

Identifying and Supporting Children Learning English as an Additional Language who may have Speech, Language and Communication Needs



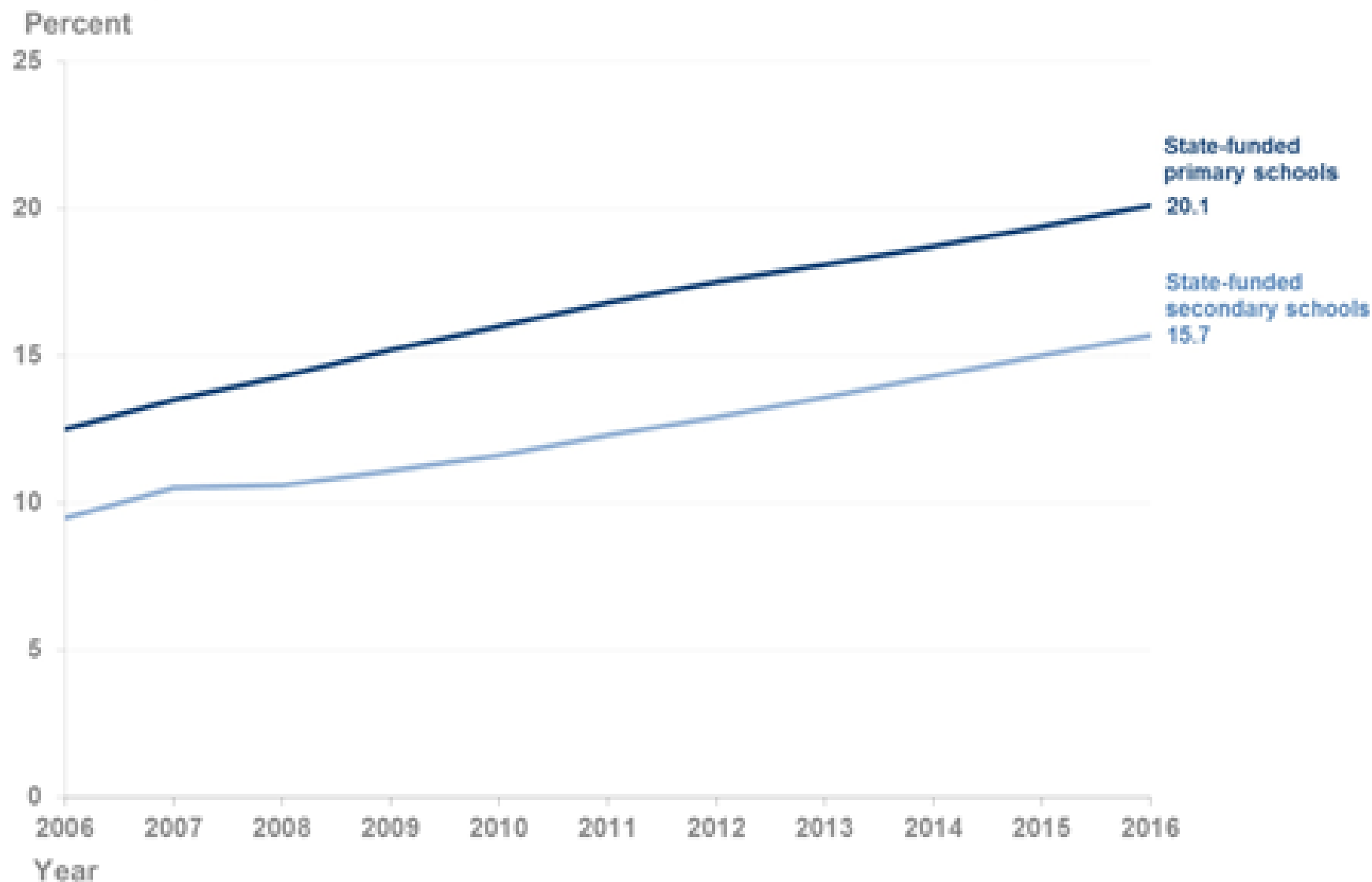
- The Context
- The Challenge
- The Strategies

