Plan for the talk

1. Contexts 1: superdiversity and multilingual cities

2. Contexts 2: tensions between 'diversity' and 'inclusion' in national policies

3. Theoretical frameworks – culture, language and learning

4. Issues in ITE

5. Some conclusions

Part 1- Contexts 1:

Superdiversity
and multilingual cities

Bradford, 'a surprising place'

DEUTSCHE EVANGELISCHE KIRCHE

GOTTESDIENSTE: 2.SONNTAG IM MONAT 14·00 UHR
4.SONNTAG IM MONAT 15·30 UHR

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Pupils originally from central and eastern Europe in Bradford schools

Total numbers of pupils originally from Central and Eastern Europe on roll in Bradford District Schools
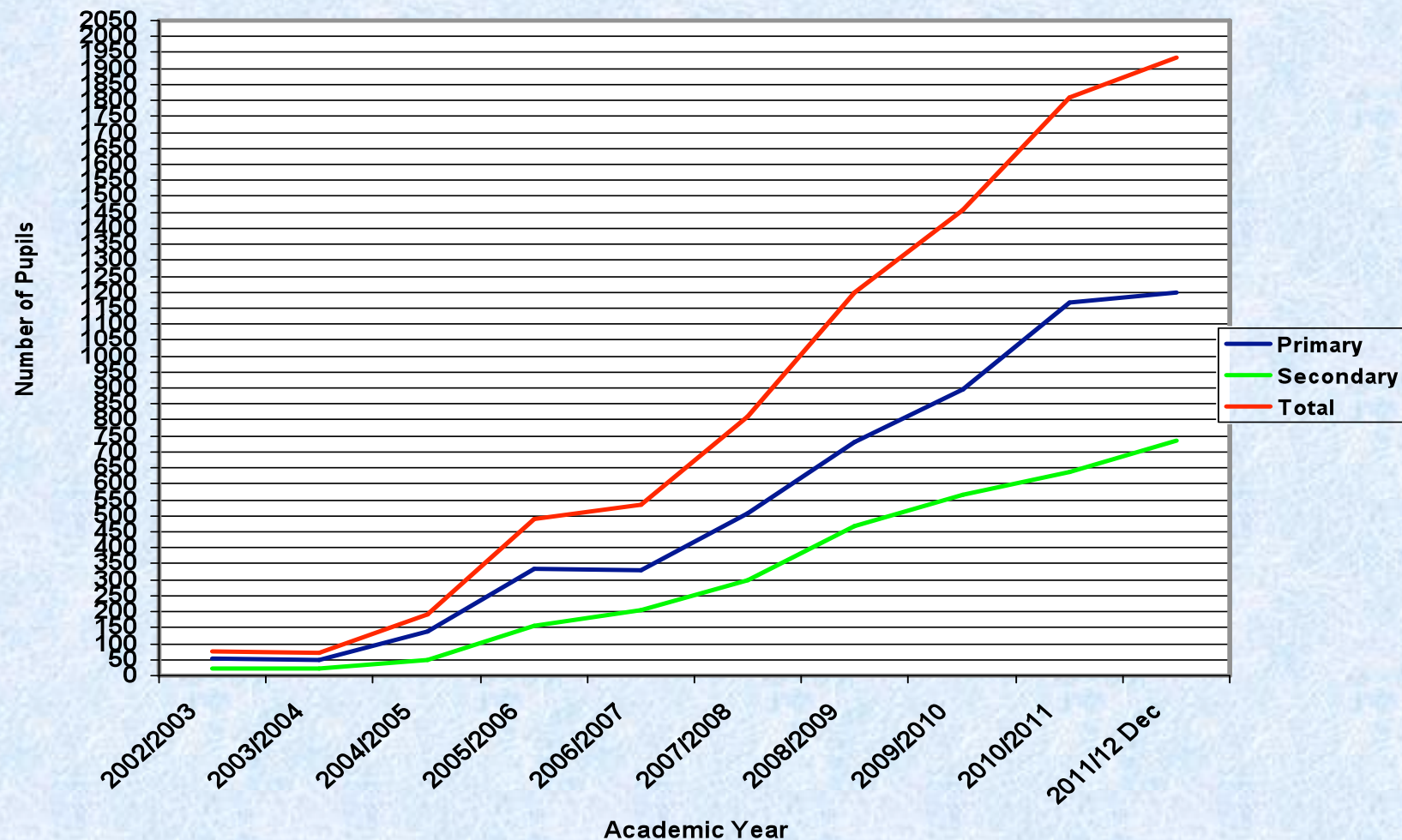
The notion of 'super-diversity'

'Circular migration' (Vertovec, 2007) over recent years has led to 'superdiverse' contexts, where it is important to consider the interplay among a wide range of factors that affect community interactions and social provision.

