

SATEAL

Scottish Association for Teaching English as an Additional
Language



Newsletter 2009

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The 2009 Newsletter. Tempus fugit (Time flies!) Here is the 2009 newsletter. I have had very few contributions from SATEAL members, making it difficult to produce a newsletter that reflects a wide variety of articles etc. **Please** send in articles, resource evaluations, book recommendations etc. for the next edition.

The SATEAL web site is well and truly up and running, the committee are really pleased with it. Let us know what you think.
Send contributions direct to : susanmclaren566@btinternet.com

Editor

Report on the SATEAL Conference on 15th March 2008 Auchterderran Centre, Fife

'Don't talk while you're discussing this!'

Over 60 delegates from around Scotland met for another excellent day finding out how speaking and listening can be integrated into the curriculum through collaborative learning. We were welcomed into Auchterderran Centre with refreshments and by the harmonious and varied repertoire of popular songs sung by the Girls Senior Choir from Beath High School who were the recent winners at the Fife Music Festival.



Beath High School Choir

Once seated, David Watson and Maureen Lyall welcomed the delegates who had travelled from all over Scotland then handed the morning over to Steve Cooke.

Collaborative Learning

There has been a refreshed call to include speaking and listening on an everyday basis in mainstream classrooms as they are now highlighted as key classroom processes. Steve Cooke has long been associated with the Collaborative Learning Project. He explained how collaborative learning works and had everyone learning collaboratively. He showed us video coverage of this working well in classrooms and we were given various examples of lessons, many of which can be found on the website 'www.collaborativelearning.org.' It was clear that people felt inspired by this session and were keen to try out his ideas.



Steve Cooke in full flow

Lunch was fantastic as usual, a great selection of food for all tastes.

It was great to look through the extensive selection of books and dictionaries for EAL learners which Roy Yates (contactable on Tel 01403 822299) had brought along. There was also software for EAL children displayed by Talk2Talk.

In the afternoon some people signed up to hear **Selma Basha**, Fife's former Race Equality Officer, looking at the Curriculum for Excellence and Projects 3 and 4.

Others signed up for Steve's workshop – '**Jungles, John and Jamaica**' and had a chance to use more of his activities in groups.

The day proved to be another wonderful opportunity to link with others, explore ideas and share experiences. Thank you to all the organisers and participants for making it such a memorable workshop.

Barbara Birrell (Fife BSS)



Selma Basha

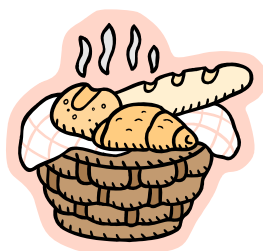
SEALCC Full Council Meeting May 13th 2008

North British Hotel in Edinburgh was the venue again this year for the meeting. The programme started with Richard Morran (Save the Children Scotland) presenting "Child Trafficking (Awareness Raising) and his introductory quiz proved that we were not aware of the extent of this problem. A good web link for information either to use with pupils or for your own knowledge is www.savethechildren.org.uk/caris/trafficking and the International Labour Organisation. The three questions we were given to discuss brought up some interesting suggestions.

- More needs to be done to inform schools and raise awareness.
- Clear guidance is needed on enrolment
- A contact number that the Public can report something suspicious.
- A helpline for information

The Glasgow Foreign National Guidance was felt to be a good model.

Lunch: Absolutely fabulous!



Elsbeth Stewart (Moray) inspired us all to apply for the EIS Page Scholar after showing us some of the wonderful pictures of her trip to the US. Her experience of being able to see so many schools and how they are helping EAL pupils to access education was extremely interesting. The video clips were helpful to see how good teaching can be so beneficial for children with little English and would be useful for CPD.

The system of training SIOP (Sheltered Instruction Observation Protocol) looks like an excellent model for high quality teaching for EAL pupils.

The last slot of the programme was about the Polish Education Service. **Luan Porter**, Edinburgh EAL Coordinator gave us the background to the service and **Eileen Simpson** (Principal Teacher) told us about some of the responses to the consultations with pupils they had had from three secondary schools and one primary school.

