



uptospeed



Co-funded by the
Erasmus+ Programme
of the European Union

GUIDELINES FOR INTERVENTION BASED ON CASE STUDIES





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INTRODUCTION

The open borders between EU countries and the rising number of refugees and migrants from third countries, coming to the EU in recent years, has contributed to the use of many new languages in the classrooms of Europe. In addition, some countries have still challenges with learning the language of schooling by children from minority origin whose mother tongue is different from the language of instruction (DHLS).

Helping these children learn faster the language of schooling alongside maintaining and further developing their personal linguistic repertoire is very important for their successful reception and integration. Unlike their native peers, newly arrived at school pupils often have complicated, multi-country trajectories behind them and have accumulated varied levels of proficiency in multiple languages. This linguistic diversity is a rich and often unexploited source of social and cultural capital. At the same time, however, acquiring the language of schooling is not only key for education, but also for the labour market and wider society. We need to learn how best to recognise social and linguistic difference as an asset within Europe's schools, while helping children with different at home language (DHLS) to thrive and become active citizens by learning the language of schooling.

Effective language support measures for DHLS children require interventions from their reception and assessment, through their initial placement and admission, up until their immersion within the educational and social life of the school, and subsequent attainment and progression. Linguistic support measures should ideally also be aimed at maintaining students' existing languages alongside developing their proficiency in the language of their schooling, since this is known to have a positive impact on functional literacy, including educational success as a whole. At the same time, these diverse repertoires bring added value to the host country's classroom, as a means of engaging with DHLS learners while challenging them to develop their linguistic skills.

Functional literacy is recognized as the most crucial of the foundation skills and a prerequisite for successful cognitive progress across the curriculum. From an educational equity and inclusion perspective, it is therefore important for DHLS pupils to be supported in the

development of their linguistic repertoire – their home language(s), the language of schooling and any other language(s) they might speak – to facilitate their inclusion and success in the mainstream educational system of their new home country.

The project UP TO SPEED has been designed to address, recognise, assist and monitor the linguistic challenges faced by children from immigrant and minority families who maintain a different home language to that of the language of school. It offers an innovative teaching method on how to support students through the gamification language learning to afford them increased success at school.

The **following guidelines** reflect information gathered by a questionnaire filled-in by more than 10 teachers with expertise in teaching children with a different home language to that of school from UP TO SPEED partner countries - the United Kingdom, Austria, Ireland, Spain, Turkey and Bulgaria.

How the linguistic issues of different at home language students (DHLS) are monitored, reflected upon and communicated through the schools and educational systems of the partners countries – findings from the questionnaire.

UNITED KINGDOM



In the UK there is a well-organized system for studying English as an **additional language (EAL)**. Several teachers help the EAL Learners in different ways, following specific programs in order to help the students learn faster. In order to understand how big the problem really is, one

should know that approximately **1 in 6 children are EAL learners in school**. The teachers used to have an EAL grid they completed termly; this was a brilliant document first

introduced in 2010/2011 however they are no longer using it because of the additional workload.

The first thing the teachers do is a **screening of each learner** in order to **assess the level of their knowledge**. After that the information they received is written in the database of the school and also shared with other teachers. Students receive several types of support, some of them are:

- There is a **phonics intervention early on in KS1 and KS2**. Someone who is able to model spoken English is important, working with limited amounts of writing but main emphasis is on speaking and listening.
- **New Arrival programme** - social language programme for first two months child is there. Speaking and communicating
- New starts have a **buddying system** with another child from a similar background or family member and a home activity sheet for weekly language learning.
- There is a programme in place when a child joins school and they cannot access reading and writing. EAL Phonics teaches children how to blend sounds. The **teachers teach them meaningful words every day** in the morning to let them know what's happening in class.
- **Lots of techniques with early years** - repetition of words, nursery rhymes, role play areas, talk partners, modelling, commenting on student play rather than questioning, recording people, voicing blue pen, peer voice.
- Workshops to get the child ready for school

The additional supports available to DHLS/EAL in schools are:

- **Read, Write, Ink Phonic Programme**
(<https://www.ruthmiskin.com/en/programmes/phonics/>)
- **“Communicate and print”** is a software the school has purchased where you type a word or sentence and it creates symbols and pictures that you print off to use for sentence structure or key words, which is really useful for EAL and additional needs.
(<https://www.tts-group.co.uk/communicate-in-print-3-widget-symbol-software/1004670.html>)
- **Framework of approach is multi-levelled**. It's important for students to learn in an environment that's good for them via a whole school approach.

