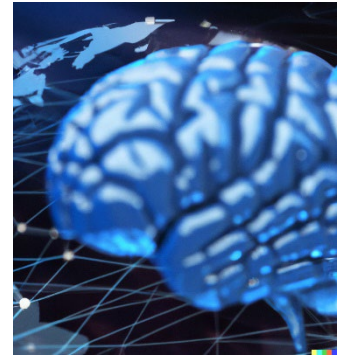


# MULTILINGUAL LEARNERS AND ASSISTIVE TECHNOLOGY: AN INTRODUCTORY GUIDE



- A collaborative project across 6 local authorities to support your equitable and inclusive practice in the classroom.
- Specifically designed to enhance multi-lingual learners access to the curriculum.
- Highlights some excellent practice, tools and capabilities that you may not be familiar with.
- Only includes the use of **FREE** or **freemium** products.



**Wiltshire Council**

East Sussex  
County Council



## **Contents**

Assistive Technology; a brief introduction _____	<b>3</b>
Using this guidance _____	<b>4</b>
Local Authority EAL Support Services _____	<b>5</b>
Can Microsoft Word build better readers? _____	<b>7</b>
Can AT be an effective interpreter? _____	<b>9</b>
Can artificial intelligence (AI) be an accurate examiner? _____	<b>11</b>
Can artificial intelligence (AI) enhance visual resourcing? _____	<b>13</b>
Can Google translate on demand? _____	<b>15</b>
Can HelperBird support multi-lingual learners? _____	<b>17</b>
Case Study: Embedding AT in your practice! _____	<b>19</b>
Suggestion Board _____	<b>21</b>
Glossary and Suggested Further Reading _____	<b>23</b>
Glossary _____	<b>23</b>
Further Reading _____	<b>25</b>
References _____	<b>26</b>
Appendix 1 Chat GPT examples _____	<b>27</b>
Appendix 2 Using AI for visual resources _____	<b>30</b>
Appendix 3 Support using Google Translate _____	<b>31</b>

## Assistive Technology; a brief introduction

The focus and subsequent research into Assistive Technology (AT) in education is not new to educational research or practice and we imagine you are already utilising it.

### **Have you considered the way to use it effectively with your multi-lingual learners – those students whose first language is not English?**

In the last ten years alone, we have seen PedTech<sup>1</sup> erupt within the educational sector offering a myriad of opportunities for innovative and trailblazing practice in educational settings.



AT is not limited to education, in fact, it is an integral part of systems, sectors, and spaces we all navigate on a day-to-day basis. Regardless of specific context, the purpose of AT remains universal:

**to empower all members of our community with equitable systems that ensure individuals thrive and consequently can amplify their views, and positions in society.**

We are excitedly supporting educators as you embrace AT and embedding it within your existing practitioner toolkit.



“Access to Assistive Technology deserves greater attention now than ever before. In fact, access to appropriate, quality assistive technology can mean the difference between enabling or denying education for a child, participation in the workforce for an adult, or the opportunity to maintain independence and age with dignity for an older person. Access to assistive technology empowers and enables individuals and communities...**Put simply, assistive technology is a life changer.**”

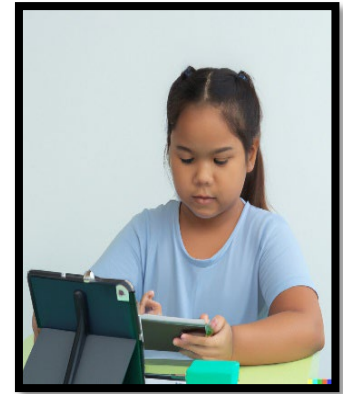
[Global Report on Assistive Technology \(who.int\)](https://www.who.int/publications/m/item/global-report-on-assistive-technology)

<sup>1</sup> PedTech refers to the pedagogical application of technology for enhancing education practice.

This guide is designed to introduce you to some ways to embed AT into your professional practice. Each page includes a helpful 'in a nutshell' overview including referencing PiE<sup>2</sup> applicability and evaluation pointers to guide your assessment of the tool and how it may be used in your setting.

### **Can you see AT used in:**

- ✓ equitable student-centric practice accessed by both practitioners and learners?
- ✓ whole school leadership and strategy?
- ✓ classroom infrastructure and policy?
- ✓ supporting continuing professional development (CPD) for professionals and educators?
- ✓ Initial Teacher Training (ITT) and Early Career Teacher (ECT) best practice and training scenarios?



## Using this guidance

A selection of AT tools has been carefully chosen and evaluated for you. These are organised into snappy 'profiles' which include:

1. Summary of the functionality including a link to the site.
2. 'In a Nutshell' list which briefly outlines EAL level suitability and requirements. These headings cover:
  - a. Age Range
  - b. Ideal for Proficiency in English Level
  - c. Technology needed
  - d. Optional technology (technology that may enhance functionality, but not crucial for application)
  - e. Is a download needed?
  - f. Is Wi-Fi needed?
  - g. Is a sign-in needed?
3. 'Exciting Opportunities/Possible Barriers Table'. A table which evaluates possible strengths and limitations to inform your decision making as you explore this approach.

---

<sup>2</sup> PiE refers 'Proficiency in English' scale. Please see the [glossary](#) for more information regarding these stages.

Additionally, a case study showcases the use of AT in learning planning and delivery; emphasising that multiple approaches and tools can be embedded into each lesson/s.

Finally, there are an increasing number of possible tools, sites, and apps to choose from, and we do not want to limit your exploration to only the few showcased! Our suggestion board directs you to more places to explore free or freemium tools.

## Local Authority EAL Support Services

This guidance is the result of an exciting collaboration between Local Authority EAL services. Please contact your service for further guidance not only around the use of AT in the classroom, but also anything EAL based including student specific support and assessments, interventions and support, or CPD opportunities:

---

**East Sussex** English as an Additional Language Service (EALS) is a team of specialist EAL teachers and Bilingual Support Officers (BSOs). We work with pupils who have English as an additional language to help them access the curriculum and fully integrate into school life. We work with pupils from the Foundation Stage to post-16.

**What EALS offer:** Direct Bilingual Support Officer support for pupils in many languages including Arabic, Bulgarian, Chinese, Polish, Portuguese, Russian, Turkish and Ukrainian. For a full up-to-date list of what languages are being offered, please contact [bilingual.support@eastsussex.gov.uk](mailto:bilingual.support@eastsussex.gov.uk)

**CONTACT THE TEAM:**

- EALS is a traded service
- [EALS@eastsussex.gov.uk](mailto:EALS@eastsussex.gov.uk)

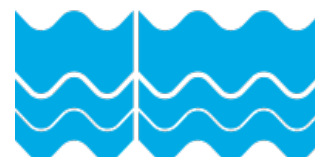
---

**Hampshire** Ethnic Minority and Traveller Achievement Service (EMTAS). We are a team of specialist teachers and bilingual assistants working with schools to support children and families from Black and Minority Ethnic (BME), English as an Additional Language (EAL), Traveller (GRT) and Showmen backgrounds. We offer various services, a [website](#) and a [Moodle](#) which we are continually updating to share the latest advice, videos, links and downloadable resources.

