

Managing Diversity in Education

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.

Managing Diversity in Education

Languages, Policies, Pedagogies

Edited by

**David Little, Constant Leung and
Piet Van Avermaet**

MULTILINGUAL MATTERS

Bristol • Buffalo • Toronto

Library of Congress Cataloging in Publication Data

Managing Diversity in Education: Languages, Policies, Pedagogies/Edited by David Little, Constant Leung and Piet Van Avermaet.

New Perspectives on Language and Education: 33.

Includes bibliographical references and index.

1. Multilingualism. 2. Multiculturalism. 3. Language policy. 4. Linguistic minorities. 5. Language and education. 6. Mainstreaming in education. I. Little, D. G., editor of compilation.

P115.M36 2013

306.44'6071—dc23 2013025854

British Library Cataloguing in Publication Data

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

ISBN-13: 978-1-78309-080-8 (hbk)

ISBN-13: 978-1-78309-079-2 (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 © 2014 David Little, Constant Leung, Piet Van Avermaet 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 Techset Composition India (P) Ltd., Bangalore and Chennai, India.

Printed and bound in Great Britain by the Lavenham Press Ltd.

Contents

Contributors	xi
Introduction	xvii
Part 1	
1 Language and Identity in Multilingual Schools: Constructing Evidence-based Instructional Policies	3
<i>Jim Cummins</i>	
Introduction	4
Patterns of Immigrant Student Achievement	7
Intersections Among Socioeconomic Status, Societal Power Relations and Identity Negotiation	9
A Framework for Implementing Evidence-based Pedagogy in Diverse School Contexts	17
Interpretations of Evidence-based Policies in Two International Contexts	19
Conclusion	23
2 English as an Additional Language: Symbolic Policy and Local Practices	27
<i>Tracey Costley and Constant Leung</i>	
The Teaching of EAL	28
Policy in Practice	30
Practice as a Reflection of Policy (or not)	39
3 Germany after the ‘PISA Shock’: Revisiting National, European and Multicultural Values in Curriculum and Policy Discourses	43
<i>Daniel Faas</i>	
Introduction	44

	Methodology	46
	Cultural Autonomy, Integration and Diversity in Baden-Württemberg	47
	Conclusions	53
4	Teaching English to Immigrant Students in Irish Post-primary Schools	57
	<i>Rachael Fionda</i>	
	Introduction	58
	Hegemony and 'Gaps'	59
	Official Policy	60
	Academic Language and Learner Autonomy	61
	Teachers, Provision and Pedagogy	61
	Phase 1 of My Investigation	62
	Phase 2 of My Investigation	63
	Discussion	68
	Conclusion	70
5	Inclusion or Invasion? How Irish Post-primary Teachers View Newcomer Students in the Mainstream Classroom	73
	<i>Fiona Kearney</i>	
	Introduction: Sample and Methodology	74
	Key Survey Findings on Teachers' Attitudes to Newcomers'	
	Inclusion in Mainstream	75
	Dismantling Teacher Resistance to Inclusion: The Case for	
	In-service Provision	80
	Conclusion: The 21st Century School – Gatekeeper of Elitism or	
	Trailblazer for Inclusion?	82
	Appendix A: Questionnaire	86
	Appendix B: Interview Schedule	94
6	The Linguistic Challenges of Immigration: The Irish Higher Education Sector's Response	97
	<i>Brid Ní Chonail</i>	
	Overview	98
	Background and Rationale of the Study	98
	The Promotion of Equality in the Higher Education Sector	99
	Methodology	99
	Results	101
	Conclusion	107

Part 2

7	Investigating the Development of Immigrant Pupils' English L2 Oral Skills in Irish Primary Schools	111
	<i>Bronagh Ćatibušić</i>	
	Introduction	112
	The Need for Empirical Research	115
	Data Collection and Methods of Analysis	115
	Results	117
	Conclusion	126
	Appendix	128
8	Investigating the Linguistic Skills of Migrant Students in the German Vocational Education System	132
	<i>Patrick Grommes</i>	
	Introduction	132
	Educational Factors	133
	Linguistic Factors	135
	Empirical Findings	139
	Discussion	142
	Conclusion	144
9	A Corpus-based Analysis of the Lexical Demands that Irish Post-primary Subject Textbooks Make on Immigrant Students	147
	<i>Stergiani Kostopoulou</i>	
	The Rationale for a Corpus Linguistic Analysis of Irish Post-primary Subject Textbooks	148
	Subject-specific Corpora and Methodology	149
	The Most Frequent Lexical Words in the Six Corpora and their Collocates	151
	The Most Frequent 4-word Clusters in the Six Corpora and their Semantic and Functional Associations	159
	Conclusion	163
10	Assessing the Impact of English Language Support Programme Materials on Post-primary Language Support and Mainstream Subject Classrooms in Ireland	167
	<i>Zachary Lyons</i>	
	Introduction	168
	ELSP Research in Post-primary Schools	168
	Developing the ELSP Language Support Materials	169
	Impact Study	172