- **Literacy** - big new emphasis on vocabulary and structure of vocabulary and grammar. There are different levels of EAL , with large gaps in the vocabulary of the students therefore lots of grammar and vocabulary building approaches are used.
- **Colorful Semantics** helps children decipher meaning of words or use of words. Colour code works well for grammar and EAL. Teachers can point to key visuals on the board and we can use colour coded words. This allows children to colour words in green to decode words and understand their meaning.
- **Group of speech therapists** - the teacher addresses them if he/she concerned about asking parents about their use of home language.
- **Launchpad for language programme** is run by speech therapists and organises virtual workshops for parents. There is also an intense child and parent interaction workshops

There are also several private organizations and individuals, who support teachers and work with EAL/DHLS students:

Name: EAL Academy (<https://www.theealacademy.co.uk/>)

Function: School improvement specialists and leaders in the fields of academic literacy, ethnic minority achievement and English as an additional language

Name: Aspire Education Group

Function: They are a hub of advisers and providers of inspirational education, accreditation and consultancy services who think globally and act locally. They design solutions to plug the excellence and inequality gaps and prepare young people and the adults around them for global learning and success. Two of their EU projects look at family learning and language learning

Name: Voice 21 Oracy Oracy Project

Function: create a language rich environment in order to get children to discuss, debate, taking pride in voice, building on ideas, and using calisthenic ways to build confidence. This resource is for all language learners but it benefits EAL Learners too.

https://voice21.org/?gclid=Cj0KCQjw1PSDBhDbARIsAPeTgrd_M-131kxJtLHs0nn1Dcayb_RG3v8uwmyEJiXXwLYugKl1tgQ9nMaAmiyEALw_wcB

IRELAND



Different at home language students (DHLS) are referred to by another function in Irish Primary Schools namely by the teaching they require - as English as an Additional Language (EAL) students. Twice a year in March and October, the school principals must envisage the number of students who potentially might have issues using the English language. These students may present from households where English is not spoken or parents who have literacy issues in their own languages, or families who have recently immigrated to Ireland. If 20% of the students attending the school have no or low language levels, approval will be given by the Department of Education to contract an EAL teacher.

Unfortunately, some of the principals of the primary schools don't use this opportunity to get help from an EAL teacher.

The EAL teachers use several methods in order to help the students:

- **One to one lessons**
- **Small group lesson**
- **The use of games is also very common for the low level students.**

The teachers also supplement the language learning process with their own teaching materials. The lessons continue until the student is deemed capable of linguistically managing on their own.

AUSTRIA

DHLS students' linguistic progress is monitored by frequent verbal and written assessments in schools. The progress made along with the description of individual learning needs is passed on to concerned teachers in personal meetings. Most of the schools follow the **Montessori pedagogy**, the children are assigned to a particular class and accompanied by the same class-teacher over the 4-year period.

Apart from individual task-sheets prepared by the DaZ (German as a Second Language) teacher, the DHLS children are provided **group lessons** in parallel.



They undertake language level assessment with **MIKA-D** (Measuring Instrument for Competence Analysis - German), which is developed by the Federal Ministry of Education in Austria. The instrument MIKA-D is delivered twice each year to ensure comparison and analysis of progress. The schools also use sometimes the evaluation handover report developed by the Federal Ministry of Education.

There are additional opportunities available beyond class-hours free-of-cost or at a marginal cost: **Caritas Sprachcafe** (<https://www.caritas-kaernten.at/hilfe-beratung/asyl-integration-migration/deutschkurse/>); **Austrian Integration Fund, ÖIF Online resources**, (<https://sprachportal.integrationsfonds.at/>)

SPAIN



Photo credit:Picseles

In Spain DHLS linguistic progress is monitored by the compensatory education teacher, Educational and Psychopedagogical Guidance Teams (EPGT), the counselor and the teachers assigned to this subject, the speech therapist and the hearing and language teacher.

