# Supporting New Arrivals in Glasgow Schools

E A L
SERVICE
Glasgow

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## Bilingual Learners in Glasgow

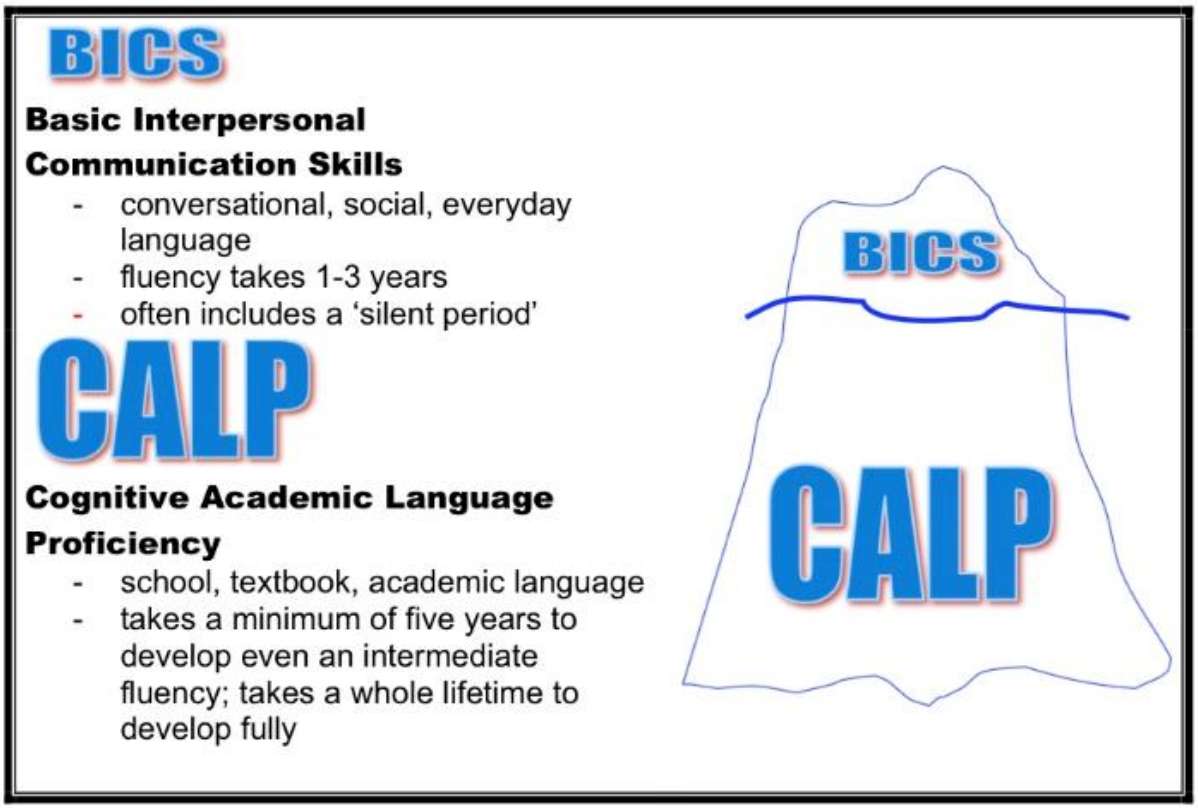
There are more than 350 establishments in Glasgow that provide for the learning needs of a wide range of children and young people from birth to 18. Over 20% of the child population is bilingual this equates to around 19,000 children and young people in our schools.

The bilingual population of Glasgow is not a homogeneous group, there are:

- established bilingual communities
- new arrivals from other countries
- asylum seekers and refugees
- European Union migrants

## Additional Language Acquisition

Research into the language development of bilingual children has shown a distinction between conversational (surface) fluency and academic fluency.



## Advantages of Bilingualism

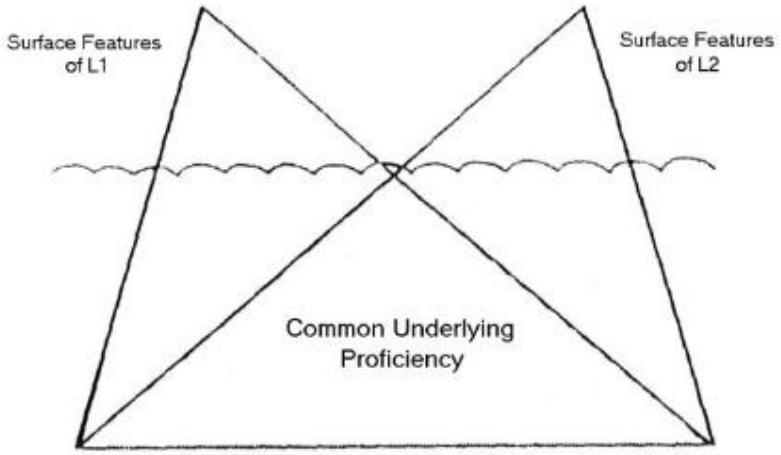
There are numerous advantages of bilingualism, these include:

- a greater capacity for lateral thinking and problem solving
- a greater facility for learning additional languages
- enhanced ability to perform certain cognitive tasks

Knowledge of one language supports development in another language. This is exhibited via Cummins' dual iceberg model:

### The 'Dual Iceberg' Model of Bilingualism

(Jim Cummins, 1984)




In the child's mind, the languages are inter-connected. If a child understands an idea in one language, it helps them learn the word for that concept in the other language. Or if a child develops a skill in one language, such as predicting a story from pictures, the skill will transfer to the other language.

# The Early Stages of Learning English: Research (adapted from NALDIC)

**Silent Period:** Many bilingual children who are at an early stage in their learning of English go through a 'silent period' when they first enter an unfamiliar setting. This can last for up to six months or longer. This is not a 'passive' stage. During this time, children will be watching, actively listening, and exploring their environment to understand new experiences and to develop new meanings. They will be trying to relate previous knowledge to new contexts. It is important that children should not feel pressurised to speak until they feel confident enough to do so. However, it is essential that adults continue to talk to the children, to pick up their non-verbal responses, to support the child's understanding of meaning, and to involve them in activities; these strategies will help children to internalise the language they hear and to develop a sense of the patterns, meanings and range of language functions in their new, unfamiliar environment.

**Non-Verbal Gestures:** Children may begin to use non-verbal gestures as a response to a question or to indicate a need. Understanding is in advance of spoken language.

**Echo:** Many children may begin to 'echo' single words and some short phrases used by adults and peers. All attempts at speech should be encouraged and praised.

**Language Chunks:** There will be a development of 'formulaic' language ('chunks' of social speech) e.g. "Mummy come soon." "My turn." Children may begin to join in with story refrains and repetitions and songs.

**One Word Expressions:** 'Chunking' will continue, but children will increasingly begin to use one word utterances (frequently nouns) which will perform a range of language functions indicated by tone of voice (e.g. questioning, responding, naming).

**Simple Sentences:** Children will begin to use extended phrases or simple sentences which contain surface developmental errors in the use of plurals, tenses, personal pronouns, function words and articles. Again the emphasis is on the communication of meaning.

**Increasingly children will develop more control in their use of functional language. However surface errors in the use of tenses, word endings and plurals will continue for some time until children understand the use of different grammatical structures in the target language, which may be very different from the home language.**