**CONTACT THE TEAM:**

- 03707 794222
- [emtas@hants.gov.uk](mailto:emtas@hants.gov.uk)

East Sussex  
County Council



Hampshire  
County Council

**EAL Portsmouth** (the home of Portsmouth's Ethnic Minority Achievement Service) are a team of highly experienced and well-respected Advisers and Bilingual Learning Assistants. We work with schools in Portsmouth and beyond, across all Key Stages (Nursery - KS5), to support pupils who have English as an Additional Language to make outstanding progress. See our home page [EAL Portsmouth – The home of Portsmouth EMAS](#)



**CONTACT THE TEAM:**

- 023 9273 3130
- [general.emas@portsmouthcc.gov.uk](mailto:general.emas@portsmouthcc.gov.uk)

---

**Surrey's** Race Equality and Minority Achievement (REMA) team of teachers and support workers can support families in their first language, help to build home-school links and relationships with families, work to maintain the attendance and engagement of children who have English as an Additional Language (EAL) or are Gypsy, Roma or Traveller (GRT).



**CONTACT THE TEAM:**

For GRT & EAL requests for support please email:

- [rema@surreycc.gov.uk](mailto:rema@surreycc.gov.uk)

---

**West Sussex** Ethnic Minority and Traveller Achievement Service (EMTAS) work with schools to improve inclusion for pupils from minority ethnic backgrounds, including Gypsy, Roma, Traveller, (GRT) & Showman children, and those for whom English is an Additional Language (EAL). The service also includes comprehensive expertise in refugee education and a growing bilingual capacity.



**CONTACT THE TEAM:**

Ethnic Minority Achievement (EMA)

- 0330 222 2111
- [emat@westsussex.gov.uk](mailto:emat@westsussex.gov.uk)

Traveller Education Support (TES)

- 0330 222 2155
- [tes@westsussex.gov.uk](mailto:tes@westsussex.gov.uk)

---

**Wiltshire** Ethnic Minority and Traveller Achievement Service help schools secure good outcomes for pupils from Minority Ethnic contexts including learners of English as an Additional Language (EAL), and pupils of all Traveller heritages, from Foundation Stage 2 onwards. Find more at our [Right Choice for Business](#) web page.



**CONTACT THE TEAM:**

- 0300 456 0108 (option 3).
- Follow us on X for latest updates @WiltshireEMAS
- email [Emas@wiltshire.gov.uk](mailto:Emas@wiltshire.gov.uk)

# Can Microsoft Word build better readers?



Using Immersive Reader on Microsoft Word 365 to help bilingual learners access text [Use Immersive Reader in Word - Microsoft Support.](#)

Immersive Reader is a free application available on Word 365. It can be used to support reading, enhance comprehension and aid access to text. Of particular interest for multilingual learners is the facility to translate text, read text aloud in English and other languages and to access a bilingual picture dictionary. It has so many practical applications for use in the classroom – the sky is the limit!



## In a nutshell

### SUITABLE AGE RANGE:

- KS1
- KS2
- KS3
- KS4+

### IDEAL FOR PROFICIENCY IN ENGLISH LEVEL:

- B – Early Acquisition
- C – Developing Competence
- D – Competent
- E – Fluent

### TECHNOLOGY REQUIRED:

- Computer
- Laptop

### OPTIONAL TECHNOLOGY:

- Audio Output
- Projector
- IWB

**DOWNLOAD NEEDED?** NO

**WI-FI NEEDED?** YES

**SIGN IN NEEDED?** NO

<b>EXCITING OPPORTUNITIES</b>	<b>POSSIBLE BARRIERS</b>
Immersive Reader is a free app that can be used by anyone who has a Word 365 login. Parents can also use Immersive Reader to support learning and homework.	Students will need their own laptops or computers to use in class. Headphones will also be useful so they can listen without disturbing others.
Immersive Reader reads text aloud so it can help bilingual learners who are not literate in first language to access text.	You can use some basic Immersive Reader tools on Word but to get the full functionality you need Word 365 and Wi-Fi access.
Has a new Reader coach function to help readers practice reading text aloud in English and/or other languages.	You can translate over 120 different languages in Immersive Reader, but you may need a language that is not yet available.
Could be used by all students to support MFL lessons.	Like all translation programmes there are likely to be some errors and inaccuracies.
Immersive Reader has a bilingual picture dictionary to help with understanding unfamiliar words.	Students will initially require adult support to help them access and use all the features of Immersive Reader.
Supports and builds understanding of grammar.	Restricted to use on Microsoft platforms.
Once you've learnt how to use Immersive Reader, it can be used to support other applications e.g. emails, Microsoft Lens, Google Lens, Edge.	Will require some teacher prep if you want students to access class texts etc via Immersive Reader during the lesson.
Provides quick and easy access to translation tools for multilingual learners and normalises the use of technology to support learners in class.	



# Can AT be an effective interpreter?



A new way of communicating with pupils and parents/guardians.

Microsoft Translator is a robust tool designed to help teachers bridge language gaps in multilingual classrooms. It offers real-time translation for text, speech, and images, supporting over 70 languages. Please note there are other tools or programmes that can offer this functionality – please see the suggestion board for more options.



## In a nutshell

### AGE RANGE:

- EYFS
- KS1
- KS2
- KS3
- KS4 (and above)

### IDEAL FOR PROFICIENCY IN ENGLISH LEVEL:

- A – New to English
- B – Early Acquisition
- C – Developing Competence
- D - Competent

### TECHNOLOGY REQUIRED:

- Tablet
- App
- Smart Phone

### OPTIONAL TECHNOLOGY:

- Audio Output
- Microphone
- Computer
- Laptop

**DOWNLOAD NEEDED?** YES

**WI-FI NEEDED?** YES

**SIGN IN NEEDED?** NO

<b>EXCITING OPPORTUNITIES</b>	<b>POSSIBLE BARRIERS</b>
<p>Translator offers real-time translation, making communication quick and efficient, especially in educational settings where time is limited.</p>	<p>Like many translation tools, Microsoft Translator may struggle with complex phrases, idiomatic expressions, or subject-specific terminology, leading to potential misunderstandings.</p>
<p>The app supports text, voice, and image-based translations, making it versatile for different learning styles and educational contexts.</p>	<p>Also, it may not always accurately convey cultural nuances or context, leading to misunderstandings or unintentional offense, particularly in sensitive or delicate conversations.</p>
<p>Educators can use Translator to tailor instructions, providing targeted support and scaffolding as pupils develop English proficiency.</p>	<p>Reliance on the app could, in theory, hinder the development of students' language skills, as they may become overly dependent on translation rather than actively learning and practicing English.</p>
<p>Microsoft Translator allows group conversations, enabling collaborative activities between students speaking different languages. Teachers can engage multiple students in a translated group discussion, creating a more inclusive environment for EAL learners.</p>	<p>As with any tech tool, there are potential privacy concerns, especially with the collection and handling of student data, which may raise issues regarding compliance with data protection regulations.</p>
<p>Microsoft Translator can be used to bridge communication gaps with non-English-speaking parents, helping to foster stronger home-school partnerships and enabling parents to support their children's education.</p>	

# Can artificial intelligence (AI) be an accurate examiner?



Using [ChatGPT \(openai.com\)](https://openai.com) as a bilingual examiner.