Some Findings	177
Concluding Remarks	182
Appendix	185

Part 3

11 From English Language Support to Plurilingual Awareness	189
<i>Déirdre Kirwan</i>	
Introduction	190
Issues in English Language Support	190
Plurilingual Awareness	191
Conclusion	202
12 Language Diversity in Education: Evolving from Multilingual Education to Functional Multilingual Learning	204
<i>Sven Sierens and Piet Van Avermaet</i>	
Introduction	205
Monolingual versus Multilingual Education	205
Dealing with Linguistic Diversity at School,	
Strategy 1: A Constructive Language Policy	213
Responding to Linguistic Diversity at School,	
Strategy 2: Language Awareness Raising	215
Exploiting Linguistic Diversity at School, Strategy 3:	
Functional Multilingual Learning	217
To Conclude	219
13 Exploring the Use of Migrant Languages to Support Learning in Mainstream Classrooms in France	223
<i>Nathalie Auger</i>	
General Policies, Specific Pedagogy and Impact on Migrant Languages	224
The Use of Migrant Languages: An Experiment	228
Conclusion: Further Steps	240
14 Linguistic Third Spaces in Education: Teachers' Translanguaging across the Bilingual Continuum	243
<i>Nelson Flores and Ofelia García</i>	
The Origins of National/Colonial Language Ideologies	244
Critique of Nation State/Colonial Language Ideologies	245

Creating Linguistic Third Spaces at Pan American International High School	246
Conclusion	255
15 From 'Monolingual' Multilingual Classrooms to 'Multilingual' Multilingual Classrooms: Managing Cultural and Linguistic Diversity in the Nepali Educational System	257
<i>Shelley K. Taylor</i>	
Challenges in Introducing L1-based MLE	258
When 'More' is <i>Less</i> , not <i>More</i> , and the Management of Linguistic Diversity in Education	259
The Lure of 'Goddess English'	260
Introducing L1-based MLE into Nepal to Manage CLD in Education	261
Managing CLD in the Pilot Project	262
Quality Control in 'Multilingual' Multilingual Classrooms	264
Ruling Passions	267
Discussion and Conclusion	268
16 The Ecology of Mobile Phone Use in Wesbank, South Africa	273
<i>Fie Velghe and Jan Blommaert</i>	
Introduction	274
The Conditions for Mobile Phone Usage in Wesbank	277
Discussion and Conclusion	285
Author Index	291
Subject Index	298

Contributors

Nathalie Auger is a full professor of language sciences at the University of Montpellier, France. Her research focuses on second and foreign language acquisition in France and Canada, and she leads a team working on this topic at Praxiling, a National Centre for Scientific Research (CNRS). She is a strong advocate of the use of immigrant pupils' home languages at school, a subject on which she has published a number of books and articles; she is also responsible for a prize-winning film, *Comparons nos langues*. She works closely with the French Ministry of Education to implement plurilingual and intercultural approaches as part of general language education, and she has contributed to Council of Europe projects in this area.

Jan Blommaert is Professor of Language, Culture and Globalization and Director of the Babylon Center at Tilburg University, The Netherlands. He also holds appointments at the University of Ghent (Belgium), the University of the Western Cape (South Africa), Beijing Language and Culture University (China), and is coordinator of the Max Planck Sociolinguistic Diversity Working Group. Major publications include *Language Ideological Debates* (Mouton de Gruyter, 1999), *Discourse: A Critical Introduction* (Cambridge University Press 2005), *Grassroots Literacy* (Routledge, 2008), *The Sociolinguistics of Globalization* (Cambridge University Press 2010), and *Ethnography, Superdiversity and Linguistic Landscapes: Chronicles of Complexity* (Multilingual Matters, 2013).

Bronagh Ćatibušić was awarded a PhD in Applied Linguistics by Trinity College Dublin in 2011. A book based on her PhD research, *Immigrant Pupils Learn English: A CEFR-related Empirical Study of L2 Development*, co-authored with David Little, is published by Cambridge University Press. She lectures on teaching English as a second language at St. Patrick's College of Education, Dublin, and is involved in work on language test development. She has previously worked on the production of assessment resources for children from

immigrant backgrounds as part of the English Language Support programme provided by the Irish Department of Education and Skills. She has also taught English in Bosnia and Herzegovina, Japan and Ireland.

