



Enhancing outcomes for bilingual learners in collaboration with educational settings



### Better Bilingual EYFS & EAL Workshop

Firm Foundations Conference - Joining the Dots

Saturday 16th March 2019  
Bath Spa University



### Aim of the workshop

- To increase your understanding of how positive responses to EYFS children's bilingualism can:
  - influence positive partnerships with EAL families
  - support EAL children's English language development
  - encourage a secure sense of identity in EAL children
  - promote an inclusive EYFS environment in which ALL children feel they belong.

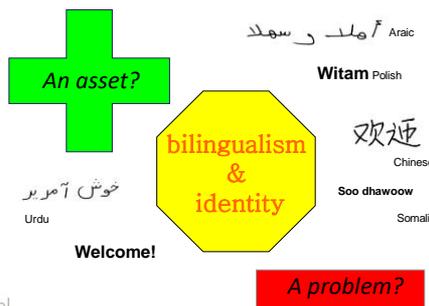
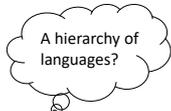
[Global Wonders - Hello Song with sing-a-long](#)



### Valuing Identity



"No child should be expected to cast off the language and culture of home as s/he crosses the school threshold."  
(Bullock Report – A Language for Life - 1975)



### Activity 1: Talk partners

- Be ready to introduce the person sitting next to you. Tell us about:
- their role in their setting/school/organisation
  - a particular challenge or success story they have shared about valuing children's bilingualism.



### Definition of EAL

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (DfE, 2018-19)



BME monolingual bilingual  
trilingual multilingual EAL

## Supporting bilingual children in the EYFS: the social basis for learning

'The need to engage in **social interaction** with peers can be a particular difficulty for young developing bilingual children in the early years. The ability to **interact** with others, and the **understanding of the shared cultural framework** essential for learning are closely related to the **acquisition of English**. At the same time, the learning of English depends on being able to interpret the **cultural rules and expectations** of the setting, and on being able to **successfully engage** in activities and interact with peers. This **interdependence** of language acquisition and social interaction is referred to by Tabors (1997) as a 'double bind' which many children who are new to English may experience for a period of time.' (Priscilla Clarke, EYFS & EAL, NALDIC website)



## Activity 2: Sharing good practice

Aspects of inclusive EAL provision/pedagogy
Welcoming school entrance
Admission procedures
Bilingual strategies for teaching and learning
Use of 'L1 buddies' for new to English pupils
Engagement of bilingual parents/carers
Effective senior leadership
High quality, regular staff training

1. What do we do well already?
  2. What could we do next?
  3. What help do we need?
- Work in 2s or 3s for 5 minutes and prepare to feed back for 1 minute.*



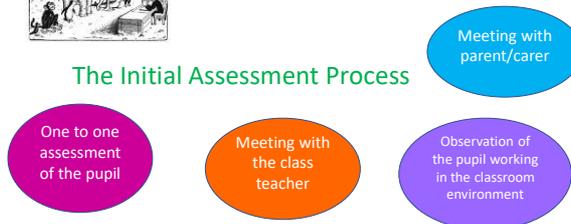
## Case Study A – Concerns

- The school had struggled to develop a relationship with the mother and knew very little about the family.
- Pupil F had struggled to develop friendships with peers. She joined the reception class in September and had been attending for over two terms. She is vocal but her responses are often random and not related to the topic under discussion. Sometimes it is difficult to understand her
- Although there had been signs of progress, this has been very slow and the gap between her and her peers seemed to be widening.

