

***One school fifty languages:
why good EAL teaching is good teaching for everyone***

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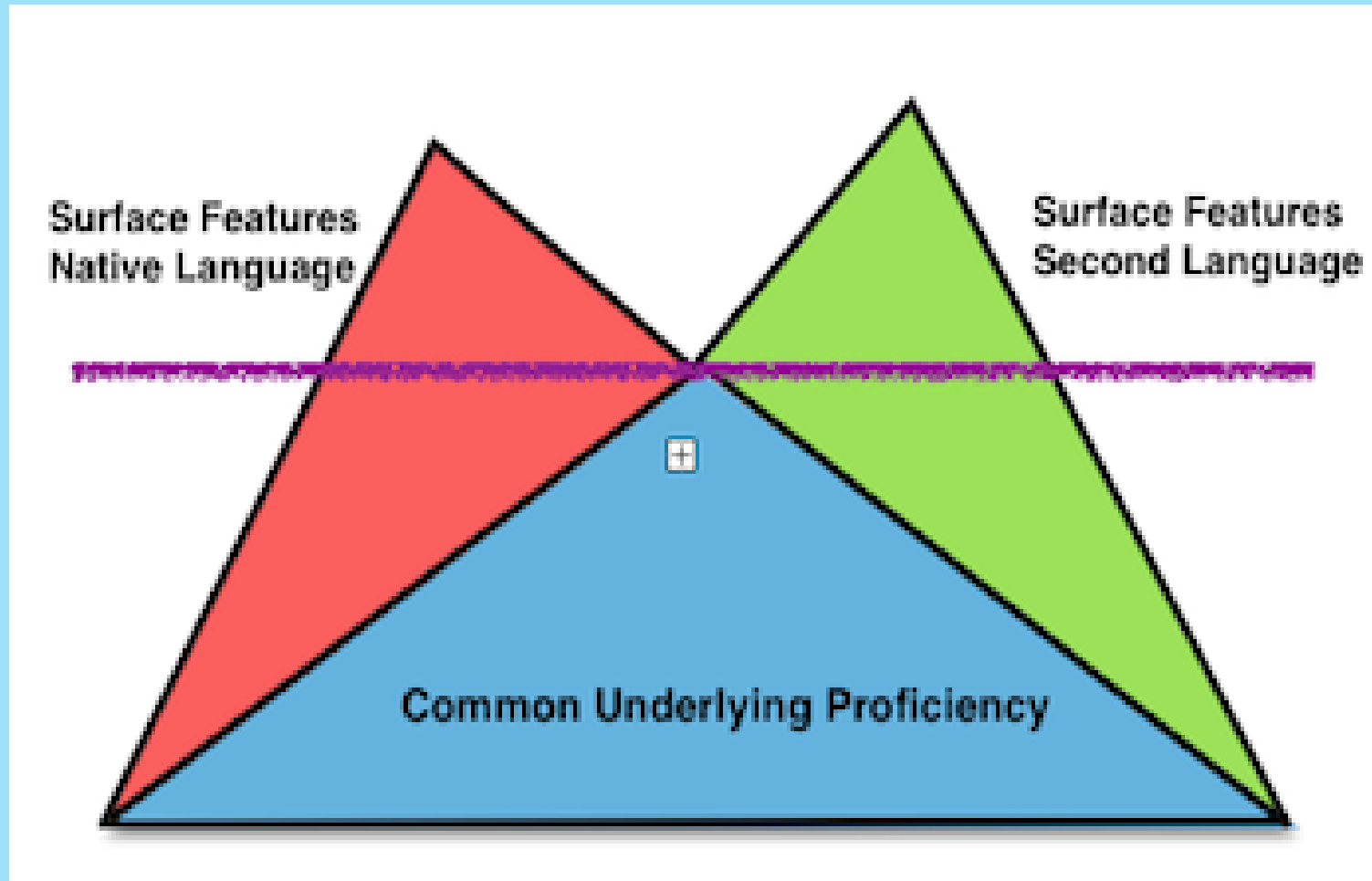
Overview