For the pupils, there was difficulty in adapting to the different education system from which they had come. Understanding the accent, even though they had learnt some English in Poland. They were missing their friends and their country. They did say that it helped when people spoke more slowly.

Some of the teachers felt unable to challenge the pupils when they weren't being quiet, or handing in homework etc.

SEALCC Full Council Meeting May 13th 2008 - continued

Two Polish support assistants (**Beata and Una**) talked about the **Polish education system and the comparison with the Scottish one.**

The number of hours that the children attend rises from twenty three hours for years one to three, to twenty eight and finally up to thirty five hours in secondary. They do have breaks though, of five to ten minutes in between each subject change and the longest break is about twenty-five minutes. This means that some Polish parents worry about the length of the lunch break in Scottish schools. Their holidays are different, in that they get eight weeks holiday in summer, but have shorter holidays at Christmas and Easter and none in October.

Pupils experience a more formal education, although this is changing to be more similar to Scotland (Reform 1999) Homework consists of having to revise what's been learnt and then the next day at school, three randomly picked students have to explain to the others what they have learnt!

Pupils can be made to repeat a year if their grades are not good enough (their grades include behaviour and homework learning).

This part of the day was especially interesting and informative for me. It explains a lot which we can pass on to schools. We need to explain to Polish parents that pupils don't repeat a year depending on their test results.

editor

Finally, **Maria Walker** told everyone that the SEALCC Evidence of Good Practice in Supporting Bilingual Pupils is now ready for distribution and will eventually be available electronically.

Enquire

Helping families with children with additional support needs

Enquire is the Scottish advice service for additional support for learning. Our advice is independent and our materials encourage families and professionals to work together to get the right support for children.

We encourage pupils to ask for help

We advise pupils to talk about their concerns, to ask for help and to be part of decisions about what support they need.

We explain what it means to have additional support needs and the roles of people who can help. We have guides about going to meetings and being involved in planning.

Our new guide – *Nadia's story* – helpful for pupils with English as an Additional Language (EAL)

We developed this story for secondary school pupils with communication difficulties. The language is very plain and supported by Picture Communication (Boardmaker) Symbols. We would welcome your feedback on whether it is also helpful for pupils with EAL – contact us for free copies.

You can use the newly redesigned website for projects with pupils: www.enquire.org.uk/yp

Pupils can send in photos to the website featuring *Enquiring Zod* – the alien interested in the lives of young people in Scotland. You could use this as a way to start a discussion about additional support issues with your group.

Children/young people can also use the website download guides, send in questions, find information about local leisure and support services and share their views by writing comments on the blog.

We deliver workshops and talks

We can provide training, talks and workshops for adults and children/young people. Please contact Gavin Crosby on 0131 222 2422 or at gcrosby@childreninscotland.org.uk to find out more.

You can use our helpline

Please contact us if you have any questions about additional support for learning, or would like to know more about our service.

Enquire is managed by Children in Scotland and funded by the Scottish Government.

Helpline 0845 123 2303
Email info@enquire.org.uk
www.enquire.org.uk
Enquire, Princes House,
5 Shandwick Place, Edinburgh EH11 1JJ

Isolated Bilinguals

Foulford Primary School is in Cowdenbeath in Fife. I was asked to support the school as they had recently enrolled children from two Nepalese families. They had very little experience of bilingual pupils and needed help in supporting them.

I was very impressed by the school; they were very welcoming to me as a visiting teacher and also to the children and their parents. They went out of their way to find ways to help include the children. An example was to try to find out about the kind of food that they were used to. (They hadn't been selecting much of what was on offer) They arranged for some of the suggestions to be made available and had a launch, which the children and their friends and family attended. (Myself included!) It was much better than my usual cup of soup and banana!



The children were very good Nepalese dancers and they were given the confidence to perform for the school. This is in the nursery.



Isolated Bilinguals

The teacher of one of the classes was a probationer (Kirsten Darling). She had a P5/6 class. We were given time for consultation and I gave her some information about the best strategies and resources available etc. and said that I would support in class once a week. I arranged to observe her conducting a class lesson first, to see how K was responding.