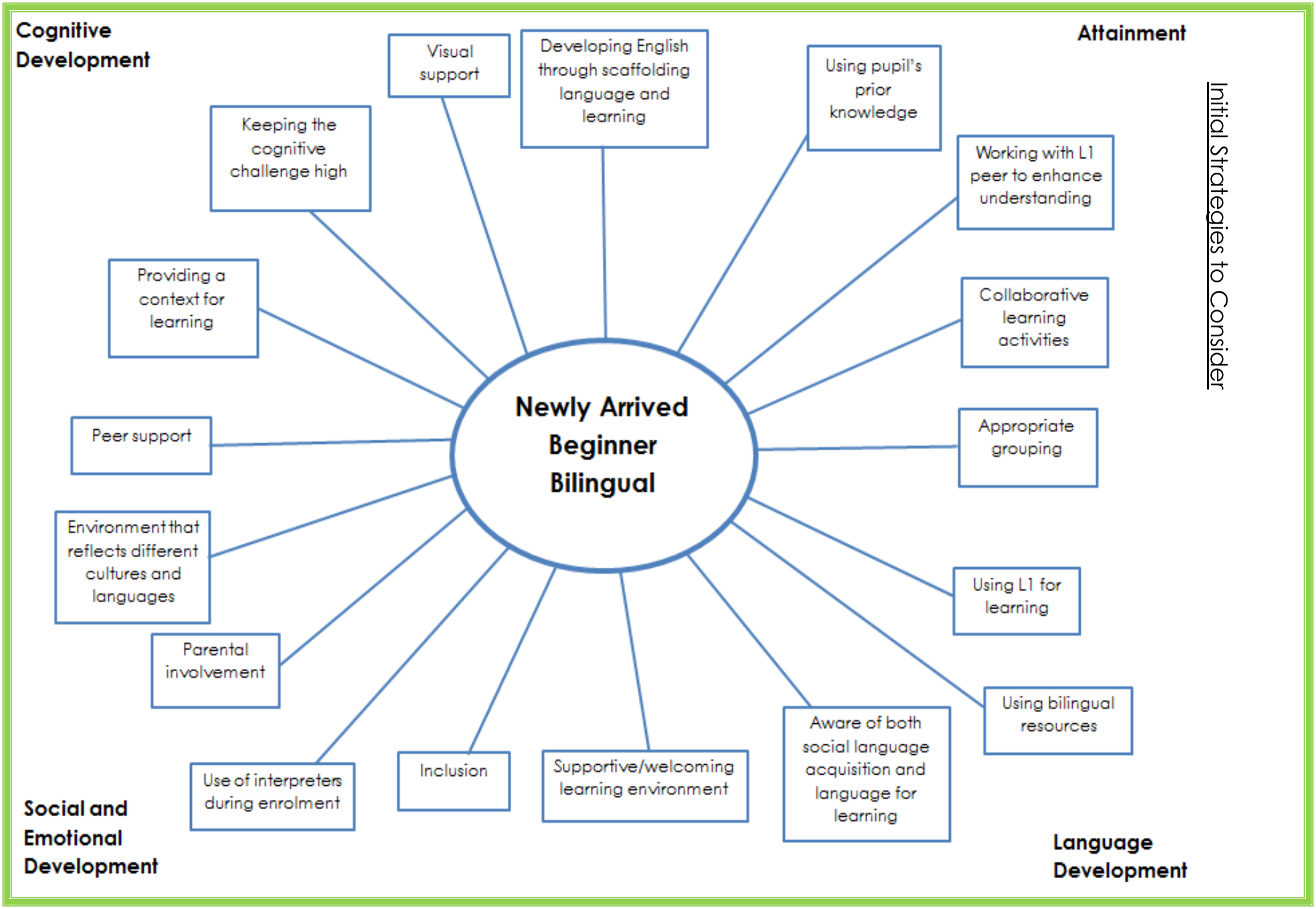
## New Arrivals – Points to Consider

**New arrivals are not a homogenous group and do not necessarily have a common set of educational needs. New arrivals may:**

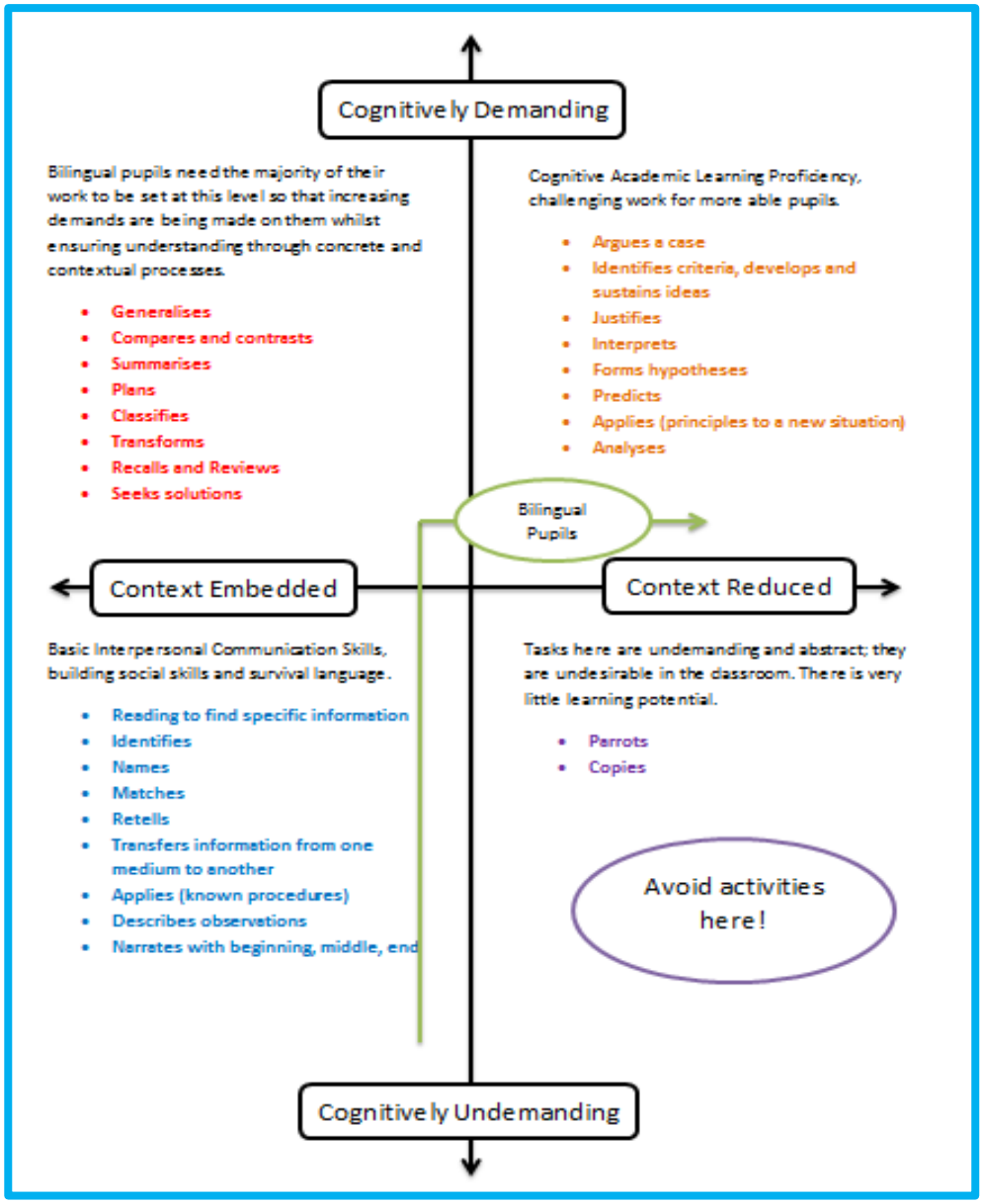
- Have varied school experiences i.e. none, interrupted, full schooling
- Be literate in one or more languages
- Be highly motivated, gifted and talented
- Be used to a different educational system
- Have attended one or more schools (in Scotland or abroad) before the present one
- Have learning difficulties or complex needs
- Come from a range of cultural, religious, national and linguistic backgrounds
- Be living with parents who are experiencing emotional difficulties or withdrawal themselves
- Be experiencing cultural disorientation as well as feelings of loss, grief and isolation