DHLS linguistic progress is reflected on and passed between teachers from year to year at school by student assessment reports, through the monitoring sheet and evaluation sessions.

The specific instruments or methods used in school with DHLS are:

- **Traditional methods and literacy materials.**
- **Educational supports and reinforcements.**
- **Reduction of the contents to a minimum.**
- **Adaptation of the tests (curricular adaptation).**

The additional support available to the DHLS at school is the so called „compensatory education teacher“, who works with students at risk of exclusion.

The additional support provided is within the formal educational setting, and there is no room for any more, as long as the student does not have other specific educational needs.

DHLS students linguistic progress through the continuous evaluation is measured by the teaching staff in charge and the student's tutor using ongoing assessment and observation.

TURKEY



There are **adaptation classes** opened for DHLS students at schools. In these classes Turkish language education is given priority and it is implemented in several ways according to the schools' capacity and students' language levels.

- **Lessons during the school day:** The student with language difficulties is placed in another class where he or she takes intensive Turkish lessons.
- **Lessons outside of the school days:** The student takes Turkish lessons intensively. There are also math and science lessons but those are less than Turkish lessons.
- **Special Classes:** Students study Turkish throughout the day without attending their main classes and without any other lessons.

There are also "**Teaching Turkish to Foreigners (6-12 years) Level 1 Course Program**" which has been prepared by the Ministry of National Education, General Directorate of Lifelong Learning. Organized by non-formal education centers for foreigners in Turkey to improve their Turkish language skills, this course lasts 150 hours in total, not exceeding 4 hours a day outside school hours.

The DHLS students' linguistic progress is monitored by National Ministry of Education curriculum reports and the reports of PICTES project. The progress is evaluated according to the following learning outcomes:

- **Assessments during the courses and final progress evaluation at the end**
- **Trainers measure the students' progress using individual and group activities.**

DHLS students' linguistic progress is reflected on and passed between teachers. They come together at their schools and training centers and they evaluate their class progress and also take some decisions according to their schools and centers' needs. After that they inform the main class teachers about students' progress.

The **specific methods** used by schools with DHLS are mostly **drama, collaborative methods, speaking and listening method supported by visuals and videos**. Methods are changing according to the class language level. There is a combined class system at some schools. Smart boards are used at some of the schools and centers. Where there is no smart board the educational organisation provides at least one computer per class. There are also weekend courses available at schools.

Additional supports available to DHLS in the Turkish educational system:

1. Within **PICTES project** DHLG students and teacher's needs are addressed. It provides teacher trainings, Turkish language teaching trainings, security and cleaning staff to schools, transportation of students, stationery supply, teaching and learning materials and books for both teachers and students, supporting materials, measurement and evaluation seminars and webinars. More is available at PICTES: <https://piktes.gov.tr/>
2. **Public Training Centers** also provide resources for teachers about the curriculum and some teaching materials: <https://e-yaygin.meb.gov.tr/pagePrograms.aspx> (Course Number 3489) <https://e-yaygin.meb.gov.tr/download.ashx?fileID=4574>
3. **General Directorate of Lifelong Learning** provides trainings and courses for public training centers available at <https://hbogm.meb.gov.tr/>

BULGARIA

Information about the difficulties and problems in learning Bulgarian language is collected by conducting incoming diagnostics at the beginning of each school year. A summary of the results is made. When there are children in a class who have difficulties, they receive **additional lessons** and individual help from a teacher. Children can be involved in various projects and extracurricular activities to support their language learning and integration into the general education.

In Bulgaria DHLS Children need to receive long-term and systematic language support in school. The **additional support** for Bulgarian language learning is provided in classes outside of regular



school hours 3 to 4 times a week and it usually starts in preschool and in early school years, otherwise DHLS students would enter the educational system with insufficient knowledge of the language and are endangered of low school performance and even a dropping out. Students can also take additional lessons with a speech therapist and a resource teacher if they have language difficulties – speaking and writing.

