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Creating an Interactive Environment that Promotes Additive  
Bilingualism in the International Primary Classroom

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In this session participants will consider  
what is meant by an “inclusive”  
curriculum and examine interactive  
strategies and activities that provide  
opportunities to enhance language  
development for all learners

## Getting to know each other

<b>Find someone who ...</b>	<b>Name</b>
Knows what is meant by Comprehensible Input	
Believes their curriculum is Culturally Inclusive	
In an administrator who feels that ESL is a top priority in their school	
Has used an information gap activity	
Knows what pragmatic competence is	
Works at a school that has an extensive Mother-tongue Programme	
Can explain the terms BICS + CALPS to you	
Feels there is adequate ESL support in their school	
Speaks more than two languages	
Thinks children should speak English at all times (including in the playground) if they want to learn English	
Can explain what a graphic outline is	
Believes it can take longer than six years to learn a language	
Has taken the ESL in the Mainstream Course	
Believes children should continue learning their mother-tongue whilst learning English	
Can tell what is meant by Transformative Pedagogy	

<p>What was the point of that activity?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Was it meaningful to you?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>How could you use an activity like that in your class?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Why would you use it?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>How can we make activities meaningful for children?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>What is meaningful for children?</p> <p>.....</p> <p>.....</p> <p>.....</p>

## *Listening*

### **Listening 1**

Listen and draw what you hear...

...Show your partner your drawing and explain it.

*Answer the following questions in pairs ...*

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1. Why did I count backwards from 10?
2. What language was I speaking?
3. Why didn't you understand?
4. How could I have helped you understand better?
5. How do you say "I" in that language?

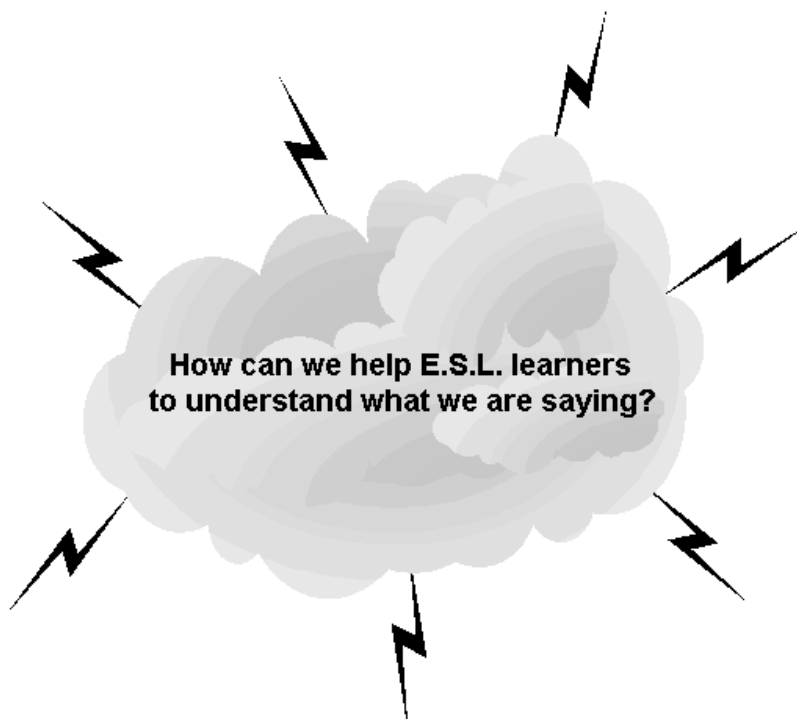
# Listening

**Listening 2**

Listen and draw a picture to show what time of day it is...

Circle the correct word...

**morning**      **afternoon**      **evening**



## *Graphic Organiser T chart*

What teacher behaviour supported your learning / hindered your learning?

Supported your learning	Hindered your learning

*Share your T chart with your partner*

Read the text below and then tell your partner what it is about...

### Language Acquisition requires “Comprehensible Input”

Krashen believes that the language learner needs **Comprehensible Input**.  
i.e. language input which consists of the new language along with the clues  
as to what the language means.

Comprehensible input is the type of language parents supply to their  
children naturally:

- ✓ it is **slower** and **simpler**
- ✓ it focuses on the **here** and **now**
- ✓ it focuses on **meaning** over **form**
- ✓ it **extends** and **elaborates** on the child’s language

We need to express language in such a way that it can be understood by  
our learners.

Krashen believes that there are two distinct ways of developing ability in  
language:

#### **Acquisition and Learning**

**Acquisition** is the natural subconscious process of “soaking up” a language  
like that of young children naturally developing their first language.