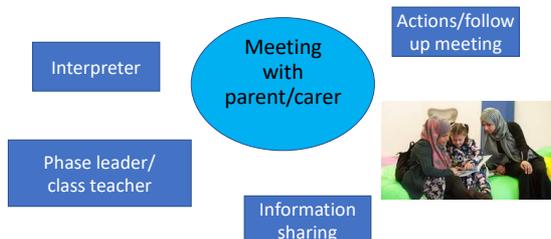


## Case Study A: Actions

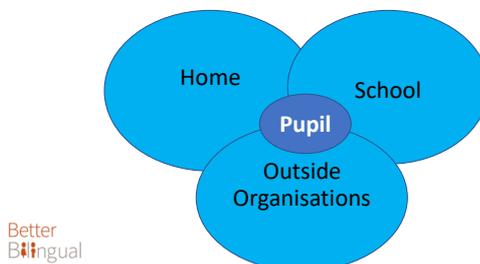
### The Initial Assessment Process



## Case Study A: Actions



## Case Study A: Impact





a lettuce the lettuces  
 a radish the radishes  
 a carrot the carrots  
 a tomato the tomatoes  
 a sunflower the sunflowers  
 a pea the peas  
 a turnip the turnips

Date: \_\_\_\_\_

Picture/Definition	English	Own written language
	lettuce	لبن
	carrots	كرفس

<b>Digging</b>	<b>Raking</b>	<b>Sowing</b>
<b>Watering</b>	<b>Growing</b>	<b>Grown! It's enormous!</b>

- to dig
- to rake
- to sow
- to water
- to grow

**Translanguaging – Thomas Bak, University of Edinburgh – Linguist & Multilingual Parent**

**Thomas H Bak** @thbaketal · 23h  
 Replying to @thbaketal @tqashish and 3 others  
 I see the benefits of learning to write different languages in my 6 year old daughter Alba. She has discovered herself that the same sound is written "ch" in Spanish & English but "cz" in Polish. And that "jardin" is written similarly but pronounced differently in Spanish & French.

You Retweeted  
**Thomas H Bak** @thbaketal · 23h  
 Replying to @DLeed @EstherAsprey and 3 others  
 funny enough, my 5-year old daughter tends to have different registers in English & Spanish; in English: very polite, what she learned from the university nursery, school & the BBC; in Spanish: down to earth, colloquial, occasionally rude (I'd better not cite it)  
["Parentland" podcast - Raising Multilingual Children](#)

**Cultural Differences... Open Minds**



In the Hindi language, in everyday gestures and culture, there is an unspoken understanding of gratitude.... Putting "thank you" on the tip of my tongue ... rather than extracting it from the depths of my heart, was one of the hardest language lessons I had to learn ...

Teachers I've worked with have often brought up the fact that some #BMLs don't say "please" or "thank-you." In English, politeness is pivotal to developing rapport and relationships but there are deeper reasons why your BMLs may not say these words ...

**To engage our EAL families, we need...**

- to build positive relationships & trust
- to know and value full background information about their child
- to reach out to our EAL families & their communities
- to understand their views on education & to inform them of UK school expectations
- to visit them as well as request they visit us
- to value their bilingualism and promote it!

**Activity 3: Revisiting Activity 2 & identifying next steps.**

Aspects of inclusive EAL provision/pedagogy
Welcoming school entrance
Admission procedures
Bilingual strategies for teaching and learning
Use of 'L1 buddies' for new to English pupils
Engagement of bilingual parents/carers
Effective senior leadership
High quality, regular staff training



## Next steps? What can we offer?

Better  
Bilingual

- Carrying out a Scoping Visit to assess current strengths and needs re EMA/EAL in your school/setting.
- EMA/EAL Action Planning for your school/setting.
- Developing a New Arrivals Induction Policy.
- Developing an EAL Policy.
- Carrying out an EYFS BME/EAL Learning Environment Audit.
- Using the Kick Start Enterprise EYFS Language Development Pack in your setting.
- Initial assessment of a BME/EAL child.
- Coaching to acknowledge and celebrate all your children's languages in your setting.
- Coaching to use bilingual and EAL strategies for specific EYFS topics/stories.
- Coaching to engage BME/EAL parents and carers.
- Bespoke staff meetings and INSET sessions.
- Centrally delivered training and networking opportunities – see 'Events' grid.



Better  
Bilingual



*Hello To All The Children Of The World*

[info@betterbilingual.co.uk](mailto:info@betterbilingual.co.uk)

[www.betterbilingual.co.uk](http://www.betterbilingual.co.uk) Twitter @BetterBilingual