## Challenges Facing New Arrivals

- learning English
- transition difficulties
- isolation
- changes in family situations
- little, none or fractured previous education
- different style or emphasis of prior education;
- feeling misunderstood, unvalued or alienated due to cultural differences
- facing racism in or out of school


Cognitive Development
Attainment
Initial Strategies to Consider
Visual support
Developing English through scaffolding language and learning
Using pupil's prior knowledge
Keeping the cognitive challenge high
Working with L1 peer to enhance understanding
Providing a context for learning
Collaborative learning activities
Newly Arrived Beginner Bilingual
Peer support
Appropriate grouping
Environment that reflects different cultures and languages
Using L1 for learning
Parental involvement
Using bilingual resources
Use of interpreters during enrolment
Inclusion
Supportive/welcoming learning environment
Aware of both social language acquisition and language for learning
Social and Emotional Development
Language Development

# Cummins Quadrant

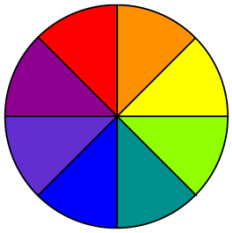
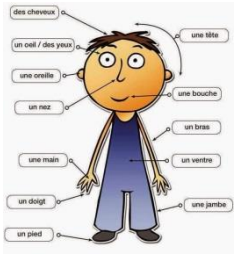



This model is designed for aiding thinking when designing learning for children with English as an additional language (EAL), but as is often the case with good practice designed for minority groups, it is actually good practice for all learners.

Cummins splits learning into four quadrants of activity. The vertical scale moves from cognitively un-demanding tasks, those which the learners find easy, to cognitively demanding tasks, which they will find hard. The horizontal moves from tasks with a high context, for instance using material or content the learners will find familiar and relate to, to abstract concepts which are much more challenging to relate to real experience, but are often the 'Objectives' that have been defined for them to learn.

## Survival Language

When you have a new arrival in your class, it is more effective to focus on the development of basic vocabulary and survival language before moving on to a more comprehensive reading and writing programme. The development of a solid vocabulary base will enable the learner to engage more with the curriculum.