We need to move beyond 'multiculturalism' and the iconic variables of race, class and gender …..

Understanding diversities over time

1950 onwards:

- New Commonwealth citizens – post-colonial migrations: the 'myth of return'
- Refugees and asylum seekers from post-colonial conflicts

From 2000 onwards:

- EU citizens – rights of residence and many social/ educational entitlements
- Skilled migrants from everywhere: 'circular migration'
- Huge growth in global media (e.g. the Kashmir earthquake)

Part 2 - Contexts 2:

Tensions between 'diversity' and 'inclusion' in national policies

The current national scene in England

✧ About 15% of pupils in mainstream schools speak other languages besides English at home ('EAL' learners)

✧ Approximately 350 different languages are spoken by pupils in mainstream schools

✧ 75% of primary schools have 'EAL' learners

✧ 100% of secondary schools have 'EAL' learners

PLASC data (Schools Census, 2011)

Who do we mean by 'EAL' learners?

- *Advanced bilingual learners* – learners who are usually second and third generation members of settled ethnic minority communities
- *Pupils new to English* - learners who are recent arrivals and new to English, some with little or no experience of schooling, others who are already literate in their first languages
- *Isolated learners* - Learners who are in school settings with little prior experience of bilingual pupils
- *Asylum-seekers and refugees* - learners whose education has been disrupted because of war and other traumatic experiences
- *Sojourners* - learners whose parents are working and studying and are in England for short periods of time (could also include migrant worker families and travellers

National 'monolingualising' ideologies – 'speak English'

I have never said, or implied, that lack of fluency in English was in any way directly responsible for the disturbances in Bradford, Burnley and Oldham in the summer of 2001. However, speaking English enables parents to converse with their children in English, as well as in their historic mother tongue, at home and to participate in wider modern culture. It helps overcome the schizophrenia which bedevils generational relationships. In as many as 30% of Asian British households, according to the recent citizenship survey, English is not spoken at home.

(Blunkett, 2002:77)

Historic contradictions in policy

1975
THE BULLOCK REPORT
'A language for life'

- Bilingualism an asset
- Cultural and social aspects recognised
- Moving towards 'additive bilingualism'

1985
THE SWANN REPORT
'Education for all'

- 'Equal access' ideology
- Separation of school and community
- 'Transitional bilingualism'

Education policy in England - diversity and inclusion?

Conflicting policy paradigms:

The celebration of ethnic and linguistic diversity

and

The 'universal' model of language development and assessment

(Safford, 2003)

The National Curriculum - a 'monolingualising' curriculum

Some key features underpinning language provision:

- English as an 'entitlement', and a legal requirement, for all pupils

- Concern with standard English, accent and dialect, rather than language diversity

- Bilingual teaching and support are seen as important only until such time as pupils are confident in English (i.e. *transitional*, rather than *additive* bilingualism.

