

English as a Second Language for an International Nursery Student in United Kingdom

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ABSTRACT: Practicing different language for adults utilizes an extra effort. But, it is not happened to children. In UK's nursery class, foreigner children are exposed to a new language and use those words into sentences so that children are able to express their ideas and feelings. In concept, this learning process purposes four main themes and seven inter-connected shape educational programs in their early years. Those areas are divided into three prime area and four specific areas to help children experiencing their development stages and acquiring English as the second language. To sum-up, children's cognitive development are formed into seven prime and specific areas which give children an opportunities to interact and engage with other people and their environment by playing and exploring, learning actively, and creating and thinking critically to remain as an effective and motivated learner.

1 INTRODUCTION

International schools in Newcastle upon-Tyne, UK has become a destination school for immigrants and international university students who brought their families with them to UK. Classes in UK starts from nursery and reception (year 3-4), and Key Stage 1-4 (year 5-16), where at every level of the classes English is one of the main subject that being taught every day.

Since the students come from different countries, most of them bring their home languages at the very beginning of the school term. But this is last for only few months because mostly after six months attending the school, the students begin to actively communicate and begin to understand what others are saying in English. One of the examples is a three years old boy who comes from Indonesia. He used to speak in his home language, "Bahasa or Bahasa Indonesia".

After almost a year living in UK, Azzam – the boy's name- cannot speak English since his parents and people surrounding him used to speak in Bahasa Indonesia. Azzam attended the school brought only a few of English vocabulary, such as; "pee", "poop" and English alphabets and numbers that he memorizes through children song. The first three months Azzam still cannot communicate in English, but he already mumbling using intonation that close to na-

tive speaker, even none of the words he said was understandable. However, he began to memorize some of the words that he got from school and began to recognize a thing and say it in English. On the fourth month, Azzam began to use a few words in English and tried to combine them, yet in a form of full sentence. For example, instead of saying "I'm ready", he said "I'm *yes* ready", adapting from the "I'm *not* ready". On the sixth month, Azzam began to make a full sentence into a conversation, e.g. "Let me try", or "I want this one", although some of the times he mixed it with the word in Bahasa, e.g. "because there are many orang there" instead of saying "because there many people there". In Bahasa Indonesia, 'orang' means a person.

The example above shows that a three years old boy with no English background knowledge only needs about six months to begin communicate actively in English. Without minimizing the importance of other aspects like peers or media used at home such as English songs or movies for children, I would like to describe class activities in one of nurseries in Newcastle, UK. This paper hoped to share information and ideas that can be adapted or adopted by other nursery teacher in all over the countries for teaching English as a second language.

2 LINGUISTIC FOR CHILDREN

Children as active learners directly and immediately recognizing objects, people, ideas and events considered as an important condition in order to reconstructing children cognitive ability as well as their development. In other words, children learn concepts, forming ideas, and creating their own symbols through self-initiated activity such as; moving, listening, searching, feeling and manipulating, where adults as participant- observers give an opportunity for children to get involved in interesting experiences that might draw contradictory conclusion and a consequent reorganization of the child's understanding of his/her own world.

Teaching children is different with teaching adults. According to Cameron (2001) there are obvious difference between children and adults;

- Children are more enthusiastic and more lively in learning
- Children want to be complimented by the teacher than the peers
- Children will have a go in doing an activity even they do not understand about why and how
- Children will easily feel bored and less motivated toward the activity that they found difficult to perform
- Children do not feel ashamed to speak in a new language
- Children lacks of inhibition make them nearly achieve the native language.

However, Cameron said that these generalizations cover the details that every child is different and the difference of skill in teaching the language. Furthermore, she adds that beneath these generalizations, she found that the linguistic and psychological development have an important role for children as an active learner.

On the other hand, Piaget (McCloskey, 2002) sees children as a scientist where children as active learners developing by doing experiments on their environments. He sees that thought derived from action. He also divides cognitive development into assimilation and accommodation. Assimilation is when a child takes new experience without any changes as new information being processed, while accommodation is adjusting features with other features that are exist in the environment. Besides, Piaget also divides children development into four stages;

- Sensorimotor, from birth-2 years. At this stage, the children interact physically with the environment, developing ideas of how things work.
- Pre-operational, ages 2-7. At this stage, children are not able to think abstractly, but need concrete situation to process ideas.

- Concrete operations, ages 7-11. At this stage, children have enough experience to begin with conceptualize and do some abstract problem solving, though they still learn best by doing.
- Formal operation, ages 11-16. At this stage, children are able to use abstract thinking like adults.

