

How to decolonise languages?

Maud Waret 10/6/23



ALL Local Volunteer 2022-23

WHAT IS 'DECOLONISING' THE CURRICULUM

- First, 'decolonising the curriculum' asks us to look at our shared assumptions about how the world is. It is questioning the impact of colonisation in history, economy and cultural representations.
- Second, 'decolonising the curriculum' asks us to think about the implications of a more diverse student body in terms of pedagogy and achievement.
- Third, 'decolonising the curriculum' means making BAME public and historical figures more predominant, making BAME artists seen and heard.

Who was the first person who spoke about decolonising in the context of languages?

???

NGŪGĨ WA THIONG'O

Decolonising the Mind

THE POLITICS OF LANGUAGE
IN AFRICAN LITERATURE



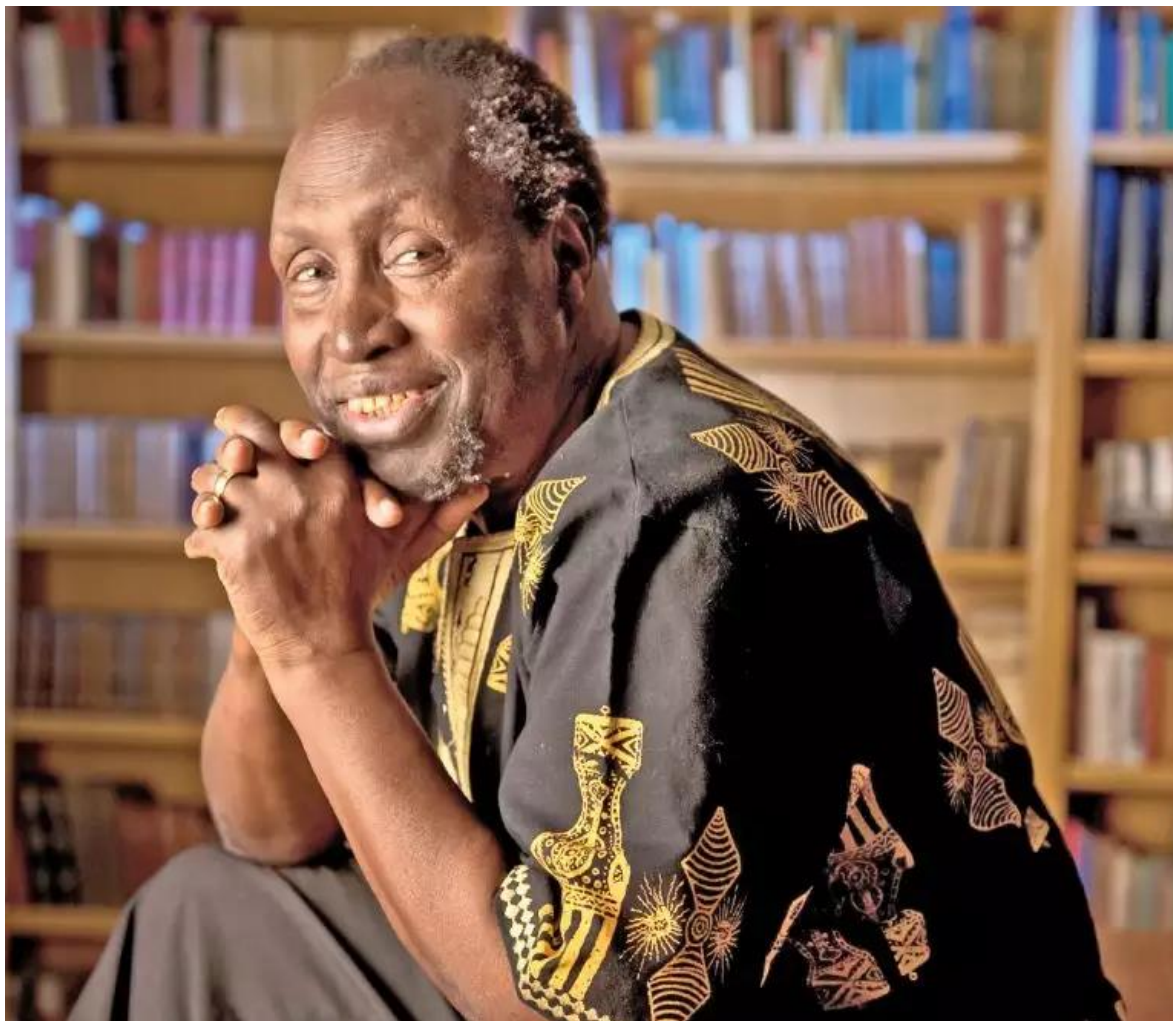
Broaden
your mind,
reflections
on language

NGŪGĨ WA THIONG'O



WRESTLING
with the DEVIL

a prison memoir



A little over 50 years ago Kenyan writer **Ngũgĩ wa Thiong'o** renounced English, the language in which he published his first few novels, Christianity and his baptismal name as unwanted legacies of his society's colonial past. Subsequently, he began writing in his native Gĩkũyũ .