Chat GPT (along with many other AI programmes) has gone viral in recent years. Here we explore the potential for students inputting their exam response in their first language, and Chat GPT offering accurate levelling AND feedback in response. Further opportunities lie in the translation to English for English-speaking practitioners to be able engage in this dynamic process of translanguaging. Chat GPT is accessible via both browser and app. See [Appendix 1](#) for further information.

## IN A NUTSHELL



### AGE RANGE:

- KS3
- KS4+

### IDEAL FOR PROFICIENCY IN ENGLISH LEVEL:

- C - Developing Competence
- D - Competent
- E - Fluent

### TECHNOLOGY REQUIRED:

- Tablet
- Computer
- Laptop

### OPTIONAL TECHNOLOGY:

- Audio Output
- Microphone
- App

**DOWNLOAD NEEDED?** NO

**WI-FI NEEDED?** YES

**SIGN IN NEEDED?** YES

<b>EXCITING OPPORTUNITIES</b>	<b>POSSIBLE BARRIERS</b>
Empowers learner to utilise their first language skills and expertise. Normalises translanguaging and utilises bilingualism.	Translations are not 100% accurate. It will require some inference from the reader to understand the meaning of some wording. Students must be able to 'read through' any inaccuracies and still gather the meaning.
Allows practitioners to assess level of topic knowledge and understanding with accuracy.	Using the free version of Chat GTP can mean inaccessibility if the server is busy.
Accurately levels work to your spec and mark scheme input.	Tier 3 language is not easily/always translatable to L1.
Able to feedback in learner's L1 to maximise understanding and reflection opportunity of learner. Greater communication and understanding between the learner and the course, expectations & skills.	Does take prep – instructions, working, mark schemes all need adding AHEAD of time for effective live delivery. Once this is done it is easy, however this can take quite a lot of time which is not always realistic. Ringfence time to prepare and learn ahead of time.
Translation enables practitioners to offer live feedback L1 to English and vice versa.	Student must be literate in their first language.
Remembers previous input and history i.e. teacher prep before lesson, or work across lessons – you can go back and re-read.	Wi-Fi is needed – if access at home or school is compromised, the entire episode falls. What is Plan B!?!
Can be used live, in lesson, or used out of lesson (i.e. home learning).	
Creating a template with effective instruction prompts ensures episode can be repeated with little effort and time needed.	
Learners can showcase their skills and knowledge without the constraints of PiE.	

# Can artificial intelligence (AI) enhance visual resourcing?



Generate images from text prompts. Direct link to some recommended sites:

- [Copilot \(microsoft.com\)](https://copilot.microsoft.com)
- [ChatGPT \(openai.com\)](https://chatgpt.com)

---

AI image generators can support teaching and learning by helping to create dynamic, engaging, and inclusive images/resources; excellent for employing dual coding when teaching multi-lingual learners! Although sites vary in the tools and functionality, some also allow verbal instruction (if microphone access is available) thereby creating imagery without the need for typing your input or ideas. See [Appendix 2](#) for further information.

---

## IN A NUTSHELL



### AGE RANGE:

- ALL

### IDEAL FOR PROFICIENCY IN ENGLISH LEVEL:

- ALL

### TECHNOLOGY REQUIRED:

- Tablet
- Computer
- Laptop

### OPTIONAL TECHNOLOGY:

- Smart Phone
- Microphone
- App

**DOWNLOAD NEEDED?** NO

**WI-FI NEEDED?** YES

**SIGN IN NEEDED?** YES

<b>EXCITING OPPORTUNITIES</b>	<b>POSSIBLE BARRIERS</b>
Create image-based vocabulary posters and flashcards, visual writing prompts, storybooks/comics.	Text prompts need to be clear to generate the desired images, this takes time and practise.
Create audio visual pairing, listening comprehensions (matching pictures to audio), image prompts for speaking activities.	Quality can vary greatly; often finer details of images are skewed and can look unrealistic.
Personalise content! Generate images tailored to the interests and cultural backgrounds of pupils. Showcase diverse cultures and traditions through custom images.	Level of language support can vary between models. Not all languages covered to the same standard.
Save time! Stop spending hours online finding relevant images and manually creating resources.	Accuracy and culturally competent reflections. Teachers must ensure that the generated content is accurate, relevant, appropriate, and culturally sensitive.
Accessible for students to create their own dual coded resources (instructions, knowledge organisers, glossaries etc)	Some searches can confuse the programme and an unanticipated response be provided, or nothing at all.
Variations in images can support vocabulary breadth i.e. synonyms, antonyms – great for learners expanding their language.	Teachers must ensure that the AI images align with ethical standards and do not inadvertently reinforce biases or stereotypes.
Generally, not subject to copyright.	Often limited to specific number per day or month if accessing free offer.
Can be used in learning episodes as part of classroom teaching or home learning.	

# Can Google translate on demand?



Translate whole Word, PDF, PowerPoint & Excel documents using [Google Translate](#)

---

Translating entire documents and websites can give teachers a fast and easy tool for communication, not only with students but also parents and the wider school community. See [Appendix 3](#) for further information.

---



## IN A NUTSHELL

### AGE RANGE:

- ALL

### IDEAL FOR PROFICIENCY IN ENGLISH LEVEL:

- ALL

### TECHNOLOGY REQUIRED:

- Tablet
- Computer
- Laptop

### OPTIONAL TECHNOLOGY:

- Smart Phone
- App

**DOWNLOAD NEEDED?** NO

**WI-FI NEEDED?** YES

**SIGN IN NEEDED?** NO

<b>EXCITING OPPORTUNITIES</b>	<b>POSSIBLE BARRIERS</b>
Translate documents up to 10MB in any of these formats: docx, .pdf, .pptx, .xlsx	Translations are not 100% accurate. It will require some inference from the reader to understand the meaning of some wording.
All capability is free.	Possible formatting problems. Some pieces may not transfer as anticipated (positioning).
Outcomes are relatively quick – you are not waiting a lot of time to get your output.	Text within images and scanned .pdf pages are not translated.
Wide range of languages covered.	Document translation not available on smaller screens or mobiles.
An easy place to complete some of the basics and fundamentals which is helpful.	PDF files need to be 300 pages or less.
Accessible to most families and schools with an internet connected device – no need for downloads, logins, or membership.	Content passes through Google’s servers for processing so may raise privacy and security concerns for translating sensitive or confidential documents.
A perfect tool to support exam and assessment translations for students completing exams, ranging from Sats papers through to post-16 courses!	Some relatively complicated steps to remember for the different functions or templates being used – this will take time to get used to/teach a student to complete.