What I saw amazed me! Kirsten was doing a Geography lesson. She made such good use of the white board. She explained to the children that, in groups they would be researching an area of the world and they would report back to the others in class. The children were shown a map of the world, they were able to look at it and also look at the questions they had to find out the answers to, delegate these to members of the group and then put together information for the others in the class to complete their whole picture. The bilingual pupil was able to be an active part of the group and be supported in areas such as the writing. I couldn't have designed a better lesson!

Kirsten was keen to continue to help her bilingual pupil, and we were able to work well together. She said she still felt she wanted to find resources that would make her pupil feel included and give the other pupils in her class an idea of where she had come from. After much searching, I found that the Bracknell Forest web site had some lovely photographs of Nepal, (Go to the Collaborative learning.org.uk web site. Scroll down to the Bracknell Forest link and go to Resources and then to Media and you will find them).

K was really excited and was able to talk about her country and answer questions that her class- mates asked her about the pictures.

I knew it was going to be exciting to work with someone who was already at a high level of understanding of what kind of lesson a bilingual pupil can access and it proved to be the case. I wasn't surprised to find out later that Kirsten had won "**Scottish Probationer of the Year.**" (See page 12)



Kirsten Darling and her P5/6 class

Shared Futures

I attended the launch of this resource on Tuesday 23 September 2008 at the Glasgow City Chambers in Glasgow, a venue which is fabulous, marble staircases, beautiful ceilings, leaded glass windows chandeliers!!

Margaret Doran (Executive Director -Education and Social Work Services) gave some background and statistics and she stated that the increase in refugee children, young people and other international new arrivals had prompted a review of the services (Health education etc) so that it is more responsive to the needs of the new arrivals. It recognized that it needed to build capacity of the class teachers as well as EAL staff,

In education, it was recognized that the key to success was integration.

Sarah Reynolds spoke about the background of **Salisbury World**. It had started about ten years ago, attached to a primary school, the brainchild of the head teacher who wanted to support the children and their families. They produced a book "**Home from Home**" 2004 which gives information on how to best effectively support the integration of refugee children and young people in school and the wider community.

They were approached by **Comic Relief** to disseminate this good practice. They wanted to include the voices of young kids and capture the work that's going on. Bill Bollothen (Education Consultant) said that it was a pack designed for people who may not be professional. The pack consists of a DVD showcases a wide range of practice from schools and other settings across the UK that promotes the integration of refugee children and young people. The DVD is divided into 9 chapters with activities for training and for young people.

I particularly like Chapter 7 "Welcoming new arrivals and supporting transitions. I think this would be great for schools to evaluate their practice and give them ideas, for example, the induction of new pupils takes place on a Monday and the pupil doesn't start school until the following Monday, but they have a tour of the school on the Wednesday

Shared Futures Continued

and sit a CATs test (non-verbal) which determines which class they will be put in (the school has setting in place).

There were six workshops to choose from and I went to the Glasgow City Council ASL/EAL Service. I was interested to see how they have responded to the increase in the number of children and young people from other countries enrolling in their schools and nurseries and the challenges they have had to deal with.

They have had to restructure their EAL provision. A rapid response team consisting of a small specialist peripatetic teachers aims to meet the need of schools that have seen drastic change. They talked about how they identified needs of the schools. Some of these include:

- %of children in school
- English language level
- Deprivation (free school meal entitlement)

For the future there needs to be CPD for mainstream teachers to be able to gain confidence in supporting bilingual pupils.

The Shared Futures pack can be ordered from the website www.sharedfutures.org.uk

Susan McLaren (editor)

Collaborative Learning

Those of you who know me, will know how much I think of Collaborative learning so imagine my delight when Stuart Scott said he would visit a Fife school for a morning to try out some of the activities and I accompanied him to one of the schools I work in (Foulford P.S. Cowdenbeath).

What was interesting for me was that Stuart used a whole lot of different activities at the same time and you can see from the photographs just how engrossed the children were. The class teachers were impressed too and hopefully, this will have given them the incentive to get some of the activities and use them themselves!