Another type of support is the **integrated language support**. It is in the form of additional help in Bulgarian language provided simultaneously during the educational process in order to achieve the content objectives of the lesson. Integrated language support is applied in all classes and in all subjects, so that students with different mother tongue can gradually acquire the necessary language tools and, accordingly, learn the material.

Each specialist - school psychologist, speech therapist or resource teacher, chooses the supporting materials and textbooks she/he would like to use with DHLS students.

Additional supports available to DHLS students in Bulgaria

Association For Shared Learning (<https://www.ela-bg.eu/en>) aims at providing quality education to all children. It works in partnership with mainstream schools under the One School for All Programme by supporting them in the process of building inclusive environments which enable teachers to meet the needs of all children in their classrooms so that the children can learn and unfold their potential.

Teach For Bulgaria at (<https://zaednovchas.bg/en>) provides teachers' training program on innovative teaching approaches in order to develop children's knowledge and skills.

EducArt's (<https://educ-art.eu/en>) main focus is the development and implementation of modern training methods and their creative use in the field of language learning for DHLS students, as well as the education of pedagogues in this field.

In the last year they have managed to work on the creation of several activities:

- trainings for pre-and-school teachers who work with **DHLS** students
- development of learning materials
- program for professional development of school teams.

CASE STUDIES FROM THE PARTNER COUNTRIES



“A **10 year old DHLS** was in trouble with the letter “p and b”. She got confused both in writing and pronouciation of the sounds. I have tried many ways especially I showed the letters with pictures. After many practices with drawing pictures her writing became almost better. However the pronouciation problem was still there. One day she came to class with a paper on her hand and told me that she found the solution. I was really shocked because it was an easy way. She was very hardworking and ambitious student and successful in using technology. She said she had searched a lot on the net and showed me the method. She put a paper in her mouth and while saying the sound “p” the papaer began to shake. On the other hand, while trying to say the sound “b”, the paper stayed still. After

that day I have applied this method to all my students. They really learned how to pronounce those sounds in an enjoyable way. There were p and b songs during the class. I thanked her for being ambitious.”

“**Max, 7 years old**, had difficulty in solving mathematical problems. When the same test was translated in English, not only did Max solve all problems correctly, but the child was 43% more efficient in time taken, as compared to the German test. Upon analysis, we discovered that the prepositions confused the comprehension of the task at hand. Eg: The customer bought all the items on the shopping list “bis auf” item X. This implies that the customer bought all items except item X. But the child understood it to mean all items on the list up to item X.”

“During the 1st lockdown in Ireland, due to COVID-19, the primary schools were closed. At Our Lady of Good Counsel Infant School, the EAL teacher worried that EAL students who were already struggling might fall further behind, created language learning packs for her students. After making the packs, she began to ring the parents of the EAL students so that she might deliver the language learning packs. She found that a very high number of the parents she contacted had such a low level of English, they were not able to converse with her over the phone. It is prudent to remember that an EAL teacher would be sensitive to how to speak with a low-level language learner. Many parents understood so little that they hung up out of frustration, or plain incapacity to understand and realise who was on the other end of the line and what they were talking about. She did manage to deliver some of the packs but far less than she had initially hoped. This story proves the hypothesis behind the UP TO SPEED project that the EALS / DHLS at Our Lady of Good Counsel Infant School are from households where a language distinct from the language of the school is spoken.”

ISSUES FACED BY DHLS STUDENTS IN LEARNING THE LANGUAGE OF INSTRUCTION

UNITED KINGDOM

- **Vocabulary and verb tense**
- **Pronunciation**



- **Formal/informal language from social cues**
- **Phonics and reading**
- **Speaking and listening**
- **Children with underlying needs must have regular assistance**
- **Parental engagement (languages exposed to at home, older siblings).**
- **Child’s personality and well-being (it differs from children to children).**
- **Fear of getting it wrong (more in a class setting, big group setting, children are more likely to speak if they learn in a smaller group).**
- **DHLS students are more likely not to have access to books written in English at home.**