What realisations made you start writing in the Gĩkũyũ language?

I started writing in English, and my first four novels, namely, *The River Between*, *Weep not Child*, *A Grain of Wheat*, and *Petals of Blood*, were all in English. Then in 1977-78, I was placed in a maximum security prison for having written a play, *Ngaahika Ndeenda* (I will marry when I want), in **Gĩkũyũ**, my mother tongue. I was very upset that an African government would put me in prison for having written a play in an African language. In prison I started thinking even more deeply about language and colonialism. I decided to shift from English to Gĩkũyũ, and wrote my first novel in my mother tongue, in prison and on toilet paper. The novel is called, *Caitani Mũtharabainĩ*, translated into English as *Devil on the Cross*.

How important are mother tongues for people in their personal battle against psychological effects of colonisation?

We all need a base from which to relate to the world. The language of one's own culture, the language spoken by the community around you, one's mother tongue, is one's base.

If you know all the languages of the world and you don't know your mother tongue that is enslavement.

But if you know your mother tongue and add all the languages of the world to it that is empowerment.

You have visited India, how far have we been able to shed the effect of colonisation on our psyche as a nation?

I have not stayed long enough in India to be able to make informed observations, but I get the impression that India, like all post-colonial societies, is still struggling to overcome the effects of its colonised past. English is still the dominant language. Colonialism imagined languages and society in general in terms of hierarchy of unequal power relationship. Some languages and cultures were seen as of a higher order than others. Languages and cultures should relate as a network of equal give and take and not as a hierarchy of unequal power relationship. We have to end linguistic and cultural feudalism. It is a remnant of the colonial.

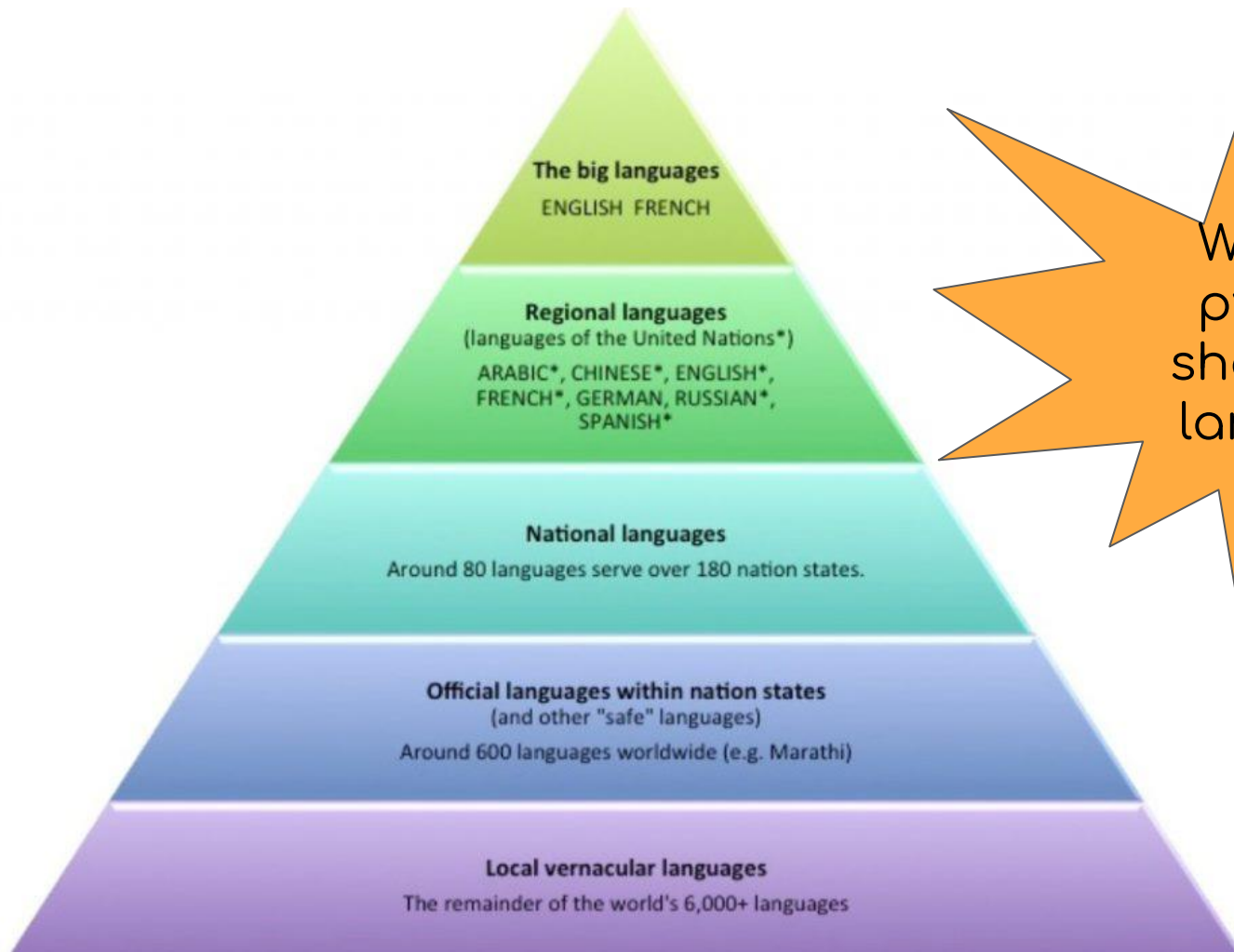
Your work also speaks of the after-effects of colonialism that are enforced often by the indigenous authority that succeeds the coloniser, can you explain that a little?