Scottish Probationer of the Year

I was born in Montrose and always wanted to be a teacher. I went to Aberdeen University and did a BEd. We had one lecture about EAL.

I decided to opt to go to any area for a job and was given a P5/6 class in Foulford Primary School in Cowdenbeath. My initial reaction when I met K. my pupil from Nepal was that I lacked knowledge about how best to help and support her, so I sought help from the Bilingual Support Service. I got advice about learning, strategies and resources. K was good at ICT so we were able to tap into that, (using Clicker 4 and English for Beginners). The Kodaly music course I did was helpful as it is very inclusive for bilingual pupils. It was important to find out more about her background and it meant that it boosted her self-esteem and also meant that the rest of the pupils in the class learnt about Nepal.

What I found was that the support that benefited K. benefited others in the class.

I enjoy the creative part of teaching and the way that to get

children to work cooperatively is so beneficial. I see Curriculum for Excellence as being a great way to support EAL pupils.

At present I am studying for a PhD. This will take me six years part-time.

I love travelling and went to Thailand and Australia in 2008.

I was delighted to win this award; I couldn't have done it without the support of the school and my colleagues.

Kirsten Darling (2008)



Reflections

When I first got the news that I had been successful in clinching the post of BST, I was thrilled and couldn't stop hooting with delight for days. When I started at Fife, the first few weeks were used to find the ropes so to speak but thankfully my predecessor had been highly organized, leaving behind detailed records of pupils supported. This together with the valuable advice of senior teacher, Susan McLaren, helped me fill in many of the blanks that had formed over my first few weeks in the job. Our team is also a wonderfully friendly and supportive bunch of people, which helped with my assimilation into the service much sooner and easier than I ever anticipated.

My apprehensions, though allayed to some extent, continued to crop up throughout the first term. I can only attribute some of this to my own natural disposition, which is on the 'high anxiety' end coupled with the fact that I was walking in to a new job, in a new area, with new staff, with new challenges etc. All this newness was daunting for me and I have to admit that there were many a time that I felt like taking flight particularly when schools came to me with a host of questions that I didn't feel I had the ability to answer particularly with my limited experience.

There was also a feeling of being overwhelmed as Kirkcaldy which was 'my turf' then was such a large area with huge numbers of pupils that I constantly felt like I was being set upon by schools each time there were new arrivals into the area. In the early days, as well I wanted to prove that I was the right choice for the job so I often found myself trying to agree to accommodate the requests of schools [which was often times unrealistic

For me as there was only one of me, how I wished for Dolly the sheep's cloning technology for more BS staff on the ground.)

Winston Churchill's words 'there is nothing to fear but fear itself' came to mind often in those early days. Particularly when I had to teach ESOL classes from Access 2 all the way to Higher plus IELTS which all added up to 11 periods a week, a huge chunk of my weekly timetable, a course I had never tackled before and which was also new to schools.

Through it all I discovered a few home truths: first of all glean as much as you can from your colleagues, express your fears to your manager as well as your peers because they very often are able to empathise and put things in perspective. I also learnt that collaboration and consultation with others is a great way to thrash out solutions and share good practice. Also, it is important to relax and realize that we may not have all the answers but we certainly will be willing to engage with schools to find the best solution. Working closely with others whether it be school staff or members of my own team has been the best panacea for all of the problems that I have touched on thus far.

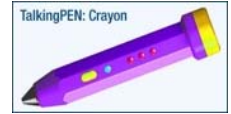
Helen Hutton Fife

(2009)



I persuaded Helen to write this for me whilst she was recovering from an injury! (The lengths I have to go to!
Thanks Helen and get well soon!
Editor

Talking Pen



The talking pen from Mantra is an interactive resource, which provides instant access to sounds that are in the printed pages of books and posters. It is especially suitable for bilingual children as audio files can be downloaded from the Mantra website in numerous languages. The pupil can then hear the story in their first language as well as in English.

The technology is very simple to use and children can easily master the use of the pen in a few seconds. It only needs 2 AAA batteries.