The context

Statistics

- 360 languages in UK
- Almost 1 in 6 children are EAL in our UK schools
- Nearly all teachers will teach pupils with EAL during their careers

Figure F: The percentage of pupils exposed to a language other than English at home has increased
Pupils with English as an additional language 2010-2016, primary and secondary schools



Source: School Census

Published estimates indicate that the bilingual population ranges from between 60% and 75% of the world's people

Naldic 2013

Bilingualism (broadly speaking)

Being able to understand and speak two languages not necessarily with equal fluency/proficiency

The Challenge



- Some children who are learning more than one language will have Speech Language and Communication Needs
- This is not because they are learning more than one language but is because developing speech, language and communication is difficult for them whatever the language
- These children would have difficulties whether they were learning 2 languages or one
- It is important to identify these children's needs but often tricky!

First Language Acquisition

- Main developmental stages of language acquisition are the same in any language
- The acquisition of a first language is the most complex skill anyone ever learns
- This task needs to be virtually complete by the time a child reaches school age

(Prof. David Crystal, Cambridge Encyclopaedia of Language 1987)

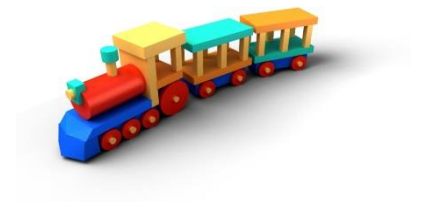
Speech and Language Areas



- Attention
- Play
- Understanding Language
- Expressive Language
- Speech Sounds
- Social Skills



**If child is at expected level
of development in home
language in these areas do
not worry, do not refer to
SLT!**



How understanding develops in all languages

Information carrying words/key words

- 1 ICW – 0 – 18 mths
- 2 ICWs – 2 years
- 3 ICWs – 3 years
- 4 ICWs – 4 years

Development of expressive language

- Single words > 12-18 months
(use gesture, often only clear to parents)
- Two words > 18-24 months
(gesture + word, 2 words, over/under generalise)
- Three words > 3 yrs
(grammar emerging, inaccurate)
- Four words + > 4 yrs onwards
(more grammar, vocab, sentence structure)

Strategies

Let's look at best practice ideas for children with EAL and possible SLCN in your setting

- Promoting language development and bilingualism
- Gathering information
- Some strategies



General Advice for all parents for promoting language development:

- Make time for talking every day – make it a quiet time where distractions are minimised
- Get your child's attention when you are talking to them
- Build on what your child says
- Use every day routines to practise communication skills
- Model good listening and make time to listen to them
- Give time for a child to respond
- Model the right way instead of correcting the child
- Don't ask too many questions, comment or use open questions eg "tell me about your day"

How to recognise when an EAL child is having difficulties learning their first language:

- In first language > Slower progress than expected, difficulty with a particular area of SLCN eg pronunciation, understanding, expressive language, social communication
- Parents or bilingual support staff > Raising concerns
- Difficulties in other areas > Attention/listening, play, behaviour, literacy, attainment – may indicate general learning needs

FAQ

“ When a non English speaking child starts school in the UK is it advisable to encourage the parents to speak English to them at home?”



EAL learners with strong first language skills are more likely to achieve parity with native English speaking peers than those with weaker first language skills

Cummins 2000, Thomas and Collier 2002

Specific advice for parents of bilingual children:

- It is important to continue to use all languages introduced to the child
- Don't be concerned about mixing languages in one sentence. This is natural for a bilingual speaker.
- Continue speaking to your child in your chosen language even if he responds in another language
- Encourage your child's attempts to communicate in either language, give lots of praise

“I believe that the best way to help bilingual pupils learn to their fullest capacity is to value their bilingualism”