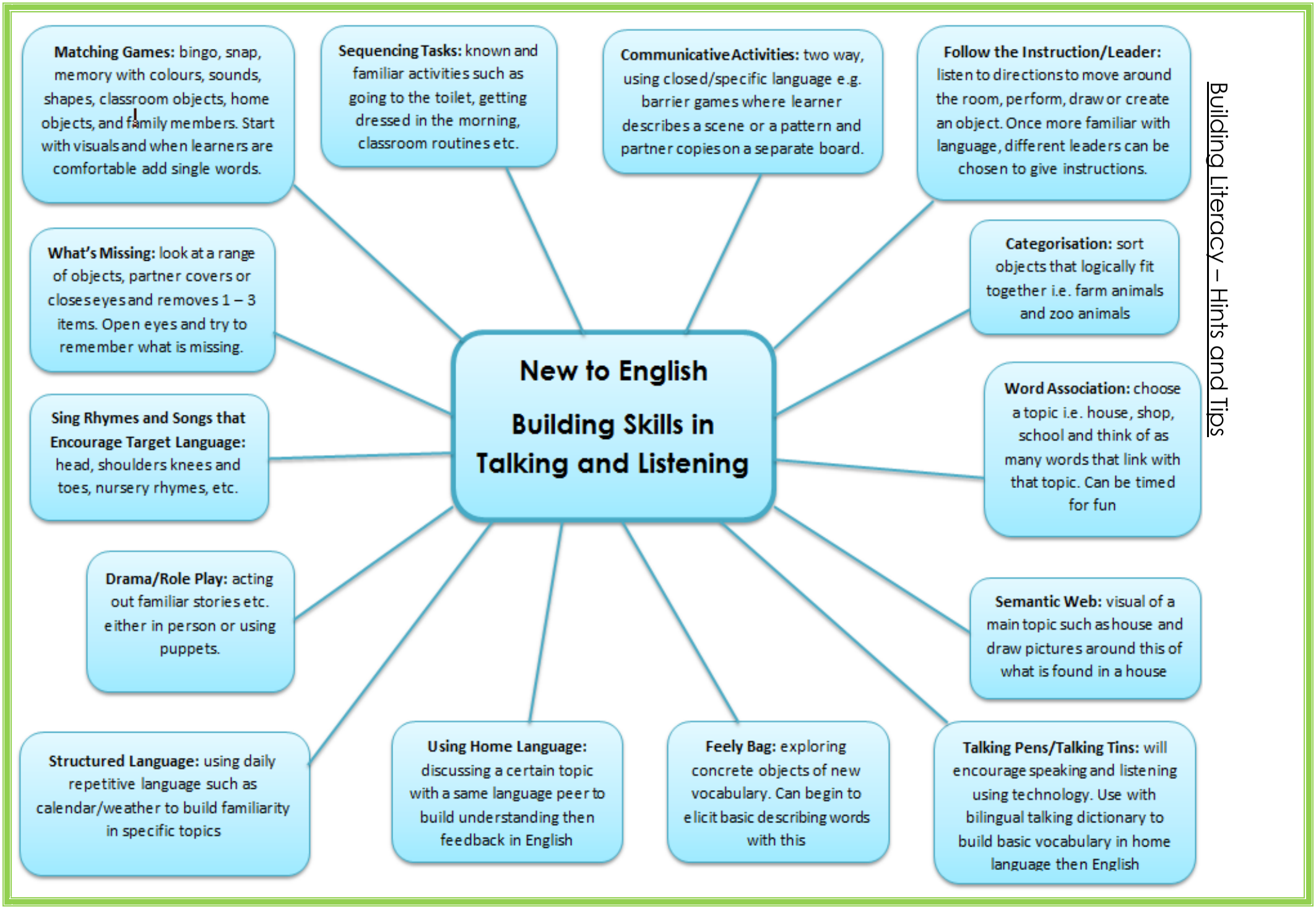
| All About Me | Social Language/Feelings | School | Colours |
|---|---|---|---|
| | | |  |
| **The Body** | **Clothes** | **Food** | **Weather/Seasons etc.** |
|   | | | |

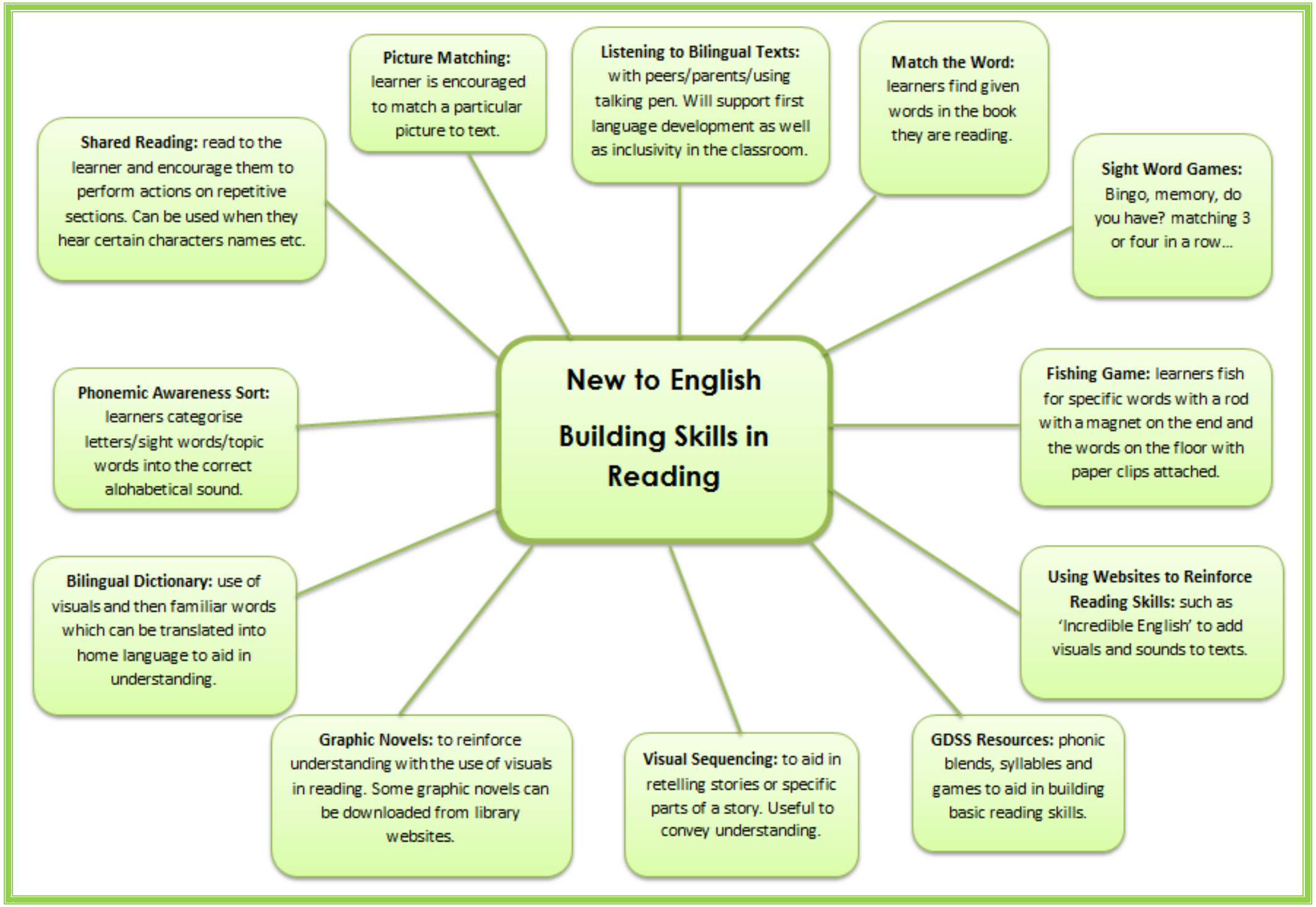
## Basic Strategies to Support Survival Language