**Learning** is a formal, conscious process often involving learning grammar,  
vocabulary and rules.

Krashen believes that **Acquisition** is overwhelmingly the most important  
process in developing second language ability.

Classrooms with Second Language Learners should provide rich, natural  
hands-on language experiences to facilitate this natural process.

## *Reading + speaking 2*

*Read the text below and then tell your partner what it is about...*

### Krashen “The Affective Filter”

Affective comes from the noun “affect”, a psychological term meaning feeling or emotion.

Krashen states that emotions and feelings determine how easily language is acquired.

Emotional states such as **anxiety stress** or **low self-confidence** will **raise** the filter providing a barrier to effective language acquisition.

Optimal language acquisition occurs in states of low anxiety and stress and high motivation and self-confidence.



What was the point in asking you to share what you read with your partner?

What did the information task cause you and your partner to do?

Why do you think this is of particular benefit to ESL learners?

## Strategies to Support Comprehensible Input

- Use of visual aids, physical objects, gesture acting
- Repeating keywords and ideas
- Using the learners first language
- Allowing the learner to use first language
- Creating a communicative context
- Role-play
- Activity based learning

## Ways to Support Comprehensible Output

- Group activities
- Use of meaningful and purposeful reading and writing, not just copying notes or doing literal comprehension exercises
- Think aloud in learning tasks
- Brainstorming / revising topics before an assessment

## *Spelling Speaking Writing Reading*

Spelling words should make sense to ESL children. There is no point in children learning how to spell a list of words they don't understand.

Spelling words should be taken from a current theme, their meaning taught within the context and bilingual dictionaries used to discover how these words are said in the child's native tongue. Topic Specific Spelling lists should be on display in the classroom.

### **Collaborative Spelling Test**

*Work in pairs...*

1. ....
2. ....
3. ....
4. ....
5. ....