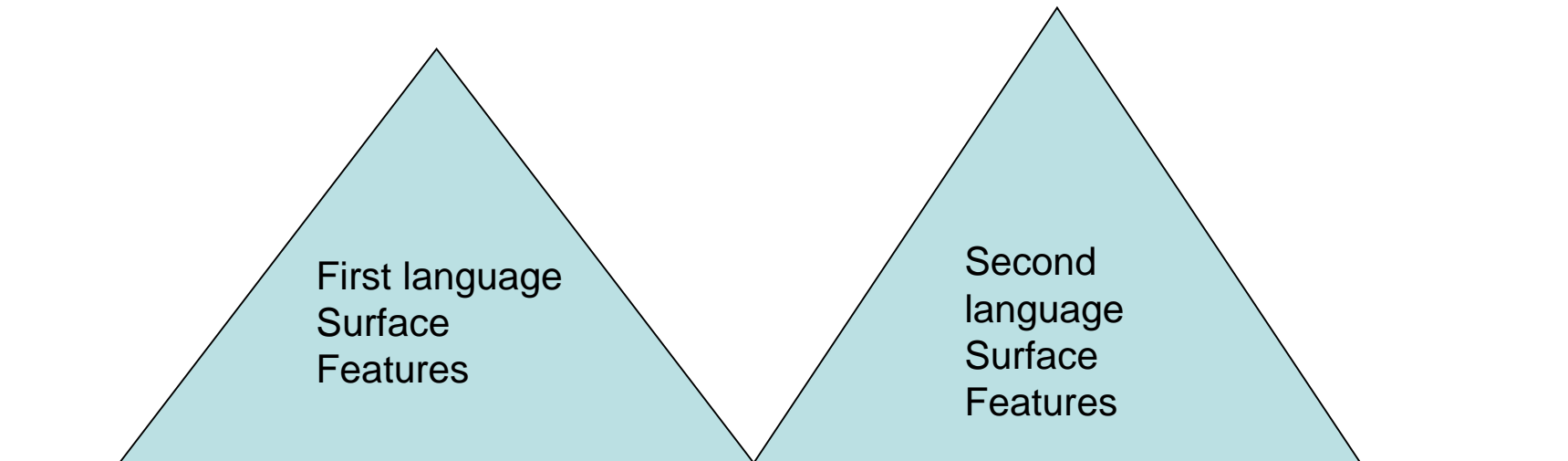
Jean Conteh 2012

Visiting fellow at the University of Leeds

Types of bilingualism

- Simultaneous: Two languages are learned at the same time
- Sequential: One language is learned first and then another
- Additive: An additional language is learned without losing skills in the first
- Subtractive: Skills start to be lost in the first language whilst learning the additional language
- Passive: The language is heard in the environment but the language is not directly spoken to the child

Dual iceberg model - Cummins



Common underlying proficiency

The importance of bilingualism

Key principles

- Bilingualism is an asset; and first language has a continuing and significant role in identity, learning and the acquisition of additional languages.*
- Children need to develop strong foundations in their first language as first language skills are transferable to new languages and strengthen children's understanding of language use.*
- Research has shown that encouraging children to become bilingual can contribute to their cognitive flexibility.
(Shutnabb - Kangas 1981) (Milne and Clarke 1993)
- Insistence on an 'English only approach' in the home may lead to a child being denied opportunities to develop proficiency in either language.*
- First languages are needed to maintain family connections.
(Siraj-Blatchford and Clarke 2000)
- Practitioners have a key role in reassuring parents that maintaining and developing their home language will benefit their children and support their developing skills in English.*

*Supporting children learning English as an additional language. Primary National Strategy, Department for Children, Schools and Families 2007

English
Somali
Russian
Arabic
Bengali
Punjabi
Polish
French
Albanian
Czech
Kurdish



Handout
on CSLT
toolkit

Handout on
CSLT toolkit

Speech and Language Therapy Service

Growing up with more than one language

The better your
child learns your
language, the easier
learning English
will be later on.

It helps your child to
value and share your
culture and traditions.

Information
for parents
and carers

It helps your child communicate with
their wider family and community.

Schools and teachers know that
it helps your child's thinking and
learning as the child gets older.



Some tips for helping your child to learn your own language

- Talk to your child in your own language(s), the ones you are fluent and confident to speak in (don't worry if this is not English). Your child will have opportunities to learn English in school or nursery.
- If you're speaking English to your child and your English isn't as good as your own language this may actually cause your child more difficulties.
- Talk about what you are doing in your language (even before your baby is born as they can hear your voice and language).
- Sing songs, rhymes in your own language with your child.
- Share any picture books in your own language.