# Survival Language Programme

| Language Focus | Key Vocabulary | Direct Links to Websites/Resources |
|---|---|---|
| All about me | Mum, Dad, mother, father, sister, brother, grandmother/father, uncle, aunt<br><br>I am _____ years old<br>I have_____<br>This is my _____<br>In my family there are_____<br>I used to live _____<br>Now I live _____<br>I can speak _____<br>My school is called _____ | http://www.primaryresources.co.uk/pshe/pshe.htm<br><br>http://themes.atozteacherstuff.com/114/all-about-me-activities-lesson-plans-printables-and-ideas/<br><br>http://www.abcya.com/all_about_me.htm |
| Social Language Feelings | Hello, goodbye, good morning, good afternoon, please, thank you, you're welcome, excuse me, sorry,<br>Fine, okay, not bad, great, happy, sad, angry, scared, ill, tired, sick<br><br>Please can I have _____?<br>Please can I go to the toilet?<br>What's your name?<br>My name is _____<br><br>I am _____<br>You are _____<br>She/He is_____<br>I feel_____<br>How are you?<br>How do you feel? | http://www.anglomaniacy.pl/expressions-4-greetings-printables.htm<br><br>http://www.eslkidslab.com/worksheets/greetings/index.html<br><br>https://www.freddiesville.com/greetings-games/<br><br>http://www.anglomaniacy.pl/feelingsPrintables.htm<br><br>https://www.kidssoup.com/activity/emotions-and-feelings-preschool-activities-games-and-lessons |
| School | pencil, pen, ruler, rubber, pencil sharpener, table/desk, chair, carpet<br>Classroom, office, toilets, dinner hall, gym hall, playground medical room<br>Teacher, head teacher, support for learning worker, janitor, lollipop lady, dinner lady, cleaner<br><br>It is/It's a _____<br>They are_____s<br>Give me a _____<br>What's this?<br>What's this in English?<br><br>This is the _____<br>Where is the _____<br>We play in the _____<br><br>This is the _____<br>Who is this?<br>Is this the ____ or the _____? | https://www.youtube.com/watch?v=g7kK989HiRQ<br><br>http://learnenglishkids.britishcouncil.org/en/word-games/school-things-1<br><br>http://www.anglomaniacy.pl/schoolTopic.htm<br><br>https://bogglesworldesl.com/schoolsuppliesbingo.htm |

