

Working with Culturally and Linguistically Diverse Pupils

Overview description



“Manchester is very likely to be the most linguistically diverse city in Europe, certainly when compared to other cities of its size, perhaps only outflanked by London and Paris”. (Yaron Mantras, 2013).

Key principles:

- Manchester is highly diverse culturally and linguistically
- Over 150 languages are spoken in Manchester.
- Almost half of all school pupils have a home language other than English.
- Our practice should reflect this in all aspects of our work
- Without knowledge and exploration of such aspects of children’s’ lives our formulations may be incorrect and further disadvantage the child and their family
- We all act as advocates for children’s’ rights and the well-being of their families.

Image taken from The University of Manchester: <https://www.manchester.ac.uk/discover/news/manchester-is-britains-city-of-languages/>

Advantages of bilingualism

Communication: wider communication, literacy in 2 languages

Curriculum: increased curriculum achievement, easier to learn a 3rd language.

Economic and employment advantages.

Cognitive effects of bilingualism on language functions have been noted (Westman et al, 2008).

Character: raised self-esteem, security in identity.

Cultural: broader enculturation, greater tolerance and less racism

Advantages over monolinguals on some aspects of verbal memory (Kormi Nouri et al 2003, Ottem and Jakobsen 2004).

Bilingual children have out-performed monolinguals on measures of phonological awareness when L1 is phonologically more complex than the second Language (Campbell & Sais, 1995, Loizou and Stuart, 2003).

Children learning English need to learn:

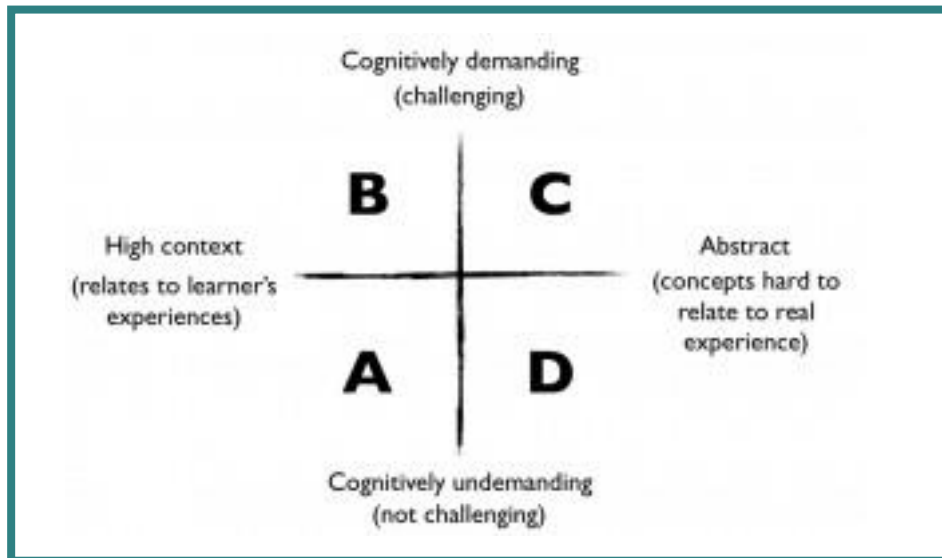
- Vocabulary of 50,000 + words and understanding of many more words
- 20ish vowels, 24ish consonants and 300 ways of combining these
- 1,000 + grammar rules
- Loudness, speed, rhythm, tone of voice
- Rules of conversation
- Ways to talk to different people
- Playing with language e.g. jokes and poems
- Cultural constructs and concepts

Language Development and Curriculum Delivery:

Care is needed in terms of using an appropriately broad definition of 'English as an Additional Language' (EAL). Cummins (see, for example, Cummins 2000) and other researchers in this area make a useful distinction between seemingly fluent use of English in social situations (BICS) basic interpersonal communication skills and 'cognitive academic language proficiency skills' (CALPS).

Research consistently indicates (Cummins 2008) that CALPS take 5 to 7 years to fully develop. It follows therefore that, even when a child with EAL has started Reception in an English-speaking primary school, it is possible that the child could be disadvantaged relative to first language English speakers throughout primary school (with that disadvantage starting to disappear in secondary).

In order to support this understanding we need to look at the curriculum in terms of the quadrant below.



- If EAL/CLD pupils are to develop their CALPS they need to experience activities in Quadrant B. Learning should be related to their own experiences wherever possible but challenge them to develop conceptual thinking.
- EAL pupils will need linguistic and contextual support to access lessons in Quadrant C.
- It is tempting to give pupils who are struggling linguistically, work in Quadrant D, such as copying, but this should be avoided.

Contextual support for pupils' learning EAL includes:

- Making connections with and building on pupils' experience
- Creating space to use existing knowledge
- Giving opportunities to talk around a topic across the curriculum.
- Encouraging the use of first language
- Building a framework for organising thinking, using key visuals
- Using visual clues



Top
Tips!

For Early
Years

- Use sound buttons to record key words in English. Share these with parents and ask them to record favourite songs/stories in their home language for children to listen to in the setting.
- Initially, use visual prompts and cues to support children's learning of the settings routine e.g. visual timetable, now/next, objects of reference.
- Ensure all children have access to dual language texts in the reading area.

For further ideas and useful information:

- Early Years EAL Toolkit
https://www.eyalliance.org.uk/sites/default/files/somerset_eal_toolkit_2022_0.pdf
- Working with Families from Diverse Cultures webinar: <https://youtu.be/ENL2aPff2-I>
- The Literacy Trust - Recommended Dual Language Texts:
https://cdn.literacytrust.org.uk/media/documents/Dual_language_booklist.png

Research-base

Cummins, J. (2003). Basic interpersonal communicative skills and cognitive academic language proficiency. *BICS and CALP*.

Manchester's Language diversity Communities and Equality Scrutiny Committee
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Useful Resources

The [Bell Foundation's](#) EAL Assessment Framework for Schools (version 1.1) is available **free** of charge to all schools in the UK.

eal.assessment@bell-foundation.org.uk.

CAML (Cognitive Assessment of Multi-lingual learners) ELTwell.com

Useful links

Multi Lingual Manchester www.mlm.humanities.manchester.ac.uk

National Association for Language Development in the Curriculum
www.naldic.org.uk

ELTwell.com