If you are worried about how your child is learning their own language, please contact your Health Visitor

Further information on helping your child learn more than one language can be found at:

- www.literacytrust.org.uk/early-years/bilingual-quick-tips
- www.talkingpoint.org.uk/multi-lingual
- www.leedscommunityhealthcarecsf toolkitbilingualism

Don't forget!

Your child will learn language much better from playing and talking with you than from any screen time (e.g. TV, tablets and other electronic devices).



The advantages of being bilingual



Bilingualism does **not** cause communication disorders,
there is **no** reason why bilingual children should have a
different rate of speech and language problems from a
monolingual population

*Crutchley, 1999; Crutchley et al, 1997a, 1997b; Duncan & Gibbs, 1989; Winter
2001*

Collecting the evidence



We need information

- What information do we need to collect from families as a child starts the setting?
- Do you need to make any changes to the “on entry information” that you collect?

Speech and Language Therapy Service
Pre-assessment information for bilingual children

Basic family details:

Full name: _____ D.O.B: _____ Age now: _____

Name child is called at home: _____

Name child is to be called at school: _____

Does the child live with both parents as a family unit? Yes/ No

If no to above, who are the carers? _____

Names and ages of siblings: _____

Place of birth: _____

Arrival date in UK (if not British born): _____

Names of previous schools/LEAs: _____

Length of time at previous school abroad: _____

Dates of any extended absences from schooling: _____

Language/communication (parent's view):

Are parents concerned about the child's communication skills? _____

Yes/No

More details _____

Child's strongest spoken language/dialect: _____

Languages spoken at home by the child to:

Mother: _____

Father: _____

Siblings: _____

Aunt: _____

Uncle: _____

Grandparents: _____

Languages spoken by family members to the child: _____

Can the child read/write in languages other than English? _____

Community links:

Does the child attend any other school/class in the community? _____

Yes/No

More details e.g. language used/taught there: _____

Communicating with parents:

Please indicate which level parent/s can communicate in English:

No English _____

Basic English _____

Advanced English _____

Is an interpreter needed to communicate with parents? _____

Yes/No

Please specify language/ dialect: _____

Which of the following could parents access in English:

Text via mobile _____

Letter _____

Telephone call _____

Which is the most useful written language for parents: _____

Handout
on CSLT
toolkit

FAQ

“Can children commencing school with no English have a silent period of up to one year?”

Silent period

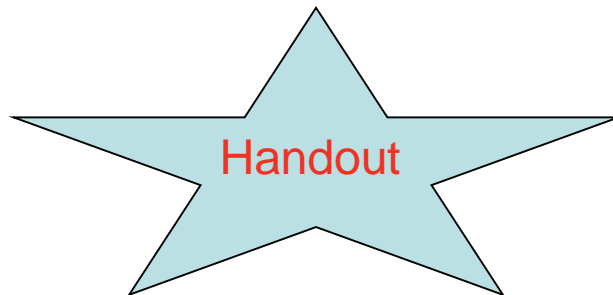
- It is not unusual for children to experience a silent period when starting nursery or school, particularly where the language acquisition is sequential
- This silent period, in which the child does not often communicate at all, appears to be a time for assimilation
- Following this time, children often begin to try out the “new” language that they have heard around them
- The silent period can last for up to one year

Source:

*Leeds Speech & Language Therapy Service Standards & Guidelines
for Working with clients with Additional Languages*

Stages of learning for the EAL Child

1. Chatters in home language
2. Silent period
3. Single words/Routine phrases
4. Making own phrases and sentences



FAQ

“Bilingual pupils who are developing normally can take up to seven years to develop proficiency in academic English which is required for learning within the school curriculum?”

Cognitive/Academic Language Proficiency (CALP)

Five to seven years exposure is generally required in order to develop verbal cognitive skills to the same level as native speakers.....not everyone realises this!!!

Source: Curriculum Related Assessment, Cummins and Bilingual children. Jim Cummins 1984 & 1996



Examples of CALP in the classroom:

Need higher order thinking skills such as:

- Hypothesising in science experiment
- Evaluating a design project
- Inferring from a picture or text
- Generalising from what you have read
- Predicting from a role play scenario
- Classifying words that go together



BICS (Basic interpersonal communication skills)

Second language learners may acquire a good level of fluency in conversational English within two years of starting to learn the language

Source: Curriculum Related Assessment, Cummins and Bilingual Children. Jim Cummins 1984 & 1996

Children understand more English than they speak and often need some “settling in” period to participate in activities that require them to use English.