Tracey Costley is currently a visiting assistant professor in the Department of English at City University of Hong Kong. Her PhD research was concerned with the social construction of policy and practice and adopted an ethnographic perspective in order to understand the ways in which learners of English as an Additional Language are conceptualised within mainstream educational settings in London. Her current research interests include exploring the interface between education policy and curriculum practices. She is also interested in academic literacies, processes of academic socialisation, academic genres, and student identity in writing at university.

Jim Cummins is a professor at Ontario Institute for Studies in Education at the University of Toronto. His research focuses on literacy development in educational contexts characterized by linguistic diversity. He is the author (with Margaret Early) of *Identity Texts: The Collaborative Creation of Power in Multilingual Schools* (Trentham Books, 2011).

Daniel Faas is head of the Department of Sociology and a member of the University Council at Trinity College Dublin. His research and teaching interests are in the sociology of migration with particular emphasis on the intersection of migration and education. His work focuses on youth identities in relation to immigrant integration, national identity, multiculturalism and social cohesion in Europe, diversity management in educational sites and work places, curriculum design and development, and comparative case study methodologies. He was awarded the 2012 Provost's Teaching Award at Trinity College and the 2009 European Sociological Association award for best journal article. He is the author of *Negotiating Political Identities: Multiethnic Schools and Youth in Europe* (Ashgate, 2010).

Rachael Fionda is academic director at a large Dublin language school. She was awarded her PhD by Trinity College Dublin in 2010 for a thesis entitled *English Language Support for Migrant Students in Irish Post-Primary Schools*. She worked as a part-time English language support teacher in a disadvantaged post-primary school in Dublin for three years. Before coming to Dublin she was a full-time lecturer in English Language and Linguistics at the University of Innsbruck, Austria. She completed her MPhil in Applied Linguistics at the same institution, and her BA in Linguistics and Italian at the University of Leeds, UK.

Nelson Flores is assistant professor in Educational Linguistics at the University of Pennsylvania Graduate School of Education. His research seeks to problematize oppressive language ideologies that inform current approaches to the education of language-minoritised students, develop new research methodologies for analysing language practices of language-minoritised populations outside these oppressive frameworks, and re-imagine language education pedagogy in ways that resist these ideologies. He has collaborated on several studies related to the education of emergent bilingual students at public schools in New York City and Philadelphia.

Ofelia García is professor in the PhD programs of Urban Education and Hispanic and Luso-Brazilian Literatures and Languages at The Graduate Center, City University of New York. She has been professor at Columbia University's Teachers College and Dean of the School of Education at Long Island University. Among her recent books are: *Bilingual Education in the 21st Century*; *Bilingual Community Education and Multilingualism* (with Zeena Zakharia and Bahar Otcu); *Handbook of Language and Ethnic Identity, I and II* (with Joshua A. Fishman); *Educating Emergent Bilinguals* (with Joanne Kleifgen); and *Additive Schooling in Subtractive Times* (with Lesley Bartlett). She is the Associate General Editor of the *International Journal of the Sociology of Language*.

Patrick Grommes is a post-doctoral researcher in the Department of Language, Literature and Media at the University of Hamburg in the area of German as a Second/Foreign Language. From 2009 to 2011 he participated in the project 'Multilingual Language Development in Educational Institutions', which was part of the university's 'Linguistic Diversity Management in Urban Areas (LiMA)' research cluster. He studied German linguistics at Humboldt University Berlin and completed his PhD on the topic of coherence in spoken dialogue in 2005. His research interests include multilingualism, second language acquisition and teaching, and aspects of speech and text production.

Fiona Kearney is an Inspector of Special Education (Primary/Post-primary) with the Department of Education and Skills, Ireland. Previously she was seconded from Castleknock Community College to the position of National Coordinator with the Special Education and Support Service. Prior to her secondment she was a mainstream teacher of English, English Language Support coordinator, and Learning Support and Special Educational Needs teacher and coordinator. She helped the Special Educational Needs Dublin 15 and Dublin 7 Cluster Group to design and deliver seminars relating to special

educational needs, Child Protection Guidelines, and the induction of new-comer students. She was also a lecturer and teacher in early childhood education for 16 years. She has conducted research on the issue of inclusion.

Déirdre Kirwan is principal of Scoil Bhríde Cailíní, Blanchardstown, Dublin. 70% of the school's enrolment consists of pupils from more than 40 cultural and linguistic backgrounds. In 2008 she received the *European Ambassador for Languages* award for her promotion of cultural and linguistic diversity in the school. In 2009 she received a PhD from Trinity College Dublin for her research in the area of language education. She has presented papers on the topic of multilingual education at national and international conferences, and has delivered courses to teachers at undergraduate and post-graduate levels. She is strongly committed to promoting plurilingualism at primary level and is currently exploring, with teachers, parents and pupils, the benefits of an integrated approach to language teaching and learning in Scoil Bhríde Cailíní.

