



**Multi-  
Cultural  
Boxes**

Encouraging English As a  
Second Language

## Contents

Team Meeting User Guide	3
Overview of Session Outcomes and References to National Quality Framework and Approved Frameworks	7
Encouraging English as a second language	9
Learning a second language	10
Conclusion	14
References	15



## Bilingualism (True or False?)

1. Learning more than one language confuses a child and lowers his/her IQ?  
**FALSE** - In fact, learning more than one language can be a sign of a higher IQ
2. A child should learn one language properly before learning a second one.  
**FALSE** - Many children learn 2 languages simultaneously and are not impeded.
3. Bilinguals have to translate from their weaker to their stronger language.  
**FALSE** - Most people who speak in 2 languages think in 2 languages and can converse easily without translating one language to the other.
4. Learning two languages may cause cultural identity problems for a child.  
**FALSE** - Children who learn 2 languages can belong to more than 1 culture.

## Learning a second language

Children can learn a second language in more than one way.

Some children are exposed to 2 languages from birth or from a very early age. When these children are learning both languages they will use the same system in their brain for learning and using both languages.

Other children have a first language they are familiar with and use then are exposed to a second language. These children will use different skills from the first group to learn their second language as they will rely on the first language to help them understand and learn the second language, using different parts of the brain to learn.

As educators, we need to be aware of all learning styles and use concrete materials and resources, music, song, puppets, sensory experiences and a variety of interactive experiences to help all ESL children learn English as easily as possible.

There are 3 main steps to supporting children in learning a language

1. Promote
2. Enhance
3. Facilitate

### 1. Promote

Build learning opportunities into your day to day activities and provide openings for the child to hear observe and use the language.

- Focus:** Instead of “Would you like to go to the toilet?” Say “Toilet?” – make it easy and increase the use of sentences and additional words in line with the child’s ability and use of the language
- Demonstrate:** Physically take the child to the toilet to show them the room, the toilet and repeat the word a few times, making sure your facial gestures are happy and pleasant.
- Involve:** Wait for the child to try and say it and reward with a smile or nod if they make an attempt. If they don’t say anything after about 10 seconds, just move on to the next part of the day.