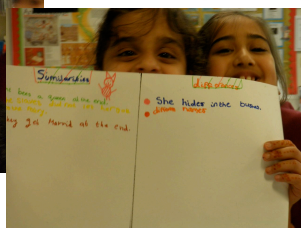


Global voices in local spaces 2: new challenges for language diversity in teacher education

TEAN, University of Cumbria, 21.03.13

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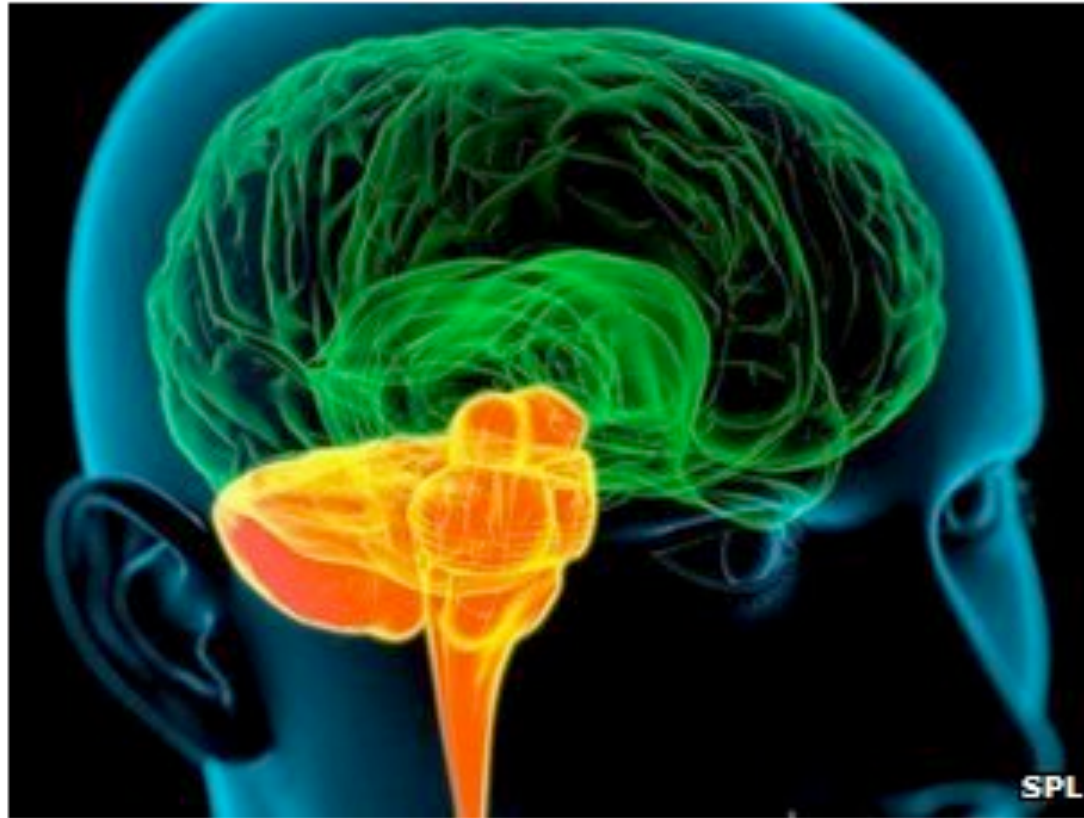


Plan for the presentation

1. Current contexts
2. Languages in the new curriculum
3. Grassroots developments
4. What does all this mean for ITE?

1. Current contexts

Bilingualism is good for you



Many research studies are now showing ‘profound differences’ between bilingual and monolingual brains, including the presence of greater linkages and cognitive activity, revealed through brain imaging techniques.

‘Bilingual children have a better “working memory” than monolingual children’

University of Granada, Feb. 20, 2013:

A study conducted by the University of Granada and the University of York in Toronto has revealed that bilingual children develop a better working memory ... than monolingual children ...