*Talk to the person next to you...*

***Do you agree with my statement on spelling?***

***What are the benefits of a collaborative spelling test?***

***Is it really a test?***

***Do you believe traditional spelling tests help children learn how to spell?***

***What other ways are there of assessing children's spelling?***



*Brainstorming*

**What is additive bilingualism?**

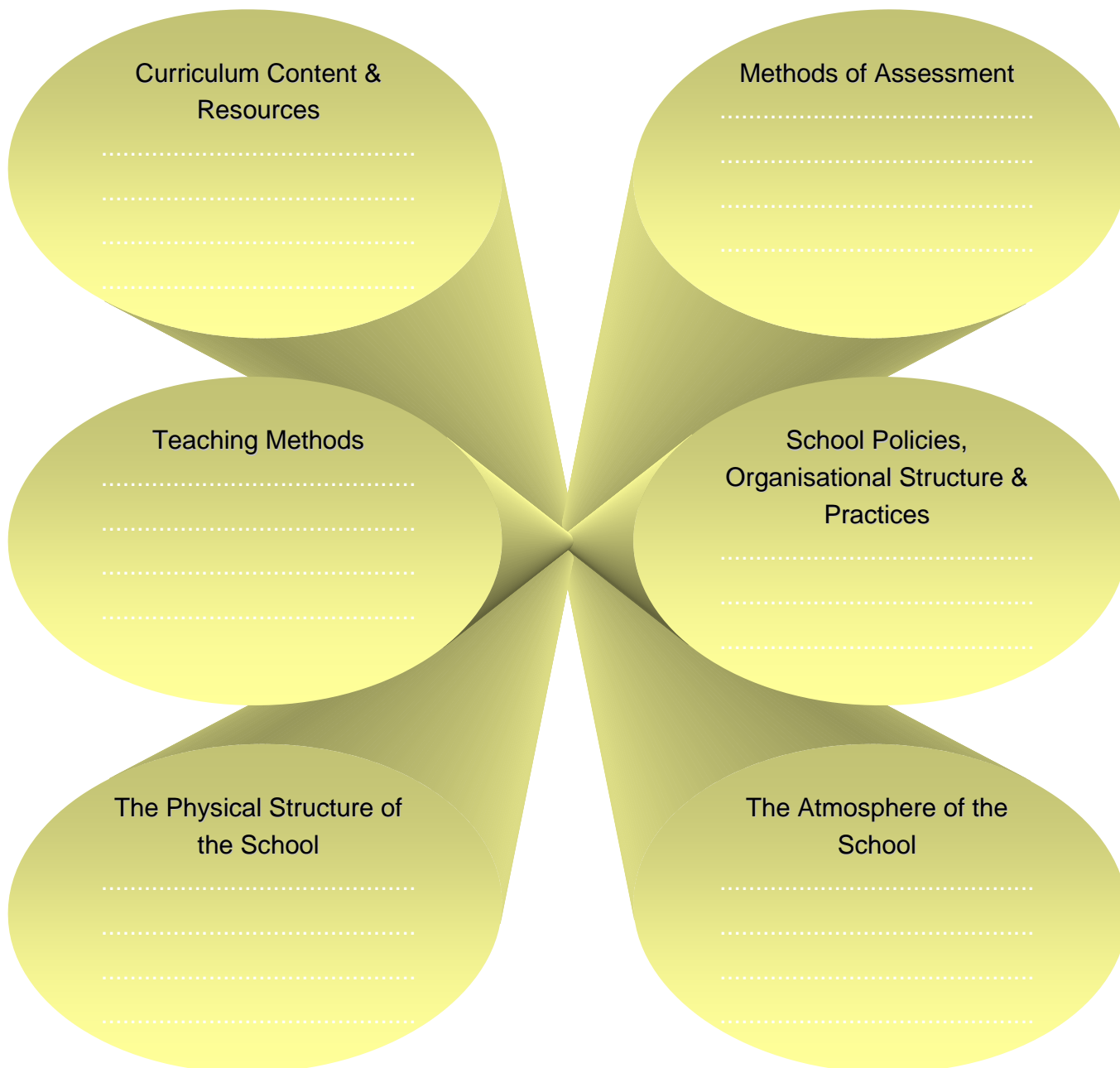
**What is subtractive bilingualism?**

How can you as a teacher support Additive Bilingualism within your classroom?

How can the school support Additive Bilingualism?

## *Brainstorming, Speaking, Listening, Reading & Writing*

*Work in groups of ..... and discuss what elements are necessary for an international school to be culturally inclusive in terms of ...*



*Write your ideas in the appropriate box above.*

**Adapted from ESL In The Mainstream Teacher Development course.**

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## *Listen & Write*

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*Listen and take notes*

Some elements of a culturally inclusive curriculum...

### Curriculum Content & Resources

### Methods of Assessment

### Teaching Methods

### School Policies, Organisational Structure & Practices

### The Physical Structure of the School

### The Atmosphere of the School

## Discussion

*Reflect for a moment about your own school situation*

Does your school's curriculum...

**R**eflect the cultural and linguistic diversity of your school  
community ?

**D**eliver services to meet the needs of students from all  
backgrounds ?

**E**nrich all learners in their understanding of other  
cultures ?

**E**quip all learners with the knowledge, skills and  
understandings needed to interact positively and  
participate in a multicultural society ?

Education Department  
of South Australia  
1993

*"A curriculum can be defined as inclusive  
when everything that happens in the school  
reflects and responds to the experiences, needs,  
rights and contributions of all learners."*

Debra Bourke, 1998

## Think Write Share

*Think for a moment...*

Are there ESL learners in your school who are excluded from the curriculum?  
Briefly describe in what ways they are excluded:

.....
.....
.....
.....

*Share with the person next to you and work together to answer the questions below:*

What can the school do?	What can be done in the classroom?	What can you as an individual do?

*Form groups of ... and share and compare your ideas.*

*As a group think of statements you would like to see included in your language policy...*

An effective language policy should contain the following statements:

A large green scroll-like graphic with five rows of dotted lines for writing, each row starting with a green checkmark.

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*In conclusion...*

E.S.L. children arrive in international schools throughout the year and at different times. Most of them come with no English whatsoever, others with a little passive knowledge of English. However, all of them, regardless of their linguistic ability in English, come with their prior learning load from their previous learning environment.

One of our main jobs as teachers is to tap into that previous learning and move them on from what they already know to the new things in our curriculum. In the past teachers didn't do this, they sent the second language learner away with a Mrs.-fix-it (the E.S.L. teacher) and brought them back when they had learnt English. The E.S.L. learners' academic learning was sometimes put on hold for up to two years whilst they learnt how to communicate in English. Recent studies have shown us that our E.S.L. learners need to be exposed to academic content from the very beginning and that we cannot underestimate what they know but cannot yet demonstrate in English. It is now also recognized that effective enrichment programmes take a minimum of five to six years to close the achievement gap in second language acquisition. According to studies done by Thomas & Collier the number of years needed to close the gap for a typical programme is 8 – 12 years (see: *Making U.S. Schools More Effective For English Language Learners*, V.Collier & Wayne P.Thomas, T.ESOL Matters, vol.9, N°4, pp 1+6 Aug/Sept 1999).

