

Culturally and Linguistically Diverse Classrooms

NEW PERSPECTIVES ON LANGUAGE AND EDUCATION

Series Editor: Professor Viv Edwards, *University of Reading, Reading, Great Britain*

Series Advisor: Professor Allan Luke, *Queensland University of Technology, Brisbane, Australia*

Two decades of research and development in language and literacy education have yielded a broad, multidisciplinary focus. Yet education systems face constant economic and technological change, with attendant issues of identity and power, community and culture. This series will feature critical and interpretive, disciplinary and multidisciplinary perspectives on teaching and learning, language and literacy in new times.

Full details of all the books in this series and of all our other publications can be found on <http://www.multilingual-matters.com>, or by writing to Multilingual Matters, St Nicholas House, 31-34 High Street, Bristol BS1 2AW, UK.

NEW PERSPECTIVES ON LANGUAGE AND EDUCATION

*Series Editor: Professor Viv Edwards, University of Reading,
Reading*

Culturally and Linguistically Diverse Classrooms

New Dilemmas for Teachers

Edited by

Jennifer Miller, Alex Kostogriz and
Margaret Gearon

MULTILINGUAL MATTERS

Bristol • Buffalo • Toronto

Library of Congress Cataloging in Publication Data

A catalog record for this book is available from the Library of Congress.

Miller, Jennifer

Culturally and Linguistically Diverse Classrooms: New Dilemmas for Teachers/Edited by Jennifer Miller, Alex Kostogriz and Margaret Gearon.

New Perspectives on Language and Education

Includes bibliographical references.

1. English language--Study and teaching (Secondary)--Foreign speakers.

2. English language--Study and teaching (Secondary)--United States.

3. Language arts (Secondary)--Social aspects. 4. Literacy--Social aspects

I. Miller, Jennifer. II. Kostogriz, Alexander. III. Gearon, Margaret. IV. Title.

PE1128.A2M5534 2009

418.0071--dc22 2009026154

British Library Cataloguing in Publication Data

A catalogue entry for this book is available from the British Library.

ISBN-13: 978-1-84769-217-7 (hbk)

ISBN-13: 978-1-84769-216-0 (pbk)

Multilingual Matters

UK: St Nicholas House, 31-34 High Street, Bristol BS1 2AW, UK.

USA: UTP, 2250 Military Road, Tonawanda, NY 14150, USA.

Canada: UTP, 5201 Dufferin Street, North York, Ontario M3H 5T8, Canada.

Copyright © 2009 Jennifer Miller, Alex Kostogriz, Margaret Gearon and the authors of individual chapters.

All rights reserved. No part of this work may be reproduced in any form or by any means without permission in writing from the publisher.

The policy of Multilingual Matters/Channel View Publications is to use papers that are natural, renewable and recyclable products, made from wood grown in sustainable forests. In the manufacturing process of our books, and to further support our policy, preference is given to printers that have FSC and PEFC Chain of Custody certification. The FSC and/or PEFC logos will appear on those books where full certification has been granted to the printer concerned.

Typeset by Datapage International Ltd.

Printed and bound in Great Britain by the MPG Books Group.

Contents

Acknowledgements	vii
Contributors	ix

Part 1: Pedagogy in Diverse Classrooms

1 The Challenges of Diversity in Language Education <i>Margaret Gearon, Jennifer Miller and Alex Kostogriz</i>	3
2 Multilingual Educational Systems: An Added Challenge for Immigrant Students <i>David Lasagabaster</i>	18
3 Teaching with an Accent: Linguistically Diverse Preservice Teachers in Australian Classrooms <i>Jennifer Miller.</i>	36
4 High Challenge, High Support Programmes with English as a Second Language Learners: A Teacher–Researcher Collaboration <i>Jennifer Hammond.</i>	56
5 Language and Inclusion in Mainstream Classrooms <i>Karen Dooley</i>	75
6 Influences on the Written Expression of Bilingual Students: Teacher Beliefs and Cultural Dissonance <i>Joel Windle</i>	92

Part 2: Language Policy and Curriculum

7 Dilemmas of Efficiency, Identity and Worldmindedness <i>Joseph Lo Bianco</i>	113
8 Professional Ethics in Multicultural Classrooms: English, Hospitality and the Other <i>Alex Kostogriz.</i>	132
9 English as Additional Language Across the Curriculum: Policies in Practice <i>Tracey Costley and Constant Leung</i>	151

- 10 Language Pedagogies Revisited: Alternative Approaches for Integrating Language Learning, Language Using and Intercultural Understanding
Do Coyle 172
- 11 Educating Languages Teachers for Multilingual and Multicultural Settings
Margaret Gearon 196

Part 3: Research Directions in Diverse Contexts

- 12 Multilingual Researcher Identities: Interpreting Linguistically and Culturally Diverse Classrooms
Angela Creese, Arvind Bhatt and Peter Martin 215
- 13 Negotiating Teacher-Researcher Collaboration in Immersion Education
Diane Dagenais, Danièle Moore and Cécile Sabatier 234
- 14 Languages in the Classroom: Institutional Discourses and Users' Experiences
Hannele Dufva and Olli-Pekka Salo 252
- 15 Bringing Home and Community to School: Institutional Constraints and Pedagogic Possibilities
Suzanne Smythe and Kelleen Toohey 271

