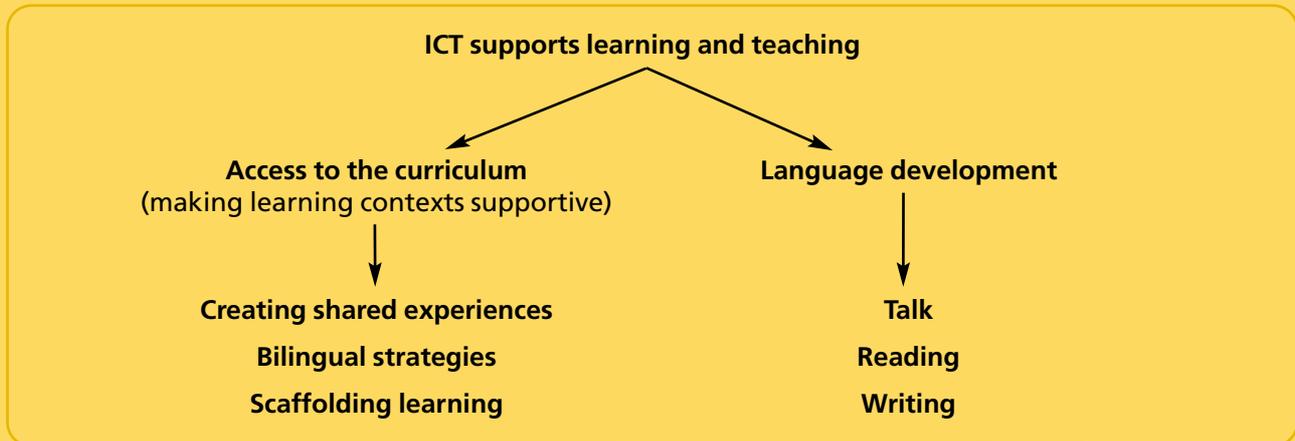# ICT for EAL

It is the responsibility of the school leadership team to ensure that ICT is used appropriately and imaginatively to meet the diverse needs of bilingual learners.

Children learning EAL need to learn English through the curriculum as well as learn the curriculum through English.

ICT supports learning and teaching

Access to the curriculum
(making learning contexts supportive)

Language development

Creating shared experiences

Bilingual strategies

Scaffolding learning

Talk

Reading

Writing

- Creating shared experiences and contexts for using whole-language repertoire through **film/video/DVD clips, audiotapes, video recorders and cameras**
- Using **interactive whiteboards** and **PCs** for scaffolding learning across the curriculum
  - visual aids
  - modelling
  - text marking
  - text annotation
  - use of frames, prompts and graphic organisers
  - making connections in learning

- Using **ICT** to support small-group exploratory talk, particularly for problem solving in mathematics
- Modelling mathematical concepts and demonstrating processes using **interactive whiteboards**
- Reading **multimedia texts**
- Teaching and learning of writing at word, sentence and text level – using **interactive whiteboards, cameras and recorder tools** to support interactive teaching, creating **visual and multimedia texts**
- **e-mail** and **video-conferencing links** locally, nationally and internationally

Assessment for learning

- Observation and evidence of language use and learning collected by practitioners, parents, carers and children: **video, audiotapes, recorder tool on interactive whiteboards**
- Collaborative review and evaluation of work: **PCs and laptops, camcorders and hand-held cameras**

Partnerships beyond the classroom

Photo albums, videos and DVDs to share information of activities and events:

- at school
- in the community
- at home
- extended visits abroad

Use of **computer suites and software** to support family learning and learning at home

Creating an inclusive learning culture

Creating own stories: autobiographies, biographies, history, geography, fiction, poetry

Internet as a source of culturally relevant resources reflecting the diversity of the school

Multilingual software

Positive images

Useful resources and references

- *Learning and teaching using ICT: Leadership team toolkit* (DfES 0369-2004)
- *Learning and teaching using ICT: Example materials* (DfES 0315-2004 G)
- *Improving Boys' Writing: Visual Texts* (DfES 1171-2005 G)
- *ICT in the literacy hour: Whole class teaching* (DfES 0620/2001)
- *ICT in the literacy hour: Independent and guided reading* (DfES 0015/2003)
- *Models and images* (DfES 0508-2003 GCDI)
- Downloadable from Primary National Strategy website at www.standards.dfes.gov.uk/primary/teachingresources

  – NNS interactive teaching programs

  – NNS ICT resources

  – NLS aspects of narrative

  Also see the National Whiteboard Network website at www.nwnet.org.uk

Useful software

Multimedia text construction software

Presentation software

Multilingual software

Word-processing software

Spreadsheet software

Interactive whiteboard software