This is what I call neo-colonialism. This is a situation where a country is independent politically, but its economy is still controlled by the dominant economic forces in the west.

This also affects the culture and psyche of the nation, especially in the constant seeking for validation from the west. The real validation must come from within our peoples: their languages, their culture and their needs.

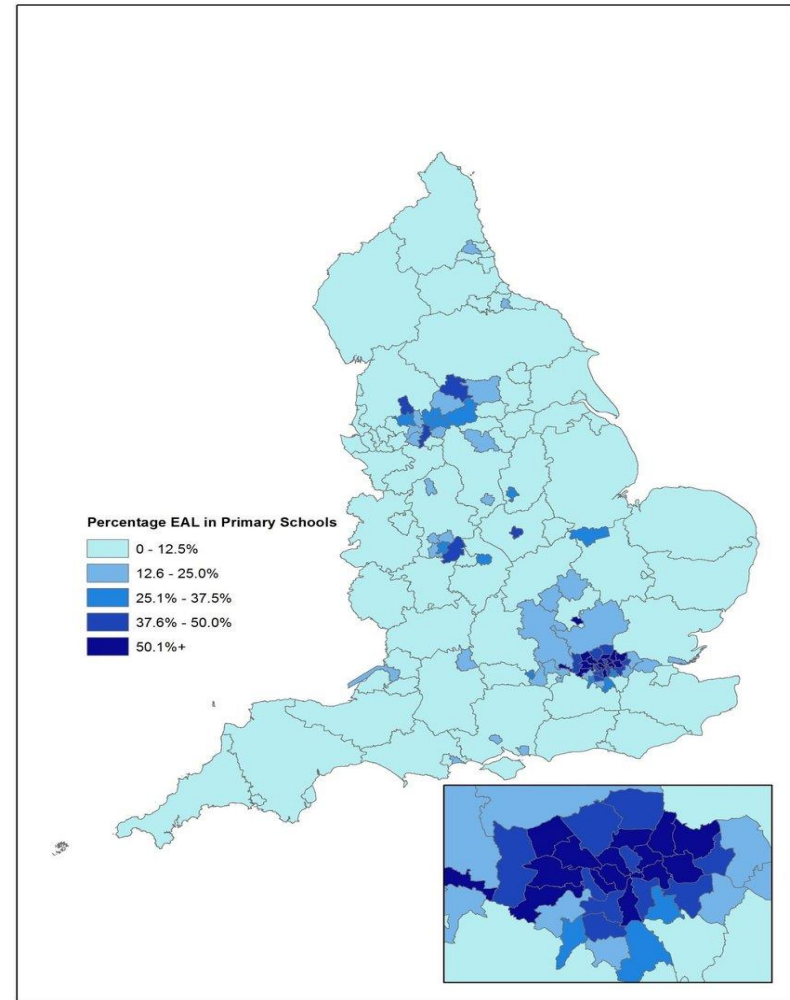
QUESTION THE STATUS QUO

Be aware of powers at
play:
Language inequality.



Why use a
pyramidal
shape to list
languages?

There are almost 1.6 million pupils who are children with EAL in maintained schools in England, a number which has more than doubled since 2006.



Community languages in the UK

Immigrant communities have been settling in the UK in the recent decades, and they have introduced more languages.

South Asians residing in the UK use dozens of distinct languages. British Asians of Punjabi origin are more than 2 million making them the largest Punjabi population living outside South Asia's borders. This group is from either Pakistan or India and their continued use of **the Punjabi language** has made it the third spoken language in the UK.

The UK has about 700,000 **Bengali speakers**, and about 550,000 of this population use Sylheti which is regarded as a distinct language or a Bengali dialect.

Polish has grown to become the most extensively spoken immigrant language in both England and Wales. In 2001, Polish did not feature in the top 12 languages used in the UK. The participation of Poland in the EU since 2004 boosted the immigration of Poles to the British territory. In 2007, a record of 96,000 Poles moved to the UK.