Acknowledgements

We wish to acknowledge the international scholars in this book, their knowledge of the field and their responsiveness to deadlines, revisions and countless emails. We are particularly grateful to series editor Viv Edwards, who saw the value in the topic and the book as an area worthy of serious attention. Her encouragement to develop the themes and our initial proposal has strengthened the book and its contribution to the field. The Faculty of Education at Monash University provided funding towards the final editing of the chapters and we thank our colleague Nike Prince for her meticulous, efficient and supportive role as copy editor. It is thanks to Nike that the manuscript came together in a timely fashion. Thanks also to Prue Madden who helped us navigate through the contractual agreements. We also wish to thank the publishers and all those who worked on the production side so efficiently. It is with much sadness that we acknowledge the sudden passing of Professor Peter Martin in April 2009. Our condolences go to his family, colleagues and friends, including co-authors Angela Creese and Arvind Bhatt.

Contributors

Arvind Bhatt has worked in the field of community languages and complementary schooling for over 20 years as well as in mainstream teaching. He has argued the case for complementary schools and bilingualism, both locally and nationally, and has been involved in major research projects with universities of Lancaster, Leicester and East London where he was a Research Fellow. He is currently teaching advanced level Gujarati at the Jalaram Bal Vikas complementary school in Leicester.

Tracey Costley is a PhD candidate at the Department of Education and Professional Studies at King's College London, where she also works as an English for Academic Purposes Lecturer at the English Language Centre. Her current research interests include exploring the interface between education policy and curriculum practice in relation to ethnolinguistic minority students in mainstream schooling contexts, as well as academic genres and student identity in writing at university. She has been actively involved in a number of curriculum development projects for ethnolinguistic minority pupils, focussing on language and literacy development for 14–19 year olds.

Do Coyle is Professor in Learning Innovation at the University of Aberdeen, formally Director of the Visual Learning Lab at the University of Nottingham developing technology-enhanced learning spaces. Much of her research is in the field of pedagogies for content and language integrated learning (CLIL) and bilingual settings for Modern Foreign Languages (MFL). She has developed the 4Cs conceptual framework for CLIL and is an international expert, working closely with a range of agencies for promoting CLIL. She was awarded Chevalier dans l'Ordre des Palmes Academiques for her services to French. She believes that all young people should have an entitlement to positive language learning, which demands a radical rethink of current practice.

Angela Creese has worked in linguistically and culturally diverse schools as a researcher, a teacher trainer and as a consultant. Her work is on educational inclusion, multilingualism and community schooling. She has experience working in multilingual research teams and conducting collaborative research. She is a founding member of the United Kingdom Linguistic Ethnography Forum. She is Professor of Educational Linguistics at the School of Education, University of Birmingham.

Diane Dagenais is Professor and Associate Dean, Academic, at the Faculty of Education at Simon Fraser University. She is co-editor of the Canadian Modern Language Review, a member of the British Columbia Centre of Excellence for Research on Immigration and Diversity and the European Centre for Modern Languages. Her research is supported from several sources and she publishes on issues of diversity and language learning as they relate to immigration, multilingualism, multilingual literacies, second language and bilingual education.

Karen Dooley lectures in literacy at Queensland University of Technology, and has a particular interest in second language education. She has worked in mainstream English as a Second Language (ESL) settings in Queensland primary schools and as an English as a Foreign Language (EFL) teacher in a Shanghai secondary school. Karen is particularly interested in pedagogy for English language learners in mainstream classrooms, and is currently completing a study of provision for middle school students who have arrived in Australia as refugees from Africa.

Hannele Dufva is Professor of Language Education at the Department of Languages, University of Jyväskylä. She has authored a number of articles on dialogical philosophy of language and its potential contribution to contemporary applied linguistics. She has edited and co-authored several books and teaching materials. She is currently responsible for the research project The Dialogues of Appropriation, funded by the Academy of Finland.

Margaret Gearon is a Senior Lecturer at the Faculty of Education at Monash University. She specialises in languages teacher education at both preservice and inservice levels, curriculum and assessment in foreign and community (heritage) languages, and bilingual education. Her research interests are in immersion education, codeswitching in the foreign language classroom and how the knowledge and beliefs of

preservice languages teachers are manifested in their classroom practices. She is currently project director for the design of a teacher-training course for community languages teachers in Australia.

Jennifer Hammond is an Associate Professor at the Faculty of Arts and Social Sciences (Education), University of Technology, Sydney. She teaches in the fields of language and literacy education, English as a Second Language (ESL) education and research design. Her research interests are in literacy development, classroom interaction, and the implications of sociocultural and systemic theories of language and learning in ESL education. She has published widely in these areas.

Alex Kostogriz is Associate Professor in TESOL at the School of Education, Deakin University. He has published widely on issues of professional practice and ethics of English language educators, teacher professional identity and learning, transcultural literacy and a pedagogy of Thirdspace. He has co-edited *Dimensions of Professional Learning* (2007), special issues of *Mind, Culture, and Activity* and *English Teaching: Practice and Critique* on learning in multicultural conditions.