A 'universal model of assessment'?
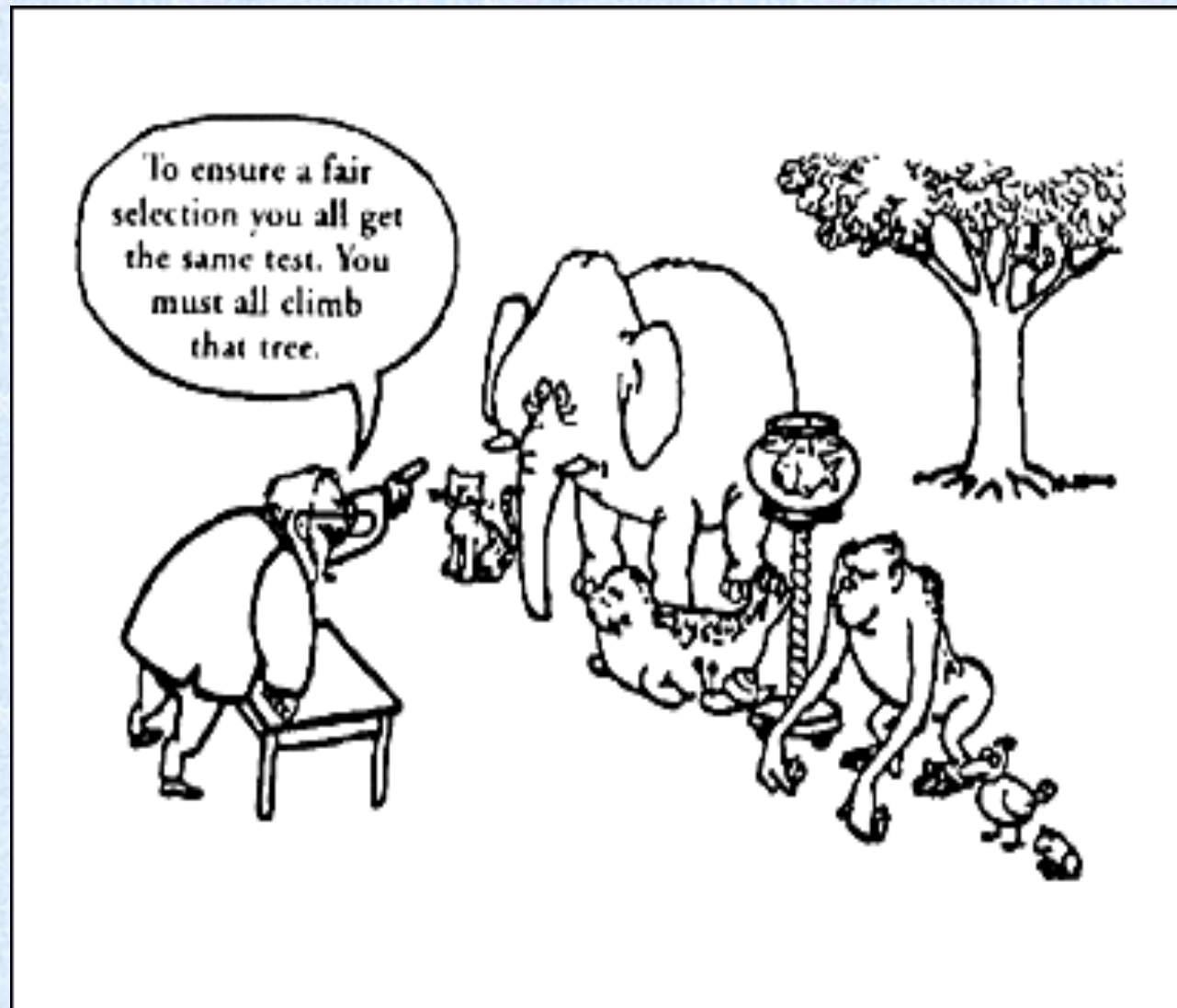
Part 3

Theoretical frameworks – culture, language and learning

EAL in the 'old' standards – separation of language and culture

Confused models of learning and the role of language:

Q18:

Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

- **Q19:**

Know how to make effective ***personalised*** provision for those they teach, including those for whom English is an additional language ***or*** who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Theoretical frameworks for teacher education

- A sociocultural model of learning, where the *'funds of knowledge'* (Gonzalez et al. 2005) concept of community resources takes a central role.

- *Identity negotiation and performance* as a vital aspect of educational success (Cummins, 2001; Garcia, 2009).

- 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.'