The study sample included bilingual children between 5 and 7 years of age ... The researchers found that bilingual children performed better than monolingual children in working memory tasks. Indeed, the more complex the tasks the better the performance. The results of this study suggest that bilingualism does not only improve the working memory in an isolated way, but they affect the global development of executive functions, especially when they have to interact with each other ...

<http://www.alphagalileo.org/ViewItem.aspx?ItemId=128650&CultureCode=en>

England – the current national scene

- ✧ About 15% of pupils in mainstream schools speak other languages besides English at home (defined as 'EAL'/bilingual learners)
- ✧ Approximately 23% pupils are categorised as 'ethnic minority'
- ✧ Approximately 350 different languages are spoken by pupils in mainstream schools
- ✧ 75% of primary schools and 100% of secondary have 'EAL' learners
- ✧ About 4% of teachers are identified as bilingual and/or 'ethnic minority'

PLASC data (Schools Census, 2012) and National Census data, 2011

Languages most frequently spoken in schools (2011 Schools Census)

1. English	5,587,905
2. Punjabi	113,195
3. Urdu	103,730
4. Bengali	85,210
5. Polish	47,135
6. Gujarati	40,470
7. Somali	40,410
8. Arabic	30,530
9. Portuguese	22,660
10. Tamil	22,515
11. French	20,920
12. Turkish	19,690

‘The state of the nation’

- There is strong evidence that the UK is suffering from a growing deficit in foreign language skills at a time when globally, the demand for language skills is expanding
- The range and nature of languages being taught is insufficient to meet current and future demand
- Language skills are needed at all levels in the workforce, and not simply by an internationally-mobile elite
- A weak supply of language skills is pushing down demand and creating a vicious circle of monolingualism
- Languages spoken by British school children, in addition to English, represent a valuable future source of supply – *if these skills can be developed appropriately.*

Prevailing myths about being bilingual

- Learning two languages confuses a child and lowers his intelligence.
- A child should learn one language properly first; then you can start teaching the other.
- A child who learns two languages won't feel at home in either of them. She'll always feel caught between two cultures.
- Real bilinguals never mix their languages. Those who do are confused 'semi-linguals'.

<http://www.nethelp.no/cindy/biling-fam.html>

‘Inclusion’ – language diversity as a barrier to learning

A minority of pupils will have particular learning and assessment requirements which ... if not addressed, could create **barriers to learning**. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or **may be linked to a pupil's progress in learning English as an additional language**.

(National Curriculum (2000) Statement on inclusion)

Multilingualism ‘contained’ in mainstream classrooms

The role of bilingual support assistants in mainstream schools:

... [to provide] a degree of continuity between the home and school environment by offering psychological and social support for the child, as well as being able to explain simple educational concepts in a child's mother tongue, if the need arises, but always working within the mainstream classroom and alongside the class teacher.

(DES, 1985: The Swann Report)

‘The importance of teaching’ – standard five

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

... ***‘It’s more complicated than you think’*** (quote from student)

Still the big questions ...

- ✧ Is bilingualism an asset in education, or is it a problem?
- ✧ Should we try to promote '*additive bilingualism*' (e.g. providing pupils opportunities to use L1 in their learning, recognising and valuing languages they speak and write outside of school)?
- ✧ Should we regard bilingualism as *transitional*, something that is not really relevant for mainstream schooling, where the focus has to be on English only?

2. Languages in the new curriculum

New programmes of study for English

- Two programmes of study, which each have binary divisions
 - Reading:
 - Simple view of reading - decoding, comprehension
 - Writing:
 - transcription and composition.
- Unlike other subjects, the curriculum is not written for specific year groups but for KS1, LKS2 and UKS2
- The KS3 and 4 curricula are much less detailed.

