

A word cloud of various languages arranged in a roughly circular shape. The word 'English' is the largest and most prominent, centered in the middle. Other large words include 'Spanish', 'French', and 'German'. Smaller words include 'Turkish', 'Mandarin', 'Russian', 'Japanese', 'Hindi', 'Arabic', 'Portuguese', 'Swahili', 'Taiwanese', 'Hawaiian', 'Luo', 'Nepali', 'Tgalog', 'Amharic', 'Hungarian', 'Cebuano', 'Uyghur', 'Marathi', 'Tajik', 'Waray-waray', and 'Estonian'. The colors of the words vary, including shades of blue, red, green, and brown.

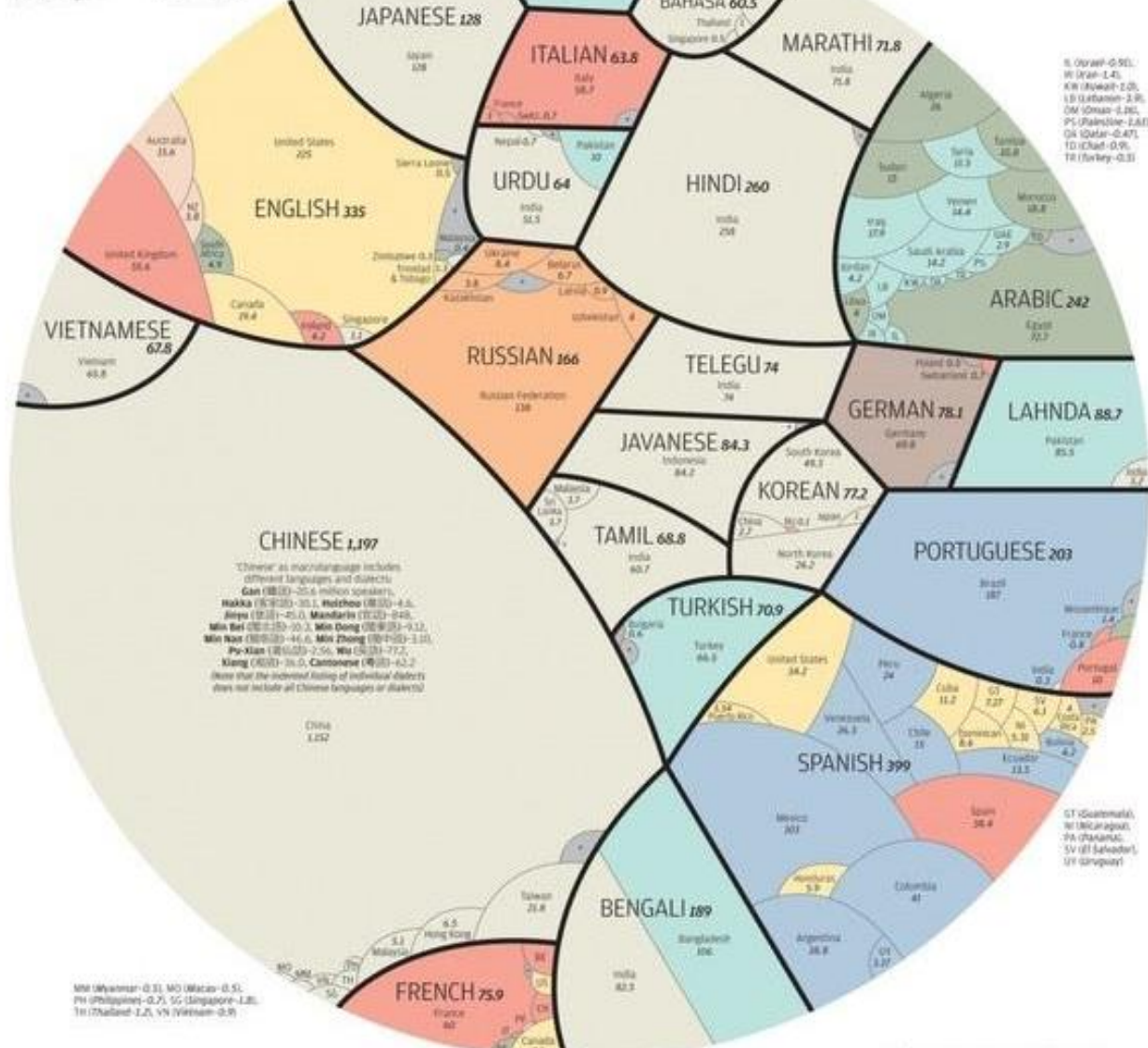
Waray-waray Estonian
Turkish Mandarin Uyghur Marathi
Russian Spanish Tajik
Hungarian Japanese Cebuano
Amharic Hindi
Tgalog Taiwanese German
Nepali Hawaiian Swahili
Luo Arabic Portuguese