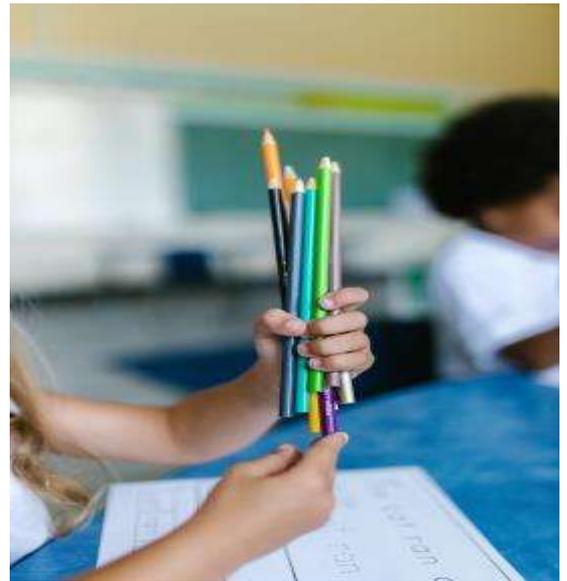


IRELAND

DHLS students can be very shy or perceived as such. They find it hard to make friends and they feel different from their classmates, who can speak the language of the school. Another issue is that their parents also don’t speak the language of the school their children attend. Migration is a traumatising experience to some degree for migrant children, in particular those who migrate before the age of 6. This trauma can cause DHLS students to exhibit traumatized behavior in school. Due to high levels of anxiety and can be sensitive due to the stress of migration and integration. They can also experience parental pressure in terms of educational achievement from parents who believe they have made great sacrifices for their children. These are the most common problems that teachers in Ireland share.

AUSTRIA

- The article before each noun
- The four cases, specially Dative and Genitive
- Conjugation of verbs – specially second Person, singular and plural
- The declination of articles with reference to the verbs
- Separable verbs, where the prefix can alter the meaning



SPAIN



Teachers from **Spain** share that student most often encounter the following difficulties:

- **Comprehension and fluent use of vocabulary problems**
 - **Oral comprehension difficulties**
 - **Lack of access to written language**
- **Difficulty in understanding oral messages**
 - **Socialization problems with the rest of the students**
 - **The teacher and student must be able to communicate in the same language**
 - **They need to socialize with their peers**
 - **Need for cultural adaptation.**
 - **Acceptance within the reference classroom by the rest of the peers.**
 - **There is a need for an augmentative communication system known to teachers, the student and the family.**

- There should be continuous monitoring, as well as parity when following the same working method.

TURKEY

- Possessive Pronouns
- Phonetics vowel harmony
- Pronunciation of the sound “p, u,ğ,ö,ü,ç,ş”
- Difficulty in writing and reading with the letter “p and b”
- Difficulty in writing on the notebooks as in their native language they start writing from right but in Turkish it starts from left

BULGARIA

The Bulgarian teachers point out the lack of prior language training, lack of concentration and stability of attention, lack of education of parents, which is a prerequisite for neglect of learning and inability to help at home as factors accompanying the difficulties that children have in using the Bulgarian language. Here are some more examples:

- **Speech defects - phonological disorders in the analysis of letters.**
- **Misunderstanding the meaning of words which leads to their inability to use them.**
- **Lack of knowledge in children about the world around them.**
- **Lack of sufficient vocabulary.**
- **Difficulties in compiling a story based on pictures.**
- **Lack of prior language training. (From kindergarten, because very often they do not visit or receive help at home).**
- **Lack of concentration and stability of attention, which is caused by many hours in front of a screen or playing video games.**
- **Speaking Roma or Turkish language at home and using it at school hinders the smooth acquisition of the Bulgarian language at an early age.**

- **Most children who work slowly, fail to get involved in the learning process and do not commit to participating in the exercises. This causes them to fall behind and fail to catch up.**

Methods and instruments that are specifically designed and directed towards primary teachers working with students with DHL

UNITED KINGDOM

From all the countries that participated in the research, the **UK has the most well-organized system to help DHL/EAL students.** The expectation was that children would be taught in mainstream classes and that's how children learn best. You should only withdraw children from lessons when absolutely necessary. The teachers were not given any tools to cope with this and the teachers made resources themselves. One example is using Google Translate.