While Piaget emphasizing the children as active learners alone in the world of object, Vygotsky emphasizes that the children are active learners in a world of full of other people. Vygotsky (McCloskey, 2002) said that language provides children with new tools, opens up new opportunities for doing things and for organizing information by using symbols. Young children sometimes perform private speech, which they are talking to themselves and organizing themselves while doing a task or play.

By considering the early speech of infants and how it develops into language, Vygotsky distinguishes the outward talk and what is happening in the child's mind. First, the infant begins the speech by using single word; e.g. "water". The word water might have various meaning, "I want water", or "I just spilt the water". The second is when the child's language is developed; the whole undivided thought message can be broken down into smaller units and expressed by putting together words that are now units of talks. Vygotsky sees the child's learning as developing through interaction with more knowledgeable other, who mediate learning by talking while playing, reading stories, and asking questions. With the help of adults, children can do more than they can do on their own. A concept developed by Vygotsky is called Zone of Proximal Development (ZPD). This is the area where children can nearly do but cannot do alone in where mediation gradually moves this ZPD outward as learners begin able to do more on their own.

Meanwhile, Bruner (Cho, 2009) emphasized the role of language play in children cognitive growth. In order to mediate the world for the children and to support them in solving problems, Bruner offers the label of "scaffolding". Based on Bruner research with the North American mothers and children, the following are ways parents who scaffold tasks effectively:

- By helping the children in getting interested in the tasks.
- By simplifying the tasks, often breaking them down into smaller pieces.
- By keeping the children on the tasks by reminding them on the goal.
- By pointing out what was important or demonstrating alternate ways to do the tasks.
- By keeping the children from becoming too frustrated.

- By demonstrating the tasks

Bruner also emphasizes on the formats and routines which are the features of events that allow scaffolding to occur. He describes the routine of parents reading bedtime stories for their children. At first they share a large picture together, and then they turn the pages together. The adults do most of the talk, like naming and telling about object and characters in the book. Later on, parents start to read simple stories, even with rhyme, rhythm and repetition. Parents also begin to ask about questions about the book. As the children begin to finish sentences and recite along, children may begin to recite the story based on what they remember. The familiar and secure routine can also incorporate novelty and change as the child is ready for more challenge. By doing this, the parents help the children to operate the ZPD.

3 METHODOLOGY

There are seven areas of learning and development that shape educational programs in the early years. All areas of learning and development are important and inter-connected. The seven areas are divided into three prime areas; Personal, Social, and Emotional Development (PSED), Physical Development (PD), and Communication and Language (CL), and four specific areas; Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. These areas are delivered through topics and themes in the following activities:

3.1 Circle Time

The first activity in class is circle time where children sit in a circle form, and teacher encourage them to discuss about the focusing topic of the term. For example, the topic of the term is "people who help us", then teacher might ask the children about how they can help each other, e.g. doctors, police man, fire man, etc. They also learn to listen and recognize the initial names and objects around them.

There are two prime areas involved in circle time; Personal, Social and Emotional Development (PSED), and Communication and Language (CL). Based on SEAD guidance for practitioners (Department for children, school, and families UK; 2008), PSED have important role to help children to success in their future;

- Personal development (being me) is how children to understand who they are and how they can take care of themselves
- Social Development (being social) is how to understand themselves to relate to others, e.g. how to make friends, understand the rules in social environment, and how to behave toward others

- Emotional development (having feelings) is how children to understand how they feel and others feelings by developing the feeling of empathy

In developing PSED, children need to be able to communicate what they feel. Thus, children's Communication and Language skill is also being developed so that children able to let others know how they feel, what they need and to ask questions. Moreover, language is a means which children learn about the world and communicate with their friends and practitioners. This is important to enhance their cognitive development and solving problems as well as build social relationships with others.

Based on development matters in EYFS, here some of the activities being done by the practitioners in helping children developing their PSED; and CL;

- Encouraging children to choose to play with variety of friends from all backgrounds
- Labeling emotions such as sadness, happiness, feeling lonely, scared to help children understand the feelings of others.
- Supporting children who not yet made friends
- Naming and talking about all feelings are understandable and acceptable including feeling angry, however not all behavior are
- Showing concern and respect to others, living things and environment
- Modeling and involving children in finding solutions to problems and conflicts
- Value and support the decision that children make
- Asking children's ideas of what would they do if someone is sad or have cross feelings
- Recognizing the children vary in interests

and in CL;