A decorative graphic on the left side of the slide consisting of several blue circles of varying sizes arranged in a vertical line, with the largest circle at the top.

THE MULTILINGUAL CLASSROOM

Sarah Cartwright, teacher educator

There are at least 7,102 known languages alive in the world today. Twenty-three of these languages are a mother tongue for more than 50 million people. The 23 languages make up the native tongue of 4.1 billion people. We represent each language with thin black borders and then provide the numbers of native speakers (in millions) by country. The colour of these countries shows how languages have taken root in many different regions.



Countering Eurocentricism

Mother tongue speakers in millions

(source: South China Morning Post)



COGNITIVE BENEFITS OF BILINGUALISM

enhanced...

- metalinguistic awareness...
- classification skills, concept formation
- analogical reasoning, visual-spatial skills
- creativity

(Bialystock & Hakuta,
1994)



NOMENCLATURE

- MFL – why “foreign”?
- community vs Community; community vs Minority and concept of “migrant language”
- London which has a French speaking population of 400,000 is the sixth French city
<http://www.bbc.co.uk/news/magazine-18234930>
- New term, “**small entry**” was coined to replace “lesser taught” - our woeful definitions of Arabic!



PERCENTAGE OF LONDON SECONDARY PUPILS WHOSE FIRST LANGUAGE IS NOT ENGLISH

- Islington 47.8%
- Ealing 49.2%
- Brent 50.7%
- Harrow 51%
- Kensington & Chelsea 51%
- Redbridge 52.2%
- Hounslow 53.3%
- Westminster 64.9%
- Newham 65.7%
- Tower Hamlets 70.4%

School Census reported in The Guardian
23/06/11



TOP 12 PUPIL LANGUAGES IN LONDON

- Bengali 46,681
- Urdu 29,354
- Somali 27,126
- Panjabi 20,998
- Gujarati 19,572
- Arabic 19,378
- Turkish 16,778
- Tamil 16,386
- Yoruba 13,961
- French 13,020
- Portuguese 11,915
- Polish 10,991



DIVERSITY AND BILINGUALISM

DfE data 2015:

- 1 in 3 primary children (30.4%) is from an ethnic minority
- 1 in 5 pupils now “speaks English as a second language”
- 26.6% of secondary pupils are from an ethnic minority (2009: under 20%)
- Polish is the second language of the UK (2011 Census); fastest growing language in London: Somali (2011 Census)



ISSUES

- Narrow language education + professional training deprives trainee teachers, including those of MFL, of basic language awareness
- UK perspective on language remains very Eurocentric
- Plurilingualism is nearly always viewed through the lens of English as an Additional Language, which problematises plurilingual pupils
- The plurilingual learner deserves different attention in the languages classroom
- Holistic approach to language more likely in a Primary than a Secondary context
- How CLIL adapts to the multilingual classroom
- Issue of translanguaging vs 100% target language



QUESTIONS FOR OUR COMMUNITY OF PRACTICE

- How can we foster trainees' understanding of pupils' linguistic capital?
- How can trainees valorise the intercultural skills of plurilingual pupils?
- How does the bilingualism/plurilingualism of pupils enhance their learning of new languages?
- What teaching strategies are appropriate in “mixed” classes (MFL pupils + bilingual speakers of the TL)
- Should we challenge the discourse of unfair advantage?
- How can we recruit a more diverse intake?