- Raising awareness
- Scoil Bhríde (Cailíní) – the reality
- Examples from the classroom
- What the teachers, pupils and parents say

Raising awareness of LANGUAGE as conduit for LEARNING

- Listening; Speaking; Reading; Writing
- Basic Interpersonal Communication Skills (BICS) People acquire BICS in L1 regardless of IQ level or academic aptitude. 'Natural communication' Plateau circa age 6 (Cummins, 2000)
- Cognitive Academic Language Proficiency (CALP) Necessary for reading and academic study. 'Linguistic manipulation' and de-contextualised language. Plateau circa age 16 (Cummins, 2000)

Iceberg – Linguistic Interdependence Hypothesis



Cummins, 2000

Scoil Bhríde (Cailíní)

- Girls' primary school in a western suburb of Dublin
- 1994: First non-native speaker of English enrolled
- 2015: 80% of pupils have a home language other than English or Irish
- Most of the 80% had little or no English when they started school
- Currently 51 home languages in addition to English and Irish:
Afrikaans, Amharic, Arabic, Bangla, Benin, Bosnian, Cantonese, Cebuano, Dari, Estonian, Farsi, Foula, French, German, Hebrew, Hindi, Hungarian, Igbo, Ilonggo, Indonesian, Itshekiri, Isoko, Italian, Kannada, Kinyarwanda, Konkani, Kurdish, Latvian, Lingala, Lithuanian, Malay, Malayalam, Mandarin, Marathi, Moldovan, Polish, Portuguese, Romanian, Russian, Shona, Slovakian, Spanish, Swahili, Tagalog, Tamil, Ukrainian, Urdu, Vietnamese, Visaya, Xhosa, Yoruba.

Two overarching educational goals

- To ensure that ***all*** pupils gain full access to education, which means helping them to become proficient in the language of schooling
- To exploit linguistic diversity for the benefit of ***all*** pupils by implementing an integrated approach to language education that embraces the language of schooling, languages of the curriculum (Irish and French), and home languages.

Strengths and supports

School strength:

- Teachers
- Primary School Child-centred Curriculum
- Delivery of Irish and English (and French)

Parent strength:

- Supporting the maintenance and development of their home language.
- Rich resource for learning – crucial for literacy development

Strengths and supports

Pupil strength:

- Home language...*is the default medium of [the child's] self-concept, their self-awareness, their consciousness, their discursive thinking, and their agency. It is thus the cognitive tool that they cannot help but apply to formal learning, which includes mastering the language of schooling* (Little, 2017).

Primary School Curriculum:

- *The child's existing knowledge and experience form the basis for learning*

Unexpected outcomes

The Irish language

Learner autonomy

Social engagement / cohesion

Examples from the classroom

Junior Infants

- Ordinary activities become multilingual activities

Greetings

Colours

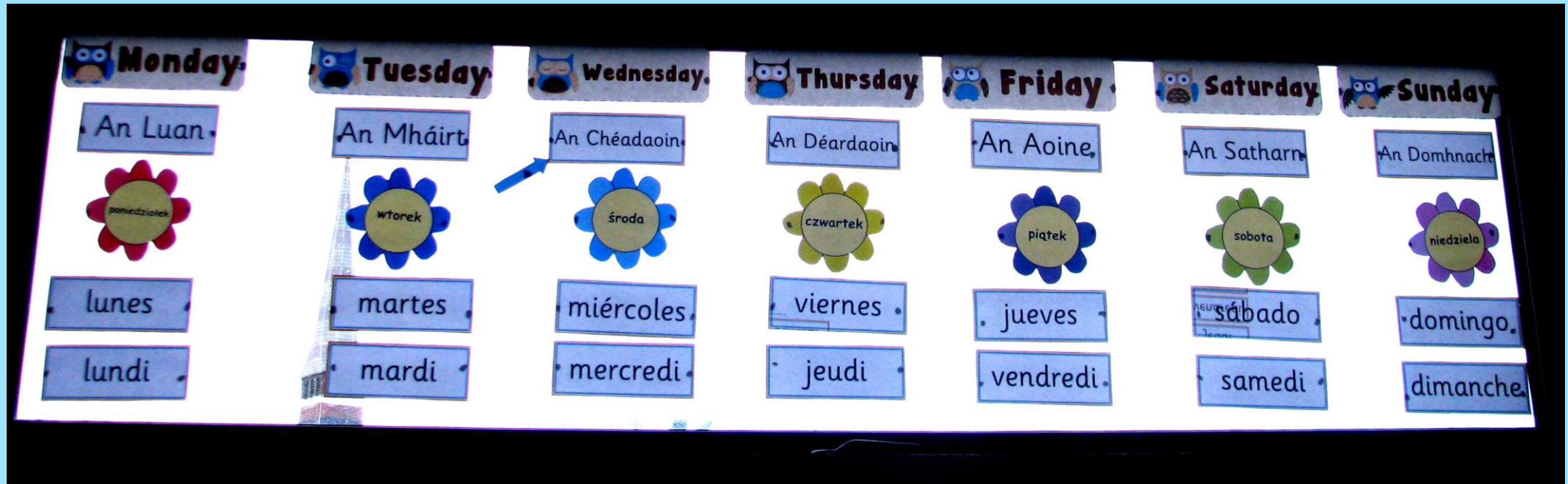
Counting and addition

Days of the week

Anything and everything

- Multilingual activities become ordinary activities

SENIOR INFANTS – Days of the week

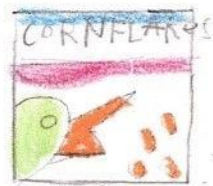


Dual language texts

Draw pictures of food.
Write the names in Irish
and English



Bread
áran



Cereal
gráhnach



egg
ubh



Sugar
súcar

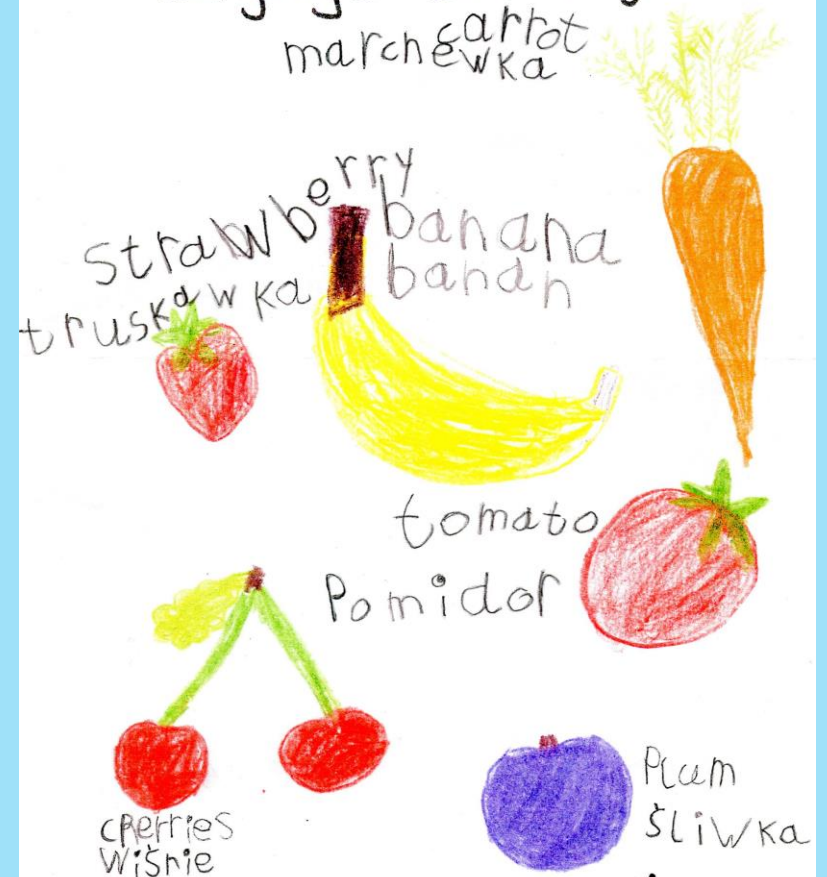


Milk
Bainne




Chocolate
seachtáid

Draw pictures of food.
Write the names in your
Language and English.




