

SUPPORTING PUPILS WITH LITTLE OR NO ENGLISH

DO	DON'T
<p>Find out what the pupil's home/first language is and how to pronounce/spell their names correctly.</p> <p>Allow them to stand back and watch at first - passive language skills develop before active skills.</p> <p>Keep the pressure off and the stress low – happy pupils settle more quickly and begin to learn English faster.</p> <p>Provide a group of supportive buddies.</p> <p>Remove the <i>pressure</i> to speak – accept nods, gestures, pointing, facial expression, etc for some time.</p> <p>Encourage speech when it starts voluntarily. (This can be from two weeks to a year!). Insisting on oral responses too early may seriously hinder learning English.</p> <p>Respond to the <i>content</i> of what they say not the grammar. Accept one word answers and ignore initial mistakes.</p> <p>Use gesture, pointing, demonstration, concrete and visual clues when you speak. Repeat rather than rephrase instructions etc.</p> <p>Sit them where they can hear the teacher and see lip movements and gestures.</p> <p>Copying from the board is difficult if the alphabet is unfamiliar. Allow the pupil to copy from a paper version when appropriate. Write legibly on the board.</p> <p>Scaffold lessons to make them as accessible as possible through talk, visuals, writing frames, use of TAs, modelled language, explaining key vocabulary. Give different work when appropriate.</p> <p>Remember that all new arrivals will be going through some form of culture shock and trauma because they have left behind family, friends, sense of achievement, what is familiar etc.</p> <p>Make them feel a part of the school from the start, eg dual language materials, signs in first/home language, culturally familiar objects and images, etc.</p> <p>Value the pupil's culture, languages and experiences by letting them be the expert.</p>	<p>Don't S-H-O-U-T! This is often the first response to a non-native speaker. Don't talk with exaggerated pronunciation and volume to the pupils or parents.</p> <p>Don't speak in telegraphic (broken) English: talk in sentences.</p> <p>Don't panic! Many bright, able, normal pupils remain silent for six months or more. When they start speaking, they may be amazingly fluent and have an excellent English accent after listening for so long.</p> <p>Don't drill or encourage parrot-like repetition. This interferes with language learning in pupils. Use repetition in context to embed new language.</p> <p>Don't insist on full sentences when they speak or make them repeat 'incorrect' sentences 'correctly' when they try to talk.</p> <p>Don't use colloquial English. E.g phrases such as put on/down/across/upon/off. It is too subtle and therefore confusing for beginners.</p> <p>Don't tell parents to speak English at home. Supporting the development of the first language will enhance the learning of English.</p> <p>Don't place EAL pupils on tables or in groups with pupils with special educational needs. Pupils should not be placed in bottom sets unless there is clear evidence that they have specific learning difficulties.</p> <p>Don't expect their reading and writing skills to develop at the same rate as their spoken or understanding skills. Until they have sufficient exposure to English, they cannot be expected to use strategies for reading and writing that their monolingual peers may use.</p> <p>Don't make pupils work in silence all the time. EAL pupils need lots of speaking and listening opportunities to hear language being modelled and practice it. Talk is a rehearsal for writing.</p> <p>Don't ignore the pupil because communication is difficult. Take time to talk to them and find out about them as a person.</p> <p>Don't treat all pupils all the same. Equality means respecting our differences whilst affirming our similarities. EAL pupils are not a homogenous group – they all have specific needs as with any group of pupils.</p> <p>Don't assume an EAL specialist is necessary.</p>