Poles mostly settle in London as well as small towns. The 2011 census identified 269,000 **Urdu speakers** used by Pakistani and Indian immigrants. Other immigrant languages are **Gujarati, Chinese, Tamil, Arabic, Somali, Romanian, Italian, and Turkish.**

French has been a language spoken by migrants since the arrival of the Huguenots in the XVIIth century for instance. Mandarin and Cantonese are also spoken in Soho in Chinatown for instance.

The importance of role models

Always reference
successful people with
EAL to celebrate their
contribution to society.

Can you name
and guess
which
languages they
speak?

Famous people with EAL



Famous people with EAL

Arnold
Schwarzenegger
Austrian/German



Emma Raducanu
Mandarin/ Romanian



Mila Kunis
Ukrainian/Russian



Jackie Chan
Hong-Kong, Cantonese



Decolonise
your language
offer in
schools



Let's push for community languages to
be offered for GCSE



List of languages that my students would like to sit for

Give the
correct
vocabulary

*Teach
Diverse
English*



Writing With Color

Welcome to Writing With Color. We are dedicated to writing and resources centered on racial, ethnic and religious diversity. We share Q&A-style writing advice, guides, book recommendations and more | Please read the FAQ and explore Navigation before asking questions!

[ASK - FAQ](#)[WWC GOOGLE SEARCH](#)[NAVIGATION](#)[STEREOTYPES & TROPES NAVIGATION](#)[POC PROFILES](#)[BLOGS - RECS - RESOURCES](#)[ABOUT THE MODS](#)[SUPPORT THE MODS](#)

<https://writingwithcolor.tumblr.com/>

Different eyelid shapes.



Monolid eyelid



parallel eyelid



Lateral flare eyelid



tapered eyelid

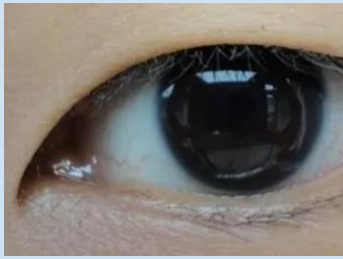


hooded eyelid

Most South-Asian people haven't got double-eyelid eyes. Yet they are many eye shapes. Using technical and medical terms is a good way to educate students. **Double Eyelid Surgery**, also known as upper blepharoplasty is popular in Korea to copy Caucasian beauty standards.

Different eyelid shapes

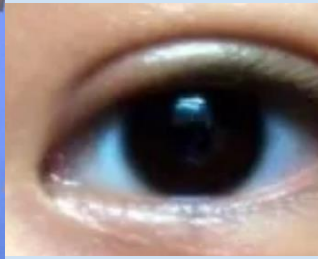
• <https://dreamplasticsurgery.com/5-types-of-asian-eyelids-which-do-you-have/>



Monolid eyelid



Sarah Oh accepting Golden Globe
<https://www.vogue.com/article/sandra-oh-5-things-you-didnt-know>



parallel eyelid



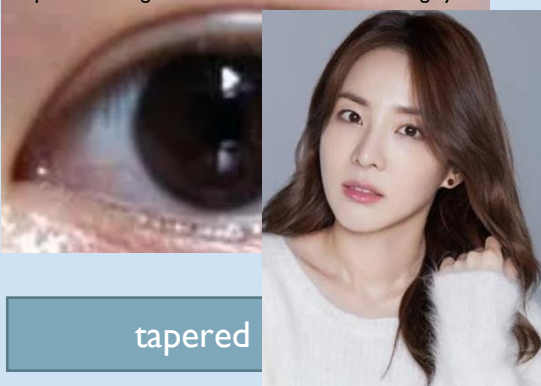
Emma Watson
British actress



Lateral flare eyelid

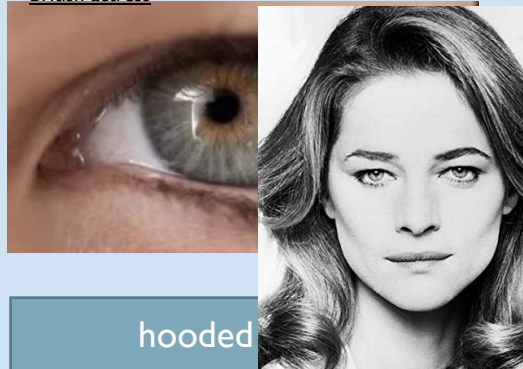


Jenniver Lawrence
American actress



tapered

Sandarah Park YG Family Wiki



hooded

Young Charlotte Rampling
actress

You might want to ask your students what they think about South-Asian people going through cosmetic surgery to resemble European beauty models.