The Nuffield Language Intervention (NELI) program - all teachers completed courses by Oxford and LFA complete 3 programs over a 20-week program. The DoE has trained teachers on new courses (delayed over lockdown). This is for all language learners, not EAL learners specifically.

IRELAND

An application process to obtain an English as Additional Language teacher dependent on the school having **20%** or more of students with English language learning difficulties.

If the school has 20 % or more students with English language learning difficulties, the EAL teachers will use the Primary School Assessment Kit to check the EAL students' level.



The EAL teacher follows the English as an Additional Language in Irish Primary Schools Guidelines for Teachers Curriculum and supplements their teaching with their own resources and other materials from websites.

If the school has less than **20%** of EAL students, then the responsibility falls to the class teachers, and in extreme cases, the Special Needs Teacher.

AUSTRIA



The DaZ (German as a Second Language) teachers in Austrian elementary schools use the following tools and resources while working with the DHL children and also to support the parents in the **home-learning**:

- EDUTHEK by the federal ministry of education provides learning resources for elementary as well as higher levels.

There are other platforms which offer diverse information and resource material for DHLS children from elementary schools as well as their parents for online and home-learning: ÖDAF, ÖBV portal and BESK.

The platform <https://www.alphabetisierung.at/kurse-leiten/links-literatur/> offers diverse information and resource material for DHL children from elementary schools as well as their parents for online and home-learning.

ÖDAF <https://www.oedaf.at/site/unterrichtfortbildung/fortbildungen> offers advanced courses for DaZ teachers

ÖBV portal <https://www.oebv.at/teaching-material/school/volksschule-10958/subject/daz-63543> offers resources for the DaZ teachers working with DHLS children in the elementary schools.

BESK – DaZ is a nationwide uniform instrument for determining the language skills of children before they start school: "BESK-DaZ Compact" for children with German as a second language. Mandatory use throughout Austria since 2019/2020.

SPAIN

Primary School teachers working with DHLS in Spain are directed to use the **traditional literacy method**.

The instruments that the Spanish teachers use in schools with these students who have delayed acquisition of literacy are the same as those used in early childhood education courses.

Primary School teachers working with DHLS in Spain are directed to use the reinforcement method with specialized professionals and the following instruments: videos, basic reading and writing materials, songs.

TURKEY

Teachers from Turkey talk about the use of language as a means of communication, the four basic skills are listening, speaking, reading and writing. They share that **they don't work with specially designed methods and resources for primary teachers**. The main methods are communicative and functional language education Instead of grammar-focused education.

Visual and audio tools in the implementation of teaching activities draws the attention of the students to the lesson and allows them to participate. Sometimes a photo says more than a hundred words. Both with **multimedia and various computer programs** that appeal to both the eyes and the ears. The internet is a tool that increases the effect of learning today. Teachers use those opportunities as much as possible.

While preparing the themes, it is easier to learn from simple to difficult, concrete to abstract. Starting from the simple sentence patterns, then compound and complex sentence patterns education should be started.

BULGARIA

The first Bulgarian **specialized diagnostic tool for students** whose mother language is not Bulgarian is now a fact. The diagnostic tool allows a deeper analysis of students language needs, what they have already mastered, and their areas of improvement. The learning resources created by linguists will directly support primary school teachers who work with some of the most vulnerable children in the Bulgarian education system. The diagnostic tool is the first key phase of a larger project for the development of specialized learning resources for additional language support for children whose first language is not Bulgarian.

Few programs are available, like the book "We read with Asya and Yavor" developed with a special focus on students in grades 2-3 with various reading difficulties, as well as students with a mother tongue other than Bulgarian. It was created specifically for the needs of bilingual students and children with reading difficulties.

As a teaching methods, Bulgarian teachers emphasize on vocabulary building and composing **short stories based on pictures, listen to stories and retell short stories**. They use worksheets that are copied from textbooks for writing and reading.