Stergiani Kostopoulou specializes in Applied Corpus Linguistics, English for Specific/Academic purposes, and Second Language Pedagogy. She has published a number of articles and given numerous presentations in these areas. She taught modules on Applied Linguistics, English Language Teaching and English for Academic Purposes at Trinity College Dublin from 2007 to 2011. She was also a member of the English Language Support Programme of the Trinity Immigration Initiative (2007–2010). She is currently a research associate at the Centre for Intercultural and Migration Studies, University of Crete, and a teacher of English for Academic Purposes at MBS College in Greece.

Constant Leung is Professor of Educational Linguistics at King's College London. He also serves as deputy head of the Department of Education and Professional Studies. Before taking up teaching positions in higher education he taught in schools and worked as an 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.

David Little retired in 2008 as Associate Professor of Applied Linguistics and head of the School of Linguistic, Speech and Communication Sciences at

Trinity College Dublin. His principal research interests are the theory and practice of learner autonomy in second language education, the exploitation of linguistic diversity in schools and classrooms, and the use of the *Common European Framework of Reference for Languages* to support the design of second language curricula, teaching and assessment. From 2001 to 2008 he was director of Integrate Ireland Language and Training, which was funded by the Irish government to provide intensive English language programmes for adult immigrants with refugee status and to support the teaching of English as an Additional Language in primary and post-primary schools. From 2007 to 2010 he led the Trinity Immigration Initiative's English Language Support Programme, which created the post-primary EAL learning materials available at <http://www.elsp.ie>.

Zachary Lyons is a lecturer in Language Learning, French and Maths, a post-primary teacher of Maths, French and ICT, and a former research fellow with the Trinity Immigration Initiative's English Language Support Programme for Post-Primary Schools, Trinity College Dublin. He has been involved in language, literacy and numeracy teaching for over 24 years and currently works in Lausanne for an international organisation as a language consultant developing multilingual learning materials and programmes.

Brid Ní Chonaill is a lecturer at the Institute of Technology Blanchardstown, Dublin. She has delivered courses and carried out research on French culture and society with a particular focus on linguistic diversity in France, language policy, and issues concerning immigration. Having broadened her research interests to immigration in the Irish context she currently lectures and researches in this area. She completed an IRCHSS project entitled 'Perceptions of Migrants in the Blanchardstown Area: Local Views' in 2007 and a two-year funded project on migrant parents and the transition to third level education in Ireland in 2011.

Sven Sierens has a Master's degree in Communication Science from the Free University of Brussels and a special degree in Social and Cultural Anthropology from the University of Leuven. He started working as a researcher at the University of Leuven and is currently attached to the Centre for Diversity and Learning at the University of Ghent. He has carried out a number of studies on intercultural education and immigrant minorities and diversity in education. He is presently involved as researcher and coordinator in research projects that focus on linguistic diversity and multilingualism in elementary education in Flanders, Belgium.

Shelley K. Taylor is associate professor at Western University (Ontario) where she teaches courses on Minority Languages, Issues in Language and Literacy, and Teaching English and French as Second Languages. Her research interests include longitudinal studies of the development, maintenance and evolution of plurilingual students' linguistic repertoires in various contexts internationally, and classroom-based explorations of how plurilingual learners fare in educational language programs that are out of step with superdiversity in Canada and Denmark. She has published in the *Canadian Journal of Applied Linguistics*, *TESOL Quarterly*, *Race, Ethnicity and Education* and *Writing and Pedagogy*, and she is Associate Convention Program Chair of TESOL 2015 in Toronto.

Piet Van Avermaet has a PhD in Applied Linguistics and teaches Multicultural Studies at the University of Ghent, Belgium, where he also directs the Centre for Diversity and Learning. His expertise and research interests are: diversity and social inequality in education, educational linguistics, multilingual and multicultural education, language and the integration of immigrants, sociolinguistics, and language testing. He worked for many years at the Centre for Language and Education at the University of Leuven, where he was coordinator of the Certificate in Dutch as a Foreign Language (CNaVT).

Fie Velghe is currently a PhD student at Tilburg University and a member of the Transformations in the Public Sphere (TRAPS) research group in the Tilburg School of Humanities, Department of Culture Studies. Her research focuses on mobile phone use and mobile phone literacies amongst middle-aged women in impoverished communities in Cape Town, South Africa. She has Master's degrees in African Languages and Cultures and Conflict and Development, both from the University of Ghent.