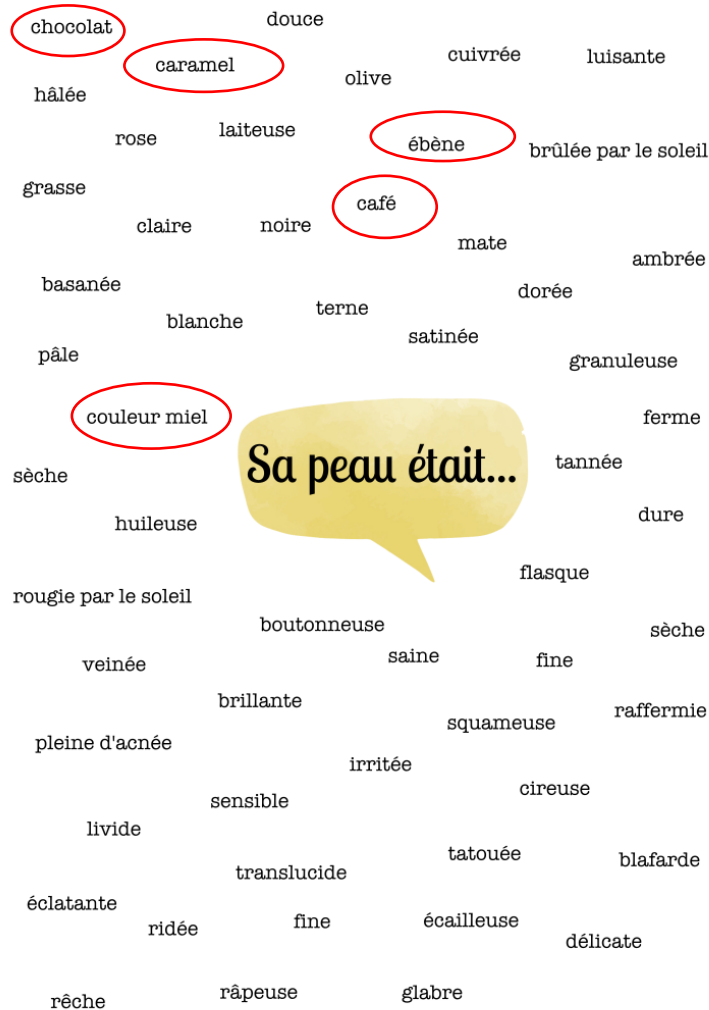
Activités:

- **la course au surligneur:** Cognate race
- **La course au dictionnaire:** Dictionary race. traduit le plus grand nombre de mots nouveaux
- **Positif/négatif:** classe les adjectifs en deux colonnes



Is it respectful to use? express an opinion, justify your opinion, check your assumption.

Maud Waret #profprofMFL 17rd July 2020 Linguascope



A Lesson
progression

*Stretch
your lesson
content*

La méthode de l'élastique



Pour décoloniser il faut apprendre à valoriser toutes les cultures

La tension de l'élastique

Comment
j'enseigne la
culture française
en cours de
langue dans un
collège
britannique



Créer DU LIEN

Décris l'image DO NOW



Odessa, Ukraine 3/2022

L'impératif est utilisé pour donner des ordres ou des conseils à une ou plusieurs personnes. L'impératif n'existe que dans la deuxième personne du singulier (tu), la première personne du pluriel (nous) et la deuxième personne du pluriel (vous). L'impératif est conjugué de la même manière que le présent, mais les pronoms sujets sont omis

Asseyez- vous

Écrivez

marchez

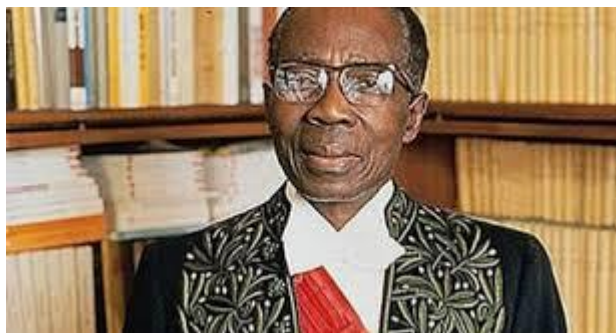


Claude Joseph Rouget
de Lisle

Né le 10 mai 1760, [Lons-le-Saunier, France](#)

Mort le 26 Juin 1836,
[Choisy-le-Roi, France](#)





Léopold Sédar Senghor, né le 9 octobre 1906 à Joal, au Sénégal, et mort le 20 décembre 2001 à Verson, en France, est un homme d'Etat français puis sénégalais, poète, écrivain, et premier président de la République du Sénégal (1960-1980). Il fut aussi le premier Africain à siéger à l'Académie française. Il a également été ministre en France avant l'indépendance du Sénégal. Il est le symbole de la coopération entre la France et ses anciennes colonies pour ses partisans ou du néocolonialisme français en Afrique pour ses détracteurs.