- Giving cue to children in changing conversation, especially for those who has communication difficulties. For example, "now we are going to talk about..."
- Saying children's name particularly for children who are difficult to 'listen and do', before giving instruction or asking questions
- Playing games that involving listening for signal, e.g. "ready, steady, go...!!"
- Using environmental sounds to talk about environmental sounds, e.g. ask the children to stop and listen carefully for the sound around them
- Explaining that paying attention to others when they are speaking is important
- Giving opportunities for children to speak and listen to make sure that the needs of children in learning English as a second language are met
- Giving children clear direction for activities that involves more than one actions, e.g. "turn the computer off, wash your hands, and get ready for dinner"

- Using mime and gestures in introducing new activities to support language development
- Giving opportunity for children to start the conversation and follow children's lead to talk about the topic they are interested in
- Giving children 'thinking time' to put their thoughts into words
- Introducing new words in context of playing and doing activities
- Using lots of statements and open questions, show interest when children speaking, and help them expand on what they are saying

3.2 Adult Led Session

Adult-led activity is an activity defined, structured and delivered by an adult to a child or group of children. It focuses on the direct teaching of skills and knowledge with a specific objective in mind (British Association for Early Years Foundation Stage, 2008). An adult-led activity has a specific focus and is planned by the adult to encourage a particular aspect of learning, to discuss a particular topic or to provide an opportunity to learn a particular skill. The adult may introduce the material, skill or idea, initiate the activity, and may direct elements of the learning. However, once introduced the activity may provide an opportunity for children to practice by themselves or to modify it.

Activities in adult-led session:

- Adult-led activities can be one to one, in a small group or whole class.
- The length of time involved will be appropriate to the age and needs of the child.
- An adult-led activity can be either objective led with clear aims linked to EYFS Development Matters, or open ended, where adults observe and support learning during the activity and consider next steps based on children's responses. It can be either planned or as a result of a spontaneous event. For example:
 - A specific, planned activity initiated by the adult to introduce new ideas, introduce a learning provocative, develop and practice skills or revisit, review and consolidate previous learning
 - Adult modeling a skill or behavior
 - Adult involvement in the child's play to extend child initiated learning, support progression and scaffold play and language
- During adult-led activities, the role of the adult will be to directly teach, which means to systematically helping children to learn so that they can

make connections in their learning, are actively led forward and can reflect on their learning

- Adult-led activities must be delivered by a skilled, knowledgeable and thoughtful practitioner
- Adult-led activities should be in line with the Early Years Foundation Stage ethos and therefore be playful, even when planned, with a specific objective in mind

3.3 Story Session

The prime area involved in this session is literacy which consist of reading and writing. The development involves encouraging children to link sounds and letters and to begin to read and write. Children are given an access to wide range of reading materials such as books, poems, and other written materials to ignite their interest.

Early language and literacy (reading and writing) development begins in the first three years of life and is closely linked to a child's earliest experiences with books and stories. The interactions that young children have with such literacy materials as books, paper, and crayons and with the adults in their lives are the building blocks for language, reading and writing development. Students with experience in hearing and telling stories such as myths, legends, and folklore are eager to begin creating or writing their own stories. Critical thinking skills, vocabulary, and language patterns are enhanced through use of stories (Koki, 1998).

In this story session, the children sit together with a teacher in front while reading a book. To help the children remember new words in the book, the teacher use media such as pictures or miniatures. For example, the new word in the book is 'moon'. So, every time the word 'moon' comes up the teacher show the miniature of moon to children. By repeating this step, the children can easily remember new words being introduced.

Based on EYFS, here other activities being done in developing children reading and writing skills;

- Discussing similarities and differences between symbols by focusing on meaningful print, such as children name, or book title
- Pointing out words in the environment and in books
- Discussing the characters in the book being read with the children
- Encouraging children to predict the ending of the story
- Noticing the meaning of the mark that the children made
- Support the children to recognize their own name and write them on
- Making books with children of activities they have been doing by using their photographs as illustration

3.4 Math Sessions

Prime areas involve in math session is numbers and shapes. It provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problem; and to describe shapes, spaces, and measures. Based on National Council of Teachers of Mathematics (NCTM, 2002) stresses the importance of an early math education as a high-quality, challenging and accessible mathematics education that provides early childhood learners with a vital foundation for the future understanding of mathematics, where early childhood educators should actively introduce mathematical concepts, methods, and language through a range of appropriate experiences and teaching strategies. Thus, early mathematics education is vital to the development of young children in order to help them to grow as learners.

