

NALDIC Conference ¹⁴

**Advocacy: Entitlement, Inclusion and Expectations
November 11th 2006, School of Oriental and African Studies
(SOAS), University of London**

Presentations by regional speakers:

Constant Leung, Kings College, University of London
“EAL: a case of curriculum integration or assimilation?”

Abstract:

The current curriculum model for EAL embodies a particular set of social values and educational assumptions first crystallised in the 1980s. At present EAL provision is qualitatively and conceptually different from other National Curriculum disciplines and school initiatives. In this presentation I will examine the educational merits and demerits of the current policy and provision, and offer a medium-to-long term view on curriculum renewal needed to meet the needs of an increasingly borderless multilingual school population in England.

Biographical notes:

Constant Leung is Professor of Educational Linguistics and Deputy Head of Department in the Dept of Education and Professional Studies, King’s College London. Before taking up teaching positions in higher education he taught in schools and worked as advisory teacher and manager in local government. He is Director of two programmes at King’s College London: MA English Language Teaching and Applied Linguistics, and Academic Language Development. He was the founding chair of NALDIC. Currently he serves as Chair of the Research Committee, TESOL (USA); he also serves on the editorial boards of four international research journals. His research interests include education in ethnically and linguistically diverse societies, second/additional language curriculum development, language assessment, language policy and teacher professional development. He has written and published widely on issues related to ethnic minority education, additional/second language curriculum, and language assessment nationally and internationally.

Joanna McPake, Scottish Centre for Information on Language Teaching and Research, University of Stirling

“Supporting Community Language Learners in Scotland”

Abstract:

The importance of enabling bilingual children living in the UK to maintain their community languages in addition to achieving high levels of competence in English has long been recognised. However, provision to support the maintenance and development of community languages has traditionally been uneven and indeed, for many languages, in many parts of the country, non-existent. This presentation reports on the findings from a study of provision for community languages in Scotland which set out to establish both the extent of provision and the views of practitioners and other stakeholders on how this might be improved. This study was one of three conducted by Scottish CILT, CILT, the National Centre for Languages and CILT Cymru, the other two covering England and Wales. Conclusions and suggestions for ways forward drawn on the basis of the three studies will also be presented.

Biographical notes:

Joanna McPake is Acting Director of the Scottish Centre for Information on Language Teaching and Research (Scottish CILT) at the University of Stirling. She began her career as a teacher of English as an additional language and has a long-standing interest in language policy and provision in multilingual societies. In addition to conducting the three British studies on provision for community languages, she is currently joint co-ordinator of the VALEUR (Valuing All Languages in Europe) project, investigating provision for community languages across Europe. The project is part of the European Centre for Modern Languages, the organisation charged with implementing the Council of Europe's language policies.

**Meirion Prys Jones, Welsh Language Board
“Welsh – A practical approach to Language Planning”****Abstract:**

This presentation will give a brief overview of current language planning policies and practices in Wales, and will concentrate primarily on the work of the Welsh Language Board in the context of bilingual education. The Welsh Language Board's main aim is to promote and facilitate the use of Welsh: it seeks to encourage the increasing numbers of Welsh speakers to use the language in their everyday lives. The presentation will briefly discuss the status of the language, and current statistics pertaining to the language in Wales. Issues of language planning covered in more detail in the presentation include:

- The Education Sector and increasing the numbers of speakers;
- Heritage and Language Immersion models
- Promoting the use of the language within communities –
 - Language transmission in the family;
 - Cultural festivals;

- Publicity campaigns;
- Young people;
- Use of Welsh by the Public and Private Sectors;
- Information and communication technology.

The Welsh Language Board is a Government sponsored, statutory based organisation, established by the Welsh Language Act (1993) The Board has 75 members of staff and a yearly budget of £13 million. For more information about the Welsh Language Board and its work, go to www.welsh-language-board.org.uk.

Biographical notes:

Meirion Prys Jones is Chief Executive of the Welsh Language Board. He is originally from Bridgend in South Wales. He attended the University of Wales, Bangor, where he graduated in Welsh Language and Literature. He then went on to complete a PGCE course at the University of Wales, Aberystwyth, gaining a distinction in teaching practice. Meirion Prys Jones was Head of Welsh at Castell Alun High School and Glan Clwyd Secondary School in the former county of Clwyd, before moving to work for West Glamorgan County Council as an Education Advisor for Welsh and Head of the Welsh Advisory Service. Since 1993 Meirion has been a Registered Inspector of Schools. In 1994 he was appointed Chief Officer of the Education and Training Department at the Welsh Language Board, Leader of the Language Planning Team in 2001 and Deputy Chief Executive of the Board in March 2003. In 2004 he became the Chief Executive of the Board. The Welsh Language Board is a Government sponsored, statutory based organisation, established by the Welsh Language Act (1993) The Board has 75 members of staff and a yearly budget of £13 million.

Matthew Wallen, University of Limerick

"The Need for a Long-Term, Comprehensive Approach to EAL Instruction in Irish Schools".

Abstract:

Speaking from the dual perspective of a researcher and practitioner, a brief overview of the current provision for English as an Additional Language in the Republic of Ireland will be presented and analysed. Three broad themes will frame this description: the unique ideology present in the Irish education system, the development of EAL policy largely in isolation and the abiding sense that changes in migration patterns are temporary and only require a short-term response. The presentation will advocate for an improved educational provision in this area, arguing for removal of limitations to entitlement which fail to consider individual needs of learners, an investigation of experiences in other international settings to develop a more inclusive approach rather than the current emphasis on withdrawal of students, an increase in funding support for teacher preparation and a valuation of bilingualism to incorporate other languages within the current Irish-English bilingual model.

Biographical notes:

Matthew Wallen works as both a researcher and practitioner in the area of English as an Additional Language in the Republic of Ireland. He was an elementary and middle school teacher in Minnesota, USA before moving to Ireland in 2002. Based at the University of Limerick, his current research focuses on the experiences of EAL students in Irish mainstream classes and uses a collaborative inquiry approach with a cohort of classroom teachers to develop, implement and evaluate effective ways the mainstream class teacher can meet EAL students' learning needs. In addition, he is an English language support teacher at the Limerick School Project National School.