Source: Nita Madhani 1994 SLT

Social interaction in which EAL learners actively participate fosters the development of conversational and academic English

Kotler, Wegerif and Le Voi 2001, Wong Fillmore and Snow 2005

EAL learners must have opportunities to
produce output for meaningful purposes

Swain and Lapkin 1995

Explicit attention to linguistic form and
function facilitates additional language
learning

Gass and Varonis 2008

Important strategies to help in the classroom

Scaffolding

- Key word lists for subject specific vocabulary with **picture** support where necessary
- Word banks, picture prompts, sequencing cards, sentence maker and picture dictionaries / bilingual dictionaries to support developing writing

Seaside Word Mat



sand



beach huts



frisbee



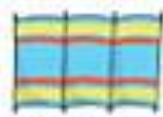
rock



lifeboat



cliff



wind break



inflatable ring



pebbles



flip-flops



pier and wheel



sea



sun



toy boat



t-shirt



cave



sun cream



kite

- Dual language materials
- Key visuals (visual aids/organisers)
- Writing frames with headings, picture prompts and/or sentence starters, plus summaries of key points, key vocabulary, and oral rehearsal before writing
- Writing frames that support the development of writing in different genres
- Written summaries to help with revision?

AUDIOBOOKS STATION

Libros en Audio



POETRY STATION

Estación de Poesía



WRITING STATION

Estación de Escritura



WORKING WITH WORDS

Trabajando Con Palabras



Writing frames



What happened next?



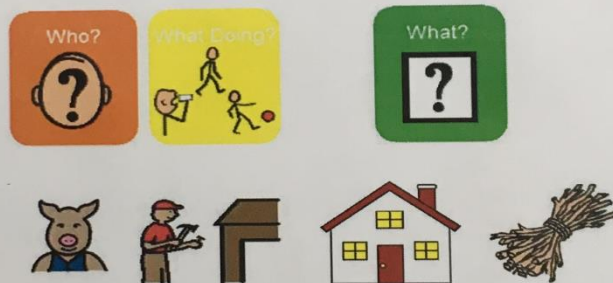
The End.

Name Isaac Date Monday 5
W.A.L.T: Write a sentence using pictures for support. YELLOW GROUP



The first little pig built

house of straw.



The second little pig built

house of sticks.

Name	Date
Topic	Subject

Main Ideas	Notes <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
-------------------	---

Summary

In class

- Parts of speech may need specific teaching eg prepositions, articles, pronouns, verb tenses, conjunctions, verb agreements
- Need planned opportunities for speaking and listening
- Specific teaching of vocabulary is necessary

Run vocabulary/concept groups in English and/or home language

family

action words

school words

clothing

body parts

topic words

animals

food etc

adjectives of size

prepositions

pronouns etc

Provide plenty of visual support

Makaton ***boardmaker*** *gestures*

Photos symbols **pictures**

Visual timetables

Social stories

Colourful Semantics

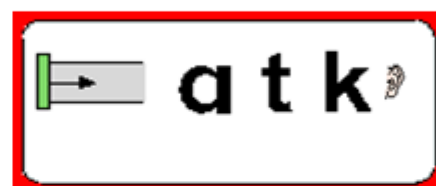
Step 2



Where do we find it?



What category? What do you already know?
What does it link with?



What sound does it begin with?

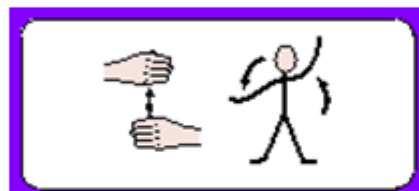


What does the word mean?

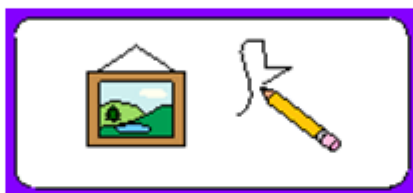
Tell me about it.
Describe it.



What do we do with it?