To develop children skills in mathematics, the following are the some of the activities being done in class;

- Using language numbers such as ‘one’, ‘two’, ‘lots’, ‘fewer’, ‘how many’ or ‘count’ in variety of situations
- Supporting children to count things that are not objects such as hops, jumps, clicks, or claps. This is to help children in developing their understanding of abstraction
- Helping children to understand that one thing can be shared, such as a pizza can be shared into several slices
- Asking questions while reading number stories or rhymes, e.g. “when one more frog jumps in, how many will there be in the pool altogether?”
- Using pictures and objects to illustrate counting songs, rhymes, and numbers stories
- Supporting children thinking about numbers and simple problems by encouraging them to use mark-making
- Talking about the strategies they can use, e.g. to work out a solution to a simple problem by using fingers or counting out loud
- Demonstrating the language for shapes position and measures in discussion, e.g. ‘shape’, ‘box’, ‘in’, ‘on’, ‘under’, ‘long’, ‘longer’, ‘longest’
- Encouraging children to talk about shapes they see and use, and how they are arranged and used in constructions
- Value children constructions by helping to display or take photographs

3.5 Circle Time Session – Understanding the World

Prime area involves in this session is understanding the world. Practitioners are guiding the children to make sense of their physical world and their community through opportunities to explore, observe and

find out about people, places, technology and environment. Children are also supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical ‘experiments’; and work with a range of materials.

To help children in understanding the world, there are school visit where children are accompanied to go to public places such as post office to introduce the children about posting letters and how letters are posted. There are also times where public officers such as policeman, fireman, and doctors come visit the school so that children can learn about different people in community. Besides, the children are also introduced to rhyming books. Nursery rhymes help children to learn positive attitudes and challenge negative attitudes and stereotype based on the story of the rhyme. Moreover, nursery rhyme help children to easily recall and memorize new words; teaches children that events happen in sequence and they begin to learn how to understand a story and follow along; learn simple math skills as they recite them since rhymes use pattern and sequence; and help children to imagine what the characters are doing.

The following are other activities being done in class to help children in understanding the world:

- Practitioners encourage children to talk about their own home and community life, and finding out about other children experiences
- Practitioners ensure that children who learn English as a second language have opportunities to express themselves in their home language some of the times
- Provide children with supplementary experience and information to enhance children learning about the world around them
- Practitioners help children to be aware of features of the environment in the setting and immediate local area, e.g. make visits to park or museum
- Children are introduced to vocabularies to enable children talking about their observations and to ask questions

3.6 End of Day

The prime area involves in this session is expressive arts and design (EAD). In this session, children are enable to explore and play with wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology (Statuary Framework for the Early Years Foundation Stage, 2012).

In this session, children are given opportunities to be creative where they can express these through movements, making and transforming things, and using variety of media such as crayons, paints, scissors, and paper. It involves children to initiate their own learning and making choices and decisions. According to Sharp (2004), creativity is an important human characteristic. It is perhaps best thought of as a process, requiring a mixture of ingredients, including personality traits, abilities and skills. Practitioners can help children to develop their creativity through a creative environment, play, behaving creatively and praising children's creative efforts. As an example, practitioners supporting children's response to different textures by touching sections of a texture display with their fingers or feeling it with their cheeks to get a sense of different properties.

The following are other activities that practitioners do to develop children's EAD:

- Introducing vocabularies so that children can talk about their observation and experience, e.g. "smooth", "shiny", "rough", "prickly", "soft", "hard"
- Let the children choose the colour they interested in as they begin to find the difference between colours
- Make suggestions and asking questions to extend children's idea of what is possible, e.g. "I wonder what would happen if..."
- Support the children to think about what they want to make including the process and the materials they need
- Support children excursion into imaginary world by encouraging inventiveness, offering support and advice on occasions and ensure that they have experience that stimulate their interest

Another prime area in EYFS is Physical Development (PD). This prime area lies in every activity in class, and covers two aspects; moving and handling; and health and self-care. The aspect of moving and handling allowed children to move freely, such as run skilfully, walk downstairs, using one-handed tool or equipment, hold pencil between thumb and two fingers, while the aspect of health and self-care allowed children to understand that the tools have to be used safely, manage to wash and dry hands, and attend to toilet need when needed. The physical development of children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know (statutory framework of EYFS, 2008)

The following are what practitioners do to help children in developing their PD;

- Encouraging children to move with controlled effort, and use associated vocabulary such as "strong", "firm", "heavy", "reach", and "floppy"
- Creating moods through music form different style and cultures and talk about how people move when they are sad, happy, or cross
- Playing games to motivate children to be active
- Talk to children about why they should take care while moving freely
- Teach children to use equipment safely, such as cutting using scissors
- Encourage children to rest when they are tired and give explanation, or explain why they need to wear Wellingtons when it is muddy outdoors
- Talk about the importance of hand-washing
- Help children who are struggling with self-care by leaving a last small step for them to complete. For example, pulling up their trousers from just below the waist

Hence, to support children's learning and development, practitioners observing every child by looking, listening, and taking notes that describe every child. The information can also be gotten from parents/carriers about children at home. Further, the practitioners doing assessment to analyse the observation they made to help identifying where the child may be in their own development pathway. The observation and assessment are needed to make plan to consider ways to support the child strengthen and deepen their current learning and development.