Some concerns

- Only statutory requirements will be taught, especially if the testing regime is expanded.
- Teacher subject knowledge is weak, especially grammar at Y5 and 6. - this could lead to rote learning.
- Oracy - seen as a rehearsal for writing rather than a product in its own right.
- Provision for SEN
- Provision for EAL - responsibility is given to individual schools to adapt what appears to be a 'one size fits all' curriculum. There seemed to be an implication that children should be taught more of the same until they 'got it', particularly in KS1 phonics - no real sense that different approaches may be used to respond to children's needs and learning styles.
- Challenges in continuity, especially KS2 to 3.

Primary MFL – what about pedagogy?

DfE *Making foreign languages compulsory at KS2* (Consultation doc, July 2012):

- Languages are vital to the social and economic well-being of the country. Studying a language helps children to understand the world in which they live and the different cultures around the globe. Furthermore the Association of Language Learning submission to the review drew out the social benefits of primary age language teaching, in particular the part it plays in community coherence, appreciation of cultural diversity and therefore greater tolerance.
- Secondary schools have expressed a desire for consistency in the primary curriculum to provide some assurance of what language teaching pupils entering secondary school have received... **pupils who begin studying a language in primary school typically do not maintain an advantage at secondary school when mixed with pupils who have not previously been taught a language.** ... Schools have to ... start again or spend considerable time unpicking things which they consider have been incorrectly taught.
- Moreover, the content of language teaching varies considerably. This is compounded by the **differing approaches taken by schools**, with some centring their efforts on **providing an awareness of and exposure to several languages, rather than making substantial progress in a single language.**

The role of 'community languages'?

262 respondents (out of 601) felt that the proposed list of languages was too limited and should be extended to allow pupils the opportunity to learn community languages and a language or languages of their own culture...

... schools should be free to choose a language that would reflect the needs and strengths of their community as well as the aspirations for their pupils as they transferred to secondary schools...

... exclusion from the list would threaten the teaching of community languages and would affect pupils' access to literacy in their home language such as Polish, Portuguese, Punjabi, Urdu and Hindi...

... the proposal also took insufficient account of the cultural and faith needs of particular communities, for example by not including Hebrew and Arabic.....

The 'proposed list of languages'

- Schools must choose from the following at Key Stage 2:
 - French, German, Italian, Mandarin, Spanish, Latin or Ancient Greek.
- Schools will be free to teach another language or languages in addition, should they wish to do so.

Asset languages

In primary schools:

One in seven primary children speaks a language other than English at home. As Asset is available for such a wide range of languages, you can use the scheme to give recognition to children learning a new language or for those children who have community language skills.

In secondary schools:

Since the Asset scheme was first launched in 2005, over 400,000 Asset Languages qualifications have been awarded to language learners. The majority of those learners are in secondary schools, demonstrating that teachers like you value this unique language assessment tool.

<http://www.assetlanguages.org.uk/teachers/secondary.asp>

A 'policy maelstrom' in secondary languages

- Asset Languages downgraded and now reduced from 25 to 5
- Abolition of GCSEs and replacement by Ebacc Certificates
- Ebacc qualifications in 6 subjects including 1 of 7 languages (French, Spanish, German, Mandarin, Italian, Classical Greek and Latin)
- U-turn: schools judged on performance in 8 GCSEs
- Major changes to exam boards – then reversed

(Raymonde Sneddon)

3. Grassroots developments

Gladstone Primary School, Peterborough

Gladstone Primary school in Peterborough, which has 440 pupils, is **dominated by** students from the Punjab, with smaller groups from Afghanistan, Lithuania and Latvia. ***But despite the language barrier the school has scored highly in its Ofsted reports*** and the headmaster (*sic*) sees bilingualism as an advantage. Christine Parker, the head, told the Sunday Times: "More and more of the world is going bilingual. The culture at our school is not to see bilingualism as a difficulty."

It is thought the school, in the **immigration hotspot** of the agricultural area of the Fens, is the only school with no pupils who speak English as a first language.