First Class

Dual-language texts



I am Seven years old
I am from Latvia and my Town is called Riga
I Love To Wear a Cap.
Я люблю есть яблоки.
Я люблю свою маму и папу
Мой папа и моя мама любят меня тоже



My Name is _____
I am Six years old.
I was born in _____
Orukọ mi je _____
I wa odun mọ́ratíkọ́ _____
Mo ti a bi ni Naijiria.

Second Class

After school me, my sister Wiktorina and our uncle, Thomas went home. At home we had a dinner, then I did my homework and rested for half an hour. When my dad came home we had a lovely Supper and once we finished, we were watching tv and playing for the rest of the evening. Finally I took a Shower, washed my teeth, Said a prayer and went to bed.

Dual-language diary

Po Szkole ja, moja siostra Wiktorina i nasz wujek Tomek wróciliśmy do domu. W domu zjedliśmy obiad, potem zrobiliśmy zadanie domowe i odpoczekaliśmy pół godziny. Kiedy mój tata wrócił do domu zjedliśmy pyszną kolację a jak skończyliśmy oglądaliśmy tv i bawiliśmy się przez resztę wieczoru. Finalnie wzieliśmy prysznic, umyliśmy się, pomodliliśmy się i poszliśmy spać.

Bhí mé sa pháirc. Bhí
mé ag scáitáil. Thit mé ar
an talamh. Bhí brón orm.
Thosaigh mé ag caoineadh.
Thit mé ar mo ghlin, ruitín,
cos agus ceann. Ghlaigh
Mamá 999. Tháinig an
otharchair. Bhí mo chos briste!
Chuir an bhanaltra
brídealán mo ru
mé abhaile agus
sion sa seomra.

Third Class

I was in the park. I was
skating. I fell on the
ground. I was sad. I began
to cry. I fell on my knee,
ankle, foot and head. Mam called
999. The ambulance came.
My foot was broken. The nurse
put a bandage on my ankle.
Mam came and I sat
in the bedroom.



A parkban vagyok. Épp görkorizom. Leestem. Szomorú
Vagyok. Sírrok. Megütöttem a: térdem, a bokám, hasam és a fejem.
Anyá hívta a: 999-et. A mentő autó jött. Elkölttem a
lábam! A nővér be kötötte a lábam. Hazá mentem és
be ültem a szobámban.

Autonomous writing

A pupil from a Filipino family wrote a diary about Oliver, her dog, in Irish

6.2.2015

Oliver 🐾 🐾

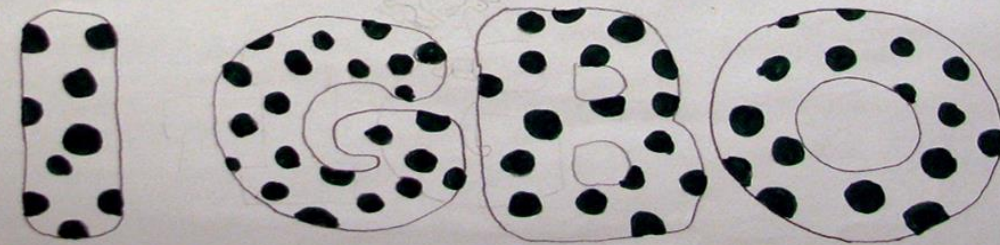


Oliver
<)

Bhí Oliver sa pháirc.
Bhí an cat sa pháirc freisin.
Thosaigh Oliver agus an cat ag
sugraadh agus tith Oliver sa
chóill.
Déan deifir! arsa Oliver.
"Ag teacht!" arsa an cat.
Tá éis domail, chonaic an
cat an peist ar an talamh.
"Mama tá aras am" arsa an
cat.
Bhí Oliver foinn gearr, agus chonaic
se iora rua agus chonaic an iora rua
Oliver, Thosaigh Oliver ag tith.
"Stop, stop!" arsa an cat.
Bhí an iora rua ar an gearr.
Thosaigh Oliver ag tith.
Tá éis domail bhí tithse ar
Oliver agus an cat agus bhí siad
ina codlata.