4 RESULTS AND DISCUSSIONS

In general, there are two ways of how children learn a second language. According to Mc Laughlin et al (Halgunseth, 2013), children learn a second language through simultaneously second language learning, and sequential second language learning. Simultaneously second language learner is when children are exposed to more than one language since they are babies. This is commonly happened to children whose parents speak separate languages to them at home, e.g. mother speaks English while father speaks Bahasa Indonesia. In this process, children begin to notice the difference between languages used at the age of six months and then they begin to choose which language they prefer to hear and use. Meanwhile, sequentially second language learner is when children are exposed to only one language but then suddenly introduced and have to use another language. For example, it is when a non-English speaking child entered an English-dominant classroom. In this way, children might face four stages in acquiring the second language;

1. Home language use, where children still using their home language
2. Silent period, where children realize that their home language are not working so they choose to silent and rely heavily on non-verbal means to communicate with others
3. Telegraphic and formulaic speech, where children begin to communicate using the second language in small utterance (e.g. me down, me want) or by repeating the words of others
4. Productive language, where children begin to use the second language to express their ideas although in basic and simple sentences and grammatically incorrect.

Children who learn English as a second language in the area where English is the main language for everyday basis seems to have big advantage to be able to learn and acquire the language faster than children who learn English as a second language in non-English speaker area, e.g. Indonesia, China, Thailand. An important factor in determining the success in learning a language depend on the amount of comprehensible input to which that learner is exposed so that they understand the meaning of each word based on its context through the use of gestures, examples, illustrations, and experience. This can be achieved by providing them with enabling environment where children can learn comfortably as well as suitable for learning activities, either inside or outside of the classroom.

However, to meet children's needs either in inside or outside of the classroom, practitioners must know the children's emotional environment so that children will feel comfortable and will be more willing to try things out. Thus, building positive relationships with children is also important in learning process. With the help of adults, children can do more than what they can do compare to what they can do without the help of adult. Positive relationships with children is very important because when children have good relationship with practitioners, they will less likely to show unwanted behaviours, develop their language acquisition as they feel confident to talk. Besides, practitioners can also understand each child's need and give appropriate response because they already understand children's expressions and emotions.

The positive relationships with children can be noticed through interaction. There are several techniques to interact with children (Halgunseth, 2013):

- Talk about the importance of hand-washing

- Using sentences that are easy to understand
- Listening to what children say to show that we are interested
- Be patient because we might need to explain for several times
- Using eye contact
- Have friendly approach; smile, listen
- Do not assume that children will not understand

Furthermore, by providing children with more opportunities, letting them to help, allowing them to explore, informing about the importance of life, and providing a secure environment also important to develop positive relationships with children.

In conclusion, by maintaining positive relationships with children and provide them with enabling environment, children will be easier to learn new language and understand the use of it in communication. However, another aspect that is also important to notice in exposing new language to children in nursery is the ratio between the number of staffs and the number of students in class. It is because children who spent six hours in school need to feel individually noticed, thought about, and responded sensitively and consistently. And it can only be achieved if the number of staffs adequate with the number of students.

5 CONCLUSION

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe which is mostly the international primary school in the UK adapted. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Children learn language through their cognitive development that are formed into seven prime and specific areas; Personal, Social and Emotional Development; Physical Development; Communication and Language; Mathematics; Literacy; Understanding the World; and Expressive Arts and Design. In each area, children are given opportunities to interact in positive relationships and enabling environments where children engage with other people and their environment through play and explore, learn actively, and creating and thinking critically in order to support children remain an effective and motivated learner. This is in line with theory proposed Mary Lou (McCloskey, 2002) about seven instructional principles in teaching English for young learners. He said stated that teachers should; offer learners enjoyable, active roles in learning experiences; help student develop and practice language through collabo-

ration; use multi-dimensional, thematically organized activity; provide comprehensible input with scaffolding; integrate language with content; validate and integrate home language and culture; and provide clear goals and feedback on performance.

By maintaining positive relationships and providing children with enabling environment in every area of developments, help children in understanding the use of English as a second language and begin to be able to use them in their daily lives.

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