The talking pen books are available from Mantra at a cost of £7.50 and there are lots of titles available. You can use the same book and pen to tell any story (e.g. The Elves and the Shoemaker) in MANY languages, it is just a case of buying and downloading the audio file. These cost around £2.50 per file.

The pen could be used with a group of children, who includes the bilingual child. The story could then be told in both English and another language. It is also

suitable for a child to use on their own in the class to gain access to stories in their first language.

It can be used with or without headphones, and the volume and clarity of speech is good. I have found that children really love this resource and enjoy hearing their L1 in school. They are also very keen to share it with other pupils.

Never underestimate the value that stories bring to all children- especially bilingual ones!

Purchasing the pen
Mantra £35.19 inc VAT
Audio files have to be purchased separately.

Cambridge University Press
£29.99 Plus VAT

This pen comes pre-loaded with ALL the files in Polish for the Key Stage 1 and 2 books. ---excellent value!

Beverley Clunie (Fife)

BBC's Learning Zone Broadband.

It has a growing number of video clips for primary and secondary use, in all curriculum areas. They can help those with little or no English to access the concepts being taught and, for example, offer a basis for a dictogloss activity. (I've included a dictogloss activity that I found on the web page 20)

Here are some examples of some of the clips

- Hello and welcome, duration: 03.10 Compares ancient Egyptian hieroglyphs to the modern day Arabic language and shows how to greet some one in Arabic.
- School Life in modern day Egypt, Duration: 03.50 Looks at school life in Egypt and introduces the Arabic words for father, please and thank you.
- Shopping and street scenes, duration 01.19 The clip shows a young boy shopping with his mother and introduces the letter L in Arabic
- Why is Arabic spoken so widely today? Duration: 02.57 The clip explains why Arabic is widely spoken in Egypt by looking at the different empires which have governed the country, particularly the Islamic Empire

These came from a search from "Living in a Diverse World" Primary, Arabic

You can find them on www.bbc.co.uk/learningzone/clips

Little Bridge

This came from the EAL mailing list from someone who had evaluated this resource. The author responded and I thought it would be of interest to SATEAL members. Has any one used or hear of this resource? *Editor*

English as an additional language (EAL) is difficult territory for information technology. Learners' needs are many and varied, and it is difficult to pin them down and tackle them in a single program. But many software suppliers now see it as the biggest growth area in language learning in the UK.

Little Bridge from Manic Monkey really belongs in the older, English as a foreign language (EFL) camp. Its introduction to English takes the orthodox path from greetings to every day exchanges about family and pets, and its graphics are still among the best in the business. But with its rural village setting, it's hard to see this relating to the urban England of most EAL learners, or to the English they need to use every day in school. Definitely one for the export market (www.manicmonkey.com £170 + VAT).

New To English from Cricksoft covers basic vocabulary of home, school and streets in three CDs, and is closer to real life. Each CD has several units based on rooms or scenes, and words are introduced and practised from several angles. Children can record their own words and learn simple sentence structures. The author, Dawn Lama, of Coventry's Minority Group Support services, describes it as "survival language" for new arrivals, and it could well find a place here, particularly for its home and street sections (www.cricksoft.com, site licence £150 + VAT).

Lama has also produced a well thought-out set of materials, based on Cricksoft's Clicker 5, for the DCSF's Excellence and Enjoyment EAL initiative. This tackles specific grammatical issues - including prepositions, tenses and accurate phrasing - found to be more challenging for children with EAL. For some reason, these materials are not being included in this project's final pack, but they have been distributed with a CD-rom in the pilot materials (ref.00068-2007FLR-EN) and are well worth obtaining.

Clicker 5 itself remains the best ICT resource available to EAL teachers. Sarah Bailey, head of Queensbridge school, Hackney, in London, says that its "scaffolding and constant modelling with visual reinforcement" are so effective that teaching assistants use it to reinforce basic literacy skills from reception to year 2 "at least three times a week".

In reply, the author wrote:

I'm the author of Little Bridge.