| | | |
|---|---|---|
| | Today we are doing _____<br>First _____<br>After playtime _____ | |
| Colours | red, yellow, blue, green, purple, pink, orange, black, white, grey, brown, gold, silver<br><br>It's _____<br>The book is _____<br>Give me the red ___<br>What colour is ____?<br>Is this purple/blue? | https://learnenglishkids.britishcouncil.org/en/category/topics/colours<br><br>https://bogglesworldesl.com/kids_worksheets/color_worksheets.htm |
| The Body | Head, face, eyes, ears, nose, mouth, neck, arms, legs, foot/feet, hands, fingers, toes, knee, back, tummy.<br>elbow, wrist<br><br>It's my _____<br>It's his/her ____<br>What's this/that?<br>How many _____ do you have?<br>What colour is _____? | http://www.anglomaniacy.pl/bodyPrintables.htm<br><br>https://www.freddiesville.com/body-parts-worksheets/ |
| Clothes | T/shirt, shirt, trousers, skirt, dress, shoes, socks, tights, jumper, coat, hat, shorts, boots, jacket<br><br>I'm wearing ____<br>I'm wearing a red __<br>What are you wearing?<br>I like _____<br>He/she is wearing _____ | http://www.sparklebox.co.uk/6431-6440/sb6432.html<br><br>https://www.englishwsheets.com/clothes.htm<br><br>https://bogglesworldesl.com/clothes_worksheets.htm |
| Food | A variety of foods, including those children are likely to be familiar and unfamiliar with.<br>Breakfast, lunch, dinner<br><br>I like ____<br>I don't like _____<br>Do you like ____?<br>I eat ____ for breakfast | http://www.kids-pages.com/folders/worksheets/Food/index.htm<br><br>http://eslkidsworld.com/worksheets/food%20worksheets/index.html<br><br>https://www.anglomaniacy.pl/foodTopic.htm |
| Weather<br>Seasons<br>Days of the Week<br>Months | Months and seasons, rainy, sunny, windy, cloudy, snowy, foggy, cold, hot, warm, stormy, rainbow, icy.<br>Days of the week, weekend, morning, afternoon, evening, night, yesterday, tomorrow.<br>Months of the year<br><br>It's _____<br>It's hotter in Summer<br>I like _____<br>My birthday is in _____<br>June is in summer.<br><br>Today is _____<br>I have PE on _____s<br>What do you do on ____?<br>Tomorrow is _____, yesterday was _____ | http://www.anglomaniacy.pl/weatherPrintables.htm<br><br>https://worksheets.edhelper.com/Days_of_the_Week.htm<br><br>http://www.abcya.com/months_of_the_year.htm<br><br>https://www.roythezebra.com/reading-games/high-frequency-words-months.html |


New to English
Building Skills in Talking and Listening
Matching Games: bingo, snap, memory with colours, sounds, shapes, classroom objects, home objects, and family members. Start with visuals and when learners are comfortable add single words.
Sequencing Tasks: known and familiar activities such as going to the toilet, getting dressed in the morning, classroom routines etc.
Communicative Activities: two way, using closed/specific language e.g. barrier games where learner describes a scene or a pattern and partner copies on a separate board.
Follow the Instruction/Leader: listen to directions to move around the room, perform, draw or create an object. Once more familiar with language, different leaders can be chosen to give instructions.
What's Missing: look at a range of objects, partner covers or closes eyes and removes 1 – 3 items. Open eyes and try to remember what is missing.
Categorisation: sort objects that logically fit together i.e. farm animals and zoo animals
Sing Rhymes and Songs that Encourage Target Language: head, shoulders knees and toes, nursery rhymes, etc.
Word Association: choose a topic i.e. house, shop, school and think of as many words that link with that topic. Can be timed for fun
Drama/Role Play: acting out familiar stories etc. either in person or using puppets.
Semantic Web: visual of a main topic such as house and draw pictures around this of what is found in a house
Structured Language: using daily repetitive language such as calendar/weather to build familiarity in specific topics
Using Home Language: discussing a certain topic with a same language peer to build understanding then feedback in English
Feely Bag: exploring concrete objects of new vocabulary. Can begin to elicit basic describing words with this
Talking Pens/Talking Tins: will encourage speaking and listening using technology. Use with bilingual talking dictionary to build basic vocabulary in home language then English


New to English
Building Skills in Reading
Picture Matching: learner is encouraged to match a particular picture to text.
Listening to Bilingual Texts: with peers/parents/using talking pen. Will support first language development as well as inclusivity in the classroom.
Match the Word: learners find given words in the book they are reading.
Shared Reading: read to the learner and encourage them to perform actions on repetitive sections. Can be used when they hear certain characters names etc.
Sight Word Games: Bingo, memory, do you have? matching 3 or four in a row...
Phonemic Awareness Sort: learners categorise letters/sight words/topic words into the correct alphabetical sound.
Fishing Game: learners fish for specific words with a rod with a magnet on the end and the words on the floor with paper clips attached.
Bilingual Dictionary: use of visuals and then familiar words which can be translated into home language to aid in understanding.
Using Websites to Reinforce Reading Skills: such as 'Incredible English' to add visuals and sounds to texts.
Graphic Novels: to reinforce understanding with the use of visuals in reading. Some graphic novels can be downloaded from library websites.
Visual Sequencing: to aid in retelling stories or specific parts of a story. Useful to convey understanding.
GDSS Resources: phonic blends, syllables and games to aid in building basic reading skills.