**Cher frère blanc,
Quand je suis né, j'étais noir,
Quand j'ai grandi, j'étais noir,
Quand je suis au soleil, je suis noir,
Quand je suis malade, je suis noir,
Quand je mourrai, je serai noir.**

**Tandis que toi, homme blanc,
Quand tu es né, tu étais rose,
Quand tu as grandi, tu étais blanc,
Quand tu vas au soleil, tu es rouge,
Quand tu as froid, tu es bleu,
Quand tu as peur, tu es vert,
Quand tu es malade, tu es jaune,
Quand tu mourras, tu seras gris.**

**Alors, de nous deux,
Qui est l'homme de couleur ?**

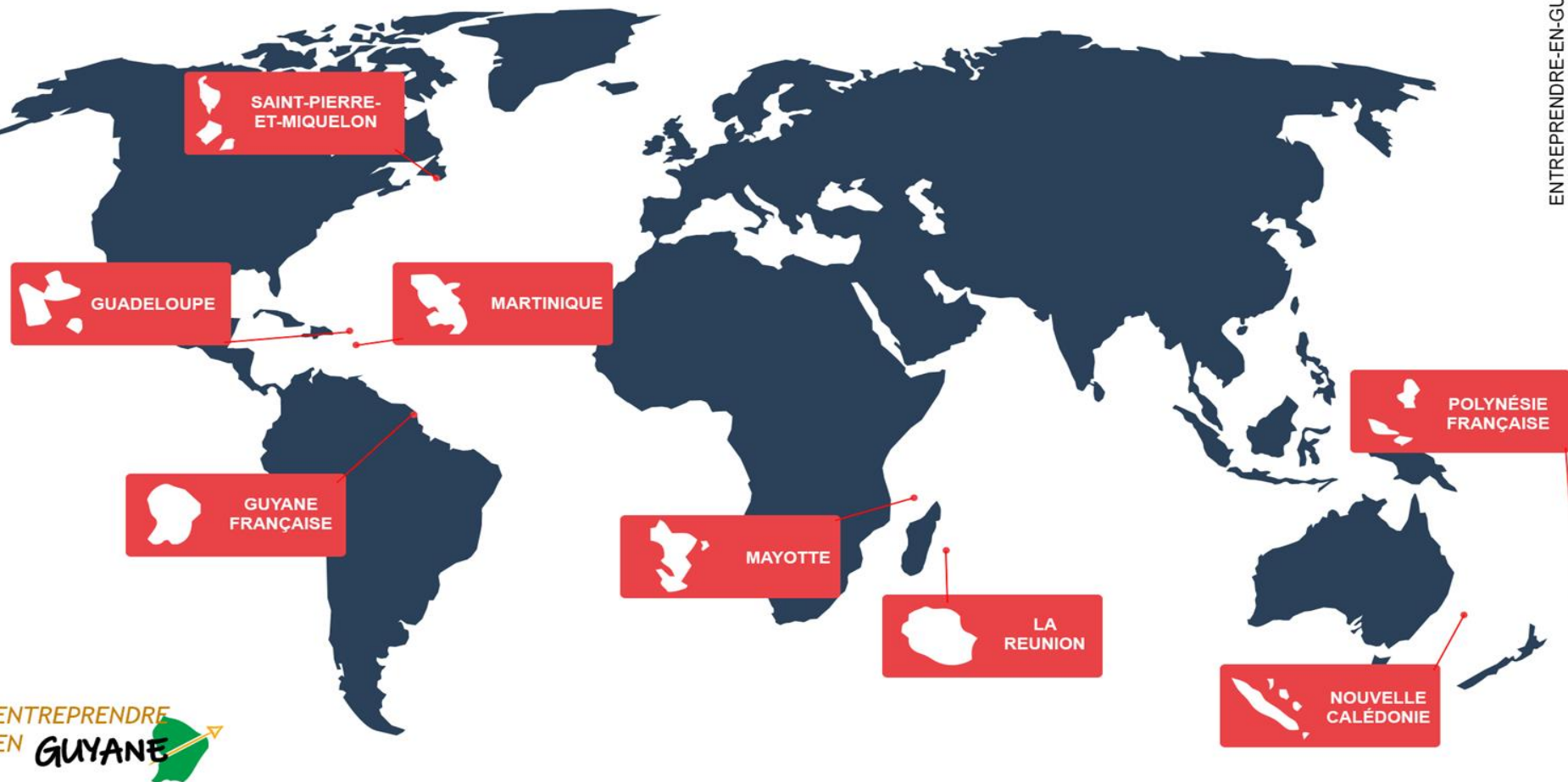
*By
Léopold Senghor
© J. P. Senghor
2011*

Poème à mon
frère blanc
Léopold Senghor
Senghor

Diversity and
dialects

*Adaptability
of
Languages*

CARTE DES DOM-TOM





Un
personnage
important
dans
l'histoire de
la
gastronomie
française et
mondiale

Edmond Albius (1829 – 1880)