The small, British multi-ethnic community it presents is reassuring and welcoming. It does not attempt to reflect urban conditions but then children do not respond only to a mirror image of their own immediate environment. As an eight-year-old West African child told me recently: "I really like the way it's different from where I live."

Little Bridge deliberately appeals to children's imagination. Through its setting and its characters, it motivates them to want to learn and - importantly in a situation where staff resources are stretched and personalized learning is being encouraged - it provides material which they can (and will want to) work on independently.

It unashamedly tackles the language of everyday life and not just that of the curriculum, because that's the first thing that children need.

But at the end of the day, the most valuable verdict comes from teachers who have actually used it. This, for example, is what an EAL coordinator in one London Borough has said about Little Bridge:

"We have 30 EAL children who have been trialing Little Bridge. Children love the interactive activities, which not only teach English in a systematic way, but also require the development of thinking skills and reading strategies. Teachers are able to let children work independently on the program during guided reading time, when most of these children would find it difficult to access the class reading material. The speaking and listening activities are supervised in small groups or 1:1 by teachers and teaching assistants. The extra games are challenging and fun and the interactive game, played at the end of each two units, is highly appealing to our young audience."

Nonetheless, I'd be very interested to hear from people who have used Little Bridge and who have a view on how it could be adapted to better suit their pupils' needs. I am always looking for people to join the Little Bridge development team.

Paul Rogers

NALDIC ICT and EAL vodcasts

I just looked at this series introduction of practical ways to support learners of English as an additional language. It looks terrific! Here is a brief synopsis of what will be available from the NALDIC you tube website. www.youtube.com/user/NALDICvideo

There are ten vodcasts.

- Prog.1 Using google earth (can help new arrivals)
- Progs. 2 & 3 Digital storytelling
- Prog.4 Making bilingual talking books using power point
- Prog. 5 Effective use of online translation engines and use of mobile technology
- Prog. 6 Mantra lingua's recorda pen technology
- Prog.7 Crick's Clicker
- Prog. 8 Using Microsoft Office to discover the hidden features to enable creative use of multi- media resources
- Prog.9 Video conferencing using free software "Flash Meeting" which can link isolated bilingual learners from the same background
- Prog.10 What the internet has to offer the busy EAL teacher

Recommended by Andy Hancock to Nabil Ramzy.
I really am looking forward to viewing these programmes. I can see they will be great for CPD development of both EAL and mainstream teachers.
Editor

Teenagers: writing: dictogloss

Type: reference material

An activity with a focus on communicating meaning and using correct grammar.

This is a type of dictation, but I find my students don't groan when we do it like this!

- Choose an interesting or amusing passage, with grammar and vocabulary items that your students are quite familiar with.
Some unknown vocabulary is actually good, as they need to try to make sense of the 'whole' meaning.
- Read the passage out at normal speed twice. The first time students just listen, the second time the
- can make notes.
- In pairs or small groups, students have to share what they remember and attempt to write a version of the passage that remains true to the original's meaning and has correct grammar, but does not have to be exactly the same.

I get students to write their versions on OHTs and we all look at them together and decide

if they are similar in meaning to the original and if we think the grammar is right.

They do not worry about content, as this is provided, but concentrate on the communication of message and good grammar.

This is a passage I use with teenagers and adults around FCE level. It is a true story, which adds motivation to listen:

A few years ago, at the Seattle Special Olympics, nine contestants, all physically or mentally disabled, assembled at the starting line for the 100-yard dash.

At the gun, they all started out, not exactly in a dash, but with a relish to run the race to the finish and win.

All, that is, except one little boy who stumbled on the asphalt, tumbled over a couple of times, and began to cry.

The other eight heard the boy cry. They slowed down and looked back.

Then they all turned around and walked back. Every one of them. One girl bent down and kissed

him and said, 'This will make it better'. Then all nine linked arms and walked together to the finish line.

Everyone in the stadium stood, and the cheering went on for several minutes.

Some interesting discussion on the nature of competition and cooperation may come out of this.

Choose a passage that you feel your students will respond well to. I have also chosen gruesome newspaper stories to grab the attention of those rather macho teen boys!!