 2

Children decide if sentences are grammatical or not and explain why the sentence is wrong. 12 items.

Error correction – English

This is Emma. She is learning English.

She is going to say some sentences in English. Some will be correct, but some will have mistakes in them.

After each sentence you hear, you will be asked if the sentence was correct or if there was a mistake.

If you think there is a mistake, you will be asked to correct it and explain why the sentence was wrong.

The puppy followed a boys.

Grammar task 3

Children say the correct word to complete the pair.
E.g. they are shown 'like:liked, love: ?' and should provide 'loved'. 18 items.

Word analogy task – English

- You will see and hear three words that form a pattern

- You need to say the fourth word in the pattern out loud

- Let's try a practice pattern first:

like: liked

love: __?__

answer: loved

walk : walked

look: __?__

louse : lice

mouse : __?__

Intercultural awareness task.

Children are shown a picture of school children who are introduced as new to English and the UK. They are then asked *1) What do you think may be difficult for them at school? 2) What could you tell them about your school that would help them?*

Options

Peer-peer interaction task 1

Barrier game. The Young Interpreter (YI) child describes the route on their map to an EAL peer / Debra so that they can reproduce the route on their map without seeing their partner's map. The 2 maps are slightly different.
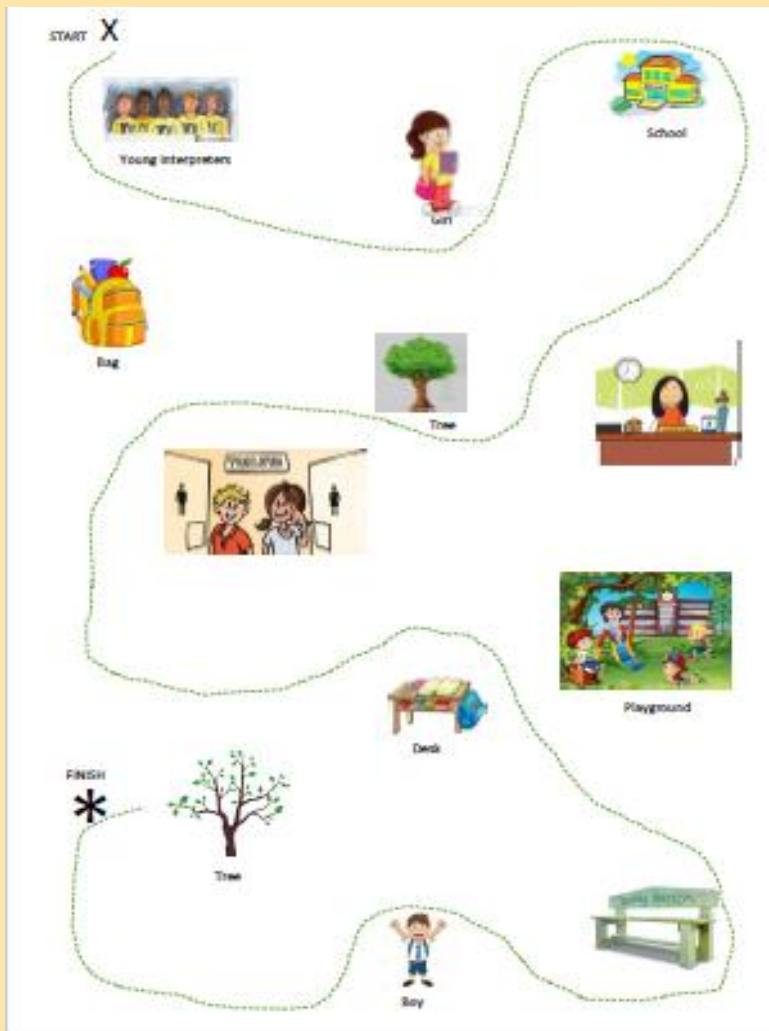
Peer-peer interaction task 2

Explaining words to peer / Debra

The YI child explains 6 words (2 nouns, 2 adjective and 2 verbs) to an EAL peer.

e.g. meadow, pleaded...

Break for questions

Other data

- YI diary /journal
  - YIs record how many interactions they have with EAL peers
  - log activities they do
  - structured format – weekly?
    - Stickers?
    - Example activities?

- We want your input on this so it's useful for you.

Practical considerations

- Agreement from Headteacher

- Identifying children to participate in the study

- Information sheets and consent forms

- Scheduling visits with Debra and liaising about running the children's training

- Using modified lesson plan for session 4 in collaboration with Debra

Assessments – possibilities

Revision A

- Adapt all but pairs tasks to work online through a video platform and screen sharing.
- Debra to arrange times with teachers / schools / families for children to speak with Debra.
- Debra comes into school for training and 2 peer-to-peer tasks.
- We realise this is an extra job for staff.

Revision B

- Everything virtual / online – YIS training, peer to peer tasks.

Revision C

- Able to come into school
- data collection - mix of face to face and online to suit individual school needs and responses to COVID 19.

Discussion

- Your thoughts on the original plan and how we may modify it in light of social distancing (incl. timeline)

Conclusion

- Debra's blog
- Online questionnaire
- Young Interpreters conference
- Free content for Young Interpreters
- A note on next academic year
- Liaising with Debra
- Next network meeting