

## Involve Parents

- Ask your parents if they can suggest a popular song or rhyme in their child's home language. Learn a few lines of the song together.
- Ask parents to suggest samples of music from their culture.
- Are any parents willing to come along at singing time to sing a song in their home language?
- Provide a nursery song sheet to encourage parents to sing along with their children at home.



## Resources/Ideas

### Music making Early Years Songs and Games

Naheed Cruickshank

### Sing a song, tell a tale

Anni McTavish (The British Association for Early Childhood Education)

### Keeping a steady beat

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

### Sticky Kids

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

### Mama Lisa

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

### CREATE Resources

[www.glasgowcreate.online](http://www.glasgowcreate.online)



CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

# Supporting young EAL Learners with Songs, Rhymes and Chants



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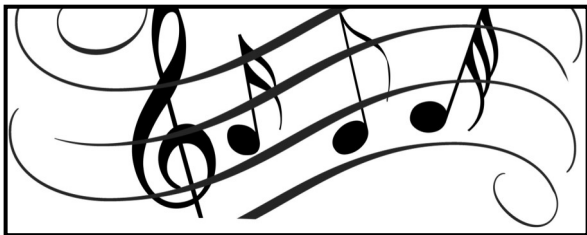
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## What is the value of a daily singing time?

- Every child is able to participate at their own level. In particular young children can observe and should not have to join in until they are settled.
- Songs with lots of actions allow EAL learners to take part in a non-threatening way and provide a respite from the demands of a new language.
- Visual support is vital to provide clues about the song. Select songs with strong repetitive sections to enable EAL learners to join in over time.
- Singing times provide an opportunity for EAL learners to be part of a larger group. Some EAL learners tend to become isolated if they are the only speaker of their language.
- Working on steady beat and rhythm helps all children to develop **later** success with phonics.



## Successful Strategies

- Small changes in practice can have significant benefits for EAL learners.
- Following an established routine will help an EAL learner to take part and to build a sense of security that comes from knowing what is expected.
- A welcome song/rhyme helps to establish that it is time for listening. Using the same song/rhyme for a prolonged period helps an EAL learner to tune in to the words. (make sure actions are included)
- Hello/Naming songs help to build up confidence and gets the children learning all the names in the group.
- Include a mixture of number songs, rhymes and action songs.
- EAL learners benefit from having something to do as they tune in to the words of the song. Add in body percussion involving clapping, stamping, shaking etc. This helps to keep fidgety hands busy.
- Changing the volume (dynamics) and speed (tempo) of a song is an engaging way to repeat a song and provides EAL learners with another opportunity to hear the words.

## Tried and Tested

- Create a monthly song grid (A4 size with 6 boxes) which has an object representing each song. Children choose which song to sing within this selection. Include number songs, action songs and some rhymes.
- Songs from Sticky Kids are particularly good for getting the whole group involved and active.
- Some EAL learners will call out “me, me, me” as a shortened form of saying I want to take part. It is not always appropriate to make these children wait. The development of good self-esteem is worthwhile at this point.
- VISUAL SUPPORT IS CRITICAL for engaging EAL learners especially those who are new to English. Put together a song prop box as pictured below.