Edmond Albius, né en 1829 à Saint-Suzanne, est celui qui a inventé le procédé pratique de pollinisation et donc de fécondation de la vanille, toujours utilisé aujourd'hui dans le monde entier. Orphelin et esclave noir, c'est lui qui en 1841 à l'âge de 12 ans, après avoir été initié à la botanique par son maître, découvrit le procédé permettant la pollinisation de la vanille, dont le processus de fécondation naturel est difficile, et ne permet pas d'en faire une culture rentable. Cette découverte révolutionna la culture de la vanille qui se développa alors de façon très importante sur l'île Bourbon, jusqu'à devenir un temps le premier producteur mondial à la fin du XIX^e siècle. Son statut de noir et d'esclave le priveront du succès et des bénéfices liés à sa découverte, d'aucun lui contestant même la paternité de cette dernière, alors qu'elle a fait la fortune de certains planteurs. Edmond Albius est mort dans la misère en 1880, mais l'histoire lui a heureusement rendu la paternité de son immense découverte, que les producteurs de vanille utilisent toujours dans le monde entier.



La gousse de vanille, un trésor





Micheline Tamachia
DODO LA MINÈT

Dodo la minette,
l'enfant de Jeannette. Si
la minette, y dodo pas.
Chat' marron va souke à
elle.

Fais dodo la minette,
L'enfant de Jeannette,
Si la minette ne s'endort
pas. Un gros chat
marron va la croquer
(ou la manger)



La Réunion 1793,
l'île Bourbon



Decolonise your school projects



Ask local community native speakers to record themselves

- Reading the school policy
- Reading the school ethos
- Describing a normal school routine



Jermaine Fowler of Louisville produces "The Humanity Archive" podcast from his home office. His podcast was recently featured and recommended by Vanity Fair

EAL support

- ALL membership
- GCSE in all community languages
- Community support



GCSE 9-1 languages specifications

Bengali, Chinese (Spoken Mandarin), French, German, Modern Hebrew, Italian, Panjabi, Polish, Spanish, Urdu

Getting started – your questions answered



local people with EAL

- Have a list of volunteer translators or community support workers
- Liaise with council

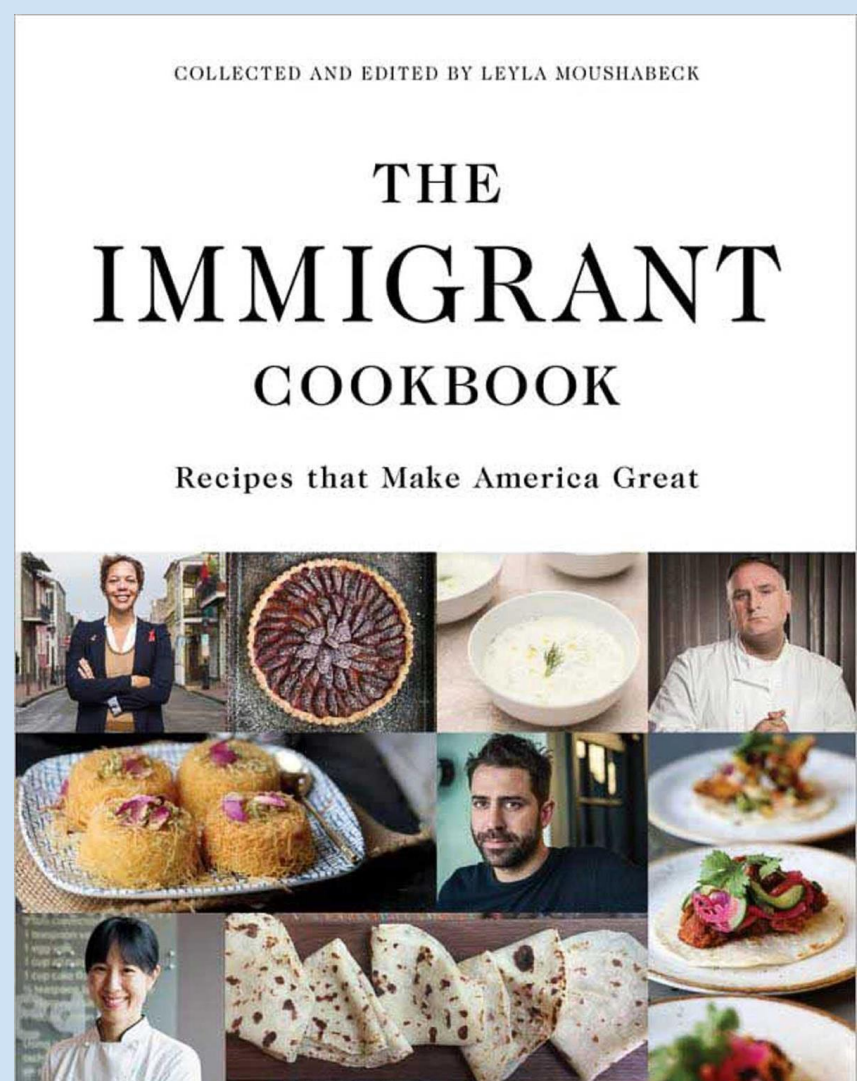


Language and culture through culinary art

FOOD TECH ideas

Ask each child with EAL to
write a recipe of their
favourite family dish in
English