# Can HelperBird support multi-lingual learners?



Is [HelperBird](#) the one shop stop for accessibility?

HelperBird is an accessibility browser extension that enhances web usability. It offers tools like text-to-speech, dyslexia-friendly fonts, colour filters, text resizing, and note-taking. Designed for inclusivity, it supports users with dyslexia, ADHD, low vision, and other needs, improving productivity and online accessibility. A helpful video has been produced to support you [HelperBird Help Video](#).



## IN A NUTSHELL

### AGE RANGE:

- KS2
- KS3
- KS4+

### IDEAL FOR PROFICIENCY IN ENGLISH LEVEL:

- B – Early Acquisition
- C – Developing Competence
- D - Competent
- E - Fluent

### TECHNOLOGY REQUIRED:

- App
- Tablet
- Computer
- Laptop
- Smart Phone

### OPTIONAL TECHNOLOGY:

- Microphone
- Audio output

**DOWNLOAD NEEDED?** NO

**WI-FI NEEDED?** YES

**SIGN IN NEEDED?** NO

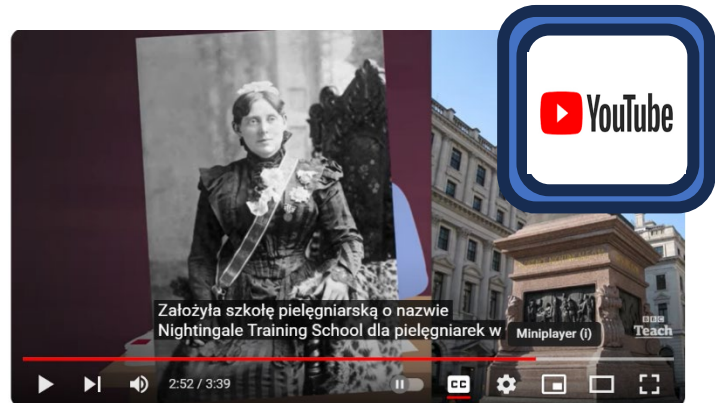
<b>EXCITING OPPORTUNITIES</b>	<b>POSSIBLE BARRIERS</b>
Makes text more accessible for pupils and students using EAL.	Requires consistent access to devices and the internet, which may not always be available.
Offers features like font size adjustments, line spacing, line focus and background colour changes to suit individual needs.	Some users may need time to familiarise themselves with the features.
Includes features like picture dictionary and grammar tools (e.g. breaking down parts of speech).	HelperBird's premium features may require a subscription, limiting access for some users.
Text-to-Speech can support students using EAL to comprehend content by hearing it read aloud in either first language or English.	When using Immersive Reader in HelperBird, the student will need to highlight sections of text at a time to access functions.
Supports multilingual learners by providing text translations (either by word or by entire document).	While helpful, tools like text-to-speech or translation may misinterpret or oversimplify complex content. HelperBird cannot provide cultural or idiomatic explanations, which are often essential for EAL learners to fully understand English content.
Able to use with the Immersive Reader programme.	Users might become overly dependent on the tool, potentially hindering skill development.
The add-on can support Google based documents such as google slides or docs.	The tool may not integrate seamlessly with all school systems, devices, or educational platforms.
Compatible work with a range of formats and devices: Android, iOS, Firefox.	The abundance of customisation options might overwhelm some learners.

# Case Study: Embedding AT in your practice!

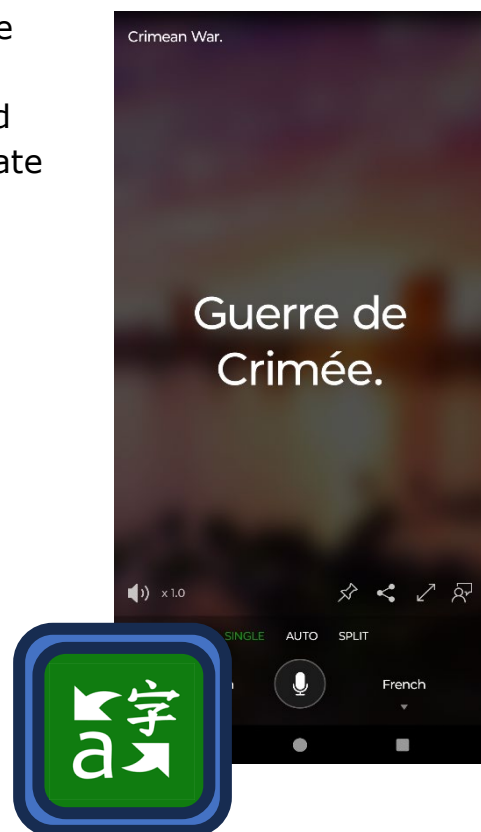
KS1 History

Lesson focus: The lives of significant individuals

1. **Pre-reading:** Share video clips with parents/guardians in advance. Translated subtitles can be inserted in the settings. To do this go to settings > subtitles > English auto-generated > Auto-Translate and then choose the language.



2. **Dual language glossaries:** Pupils use Microsoft Translator (or another programme) to translate keywords and create glossaries. Also useful to annotate texts.



**3. Making texts accessible:** Use Google Lens or Immersive Reader to translate and listen to facts about key individuals in L1. A tip for Google schools! Accessibility tools are available through HelperBird.

इङ्गल्याण्ड बाट  
 रुलाई सफा  
 राख्न काम गरियो  
 संसारको पहिलो  
 नर्सिङ ट्रेनिङ  
 स्कूल सुरु भयो  
 नर्स  
 क्रिमियन युद्धको समयमा मद्दत गरे  
 बहादुर र साहसी  
 जमैका बाट  
 घाइते सैनिकहरूको प्रत्यक्ष हेरचाह  
 युद्धको मैदानमा घाइते सैनिकहरूको लागि होटल बनाइयो

File Home Insert Draw Design Layout References Mailings Review View Help Immersive Reader

Column Width Page Color Line Focus AZ Text Syllables Read Aloud Close Immersive Reader

Mary Seacole était **britannico-jamaïcaine**, née en 1805.  
 Sa mère était une Jamaïcaine libre, son père un soldat dans l'armée britannique.  
 Mary a grandi dans l'hôtel de sa mère en Jamaïque.  
 Mary avait beaucoup d'expérience dans les soins aux soldats britanniques malades, car beaucoup d'entre eux étaient basés aux **Antilles**.

From Who was Mary Seacole? - BBC Bitesize

**4. What a good one looks like:** Use Chat GPT to write a short model comparing individuals like Florence Nightingale and Mary Seacole and translate into L1.