Fourth Class - Conas ceapaire a dhéanamh

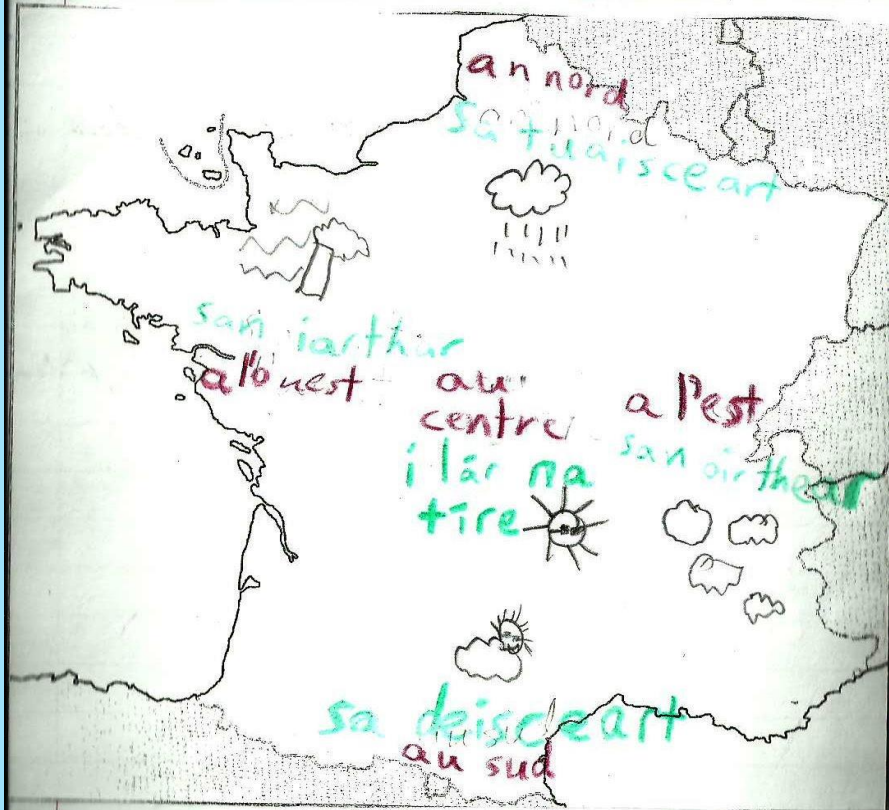
Ok O. Loto achicha!

- 1 Enuserem stu mpekele achicha.
- 2 Etinyerem ihe uto MManu na achicha.
- 3 Etinyerem Letus, tomato, ches na ham nime achicha.
- 4 Etinyerem stu mpekele achicha nielu.
- 5 Ugbua, enuserem ok o. loto achicha maramma.
- 6 Uto!!!



Fifth Class

Map of France



4/12/12

Le temps

An nórd il pleut
Sa tuaisceart tá sé plúich
In north it is raining ✓
In nórd plouă

A l'ouest il y a du vent
San iarthar tá sé gasfar
In the west it is windy ✓
In west este vânt

