

NALDIC-EUCIM TE Conference

Changing linguistic landscape, changing teacher professionalism

Constant Leung
13th November 2010



Ethnic diversity

6,564,430 pupils in state-sector schools in England (2010)

1,537,190- minority ethnic origin

Growth: Primary schools	2004	18.3%
	2005	19.3%
	2006	20.6%
	2007	21.9%
	2008	23.3%
	2009	24.5%
	2010	25.5%

Secondary schools	2005	15.9%
	2006	16.8%
	2007	18.0%
	2008	19.5%
	2009	20.6%
	2010	21.4%

(National Statistics, <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/sfr09-2010commentv2.pdf>;
<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/sfr09-2010.pdf>)

EAL – linguistic diversity 2010

Total: 905,610 pupils

Growth:	Primary schools	2005 11.5%
		2006 12.5%
		2007 13.5%
		2008 14.4%
		2009 15.2%
		2010 16.0%
	Secondary schools	2005 9%
		2006 9.5%
		2007 10.6%
		2008 10.8%
		2009 11.1%
		2010 11.6%

Movement of people

Over the next five years – to 2015 – over half a million more school places will be needed for the children of recent immigrants to the UK - those who arrived after 1998

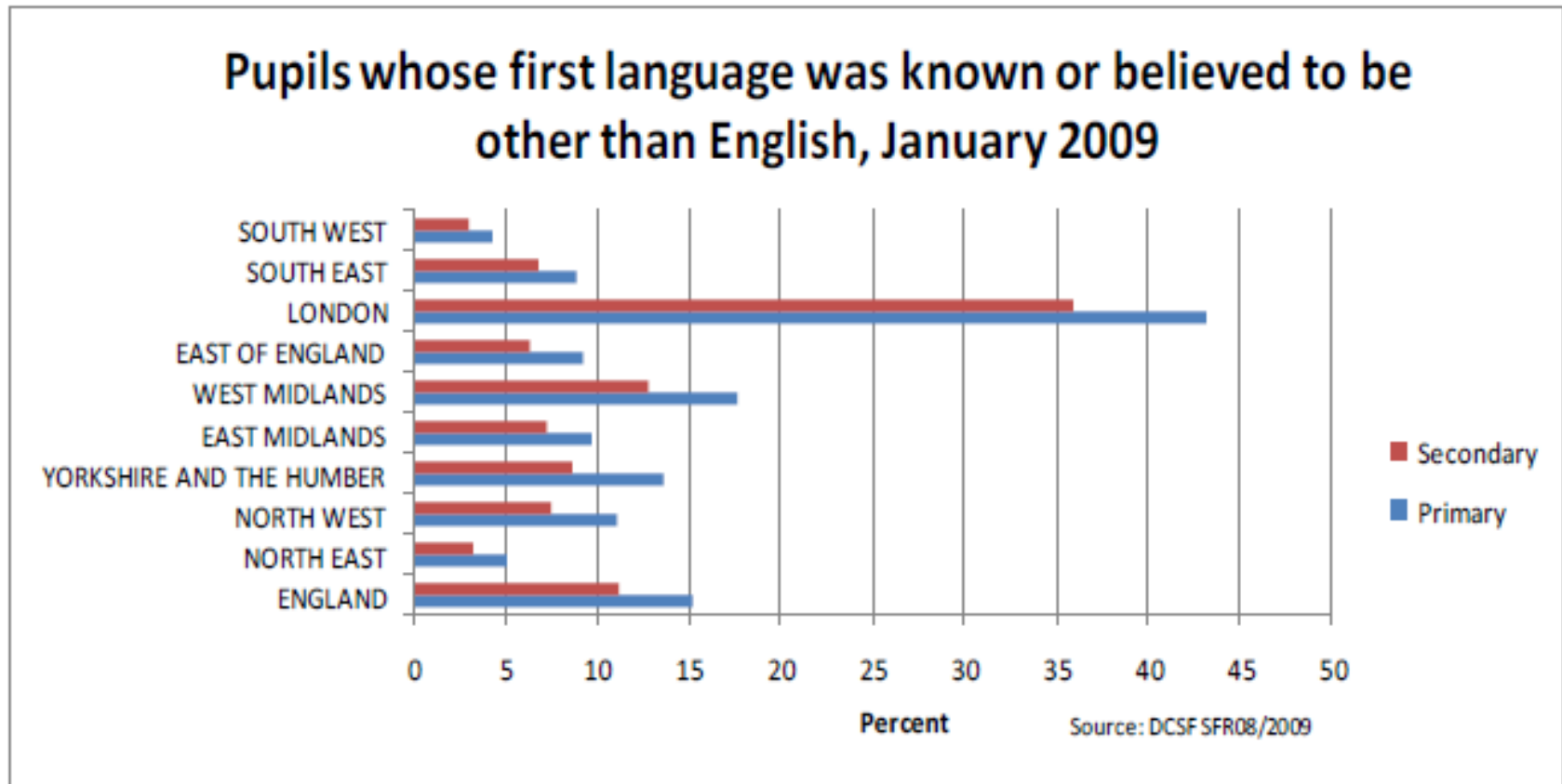
(Migration Watch

<http://www.migrationwatchuk.org/pressReleases>

October 2010)

England

REGIONAL DISTRIBUTION, 2009.



von Ahn, Lupton, Greenwood & Wiggins (2010)

Daily Express 12-04-2010

'ENGLISH' PUPILS BECOME MINORITY



Labour's policy on immigration is leading to English becoming a second language in UK schools

Research

Research agenda

CLT activities

Linguistic diversity

The economic case

Occupational Standards

Labour Market Intelligence

Other CLT activities

Support from CLT

Sources of information

Action research

Language Trends surveys

Statistics

Celebrating linguistic diversity

The predominant use of English and its importance both for our nation and as an international lingua franca are not in doubt. But it is also an existing language skills and expertise is of direct benefit to individuals, fosters greater social cohesion, improved skills available to employers, contributes to our national presence and makes us better prepared to contribute positively in the global stage.

Positively Plurilingual

Plurilingualism is a concept developed by the Council of Europe to refer to the totality of an individual's linguistic competences in and across different languages, which it develops throughout life.

Our society is changing, and our need for good communication across cultures has never been greater. The UK has a major linguistic asset in its multicultural population which, if developed wisely and not solely alongside English and other languages, has the potential to benefit society as a whole as well as improving the life chances of individual children. Guided with collective analysis, CLT, the National Centre for Languages published a report highlighting the contribution of community languages to UK education and society, not only as a linguistic, educational and intellectual knowledge resource, but also as a valuable cultural resource, with benefits for the individual, the family, the community, the economy and society generally.