A in 100 words write a comparison of florence nightingale and mary seacole using language appropriate for a 7 year old child and words such as both, however, whereas

Both Florence Nightingale and Mary Seacole were important nurses who helped sick and injured people during the Crimean War. However, they were different in some ways. Florence Nightingale was from England and focused on making sure hospitals were clean and organized, while Mary Seacole was from Jamaica and cared for wounded soldiers directly. Nightingale is known as the founder of modern nursing and created nursing schools, whereas Seacole provided practical care and support to soldiers. Both women were brave and helped many people during a difficult time.

Regenerate response

Send a message

# Suggestion Board

**Wordsift:** Designed to improve vocabulary and comprehension skills. Generates word clouds highlighting frequent words linked to visual thesauruses, images, and example sentences.

**Twee:** Create worksheets from your youtube videos in class. Create worksheets that are translatable, scaffolded explicitly to your lesson, plus, much more. Note, the basic plan limits your monthly use.

**Wordtune:** This browser app allows you to transform writing. Need it more formal? Shortened? Expanded? This does the job.

**Suno:** Create a song about anything! The more detail you add, the more specific the song! Great for catchy, memorable learning episodes as well as reinforcing key terminology in context.

**Google Lens:** is an AI-powered app by Google. Users can take photos or use their camera to translate text, identify landmarks, find product information, and more.

**AudioPen:** Create Voice Notes! A freemium site once logged in. You can record & save short voice notes with a transcript created. Great for students practicing their oracy and writing skills, verbal instructions, feedback, as well as spoken assessment opportunities.

**Mizou:** Free for teachers. Links to accredited subjects (GCSE, A Level) and can translate into 50 languages.

Prep the chatbot who can then guide the student in completing their work in real time, i.e. essay writing, or, the storyteller summariser. Have a go!

**Diffit:** This site has huge potential for practitioners:

1. Create work sheets
2. Transform language (increase challenge or lower challenge)
3. Translatable
4. Upload material or ask it to create from scratch
5. Personalise to age range

**Scribe:** The Scribe Edge extension turns any process into a step-by-step guide, complete with text, links, and annotated screenshots. Scribe uses AI to automatically create how-to documentation with text and screenshots simply by following along as you work

**PowerPoint Live:**

Produces closed captions for whichever language you choose. Captions will be displayed at the bottom of each slide. Currently can support more than 60 languages!

**Otter.ai:** Transcribes audio recordings in real time, allowing for summaries to be created with no human input or delay. Ideal for note taking.

**Magic ToDo:**

Several key tools to help navigate tasks, summarise, interpret language. Particularly useful for students around PiE C or above. Students can use independently.

**Perplexity:** Very similar to Chat GPT but without the log in. The site will not remember previous input without sign in though.

**Napkin AI:** turns your text into visuals so sharing your ideas is quick and effective. This can be used by teachers or students alike as part of information manipulation, agility, and transformation – all excellent ways to process information and learn!

**Polypad:** Excellent visuals to support numeracy and maths subjects.

Interactive, simple, and clear – a great way to support New to English learners.

**Vennage:** A freemium AI site which allows you to create infographics, visuals, posters and much more. Excellent for summarising, dual-coding and transforming complex narrative into user-friendly formats.

**Chat GPT app:** Chat GPT have a freely downloaded app for Android and iOS devices. This offers the same functionality as the browser. This can be used as a translator app which can offer both speech to text and text to speech function when supporting multi-lingual conversations (this could be parent/carer meetings or between learner and peer/practitioner).

# Glossary and Suggested Further Reading

## Glossary

### **AI/A.I**

Artificial Intelligence. Refers to the simulation of human intelligence processes by machines, especially computer systems. These processes include learning (acquiring information and rules for using it), reasoning (using rules to reach approximate or definite conclusions), and self-correction.



### **AT/A.T**

Assistive technology

### **DfE**

Department for Education

### **EAL**

English as an Additional Language. Further information can be found at the following link: [English proficiency: pupils with English as additional language - GOV.UK](#)

### **Freemium**

Freemium is a business model offering basic features for free while charging for premium features or advanced functionality.