David Lasagabaster is Associate Professor of English Studies at the University of the Basque Country, Spain. He has been involved in language teaching and teacher education in Spain for many years. He has published on second/third-language acquisition, foreign language teaching methodology, language learning among immigrant students, language attitudes, and multilingualism. His work has appeared in books, edited books and several international journals.

Constant Leung is Professor of Educational Linguistics at King's College London. He is Deputy Head of Department and Director of the MA English Language Teaching and Applied Linguistics and MA Assessment in Education programmes at the Department of Education and Professional Studies. Before taking up teaching positions in higher education, he taught in schools and worked as advisory teacher and manager in local government. 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.

Joseph Lo Bianco is Professor of Language and Literacy Education at the University of Melbourne. He is best known as the author of the 1987 Australian National Policy on Languages, adopted as a bipartisan national plan for English, Indigenous languages, Asian and European languages, and Interpreting and Translating services, and now used worldwide as a model of language planning. He has more than 100 scholarly refereed articles and has written or edited 32 books and reports.

Peter Martin worked in primary and secondary classrooms, and in higher education, in several linguistically and culturally diverse contexts. His interests included bilingual interaction, multilingualism, widening participation in education, and community schooling. He was involved in research into classroom interaction, community education and Austronesian linguistics. He was Professor of Education and Linguistics in the Cass School of Education at the University of East London. Sadly, Peter died following a stroke on 24 April 2009.

Jennifer Miller is a Senior Lecturer at the Faculty of Education at Monash University where she teaches postgraduate Teaching English to Speakers of Other Languages (TESOL) courses. Her research and publications are in the areas of language acquisition and identity, the sociocultural framing of language pedagogy, and teacher's work. Her book, *Audible Difference: ESL and Social Identity in Schools* (Multilingual Matters, 2003) explores the politics of speaking and identity for immigrant students in Australian high schools. Her current research concerns low literacy refugee students in the high school mainstream, and preservice teachers from non-English-speaking backgrounds.

Danièle Moore is Professor at the Faculty of Education at Simon Fraser University in Canada, and Research Director at Paris 3 – Sorbonne Nouvelle in France. Her research focuses on the sociolinguistic and educational aspects of bilingualism and multilingualism in minority situations. Her recent publications include *Plurilinguismes et école* (2007, Collection LAL, Didier, Paris); *La compétence plurilingue. Regards francophones* (2008, with Véronique Castellotti); *Plurilinguismes et enseignement. Identités en construction* (2008, with Pierre Martinez and Valérie Spaëth); and *Perspectives pour une didactique des langues contextualisée* (2008, with Philippe Blanchet and Safia Assalah-Rahal).

Cécile Sabatier is an Assistant Professor at the Faculty of Education at Simon Fraser University. Her scholarly work is situated in language

education and educational sociolinguistics, with a focus on linguistic and cultural diversity, multilingual competencies and language acquisition in minority contexts. Her work documents attitudes to multilingualism in families, schools and communities, as well as addressing issues of teacher education in a rapidly expanding world. As an author or co-author, she has published several articles in journals and books.

Olli-Pekka Salo is currently working as a Lecturer in Language Pedagogy at the Department of Teacher Education, University of Jyväskylä, Finland. His research interests cover a wide range of topics including, for instance, philosophy of language education, pedagogical grammar, teacher and learner beliefs and curriculum studies. He has written a number of articles dealing with many different aspects of language education in Finland. He is also participating in a project called *The Dialogues of Appropriation*, funded by the Academy of Finland.

Suzanne Smythe is Postdoctoral Fellow in Education at the University of Western Ontario. Her research interests include school-community relations, gender and education and critical literacies in community settings. Recent publications include 'The good mother: Exploring mothering discourses in family literacy texts' (*Australian Journal of Literacy and Numeracy Studies*, 2004, with J. Isserlis), and the edited volume, *Portraits of Literacy across Families, Communities and Schools* (Erlbaum, 2005, with J. Anderson, M. Kendrick and T. Rogers). Her current research explores the gendered work of kindergarten transitions.

Kelleen Toohey is Professor at the Faculty of Education at Simon Fraser University. Her research addresses English language learning by immigrant children and critical literacy. Recent publications include *Learning English at School: Identity, Social Relations and Classroom Practice* (Multilingual Matters, 2000); *Critical Pedagogies and Language Learning* (Cambridge University Press, 2004, with B. Norton); and the recent *Collaborative Research in Multilingual Classrooms* (Multilingual Matters, 2009, with C. Denos, K. Neilson and B. Waterstone). Her current research is with teachers and multilingual children.

Joel Windle is a lecturer at the Faculty of Education at Monash University and has previously taught in French and Australian schools. His research is in the field of comparative sociology of education, and focuses on the intersections of gender, ethnicity and class under

contrasting institutional and political conditions, as well as under the changing conditions of globalisation. He has previously published on the experiences of migrant-background students in working-class secondary schools; and on the perceptions and representation of minority youth.

Part 1

Pedagogy in Diverse Classrooms