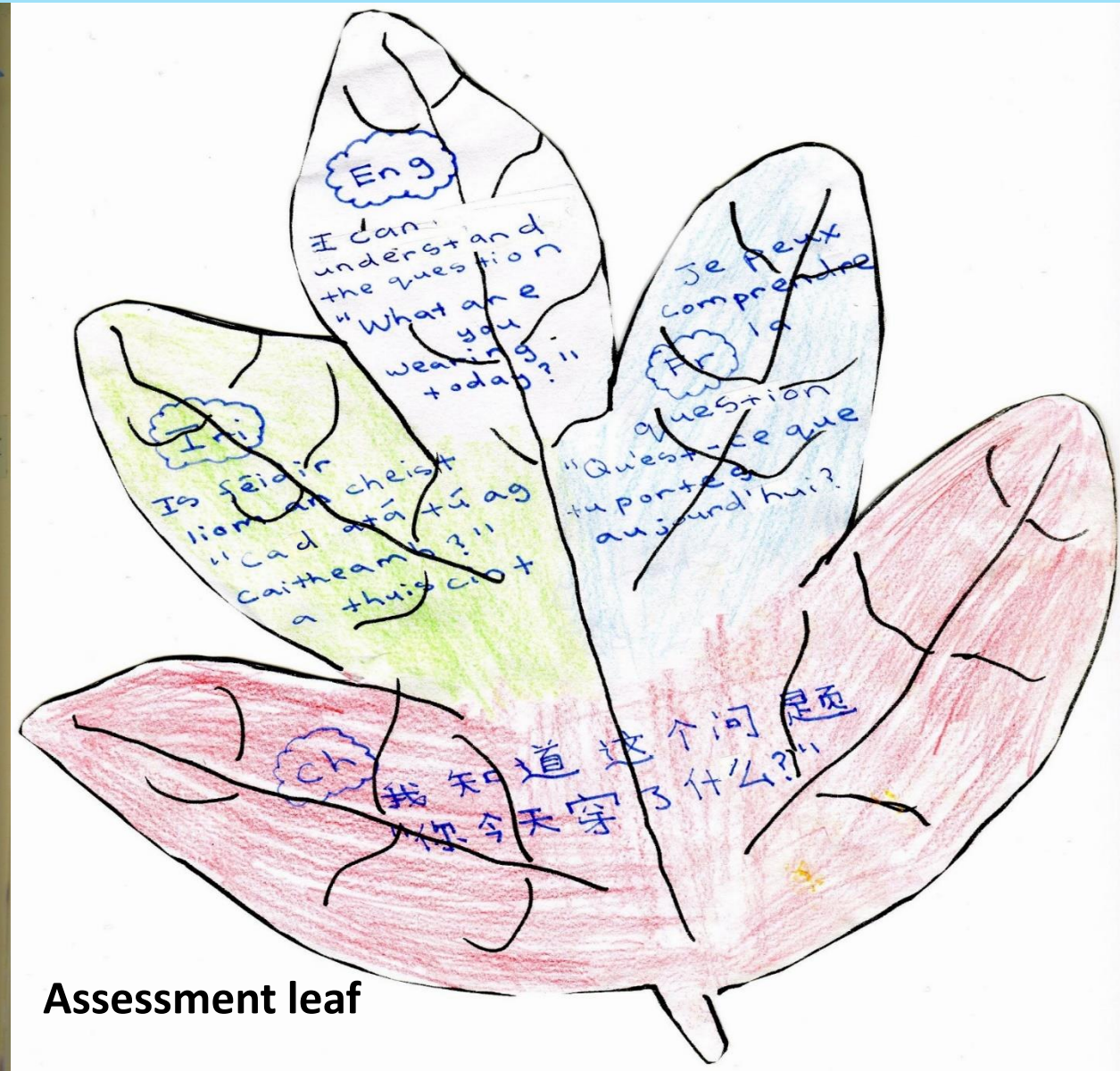
Au sud il fait beau
Sa deisceart tá an ghrian
ag taitneadh
In the south it is sunny and cloudy ✓
In sud este înorat cu soare

A l'est il est nuageux
San oirthear tá sé ag
scamallach ✓

Self-assessment



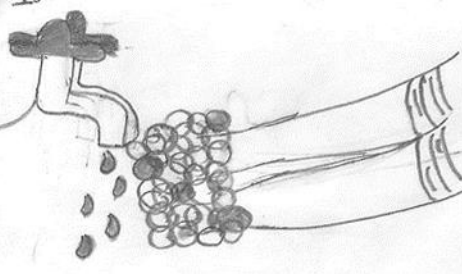
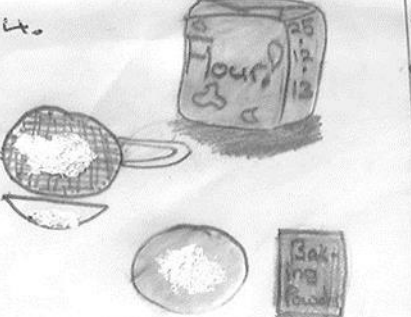
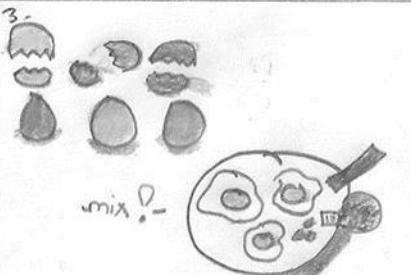
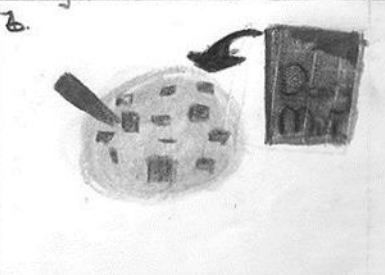