### **IWB**

Interactive White Board

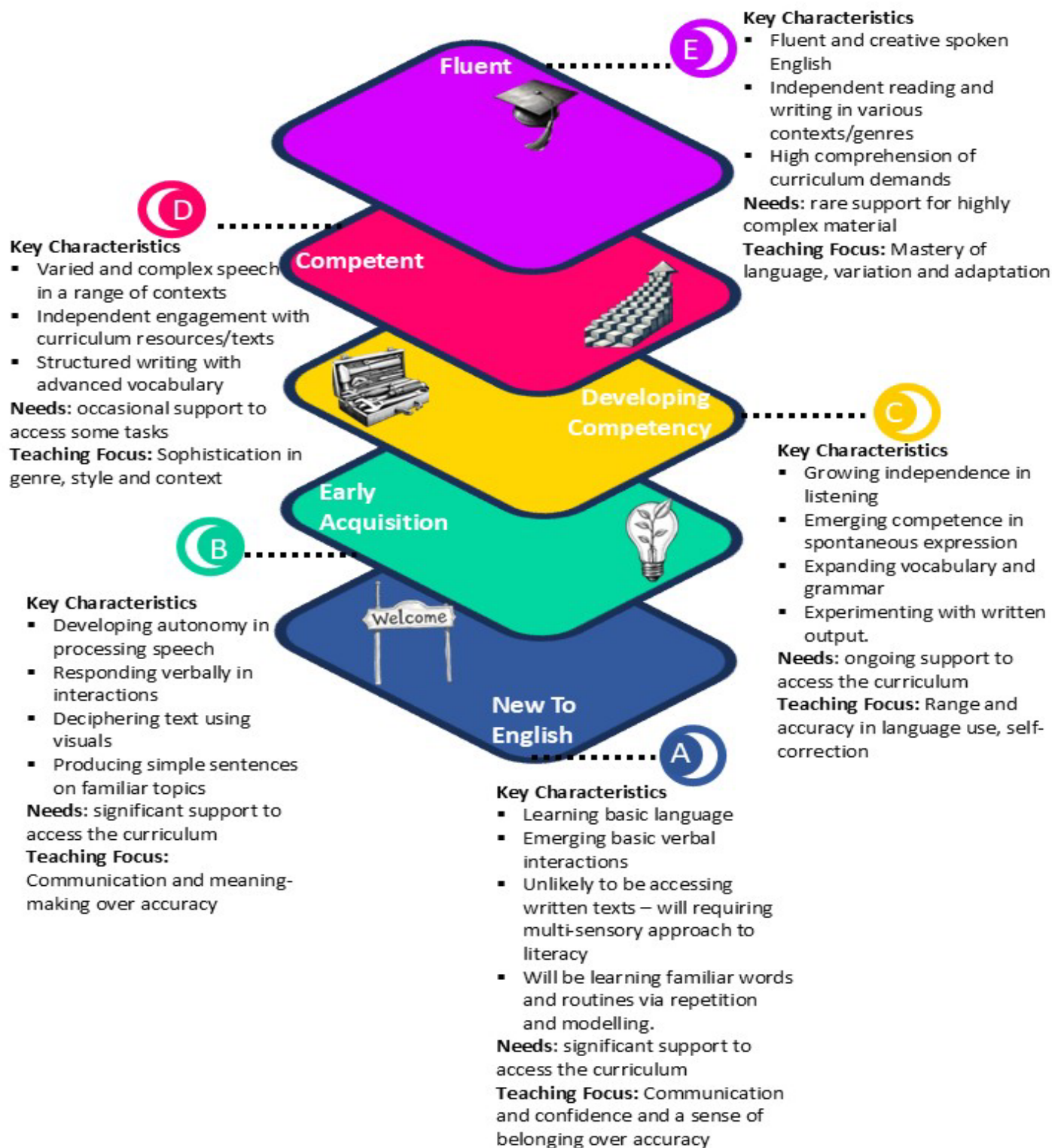
### **PedTech**

PedTech refers to the integration of pedagogy (teaching methods) and technology, using digital tools and platforms to enhance education and learning experiences.

### **PiE**

PiE stands for 'Proficiency in English'. In 2016 the DfE introduced a framework to assess and categorise the level of English proficiency for students identified as EAL.

Further information can be found at the Bell website: [Levels of Proficiency in English - The Bell Foundation](#)





## Further Reading

- [AI Literacy: A Framework to Understand, Evaluate, and Use Emerging Technology](#)
- [Blog: Generative AI in Education – What Could This Mean?](#)
- [Children, young people and teachers’ use of generative AI to support literacy in 2024 | National Literacy Trust](#)
- [Microsoft Word - Children and young people's use of AI and literacy in 2024 \(final\)](#)
- [Use of assistive and adaptive technology in learning English as a foreign language: A systematic review](#)
- [Using Generative AI To Support Literacy In 2024 | National Literacy Trust](#)
- [Teachers’ and students’ perspectives on the extent to which assistive technology maximises independence - Megan Loveys, Cathal Butler, 2025](#)
- [The use of Assistive Technology \(AT\) in teaching English to students with special educational needs \(SEN\) during the COVID 19 pandemic | Digital Education Review](#)
- [Assistive Technology in the English Language Classroom: Reality and Perspectives |](#)

## References

- [Ai literacy: a framework to understand, evaluate, and use emerging technology](#)
- [Assistive technology test and learn evaluation iff research](#)
- [Blog: generative ai in education – what could this mean?](#)
- [Children, young people and teachers' use of generative ai to support literacy in 2024 | national literacy trust](#)
- [Microsoft word - children and young people's use of ai and literacy in 2024 \(final\)](#)
- [Using generative ai to support literacy in 2024 | national literacy trust](#)

## Appendix 1 Chat GPT examples



### Translations

Chat GPT can be used as a translation tool. Anyone can input in the chosen language (provided it is covered by the programme) and it will automatically 'speak in that language' back either by text or using audio option for those learners who may benefit from this tool.

Chat GPT currently covers over 80 languages including Spanish, French, German, Chinese, Japanese, Arabic, Dari, Pashto and more. Please note accuracy levels of languages may vary.

The example below illustrates teacher feedback that is translated from English into Pashto:

A screenshot of the ChatGPT interface. At the top, a light blue rounded rectangle contains the text: "Translate the following into Pashto: 'you have done very well at following the story. You have show the beginning, the middle and the end. Target - now you must add more detail. Tell me key facts. names and dates about each part of the story. This will help you get more marks.'" Below this, the ChatGPT logo is followed by the text: "Here is the translation into Pashto:" and then the Pashto translation: "تاسو د کيسې په تعقيب کې ډېر ښه کار کړی دی. تاسو پيل، منځنۍ برخه، او پای ښکاره کړي دي. هدف - اوس باید نور جزئیات اضافه کړئ. ما ته د کيسې د هرې برخې کلیدي حقایق، نومونه او نیتې وواياست. دا به مرسته وکړي چې تاسو زیاتې نمرې ترلاسه کړئ." Below the translation are icons for voice, copy, like, share, and refresh. At the bottom, there is a text input field labeled "Message ChatGPT" with a send button (upward arrow) on the right. A small disclaimer at the very bottom reads: "ChatGPT can make mistakes. Check important info."

### Translanguaging, Marking and Feedback

Chat GPT can navigate bilingual streams; in essence this means it can process info input in multiple languages in one stream or session, for example input in English respond in Ukrainian, or understand two languages in one input.

It can also level and justify the levelling following the instructions input by the programme user. This requires inputting the mark scheme. Students can then type in their answers (in English or L1) and receive immediate feedback in L1 (or English as desired).

The example below illustrates this process with Ukrainian/English languages in the context of a GCSE History style answer:

- a) Mark scheme and answer input in English. Feedback given in Ukrainian which includes formative feedback in the form of level and qualitative comments justifying level. This could be part of an episode utilising assessment for learning strategies to support exam confidence and security.

ChatGPT ▾

Use the mark scheme below to mark the answer to the question why did Hitler become Chancellor in 1933. Write your response in Ukrainian:

Mark scheme

Level 1 • A simple or generalised answer is given, lacking development and organisation.

[AO2]

- Limited knowledge and understanding of the topic is shown. [AO1]

Level 2 • An explanation is given, showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and

Ця відповідь заслуговує 12 балів (Рівень 4) за наведеною схемою оцінювання. Ось обґрунтування:

- **Аналітичне пояснення:** Відповідь є аналітичною, чітко зосередженою на ключовому питанні, чому Гітлер став канцлером. Вона демонструє логічну, послідовну аргументацію, яка охоплює кілька аспектів, таких як Велика депресія, слабкості Веймарської республіки та роль пропаганди. Лінія аргументації добре розвинена.
- **Точні і доречні факти:** Відповідь включає деталі, такі як економічні наслідки Великої депресії, зростання безробіття, політична нестабільність Веймарської республіки та використання пропаганди Геббельсом. Ці факти демонструють глибоке розуміння періоду та його характеристик.
- **Структура:** Відповідь добре організована, кожен параграф розглядає окремий фактор, який сприяв приходу Гітлера до влади.
- **Широкий аналіз:** Пояснення виходять за межі очевидних моментів, таких як економічна криза, і враховують інші аспекти, зокрема політичну нестабільність і використання пропаганди.

Таким чином, відповідь відповідає всім критеріям Рівня 4 і заслуговує повної оцінки.

🔊 📄 📌 🔄 ⌵

b) To quality assure feedback this is translated into English for the teacher to check. This is deemed accurate.



This response deserves 12 marks (Level 4) according to the provided mark scheme. Here is the justification:

**Analytical explanation:** The response is analytical and clearly focused on the key question of why Hitler became Chancellor. It demonstrates logical, consistent reasoning that covers multiple aspects, such as the Great Depression, weaknesses of the Weimar Republic, and the role of propaganda. The line of argument is well-developed.