New to English
Building Skills in Writing
Drawing: learners draw their ideas and orally describe what they have drawn (can be scribed by a teacher)
Sequencing: learners re sequence a sentence to match one they have already been given.
Substitution Table: with visuals to begin with to aid in visualising sentences and building structure.
Bilingual Dictionary: to record key vocabulary using words and pictures.
Labelling: a specific diagram or picture.
What's Missing? Learners given a visual and a sentence with a word missing, they need find the missing word to match the visual.
Sentence Jigsaw: having grammatical words, subjects, verbs and object cards for learners to create a text then draw a picture to match.
Mind Map: learners organise their thoughts and ideas via mind map/spider gram before writing.
Writing Frames: learners will be able to plan and structure writing more effectively.
Writing in Home Language: to increase confidence when writing and to convey the acceptance of alternative scripts in the classroom.
Make Your Own Book: based on a familiar story or topic. Can use photographs/visuals/drawings to enhance understanding.
Talk4Writing: Pie Corbett to allow children to explore writing in an alternative yet effective way
Technical Skills: letter formation, handwriting, familiarising with English alphabet script.

Useful Websites

## Information about pupils' countries, cultures, languages

- Language of the Month website
  http://www.newburyparkschool.net/langofmonth/index.html
  Materials for celebrating languages: videos and audio files, display materials and ideas for activities in about 60 languages.

- Information about the differences between English and other languages
  http://esl.fis.edu/grammar/langdiff/index.htm
  New Arrivals Toolkit page on the Wokingham Schools Hub for information about several languages, and also see

- Information about cultures and languages:
  http://wsh.wokingham.gov.uk/_resources/assets/inline/full/0/319661.pdf
  A booklet produced by Milton Keynes LA is available on the Inclusion and Celebration page on the Wokingham Schools Hub.

- Information about cultural diversity and global citizenship
  http://www.irespect.net/
  A good website promoting citizenship and tolerance. Would be useful as a class resource to raise awareness of different countries and cultures.

## Free teaching resources - including some in first languages

- British Council EAL Nexus
  https://eal.britishcouncil.org/free-resources-teachers

- Racing to English photo dictionary
  http://www.racingtoenglish.moonfruit.com/#/other-free-downloads/4545216728

- Collaborative Learning
  www.collaborativelearning.org

- Communication 4 All
  http://www.communication4all.co.uk

- Sparklebox
  http://www.sparklebox.co.uk/

- Incredible English
  http://elt.oup.com/student/incredibleenglish/?cc=gb&selLanguage=en

- Learn English Kids
  http://learnenglishkids.britishcouncil.org/en/

- World Stories
  www.worldstories.org.uk

- International Children's Digital Library
  http://en.childrenslibrary.org/

- CBeebies Stories
  https://www.bbc.co.uk/cbeebies/stories

- Oxford Owls e-books
  https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/

- MES Games
  http://www.mes-games.com/

- Fun Fonix
  http://www.funfonix.com/

- ESL Games Plus
  http://www.eslgamesplus.com/

- Starfall
  http://www.starfall.com/

- Topmarks
  https://www.topmarks.co.uk/

- Early Years Games and Resources
  http://www.bury-lea.org.uk/greenhill/pdfs/Sum02.08UsefulWebsitesforReception.pdf

- ESL Kids
  http://esl-kids.com/

- Beginners in English as an Additional Language
  http://myweb.tiscali.co.uk/beginners/step_1.htm

- Kids Learning Ville
  https://www.kidslearningville.com/

- Talk 4 Writing (Pie Corbett)
  http://www.talk4writing.co.uk/

- Angliomaniacy
  http://www.anglomaniacy.pl/index.html

- Freddie's Ville
  https://www.freddiesville.com/

- EAL Hub
  https://www.ealhub.co.uk

## Resources for parents

- Letters for parents in different languages
  http://www.primaryinteractive.co.uk/letters/index.htm
  and
  http://www.education-support.org.uk/teachers/ids/translated-letters-for-schools/

- Information on the importance of the first language
  http://wsh.wokingham.gov.uk/learning-and-teaching/mea/eal/eal-guidance/working-with-parents/
  and
  http://www.ryerson.ca/mylanguage/hold_on/

- Different translated materials for parents
  https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/emtas/english-as-an-additional-language/bilingual-resources

## Resources to buy

- Mantra Lingua
  http://uk.mantralingua.com/
  A variety of dual language resources including books, apps and talking pens which aid in the development of home language.

- Milet
  https://www.milet.co.uk/
  A number of different bilingual books

- Bay Language Books
  https://www.baylanguagebooks.co.uk/

- Racing to English
  http://www.racingtoenglish.co.uk/odering.html
  A CD ROM which has a wide range of activities which are suitable for new to English pupils.

- Little Linguist
  https://www.little-linguist.co.uk/english-as-an-additional-language-for-children.html
  A variety of resources for English as an additional language pupils including books, DVDs and posters.