[Click here to download the report \(pdf, 20kb\).](#)

We also invite press and a posting Positively Plurilingual and hope to bring a comprehensive and updated review of current studies and research in the benefits of bilingualism and plurilingualism. Please [email us](#) if you have research activities relating to the topic or if you want to draw our attention to a piece of work.

Add to MyZone



keep in touch

- [E-news and updates](#)
- [Contact forms](#)
- [Webinars and forums](#)
- [Blog](#)

Events

- [2011/12 ITE conference: Secondary Languages](#)
- [19/11/12 ITE conference: Primary Languages](#)

[View all events](#)

Shop

Browse our books and resources on languages teaching and learning.

My

Characteristics of current inclusive policy

Curriculum approach → pupils to participate in activities to learn

Teaching approach → teachers to enable pupils to take part in hands-on 'decomposed' and multimodally presented activities

Language development principles → exposure + experiential & assisted incidental learning

Policy-supported professional assumptions

- English (NC subject) and associated Literacy prescription is in principle appropriate for language development for all, irrespective of language and experiential backgrounds
- pupils' active participation in everyday classroom activities constitutes a sufficient curriculum condition for EAL development
- teachers to be skilled up to develop inclusive teaching techniques in their professional practice where opportunities available
- EAL eluded into curriculum 'attainment' – e.g. EAL not a specialism on PGCE, EAL has **no** curriculum status/content (i.e. *just* a matter of teaching strategies for teachers)

Orthodoxies in a changing environment

How far are policies founded in the 2nd half of 20th century adequate for contemporary challenges?

From 'big formation' minority settlement to super-diversity (Vertovec, 2007b)

➡ re-appraisal of old & new developments

New diversities

Settled and settling groups:

- ‘New Commonwealth’ heritage young people are now 3rd or 4th generation → local young British people with local vernaculars, school language + local community language/s
- Family arrivals for settled minority communities
- Asylum seekers
- Refugees

New diversities

Circular groups:

- EU citizens – with rights of residence and (most) social/educational entitlements; some sojourners
- Skilled migrants from everywhere

EU & Worldwide Circular Migration

Through the course of their movement, migrants utilize, extend and establish social connections spanning places of origin and places abroad. By means of such connections or networks, migrants learn and inform each other about where to go, how to get jobs, find places to live, and so on; they also maintain families, economic activities, political interests and cultural practices through such transnational ties. While such networks have practically always functioned among migrants, modern technological advances and reduced costs surrounding transportation and communication have allowed for the intensification of transnational connections, practices and mobility.