An 'ecological' model of the child and her learning
(Conteh, 2003)
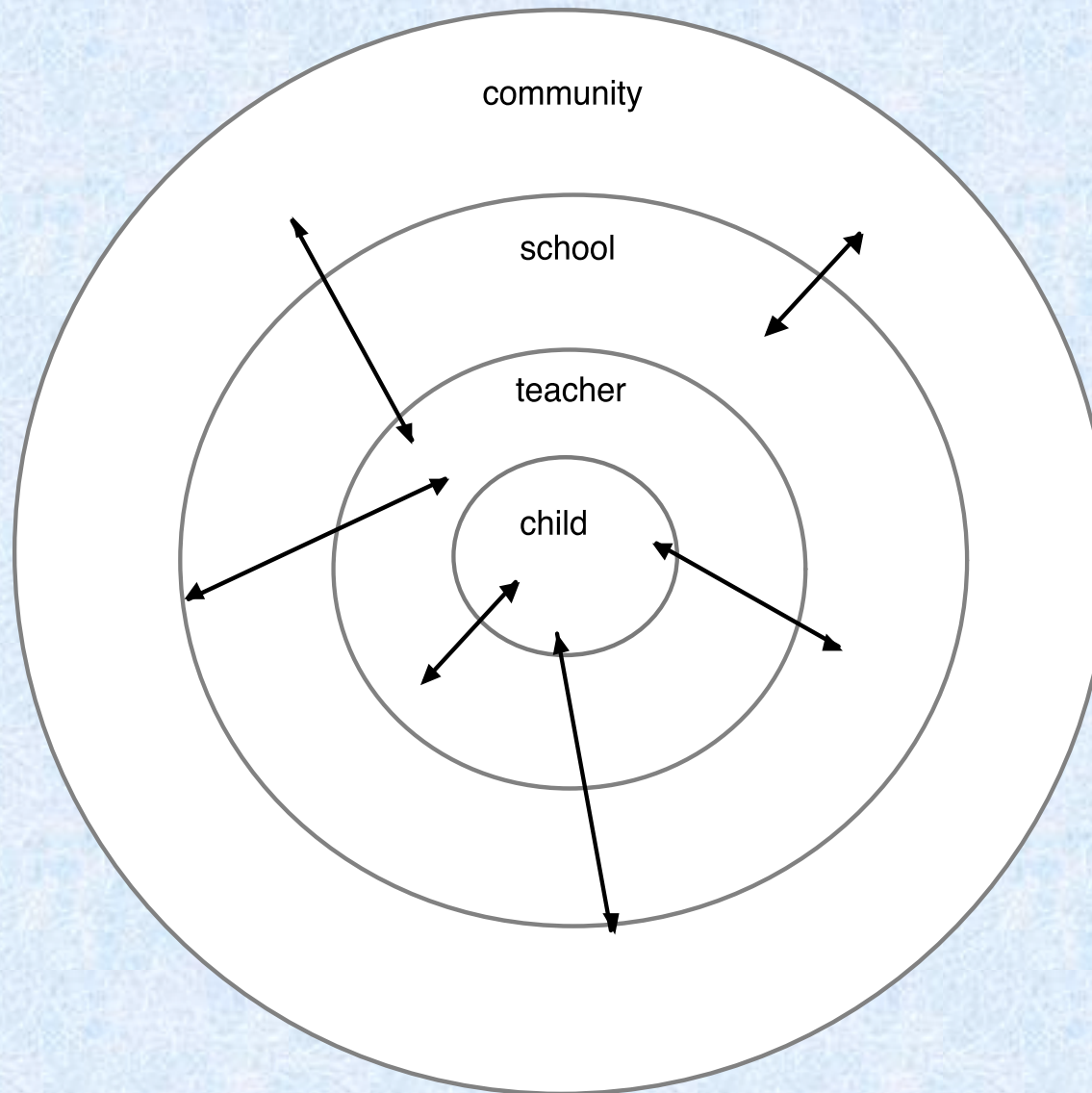
Understanding identities for both teachers and learners

Those of us who have been outsiders understand the need to be seen exactly as we are and to be accepted and valued. Our safety lies in schools and societies in which faces with many shapes can feel an equal sense of belonging. *Our children must grow up knowing and liking those who look and speak in different ways,* or they will live as strangers in a hostile land.

Paley, V.G. (1979) *White Teacher.* Cambridge, Mass: Harvard University Press

The 'field' of EAL – 'myths' from other fields of language teaching and learning

- Languages should be kept separate in the classroom, or learners will become confused *(this is sometimes called 'language interference')*

- Children will 'pick English up' naturally in the classroom, they do need to be explicitly taught *(this is sometimes called 'immersion')*

- It is impossible, or very difficult, to learn a new language beyond a young age *(this is sometimes called 'the critical period')*

- Language diversity is a 'problem', and it is better if children speak English all the time in classrooms.