The Telegraph, Feb 24, 2013

<http://www.bbc.co.uk/news/uk-england-21589931>

Wix School/École de Wix

Wix Primary School, Wandsworth

‘Uniquely, we share our building with a French primary school, École de Wix. This has given us the opportunity to develop languages at the school. From September 2005, all the children at Wix Primary School started to learn French. In addition, from September 2006 we started a bilingual reception class in which the children will be taught half their time in French and half in English, the first state school in England to do so.’

http://www.wix.wandsworth.sch.uk/e/E_intro.asp

Conclusions from research

- Bilingual education works – but you have to do your homework.
- Every school has to design their own bilingual model.
- A whole school approach is beneficial.
- Openness and curiosity towards other ways of doing things needs to be promoted.
- Expectations need to be managed carefully (parents, local authorities).
- All opportunities for bilingual activities in and outside the classroom should be utilised.
- Criteria for assessment of bilingual competencies and for inspection of bilingual education should be reviewed, since they were devised for a monolingual school system.

Meier, G. (2012)

The Shpresa Programme – partnership and power building

A mainstream school partnership model:

- Mentoring new communities to set up complementary schools: promoting language learning – building social cohesion and power across communities
- Horizontal bridging connections across communities – leaving the “hidden spaces”
- Campaigners supported by the East London Forum and Citizens UK

<http://www.shpresaprogramme.com/>

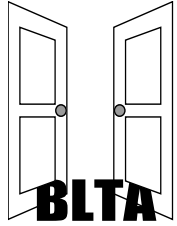
Campaigning for language status and accreditation

‘It means a lot for us. All the other communities, they all have their languages, Arabic, Chinese, so why don’t we get this? I know we are a minority group, but we should have the same rights as everybody else to get our language as a GCSE.’

(Albanian-heritage teenager)

Planning together





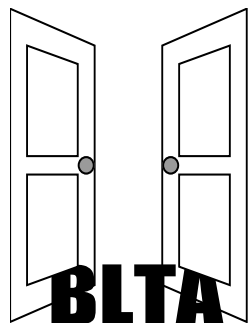
A bilingual Saturday class



Established in 2002 by two newly-qualified, bilingual teachers and funded 2012-2014 by the Paul Hamlyn Foundation, this complementary Saturday class aims to:

- promote a 'bilingual pedagogy' to enhance children's achievements in mainstream school;
- address misconceptions about the role and value of ethnic minority children's home languages both in school and home amongst parents, children, teachers and the wider community;
- provide a 'safe space' to promote children's identities as bilingual learners and their self-confidence in taking control of their own learning;
- contribute to dialogue with policy makers regarding 'bilingual pedagogies'.

Conteh and Begum (2008); <http://www.blta.co.uk/index.html>



phf Paul Hamlyn
Foundation

'Translanguaging' as a teaching strategy

GRANDAD	AUNT
Dada (dad's dad)	Pupo pupée (dads sisters)
Nana (mum's, mum)	Mavi (Mum's brothers wife)
Ajee	Thayee (Dad's older brother wife)
Bava	Chachee (dad's young brother)

★ ★ ★ ★ ★

Puls

Pul, Pul, Pul,
 Rose's are suway,
 violet's are ulay,
 Sunflower's are pilay,
 Daisy's are chitay,



I feel special with my dadi
 because she takes care of
 me.

(Dadi)

Me special on a jile
 mara dadi kol ch the miki
 take care kerna he.

Billi Poem

If billi Roti kani si!
 If billi Rot doya si!
 If billi Roti pakani si!
 If billi Soy ge si!

Tickle under the
 Arm!

Me pi

* IK bile roti kani si.

* IK bile cat day si.

* IK bile aadi Pakane si.

* IK bile say gi si.

* IK bile kaygi si.





Family views – valuing language, culture and identity

‘... you should know your own mother tongue ... most of our bachee [*children*], our children, they don’t understand anything, even the grown-ups ... there’s no difference between us and goray [*white people*], so that’s why I want them to learn ...’

‘It’s good for my child to hear his teacher speaking Punjabi.’