How then can we in international schools make our classes more effective for English language learners? I feel the answer lies in a natural learning environment, i.e. a classroom that is interactive. A class that is built around themes and projects that are meaningful and hold the children's interest. A class that is enquiry based and uses prior knowledge, a class that values the student's mother tongue thus promoting additive bilingualism. A class that encourages the keeping of English/mother tongue rubrica, that adds English language knowledge onto what already exists. An awareness that these students will need their mother tongue in later years when they return to their native country and if they take M.Y.P. or IB diplomas.

Often E.S.L. learners are shy and insecure of their English. To flourish they need an environment that encourages risk-taking. They cannot fit into a textbook driven classroom. They can be successful in their own way if the class is based on a theme, they may produce a word when the others write a sentence. They can draw a picture to show what they have understood while the others write a paragraph. The important thing is that they are exposed to exactly the same as their peers.

Collaborative learning strategies work well for the E.S.L. learner. In pair and group work interaction is taking place (face to face). The E.S.L. learner gets lots of cues from this. They are not on their own and this helps them to feel secure. A teacher who uses role-play, drama and song is practicing language patterns and intonation incidentally and also teaching whatever else the aim may be. These sorts of

activities allow natural language acquisition to take place. As do multisensory lessons based on art, technology and music. E.S.L. children learn better by making and doing.

An interactive classroom is less teacher-centred. The teacher loosens her control and creates opportunities for students to interact with each other. The teacher's role is to guide, monitor, observe and act as mentor for learners. In this sort of classroom the E.S.L. teacher is not relegated to the back of the room to give a small group watered-down curriculum and less meaningful interaction. The E.S.L. teacher team teaches with the class teacher, they plan together to provide enriching experiences for their learners.

Interactive classrooms are more fun and fun is a learning tool that all too often we, as teachers, underestimate in value.

## Learning: Level of Involvement

<b>We Tend To Remember</b>	<b>LEARNING</b>	<b>Level Of Involvement</b>		
10%	Reading	Verbal Receiving	<b>PASSIVE</b>	
20%	Hearing Words			
30%	Looking at Pictures	Visual Receiving		
50%	Watching a Movie			
	Looking at an Exhibit			
	Watching a Demonstration			
70%	Seeing It Actually Done			Participating
	Participating in Discussion			
	Giving a Talk			
90%	Doing a Dramatic Presentation	Doing		
	Simulating the Real Thing			
	Doing the Real Thing			

National Training Laboratories Bethel, Maine

## Many languages, one message: *Equal Rights to the Curriculum.*

International schools have a duty to their international student body to ensure that every student has equal access to the curriculum and indeed every international school philosophy will claim to do so. However, the reality of putting that philosophy into practice is something that many international schools still have to strive for.

The curriculum in an international school should not be tied to any specific national identity. It should not be written as though it were only for monolingual children of Western origins. Nor, should it be delivered only by monolingual adults of Western origins. Yet, sadly this is indeed the situation in many of our international schools.

Why is this so? Many times it is the case that well-meaning administrators new to international education want to do things the way they did them back home. They employ the kind of people they are familiar working with. They introduce the curricula they have knowledge of and often implement standardized testing which is usually not appropriate for international students of diverse cultural backgrounds. And what do experienced international school teachers do? All too often, they close their eyes to the situation and try to make the best of a bad job.

Who is to blame?

Everyone except the students!

Many international schools boast that they have a gifted programme and indeed any school who claims to have an inclusive curriculum should include the gifted and lesser gifted alike. However, I think international educators must beware that the students who end up in gifted programmes are simply not monolingual English language students!

How many international schools boast about their ESL programmes? Unfortunately, very few.

In my opinion too many international schools get away with paying lip service to ESL. For many schools it is enough that they have an ESL teacher listed on the faculty for them to say they have an ESL programme. But, what depth can there be to such a programme if no-one has studied the language needs of the school population, if there is no agreed upon, coherent language policy in place and if the entire second language student body depends on a sole Mrs. Fix - It who upon her employment was given a magic wand and told to get on with the job!

ESL is an integral part of every strand and subject matter in an international school. This can be said of no other subject area and as such it deserves the same respect as any other discipline.

When the History or French department need another teacher, another teacher is employed. When the ESL department needs additional staff the funds are not available.

Why is this and who is to blame?

Everyone except the students!

How can ESL students have equal rights to the curriculum if the school (and many, many international schools are guilty of this) have a Sink or Swim policy in place. Let me describe a common scenario: The ESL teacher works with only the most needy, generally the latest arrivals. She works with them until there is another batch of newcomers. At which point a selection takes place and those deemed more competent leave the programme to make space for the more needy and so it goes on... Students are pushed out into 'a sea of confusion' before they can swim.