Part 4

Issues in ITE

EAL – ethos and culture

Issues usually dealt with in professional aspects of courses:

- EAL learners within a 'monolingualising' system

- Promoting equality of opportunity

- Tensions between 'diversity' and 'inclusion' in the history and current framing of the NC

- Culture and identity in learning – the importance of family and community links

EAL – language and curriculum

Issues to consider in designing language-focused modules:

- Bilingualism, language acquisition and learning

- Models of reading (and the question of phonics)

- Developing academic language for learning across the curriculum

- Making links across teaching and learning in MFL/EAL/literacy

- Assessment (talk for writing in primary)

Bilingualism – the big questions

✧ Is being bilingual an asset in education, or is it a problem?

✧ Should we 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*, and something that is not really relevant for mainstream schooling

Bilingual support assistants: 'containing' bilingualism

… providing 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)

What does being 'bilingual' mean?

Many theorists are now beginning to view bilingualism as a 'spectrum or continuum of bilingualism' that runs from the relatively monolingual language learner to highly proficient bilingual speakers who function at high levels in both languages

Garland, S. (2007) The bilingual spectrum, Guirnalda, Orlando, FL

A working definition

Bilingual pupils are those who:

… live in two languages, who have access to, or need to use, two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages.

Hall, 2001

Is this the way forward?

In the twenty-first century we are aware of the linguistic complexity of the world, in which monolingual schooling seems utterly inappropriate. *Language differences are a resource*, and *bilingual education* in all its complexity and forms seems to be the only way to educate as the world moves forward.

(García, 2009:16)

'Translanguaging' - Sameena's strategies in maths

Sameena (aged 8) explains how she 'performs her identities' as a good maths learner in her mainstream numeracy lesson:

'We had to count in fives, so I did it in my head in Punjabi then I said it out in English .... eek, do, teen, cha ... twenty-five ... chey, saat, aat, nor .... thirty .... eek, do, teen, cha ..... thirty-five ...'

The question of phonics

A quote from the *Process evaluation of the Year 1 Phonics Screening Check Pilot*:

According to the case studies, pseudowords had caused problems for some higher ability pupils (when trying to make sense of the word) and with less able pupils (using the alien pictures as a clue) - both of which relate to reading ability more widely, rather than phonic decoding. EAL pupils were felt by their teachers to be dealing better than expected with pseudowords. (p. 6)

http://www.education.gov.uk/search/results?q=phonics+screening+check

The question of phonics

Many EAL learners are very proficient decoders because of their prior experiences of becoming literate in other languages besides English – this does NOT mean they are good readers of English (yet).

(Gregory, 2008)

The 'simple view' of reading (Rose Review, 2006)

Reading involves two main processes:

· Decoding the words

· Comprehending the whole text

The 'Many pathways to literacy' model

✧ Bilingual learners live in *'simultaneous worlds'* of language use and experience where literacies are performed in different ways for different purposes

✧ Literacy learning is *syncretic* – learning to read in one language and script facilitates the learning of others

✧ Literacy practices are social, cultural and always connected with issues of power.

Gregory et al. (2004)