‘... speaking Punjabi helps them to interact with their grandparents ... if we go back home now, they’ll pick up a lot’

‘... 30 years ago, they were saying “forget your home language, the objective was to have as much English as possible” ... I think it would be far better if they had a Punjabi lesson in school ... it will make it more acceptable, it will value it ... Punjabi was looked on as a very degrading language to learn ...’

‘... I say to my daughters, listen, now you’re doing it, we’re not staying with you ... when you go to uni or college, we’re not staying with you, you need to make your friends ...’

Mainstream teachers' views – professional and personal anxieties

Do you think it is a good idea for children to use their home languages in the classroom?

... that would be interesting ... I can't pick up any languages at all ... they tell me words, we do some of that sometimes, but I don't pick any of it up at all, I can't remember it ... it's good the majority of the time, but then somebody uses a rude word, and I can't understand it all and the class is in uproar ...

4. What does all this mean
for ITE?

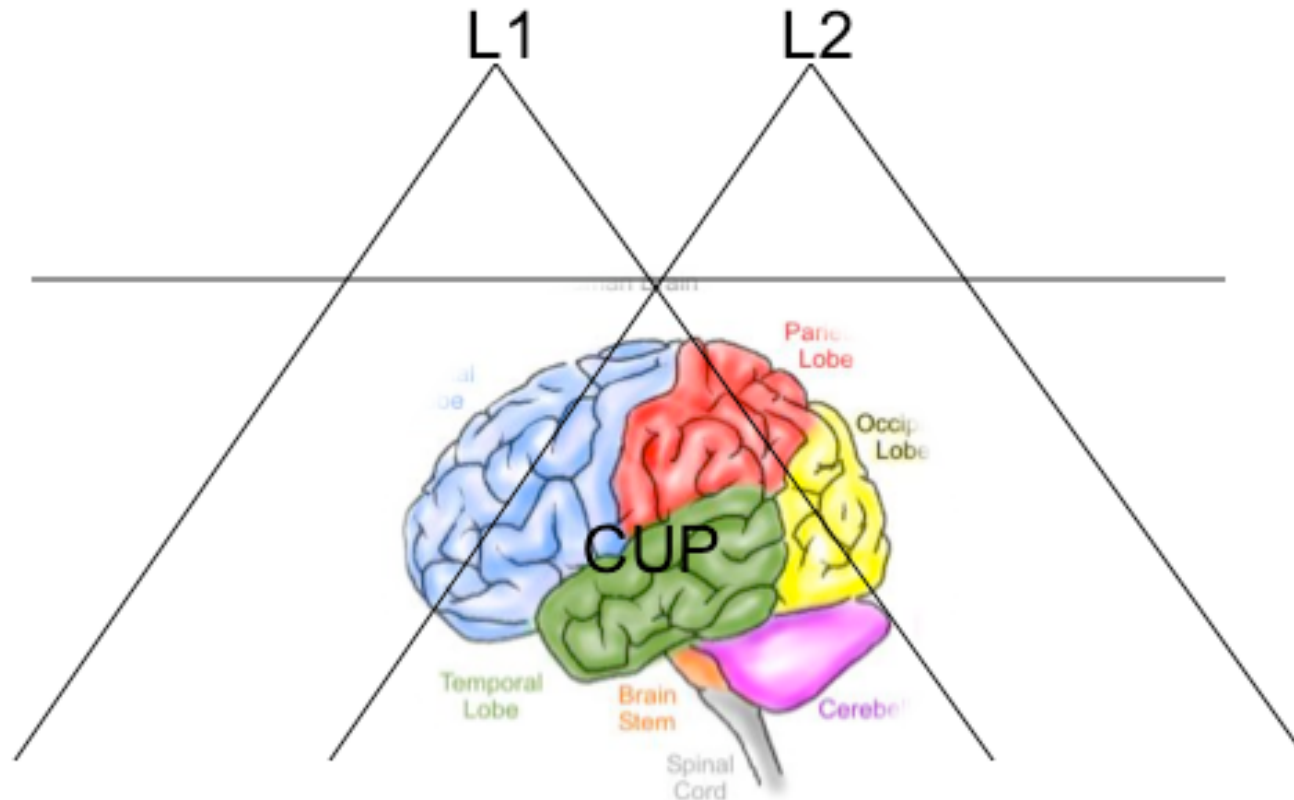
Understanding practical implications of theoretical frameworks for learning ...