**Accurate and relevant facts:** The response includes details such as the economic consequences of the Great Depression, the rise in unemployment, the political instability of the Weimar Republic, and the use of propaganda by Goebbels. These facts demonstrate a deep understanding of the period and its characteristics.

**Structure:** The response is well-organized, with each paragraph addressing a separate factor that contributed to Hitler's rise to power.

**Broad analysis:** The explanation goes beyond the obvious points, such as the economic crisis, and takes other aspects into account, including political instability and the use of propaganda.

Thus, the response meets all Level 4 criteria and deserves full marks.



c) The student could type in their own answer in Ukrainian to illustrate their understanding of the topic independently but within their own language. In this case the feedback is in English to illustrate accuracy of levelling

Using the same mark scheme level this answer and feedback in English: ""Гітлер став канцлером перш за все через вплив Великої Депресії. Крім того, Гітлер став канцлером через слабкості і невдачі Веймарської республіки. Наприклад, під час періоду 1929-32 у Німеччині було три різних канцлерів, всі з яких втратили підтримку Рейхстагу і були звільнені президентом Гінденбургом.""



This response is Level 2 (4–6 marks) according to the mark scheme. Here's the feedback:

- **Explanation:** The response provides some explanation, but the analysis is limited. While it mentions key factors such as the Great Depression and the weaknesses of the Weimar Republic, the links between these factors and Hitler becoming Chancellor are not fully developed or sustained.
- **Knowledge and understanding:** Relevant points are included, such as the Great Depression and the instability of having three chancellors between 1929–1932. However, the answer lacks depth and detail about how these factors directly contributed to Hitler's appointment as Chancellor.
- **Structure and reasoning:** The response is brief and lacks development and organization. It does not sustain a clear line of reasoning or provide broader context for the events.

To improve:

- Expand on the points made, such as how the Great Depression increased Nazi support and why the instability of the Weimar Republic made Hitler an appealing choice for Chancellor.
- Include specific details and examples to demonstrate deeper understanding of the period.
- Provide a more structured explanation that ties the factors together logically.

Message ChatGPT



## Appendix 2 Using AI for visual resources



### Examples of written prompts:

#### For vocabulary tasks:

- "Generate images of common household items for English vocabulary practice. Include items like 'chair', 'table', 'book', 'clock', and 'window'."
- "Create images depicting action verbs suitable for English learners. Include 'running', 'jumping', 'eating', 'sleeping', and 'reading'."
- "Create images representing different seasons and elements of nature. Include 'sun', 'tree', 'snowflake', 'rain', and 'flower'."

#### For creative writing task:

- "Create an image of a mystical forest with a hidden door in one of the trees, surrounded by various magical creatures."

#### Subject specific visuals:

- Science "Generate an image of the solar system with all the planets aligned, each labelled with its name."
- History "Produce an image of an ancient Egyptian marketplace with people trading goods and a view of the pyramids in the background".
- Geography: "Illustrate a diverse ecosystem within the Amazon rainforest, highlighting different species and plant life."



Image produced by Freepik AI image generator - Free text-to-image generator

## Appendix 3 Support using Google Translate

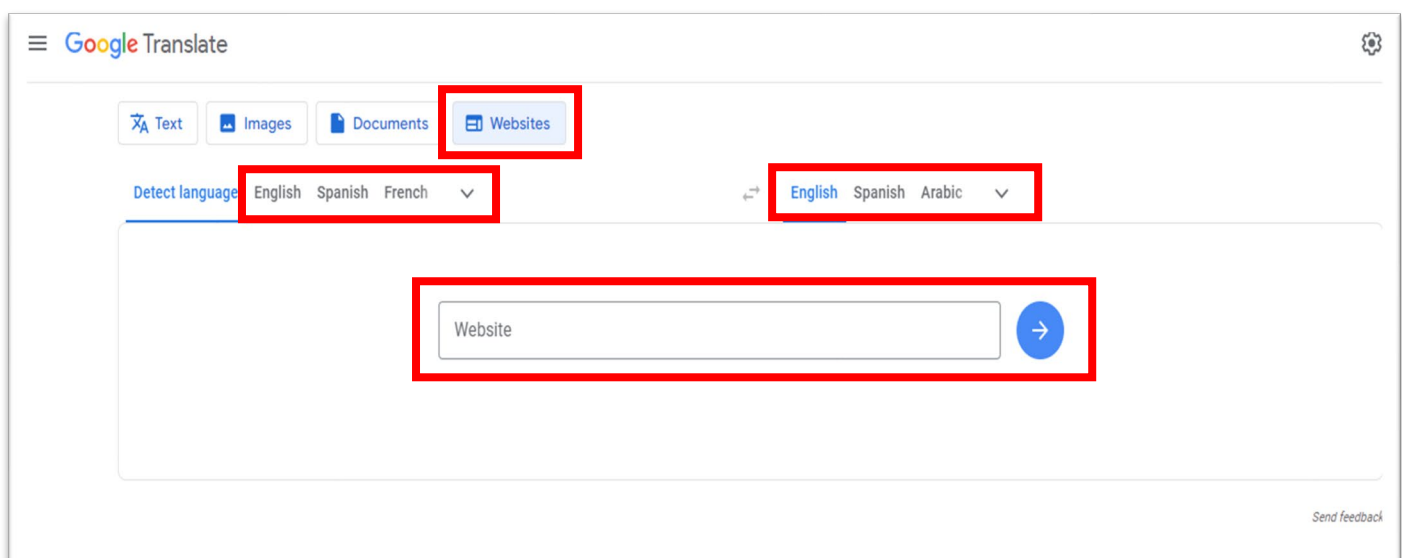


### Translating a website using Google Translate

1. Go to the website you want translated and copy the URL<sup>3</sup>.
2. Go to the site page Google Translate. A direct link can be found here: [Google Translate](#).
3. You will find options to select the format to be translated. In this case click on 'Websites'.
4. Below this are the language options. On the left-hand side of the screen are the options for the original language, in this case select 'English' Please note a drop down list offers other languages.
5. On the right-hand side is the language to translate into. Again, a drop down list offers options to select from For example select 'Spanish'.
6. Finally move below this to paste the URL of the website into the 'Website' box.
7. Click on the blue arrow to the right of this box.



**Helpful Hint** If the website has different 'pages' within it, this process may need to be repeated as each page will have a different URL.