[20 Cookbooks for Making Authentic Cuisine from
Around the World \(tasteofhome.com\)](https://tasteofhome.com)



Language and culture through culinary art

FOOD TECH ideas

Ask each child with EAL to
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English

https://docs.google.com/document/d/19_JSyHM8-r5zp4_xvVJxBTArdSfRKZRUKq8pAM2yVZw/edit?usp=sharing

Insert school LOGO

1

Our school's migrant cookbook

Name:

Country:

Flag:

photo

Ingredients:



Utensils:



Description:

Cooking time: mn|

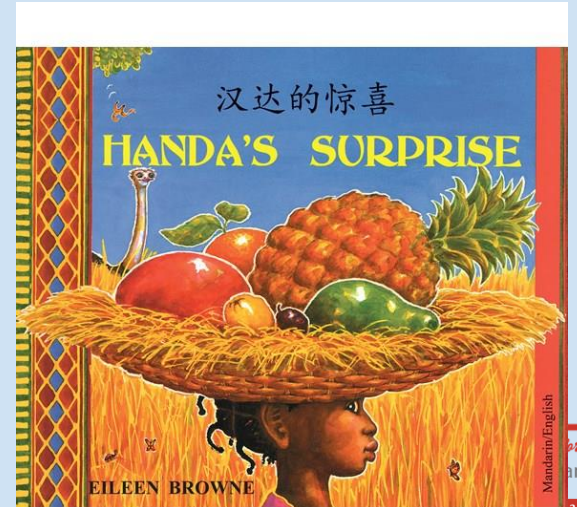
Insert EAL department coordinator name and/or school sponsors

Bedtime stories/ whole school project

<https://vocaroo.com/>

Ask parents to film themselves reading their favourite bedtime story in their mother tongue

Get the children to read the same bedtime story in all the languages that they speak.



Summer fair stall / whole school project

Ask parents to bring their own flag, currency samples, national dish, typical artefacts, traditional toys.



Listening project / whole school project



Ask the children with EAL to interview their family members.

Publish the collection of interviews.

Saturday morning language schools

- ❖ FLAM network for French
- ❖ Russian schools
- ❖ Greek schools
- ❖ Spanish: Cervantes institute
- ❖ German: Goethe institute



The screenshot shows the homepage of the 'Un Matin Français' website. At the top left is the logo, which features a sun with three children holding hands underneath it, and the text 'UN MATIN FRANÇAIS' with a pencil icon. To the right of the logo, the phone number '07740 793950' and the email address 'contact@unmatinfrancais.co.uk' are displayed. Below this is a dark blue navigation bar with five white text links: 'L'ÉCOLE', 'LES CLASSES', 'INFORMATIONS PRATIQUES', 'ACTUALITÉS', and 'CONTACT'. The main content area is divided into two columns. The left column has a white background and contains the heading 'BIENVENUE' in bold. Below the heading is a paragraph in French: 'à la petite école française du samedi matin de Southgate.' This is followed by an English instruction: 'If you want to read our content in English, please open the page then select French then English (top left) in the Translator provided.' Below the text is a small image of a Facebook post for 'Un Matin Français' showing 69 likes and buttons for 'Like Page' and 'Share'. The right column features a large, vibrant photograph of five children of diverse ethnicities smiling and looking towards the camera.

UN MATIN FRANÇAIS

07740 793950 contact@unmatinfrancais.co.uk

L'ÉCOLE LES CLASSES INFORMATIONS PRATIQUES ACTUALITÉS CONTACT

BIENVENUE

à la petite école française du samedi matin de Southgate.

If you want to read our content in English, please open the page then select French then English (top left) in the Translator provided.

Un Matin Français
69 likes
Like Page Share

Un Matin Français
on Friday

Extra income for your school

- Letting the classrooms for language schools
- Creating a network in the local community



Contact embassies

Invite speakers



The Bulgarian Ambassador Meets with Students from King's College London

Get extra funding

British Spanish Society Scholarships

The BritishSpanish Society, an independent UK registered charity with over one hundred years of history, is delighted to announce the opening of its 13th Scholarships Programme, presenting a record **ten scholarship awards**, ranging from £5,000 to £6,000 each.

Our scholarships programme aims to support postgraduate projects by British and Spanish nationals in any subject discipline. Applications will be accepted for ongoing research as well as projects which are due to start next academic year, provided that they have been unconditionally accepted by a UK / Spanish Higher Education institution.

Deadline for applications: TBC for 2020/21 academic year

For more information, and to apply click [here](#).