- Classrooms and schools need to be seen as **communities of practice** with dialogically constructed cultures in which identity negotiation and performance are a vital aspect of educational success (Cummins, 2001; García, 2009)
- Learning needs to be understood as '**a transformative process**' in which children '*reinvent culture as they draw upon diverse resources, both familiar and new*' (Gregory, 2005)
- Teachers need to understand the implications of seeing learning as '**a sociocultural process**', which links activity theory (Roth and Lee, 2007) and the '*funds of knowledge*' notion (Moll et al., 2001; Gonzalez et al., 2005) of community resources.
- **Funds of knowledge** are ... '*the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being ...*' (Gonzalez et al., 2005)

... and language ...

- We need ‘a radical shift’, from ‘*the perspective of the language itself*’ to ‘*the perspectives of the users themselves*’ (García, 2009: 45)
- Teachers need to understand the implications of *languages as ‘sets of resources called into play by social actors’* (Heller, 2007) in order to ‘*make possible the social reproduction of existing conventions and relations as well as the production of new ones*’
- And of *translanguaging* as ‘... multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds ...’. (García, 2009: 45), and through which learners ‘... make meaning, transmit information, and perform identities ... to connect with their audience in community engagement’ Creese and Blackledge (2010:109)

... and Cummins 'common underlying proficiency' ...



Observation and testing of bilingual pupils reveal ways in which they process their languages – Cummins concludes that a '*common underlying proficiency*' is nurtured by and feeds their listening, speaking, reading and writing in all the languages they know and can use.

(Cummins, 2001)

... and the linguistic interdependence principle

Knowledge and understanding of one language links to knowledge and understanding of new languages – this is especially significant in relation to literacy.

‘The importance of teaching’ – a hopeful philosophy?

... education provides a route to liberation
... (it) allows individuals to choose a fulfilling job, to shape the society around them, to enrich their inner life. *It allows us all to become the authors of our own life stories.* (p.6)

Some recommendations from '*The importance of teaching*'

Recommendation 2.48 (p. 28) advocates:

'... getting away from government prescription' *and goes on to promote the principle of schools* '... working with their local communities' to improve teaching and learning and raise standards in their classrooms.

Recommendation 2.50 (p. 29) asserts that:

'Government can leave schools and local authorities to make decisions for themselves ... because central government is not as well-placed as local people to make decisions'.

Finally, 2.59 (p. 31) promises that:

'... we will free schools from externally imposed burdens and give them greater confidence to set their own direction'.

Finding the spaces for EAL pedagogy

Successful practitioners in EAL contexts are well used to supporting their learners in becoming 'authors of [their] own life stories'.

They take opportunities where they find them to construct 'safe spaces' (Conteh *et al* 2007:10) where pupils can make links between their different learning contexts in home, school and community and construct the positive identities and sense of belonging that enhance their chances for success.

The key to this is the relationships that are co-constructed in the classroom conversations between learners and their educators

Cummins (2001) argues that it is only when the '*deep structure of relationships between educators and culturally diverse students*' (p136) becomes oriented towards '*empowerment*' rather than reproduction of the status quo that the culture of the classroom can be transformed and genuine equality of opportunity can become a possibility:

'When powerful relationships are established between teachers and students, these relationships frequently can transcend the economic and social disadvantages that afflict communities and schools alike in inner city and rural areas.'

תודה
Dankie Gracias
Спасибо شكراً
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Dékojame
Ďakujeme Vielen Dank Paldies
Kiitos Tänname teid 谢谢
Thank You Tak
感謝您 Obrigado Teşekkür Ederiz
Σας ευχαριστούμε 감사합니다
ଧନ୍ୟବାଦ

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