Can you do an action?



What does it look like? Draw a picture



What the word sounds like.
It has beats
It rhymes with.....



Is it a short, medium or long word?

Name Isaac Date Thursday 21th March

W.A.L.T: Complete a word study on the word 'house'.

Yellow Group

Write the word twice.

farm farm
farm ✓

What does it look like? Draw a picture



What does it begin with?

f h n

farm

Have you been to a farm?

yes ✓

Who lives on a farm?

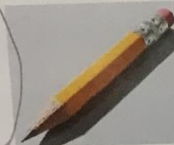


a farmer.

Who?



Draw a circle around the things you would find on a farm.





Using ICT

- www.newburypark.co.uk
- Talking postcards
- Talking photo albums
- Large talking photo albums for group discussion
- Camcorders
- Talking pegs
- Listening Centre – retelling stories



FAQ

“Is Code-switching (mixing of two languages in one utterance) a sign of grammatical sophistication?”

Factors that are not causes for concern:

- Code switching ie mixing 2 languages in one utterance
- Higher use of “empty” words – these will phase out as English vocabulary increases
- Transference of linguistic rules eg word order from home language to English

Source: Nita Madhani SLT (Redbridge)

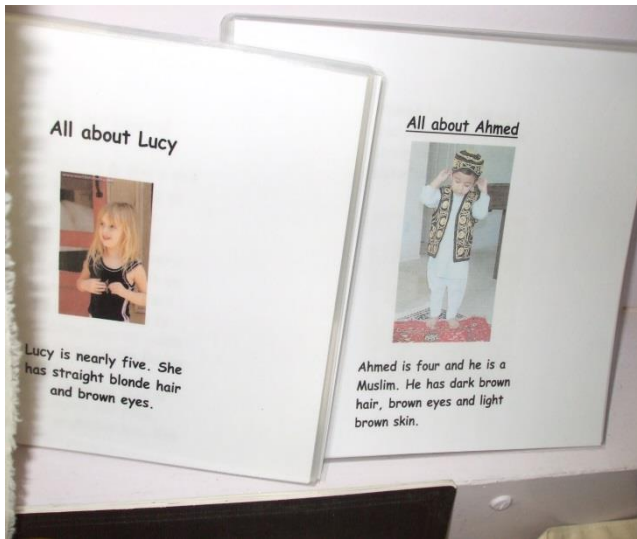
FACT

A safe welcoming classroom environment in which anxiety about in a new language is minimised is essential for EAL learners' language acquisition

Verplaetse and Migliacci 2008

Sharing parent's knowledge

- About the unique child
- Home visits
- Special books



The importance of using culturally appropriate materials and resources

- Ensuring that resources reflect the local community
- Promotes children's self esteem
- Increases talk between child and parent
- Family acknowledges interest in their culture
- Makes the unfamiliar familiar



Children who are learning English as a second language.....True or False ?

1. All have speech, language and communication needs (SLCN) T/F?
2. Who are slow to learn English should be referred to SLT straight away T/F?
3. Can't have SLCN T/F?
4. Are more likely to have SLCN than children who aren't EAL T/F?

For a child learning EAL with Language delay we can work on:

- Attention and listening
- Early interaction skills
- Play
- Vocabulary – vocabulary learning improves when items are learnt through home language
- Sentence level work – DLS
- NARRATIVE therapy
- Some specific grammar eg pronouns, prepositions
- Makaton has been used in some schools to develop communication for EAL pupils

KEY PRINCIPLES

- Keep parents involved
- Use visual support to help learning
- Encourage pupils to produce spoken language
- Draw pupils' attention to the relationship between form and structure of language
- Help pupils to integrate new information with existing knowledge
- Encourage independence
- Feel proud of the children learning EAL in your setting

Useful Websites

www.leedscommunityhealthcarecslt toolkit

General information on language development/bilingualism

- www.naldic.org.uk
- www.thecommunicationtrust.org.uk

Countries and languages

- www.newburyparkschool.net/lang of the month
- www.nationsonline.org/oneworld/languages

Multicultural resources:

- www.mantralingua.com
- www.multiculturaltoys4u.co.uk

Parents

- www.literacytrust.org.uk/talk to your baby