ESL teachers cannot be quiet and allow this to happen. Everyone needs to be made aware of the length of time it takes to learn a second language and how difficult it is for second language students to deal with the academic demands of the mainstream curriculum. Administrators will say that every

teacher is an ESL teacher and this is true but it cannot be used as a cop out! International schools have an ethical duty to ESL children to make sure they also receive adequate specialised ESL support.

Administrators also have to select teachers who are likely to be able to meet the needs of their learners. In my mind there is no place in International education for people who 'don't like languages' or 'can't learn languages'. International schools need to employ people who speak languages other than English because ultimately these are the kind of teachers who understand what learning a language entails and therefore can empathize more with the vast majority of international students.

What is the rationale behind international schools following national or state curriculums and using standardized tests connected to them. Surely, if we want to measure international students then we should measure them against other international students, not students in Iowa. Why do schools that call themselves international have National Honour Societies? If we need an Honour Society then let us at least call it International and ensure that what we are honouring reflects internationalism.

The IB organisation has an international programme that starts in the primary years and goes the whole way through to the IB Diploma at the end of high school. The IB is by no means the perfect international programme. It too tends to be very Western in its approach and the language of instruction in the majority of international schools is usually English. However, more and more IB schools are setting up Mother-tongue Programmes at both a PYP and MYP level and sending out very important signals of how they value the home languages and cultures of their student body. This is not a common occurrence in other schools. I feel that schools who offer IB the whole way through offer something more in terms of inclusion for their ESL students, and their teachers have a well established forum in which to discuss their international needs. Why do so many international schools use the IB only at diploma level? Does it come down to expense? Is it simply that training teachers in PYP and MYP costs too much? Or is it that schools don't want an external body involved in the day to day running of schools?

As mentioned previously in international schools every teacher is an ESL teacher. To ensure that this is indeed a reality. Administrators and mainstream staff need to be trained in ESL techniques and strategies. Language must be viewed across the curriculum and everyone must share in its teaching. The onus is on the schools administration to organise professional development on ESL and language related issues.

I would suggest that many international schools need to become more aware of who their students are and what their needs are to enable -Children of Many Languages to receive what they deserve:

**EQUAL RIGHTS to the CURRICULUM.**

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Cummins J. & Swain M. (1986) Bilingualism in Education, Longman New York

Krashen S. (1981) Second language Acquisition and Second Language Learning, Pergamon Oxford

Cummins J. (2000) Language Power & Pedagogy Bilingual Children in the Crossfire, Multilingual Matters Ltd.

(2000) Enhancing English Language Learning in the elementary classroom, Centre for Applied Linguistics, Delta

(1999) ESL in the Mainstream Teacher Development Course, Department of Education Training & Employment, S. Australia Dete

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## Glossary

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**BICS:** Basic Interpersonal Communications Skills

**CALPS:** Cognitive Academic Language Proficiency Skills

**Comprehensible Input:** language that is expressed in such a way that it can be understood.

**Comprehensible Output:** production of effective, comprehensible language in genuinely communicative situations.

**Graphic Outline:** a technique for surveying certain kinds of texts before they are read in detail: a visual map of the text is developed by identifying main headings, subheadings and illustrations. The context of the text can then be predicted.

**Information gap activity:** There are two types of information gap activity. In a two-way information gap task each learner in the group holds part of the information needed to complete the task and they share the information in order to complete the task together.  
In a one-way information gap task one learner has a complete set of information that another learner needs to obtain in order to complete the task.

**Pragmatic Competence:** knowing how to use the language to suit the situation.

## Further reading

- *The Confidence Book*  
Building Trust in the Language Classroom  
Paul Davis & Mario Rinvolucri  
Longman
- *Whole Language for Second Language Learners*  
Y. Freeman & David Freeman  
Heinemann
- *Musical Openings*  
Using music in the language classroom  
David Cranmer & Clement Laroy  
Longman
- *Creating Stories with Children*  
Andrew Wright  
Oxford English
- *Young Learners*  
Sarah Phillips  
Oxford English
- *Dual Language Instruction*  
A handbook for enriched education  
Nancy Cloud & Genesee Else  
Hamayan
- *Principles and Practice in Second Language Acquisition*  
Stephen D. Krashen  
Pergamon Press
- *The Natural Approach to Language Acquisition in the Classroom*  
Stephen D. Krashen  
Prentice Hall
- *Learner-based Teaching*  
Colin Campbell & Hama Kryszewska  
Oxford English
- *Class Dynamics*  
Jill Hadfield  
Oxford English
- *Drama Techniques in Language Learning*  
A. Maley & A. Duff  
Cambridge University Press