CONCLUSIONS

Based on the information gathered as well as our partnership' practical experience we can outline the following guidelines and suggestions for more effective treatment of the problem and demonstrate how the Up To Speed outputs are relevant to finding solutions

Preparatory classes for DHLS students

Preparatory classes for intensive language learning are usually limited to 1-2 years, and are offered in almost half of the EU countries. There are also big differences

between countries in the way in which these preparatory classes are organised, and how long DHLS students are required to attend them. Although preparatory classes have proven to be crucial and very effective in supporting the integration into mainstream education in many cases, there are a number of key considerations that should be taken into account by policy makers when adopting legislative frameworks or recommendations for the **organisation and, most important, the duration of such classes**. Refugee, immigrant and minority students should be given time and space to immerse themselves in the environment, to get used to the language and to accumulate new skills and knowledge.

Mixed classes

Evidence indicates that separate classes should be short-term and that a smooth transition from reception class into mainstream education should be guaranteed to avoid segregation. Although there are clear academic benefits to providing targeted language support for **DHLS students**, the segregation of pupils into separate classes for a sustained period of time may lead to social exclusion and have the opposite effect. A study in Spain, for instance, shows that mixing students from different backgrounds enhances children's "cognitive, social and emotional development" due to the transformation of the classroom into "a complex, heterogeneous, rich and stimulating environment".

Ongoing support

Whether or not **DHLS students** have been placed in preparatory classes first, it is important that they continue to receive support to master the language of schooling once they have entered mainstream classroom settings. This is particularly valid in order to achieve the same level of academic language proficiency in the language of schooling as their native peers, which is crucial for educational success.

Teachers trainings and support

From the detailed information in the questionnaires completed by the teachers and educators from six different countries, we can conclude that in each country there is a **need for a unified system for working with the DHLS students**. In some countries, such as the

United Kingdom, Ireland and Australia, there is already a system in place for the education of DHLS children, but in countries such as Bulgaria, Turkey and Spain, this issue is still on the agenda.

Recommendations and Guidelines

Recommendations and guidelines for dealing with the problem more effectively are related to the creation of:

- special diagnostic tools
- methodology designed to face the challenges
- free and user friendly linguistic resources
- additional training for teachers who work with DHLS students.

The Up To Speed tools and resources have been designed to provide a digitally creative solution to the above mentioned problems facing DHLS children and the teachers who support them.

- The Training Curriculum with its six units at EQF Level 4 provides an innovative training methodology for teachers to meet the needs and face the challenges of language learning for DHLS learners linked to the design principles of gamification
- The Up To Speed Digital Gamification Tool is a free and user friendly tool to help teachers gamify their own language learning content and help them to monitor and direct the language acquisition of their DHLS students at home or in class
- The Up To Speed Assessment Tool : helps teachers to assess whether their students with a different at-home language are attaining their linguistic competencies, as progress is made through the school
- The Up To Speed Videos : provide additional online training for teachers on how to use the gamification of language learning tools to improve the success of their DHLS students.

A special focus shall be placed on the **multisensory approach** meaning that teachers working with DHLS students should organize and plan the learning process so as to include as many visual props, gestures, facial expressions, kinaesthetic activities, sounds, colors and pictures as possible.

This method is highly recommended and proven efficient and special trainings are needed for teachers on this regard. It would be **best for each school to have a DHLS/ EAL teacher** who has been trained and is aware of the specifics of these students.

In addition to mobilising and supporting teachers across all subjects to foster children's language development, the whole school and wider community should be involved and made to understand their role in developing the language capabilities of DHLS students.

The partnership also emphasises the need to develop a dedicated platform for elementary school teachers working with DHLS children across Europe for sharing of best practices, forum for exchange and more importantly transfer of innovative methodologies. Students should be involved in projects and additional activities that aim to contribute to raising literacy.

It is also very important that schools help DHLS parents to form groups similar to the groups formed by parents of children with special needs in order to share and support each other in their struggle to acquire the language of the host country. Their creation and use would lead to a reduction in the number of school dropouts, their faster integration in school and in the country.