(Vertovec, 2007: 2)

Unsafe assumptions for EAL

- ? Nature of 'minority-ness' is the same as that in the 1950s-1990s (race, basis of migration, legal rights, cultural affiliations ...)?
- ? Pupils will stay in Britain on a long-term basis?
- ? Pupils unfamiliar with European-style schooling & cultural practices?
- ? Pupils enter school at (relatively) young age?
- ? Pupils and families see English language learning as part of broader struggle for race equality, multiculturalism, cultural assimilation, social integration?

Charles Taylor (1994)

Equality of entitlement is based on ‘a politics of **universalism**, emphasizing the equal dignity of all citizens, and the content of this politics has been the equalization of rights and entitlements’. No matter who you are and what you need, you’ll get the same portion of the goodies.

In curriculum terms, all pupils will be offered the same educational provision (subject content, material and environment support etc.). In an extreme situation this could be supported by a procedural uniformity, i.e. all pupils are to be taught in the same and unvaried way.

In this perspective the school provision is **blind** to individual or group differences. In this scenario the use a language other than English, for instance, would not be tolerated once a common curriculum has been established.

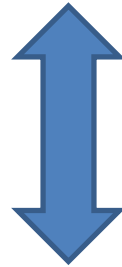
Charles Taylor (1994)

Equality of treatment is based on ‘a politics of **difference** ... Everyone should be recognized for his or her unique identity ... with the politics of difference, what we are asked to recognize is the unique identity of this individual or group, their distinctiveness from everyone else ... it is precisely this distinctness that has been ignored, glossed over, assimilated to a dominant or majority identity. And this assimilation is the cardinal sin against the ideal of authenticity’.

The politics of difference often redefines **nondiscrimination as requiring that we make distinctions** between different individuals or groups of individuals **the basis of differential treatment.**

Equality of entitlement v. Equality of treatment

Working with diversity

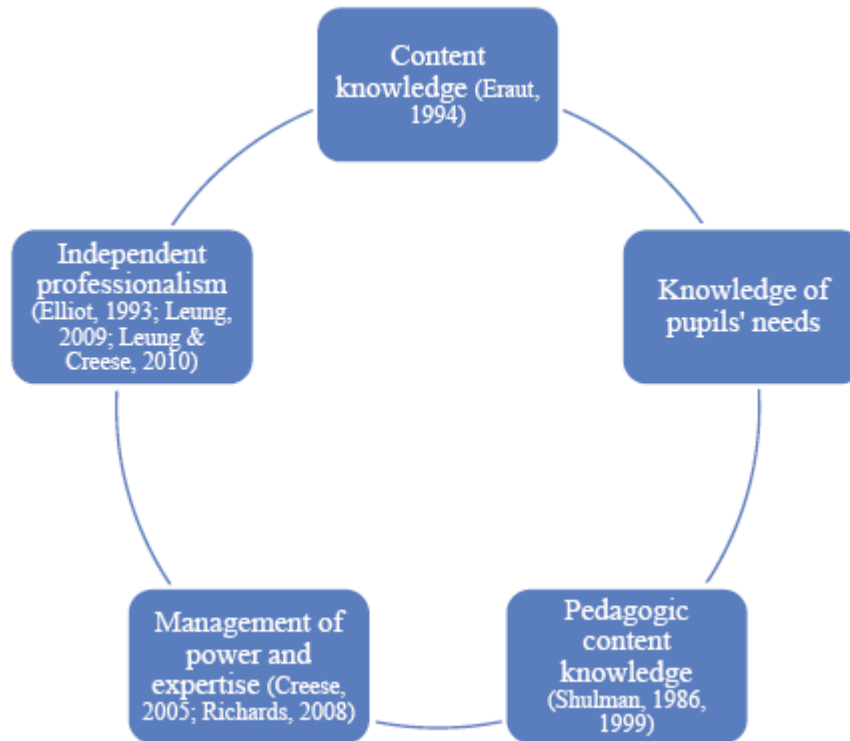


Complex solutions

Responding to New Diversities

- English (NC subject) and associated Literacy prescription is appropriate for **some groups of pupils**, e.g. bilingual pupils from minority communities with substantial experience of using English; **curriculum extensions** required for other groups of EAL learners
- pupils' active participation in everyday classroom activities constitutes a **supportive** curriculum condition for EAL development
- all teachers to include content-language integrated approaches in their professional practice
- EAL teachers to have specialist professional knowledge, including knowledge and competence to devise dedicated EAL learning activities and programmes to meet pupil needs where appropriate