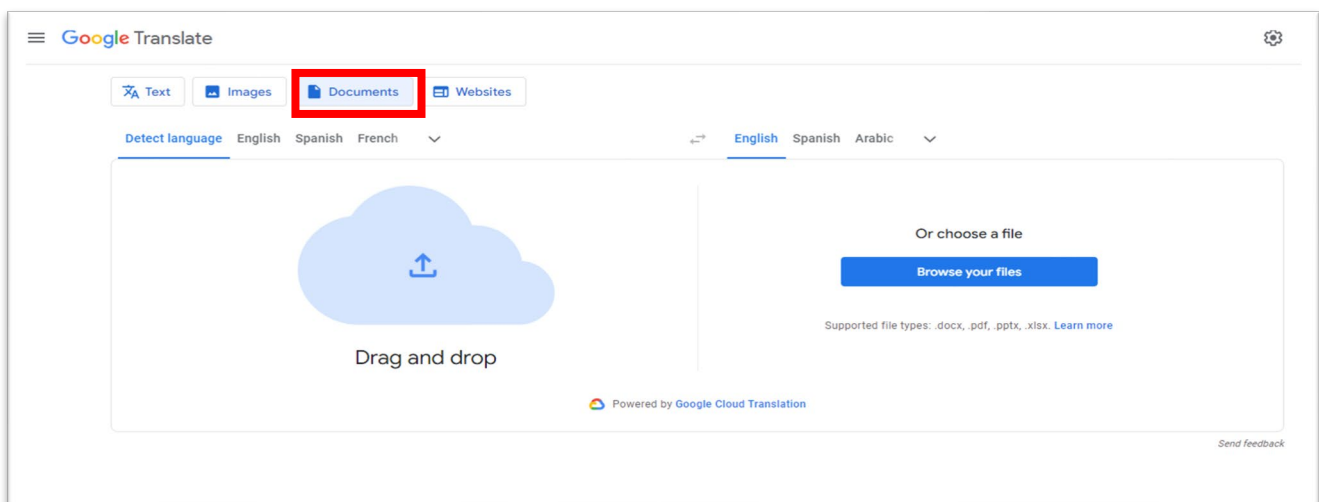
<sup>3</sup> URL stands for 'Uniform Resource Locator' and is the full website address of any given page. This is found in the address bar at the top of your browser.

## Translating Documents

Please note this function can work with Microsoft documents including Word (.docx), PowerPoint (.pptx), and Excel (.xlsx), as well as PDF (.pdf). If you wish to translate a Microsoft Publisher document you must first save this as a PDF as Google Translate website does not support this format.

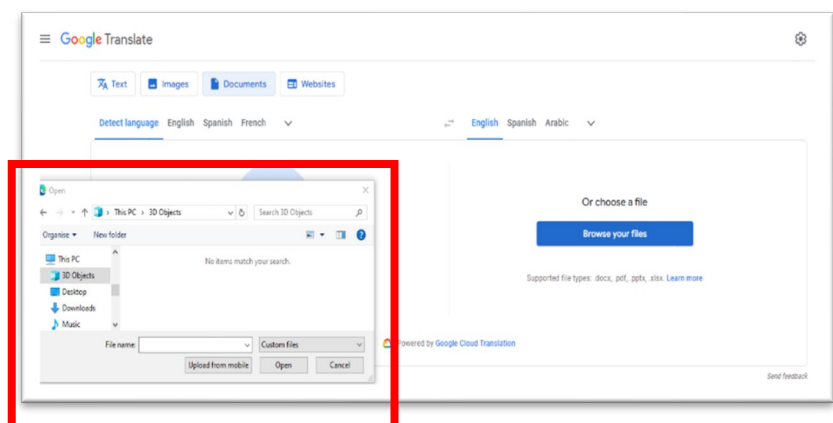
### How to translate

- 1) Go to the site page Google Translate. A direct link can be found here: [Google Translate](#).
- 2) You will find options to select the format to be translated. In this case click on 'Documents'.



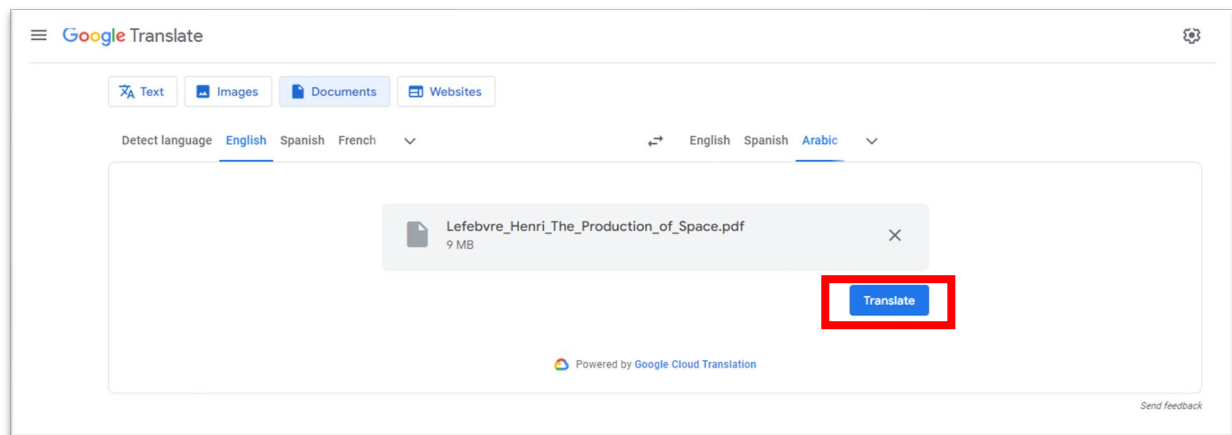
- 3) There are now two options to select the document you wish to upload for translation:
  - a. Left-hand side allows you to 'drag and drop' the document directly into the cloud.
  - b. Or to search for the file click on 'Browse your files' on the right-hand side. **Steps 4 will go through this process. Jump to step 5 if this is not needed.**

- 4) Selecting 'Browse your files' will open a search folder. Navigate your folders until you find the relevant document. Double click on this to select it.





5) When the document has loaded, select 'Translate'.



6) Once completed (the larger the document the longer amount of time needed) choose to download your document or 'open translation' to open immediately.

**Helpful Hint!** If you want to keep the translated version, remember to re-save the document stating the language used for easier future retrieval!

## SOME EXTRA HINTS!

### HINT 1: SWITCHING BETWEEN LANGUAGES WHEN VISITING WEBSITES?

When you open a translated website, you can switch between the original and translated versions. Here's how:

#### **On medium to large screens**

**Option 1:** At the top left, click the '**language**' tabs.

**Option 2:** At the top right, click the down arrow to open the drop-down menu select '**Translation**' or '**Original**'.

or

#### **On small screens**

**Option 1:** At the top left, click the '**language**' tabs. Click the switch.

**Option 2: At the top right, click 'More'. In the expanded menu, next to 'Show original page',** to change between the original and translated website.

---

### HINT 2: WEBSITE TRANSLATION WIDGET

If you're an academic institution, government, nonprofit or non-commercial website, you may be eligible to sign up for the Google Translate website translator shortcut. This tool translates web content into over 100 languages. To get the website translator shortcut sign up is needed. This is ideal for settings looking to create accessible communications and gateways for the community.

---