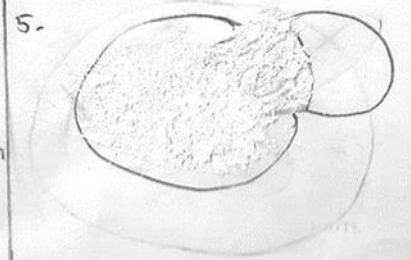
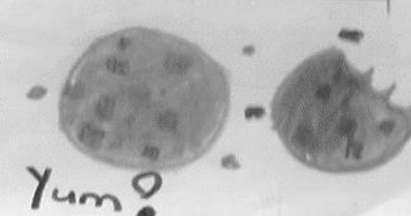
Language tree



Assessment leaf

The same recipe in four languages

English
Irish
French
Benin

<p>1.</p> 	<p>1 Wash Your Hands! Mí do lámha! Lavez vos mains! Kpobo ué!</p>	<p>4.</p> 	<p>4. Sieve the flour, add the baking powder. Críathraigh an plúr an Púdar. Passer au tamis la farine et la poudre. Umue flour ye ahen, umue baking powder. Bae.</p>
<p>3. Add the eggs and the vanilla. mix! Cuir isteach na huibheacha agus an fanaile. Measc suas iad. Ajoutez les œufs et la vanille. Mélangez. Umue eggs ube vanilla bae.</p>	<p>3.</p>  <p>mix!</p>	<p>6. Add the chocolate chips and mix again. Cuir isteach an seadair. Ajoutez le chocolat. Umue chocolate chips, ufuenkukugbe.</p>	<p>6.</p> 
<p>2.</p> 	<p>2. Chop the butter, mix the butter + sugar. Gearr an t-im, measc an t-im agus an siúcra. Coupez le beurre et mélangez le beurre et le sucre.</p>	<p>5.</p> 	<p>5. Fold the flour into the mixture. Fill an plúr. Mélangez la farine. Uubue flour mae bae mix re.</p>
<p>7. Bake at 180° degrees for 12-15 mins. Cuir isteach san oighean é ar 180° ar feadh 12-15 mínead. Mettez dans le four. Pour 12-15 minutes.</p>	<p>7. Bake at 180° degrees for 12-15 mins. Cuir isteach san oighean é ar 180° ar feadh 12-15 mínead. Mettez dans le four. Pour 12-15 minutes.</p>	<p>ENJOY!</p>  <p>Yum?</p>	

My name is Marceline. I am 15 years old. I am in Holly star High. I am not that girly. I do alot of sports.

My favorite Is mise Marceline. Tá mé cuíig bhliain

many trophies deag d'ois. Tá mé a

like the colour Star high. Nil fíor co

you think is liom spórt. Is aoibh

my friends! Bhuaigh mé a lán to

with them Is aoibhín liom na da

with them! aqua. Is aoibhinn liom

of my story mé igronaí siopadóireac

agus ag scatail le m

Bain taitneamh astu!

English

Marceline - fashion model

Mandarin

Je m'appelle Marceline. J'ai

Je vais à l'école "Holly Star

J'aime le sport. J'adore le bas

J'ai gagné beaucoup de J'ad

couleurs bleu et aqua. J'adore

amis - je fais le magasin tou

Je vais avec mon ami

Amusez-

我的名字是 Marceline. 我今年 15 岁.