Academic language and BICS and CALP

Cognitive Academic Language Proficiency
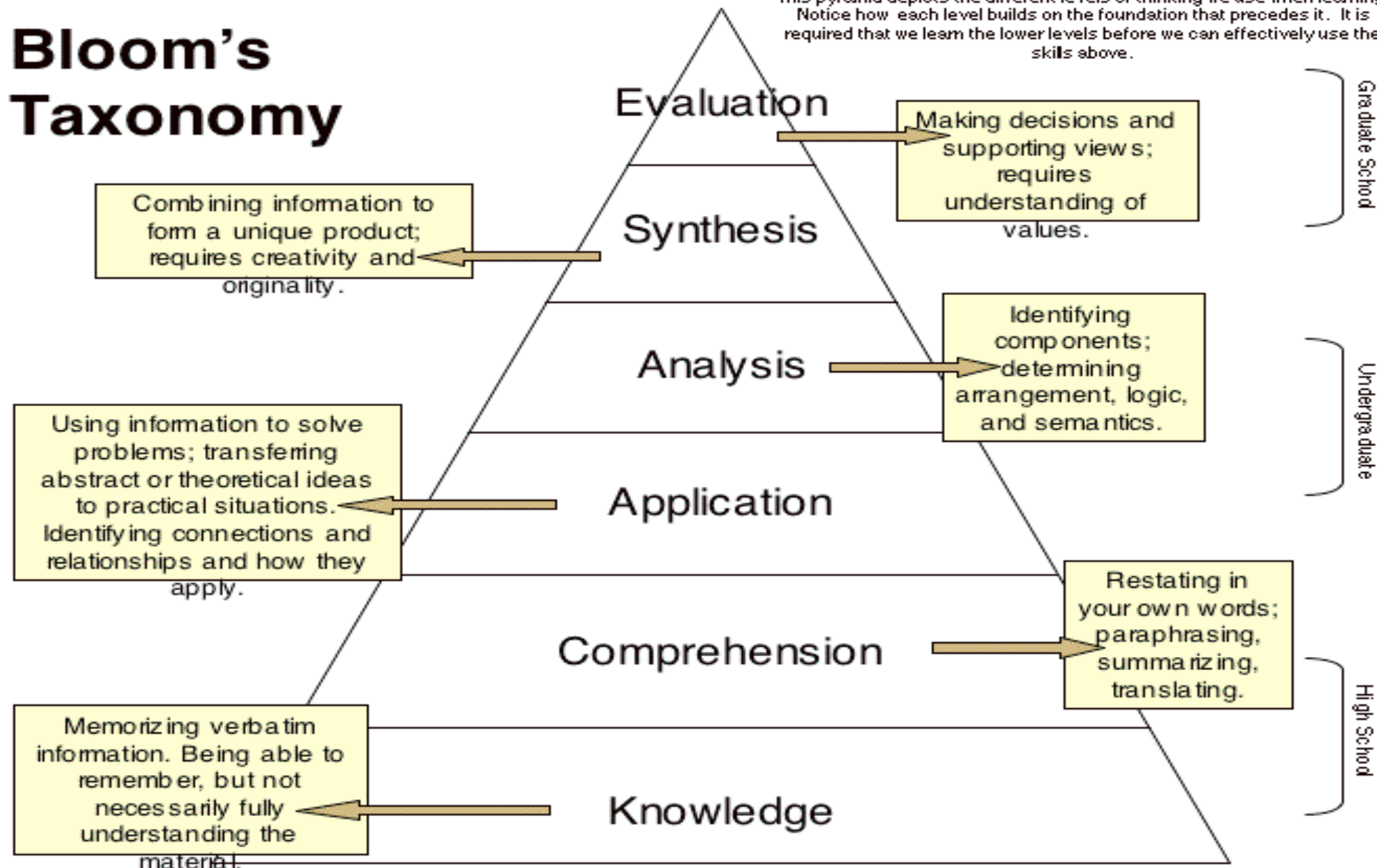(explaining, analysing, arguing, synthesising, etc.)

↑

Basic Interpersonal Communicative Skills
(face-to-face conversation, retelling, describing, recalling, etc)

Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.

Evaluation — Making decisions and supporting views; requires understanding of values.

Synthesis — Combining information to form a unique product; requires creativity and originality.

Analysis — Identifying components; determining arrangement, logic, and semantics.

Application — Using information to solve problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.

Comprehension — Restating in your own words; paraphrasing, summarizing, translating.

Knowledge — Memorizing verbatim information. Being able to remember, but not necessarily fully understanding the material.

Graduate School

Undergraduate

High School

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Image Source: http://www.biology.lsu.edu/heydrjay/Bloom's%20Taxonomy.gif

BICS is characterised as:

Communicative language: conversational fluency, which develops first in face-to-face, highly contextualised situations'

(DfES, 2006:9)

CALP is characterised as comprising two elements:

Cognitive language …. language for doing cognitively demanding things: investigating, classifying, analysing, hypothesising and generalising exploring ideas and solving problems.

Academic language … formal language for taking part in discussions, arguing, and writing reports, essays, formal letters, etc.

(from DfES, 2006)

Potentially unhelpful explanation - 1

Mother tongue-like proficiency

Cognitive Academic Language Proficiency

Basic Interpersonal Communicative Skills

Potentially unhelpful explanation - 2

BICS ✚ CALP ═ Full competence

BICS does not always lead to CALP

- New to English pupils can, and often do, develop *everyday* conversational fluency in English quite quickly; within a few weeks many can hold conversations, and by 18 months–2 years most are fluent and confident speakers of English

- But this competence is often not translated into academic language use – this can take 5-7 years and needs careful scaffolding. This can also be an issue for 'monolingual' pupils

A key point

The capacity to use formal language expressions and academic discourse styles do not follow automatically from exposure to everyday classroom language

