

# EAL Focus Newsletter

Autumn 2010

Issue 1

## Staff Perceptions

**Gary Anderson** - PTC English and Modern Languages.

*"It is vitally important that we ensure the best evidence possible is gathered in order to ensure bilingual students are placed in appropriate classes from the beginning".*

**Andy Pepperell** - Equal Opportunities Working Party

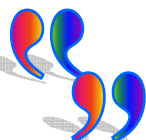
*"All staff should be aware of our legal obligations for ensuring equality of provision across the curriculum"*

**Janice Vernon** - Community Café Manager

*"My staff and I try to give EAL customers adequate time to order their food and count out money. Our menus are now in Polish and Japanese in an attempt to help increase confidence and make them feel welcome"*

**Paul Coupar** - Biology teacher

*"I provide opportunities for students to access on-line translators during lessons. Allowing students to work collaboratively with good English speaking role models helps students to socialise with their peers in a positive learning environment".*



**Robert Breustedt** - Chaplain

*"I see myself as an extra resource for the school... someone who is available to support staff and students, whatever their faith"*

**Linda Garrish** - Maths Teacher

*"We do our best to consider the mathematical ability of an EAL student rather than simply focus on their lack of English skills, placing students in appropriate classes we are sure they can cope well in"*

**Fiona Edwards** - Community and Leisure Manager

*"The school building is a wonderful community resource. EAL students are encouraged to sign up for our extra-curricular activities to help them make friends and settle in to our school environment with less stress"*

**PC Paul Corner** - School Link Officer

*"I'm much more aware of the necessity for translated hand-outs to ensure EAL students can access the same Child Protection training as everyone else"*



## Curriculum for Excellence



Deans Community High School Tel: 01506 282155 [www.deanscommunityhighschool.com](http://www.deanscommunityhighschool.com)

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### READING

- Learning in 2+ Languages (LTS)
- Promoting Race Equality *Making It Happen* (HMIE)
- Scaffolding Language, Scaffolding Learning, Teaching Second Language Learners in the Mainstream Classroom - Pauline Gibbons (Heinemann ISBN 0-325-00366-1)

Thought for the day...

*"We all live with the objective of being happy; our lives are all different and yet the same"*

Anne Frank

#### Kasia Soja (S2)

*"Try to remember that some students need time to listen to a question in English, translate it into their own language to think of the answer and then translate it back into English to answer. Don't lose patience with us. We want a chance to answer like everyone else".*

#### Viktoria Bajusova (S3)

*"Translated worksheets help us to feel like we are doing the same work as everyone else. Students who are new to the country and the school might get lost easily so they need longer to get to classes than other students".*

#### Damian Stepien (S4)

*"I never wanted to come to school because I couldn't do the work. I don't want to be laughed at but I try now to improve my attendance"*

#### Lisa Aoki (S4)

*"Students in Japan do not behave the same way as Scottish students. I am very shy and I get confused. I would like teachers to know I am clever but I don't like to speak out loud in class"*

#### Jakub Butkiewicz (S4)

*"I don't know how to do my homework by myself. No-one at home can help me with it"*

#### Sabba Khan (S5)

*"Extra support with English helped to improve my exam marks in lots of subjects. I've got more confidence and my parents were really pleased I'd done so well in my Standard Grades".*



Contributions to Issue 2 of this newsletter are welcome. If you have any good practice, or even an anecdote which brought a smile to your face then please leave contributions in the EAL base where a box has been provided.



Teachers are welcome to leave requests for translated lesson material in the EAL base. Please plan ahead to allow adequate time for this.

Remember! All homework and school trip letters should be translated. Do not rely on students passing on information to parents.

*Look out for our charity Henna Hand Afternoon currently being organised by a group of our Asian students who want to promote understanding of their culture and customs across the school...*



#### BICS (Basic Interpersonal Communicative Skills)

evidence themselves in colloquial language, taking approx 1-3 years for new arrivals in the country to become proficient.

#### CALP (Cognitive Academic Language Proficiency)

is required to enable EAL students to cope with the more demanding structures of language used at exam level. These can take anything from 4-6-8 years to develop.

#### Useful Websites

[www.EdChange.org](http://www.EdChange.org)

[www.countrynavigator.com](http://www.countrynavigator.com)

[www.Naldic.org.uk](http://www.Naldic.org.uk)

[www.CiLT.org.uk](http://www.CiLT.org.uk)

[www.irespect.net](http://www.irespect.net)

[www.bbc.co.uk/language/polish/soap](http://www.bbc.co.uk/language/polish/soap)

[www.schoolslinks.co.uk](http://www.schoolslinks.co.uk)