我在 "Holly Star High" 上学. 我不是一个

girly girl. 我很喜欢运动. 我最喜欢

的是篮球! 我 ying 了很多的 jiang

杯. 我很喜欢蓝色和水蓝色. 真

的很漂亮! 我非常喜欢我的同

学和朋友! 我 jing 常和我的同学出去

gou wu. 有的时候 hou 和他们 hua

ban.

Enjoy!

French

Irish

What the teachers think

(Little & Kirwan, 2019)

- *...Children are responding very positively to the open language policy – even their body language, demeanour within class; the speed and accuracy with which they answer questions... their interest increases if it is something to do with home or their own language or their own experience; they respond with much more developed thought... equally in writing.*
- *When you bring in the home language the lights come on!*

How writing supports speaking

While a number of years ago I would have had a different answer. I would have said 'oh written work, no. The oral is the most important.' I think that if they form their thoughts with pen and paper first, it gives them the confidence then to go and speak.

And because they've actually gone through that process of putting it together, they then have that bank of ideas, rather than just standing up and going 'I can't think'. So the thinking is done with pen and paper and then the speaking is done without any reference to any written word. I do think that reading and writing is a great bedrock and it does give confidence.

The teacher as learner

I think it's really important that they see the teacher as being a learner still, because we're never finished learning. They love coming in, being able to teach the teacher something and almost swopping roles. That gives them a huge sense of importance and pride in their own language and culture.... sometimes I might say 'I'll sit in your seat now and you go up and tell the class about your language or your country or whatever'. I think that's hugely valuable to them.... as a teacher it's of huge benefit too, because you get to see things from a different point of view as well

What the parents think

(Little & Kirwan, 2019)

- *... finding the similarities between your own home native language and English and Irish... and French.... it definitely speeds up the learning of English. (Italian)*
- *[happy about] the school's interest in our language. Before, my daughter was ashamed to hear us speaking it. Now she wants to read and write in it. (Indian)*
- *...it makes them want to speak the Irish more at home... (Irish)*

Pupils' reflections: without home language

*closed; not fair; terrible; not able to speak; empty;
wouldn't understand; pretending; rejecting;
devastated; without an arm or a leg; sad;
very shocking*

A Child Without a Language

is a child without a Soul!

My teacher, principal,
mom and classmates
inspired me to be
proud of my culture!
Don't be ashamed
or shy to show your
culture be proud!

Africans



Italians

Without a language
our flags will be like
this, yech thats right
← Plain and boring!

Bon giorno

Chào anh/Chào chị

Привет Hello

guten tag

Siemano!

Merhaba!

Pele o

Oi!

olá

Shalom

hallo

Zdravstvujte



hola

aloha

goddag

Dia duit

Bonjour

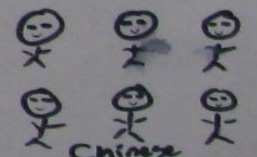
globy rano

Salanakum!

Mabuhay!



British



Chinese

Pupils' reflections: without home language

(Little & Kirwan, 2019)

- *[A new pupil] told me that in her former school you were not allowed to speak your own language. I found that very shocking (L1 German)*
- *It's so, so sad because it's like blocking a huge doorway...it's like taking away an advantage of exploring (L1 Kurdish)*
- *...don't hide away from your own language because it's what makes you **you** and it's special and it's, you can't, it's like having an arm or a leg, you can't take it away from you (L1 German)*

Pupils' reflections: with home language

*possibilities; advantage; exploring; yes!;
personal; friendship; knowledge; expanding;
closer; warm; spark; point of view;
perspective; together; help; learn; supports;
great; speak out; be courageous*

Pupils' reflections: with home language

(Little & Kirwan, 2019)

- *[it allows us] get personal into each other's cultures and languages; it's very useful for friendship, for knowledge, so in many ways we're all expanding... it makes you feel closer because you have a perspective on that person's point of view. (Kurdish L1)*
- *Sometimes it's, like, when we learn a language it's easier to learn other ones; sometimes it's not really about which language you're learning it's, like, how to learn a language. (English L1)*

*It's like when two people speak the same
language
there's a kind of bond between both of
them*

Thank you
Go raibh maith agaibh

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