CALP and academic language

'…The essential aspect of academic language proficiency is the ability to make complex meanings explicit in either oral or written modalities by means of language itself rather than by means of contextual or paralingusitic cues …'

Cummins, J. (2001p. 59)

BICS and CALP: not two separate language types but a continuum

MEANING

everyday   curriculum-related

Informal   formal
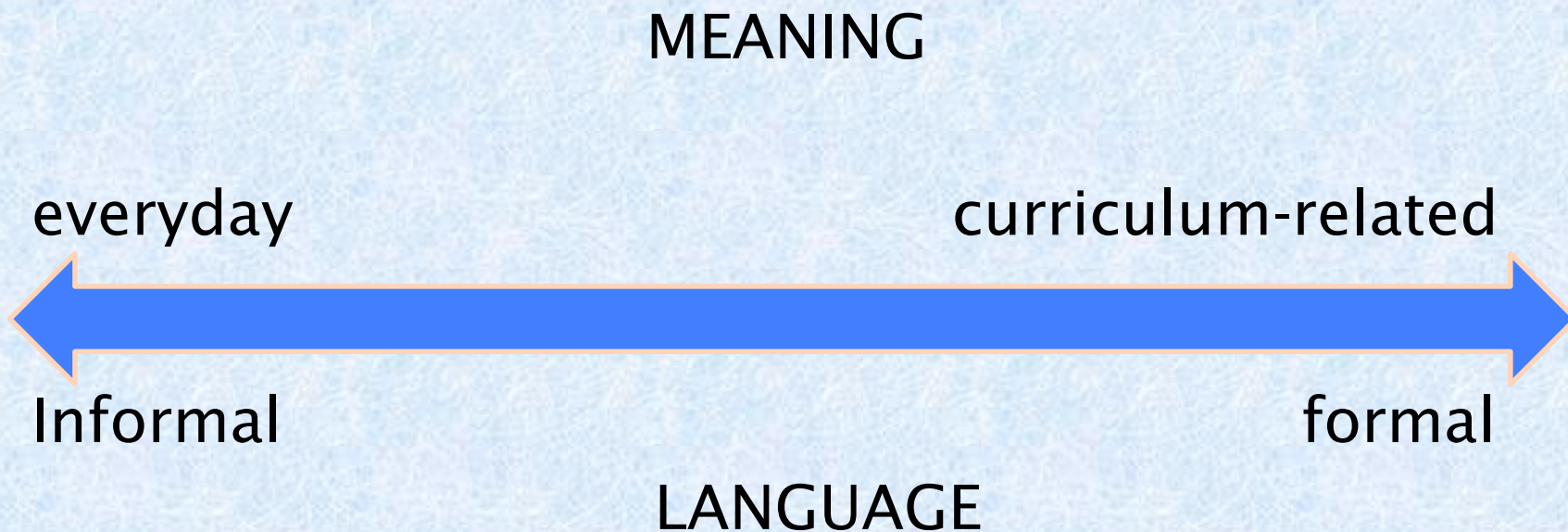
LANGUAGE

A more helpful approach

Help students to recognise that:

- Classroom spoken language is often a fluid mixture of everyday expressions and formal subject-related register

- The language expressions in textbooks and curriculum materials are a particular kind of formal language

- Complex ideas can be, and often are, expressed in everyday language in classroom interaction

Part 5

Some conclusions

Implications for research, policy and practice

- There are potential benefits for all pupils in a system which recognises a sociocultural model of learning and supports additive, rather than transitional, bilingualism.

- Changes in national policy don't necessarily lead to changes in local practice – there is a need for sustained conversations with policy-makers, rather than the collection of 'vignettes' and case studies.

- Bilingual teachers' language and cultural knowledge are potential professional strengths which need fuller exploration.

- There is an urgent need to develop a more coherent and principled approach to understanding language, culture and learning in ITE and CPD.

What can we do in ITE?

- Develop students' theoretical understandings of learning and languages and the language pedagogy linked to EAL.

- Develop students' cultural awareness and knowledge and the links between culture and language.

- Provide real experiences – get students out of their comfort zones and talking with children and families.

- Recruit and retain more minority ethnic students – by valuing their diversity, not attempting to compensate for their deficits.

(*Conteh, forthcoming*)

For further discussion, please get in touch:

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Thank you !