EAL/EMA professional repertoire: A view on teacher education



Content knowledge

Language

Resources of language(s)



sounds, vocabulary, grammar (L1, L2, varietal perspectives)

Uses of language resources in context



academic & social purposes
e.g. IALT

e.g. register, genre, discourse style in subject areas (including languages other than English), and in informal social activities (including varieties of any language)

Community

Knowledge of local and national communities

Knowledge of local ethnicities and languages

Knowledge of local cultural practices

Knowledge of legislative/statutory framework regarding equality and access to provision

Wider education

Knowledge of local community education (including mother tongue provision)

Knowledge of interfaces of education, social and other public services ...

Knowledge of pupils' group and individual educational needs in context

Person support & protection

+

Subject & curriculum specifications

e.g. topics in Science

e.g. curriculum pathways for individuals

Language development

Pupils' English language & literacy needs in context of curriculum learning (and beyond +L1 as appropriate)

+

Medium- to-long term additional/L2 language development needs → high level overall competence

Pedagogic content knowledge

Helpful ways of representing and presenting learning tasks and learning content to pupils

Example:

How to organise and present the principles of magnetism to involve early stage-EAL learners in teaching & learning activities?

How to encourage pupils to use and practise key language expressions of comparison (e.g. This is stronger than ...) associated with the 'fair tests' in this topic?

 **Sensitive combination of language knowledge & teaching technique**

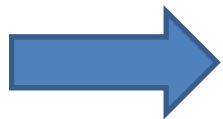
Management of relationships, power and expertise

For EMA/EAL staff:

Do EMA/EAL and subject/class teachers have equal status in school and in front of the pupils?

Do EMA/EAL staff have professional legitimacy in the curriculum for (other) teachers and pupils?

Do EMA/EAL and subject/class teachers feel the same rights to speak about their expertise(s) when planning and teaching together?



an area for further development in professional practice

Independent professionalism

A cast of mind that is capable of critical reflection on one's daily work that can lead to alternative perspectives and follow-up actions where appropriate.

In a context where there is increasing autonomy for schools/teachers and limited central prescription, independent professionalism is likely to become a key ingredient in our work.



a 'discouraged' tradition in need of nurturing

References

- Creese, A. (2005). *Teacher collaboration and talk in multilingual classrooms*. Clevedon: Multilingual Matters.
- Elliot, J. (Ed.). (1993). *Reconstructing teacher education: teacher development*. Lewes, Essex, U.K.: Falmer Press.
- Eraut, M. (1994). *Developing professional knowledge and competence*. Lewes, Sussex: Falmer Press.
- Leung, C. (2009). Second language teacher professionalism In J. Richards & A. Burns (Eds.), *Cambridge guide to second language teacher education* (pp. 49-58). Cambridge: Cambridge University Press.
- Leung, C., & Creese, A. (Eds.). (2010). *English as an additional language: Approaches to teaching linguistic minority students*. London: Sage, in association with National Association for Language Development in the Curriculum.
- Richards, J. C. (2008). Second language teacher education today. *RELC Journal*, 39(2), 158-177.
- Simpson, L., Marquis, N., & Jivraj, S. (2010). *International and internal migration measured from the School Census in England*. Newport: National Statistics.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Shulman, L. S. (1999). Knowledge and teaching: Foundations of the New Reform. In J. Leach & B. Moon (Eds.), *Learners and pedagogy* (pp. 61-77). London: Paul Chapman Publishing, in association with the Open University.
- Taylor, C. (1992). *Multiculturalism and "the politics of recognition"*. Princeton, N.J.: Princeton University Press.
- Taylor, C. (1994). The politics of recognition. In A. Gutmann (Ed.), *Multiculturalism: examining the politics of recognition*. Princeton: N.J.: Princeton University Press.
- Vertovec, S. (2007). *Circular migration: the way forward in global policy?* Oxford: International Migration Institute.
- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30(6), 1024-1054.
- von Ahn, M., Lupton, R., Greenwood, C., & Wiggins, D. (2010). *Languages, ethnicity and education in London*. London: Institute of Education.