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Multilingual Teacher Education

Classroom Ecology & Awareness

LANGUAGE AWARENESS

The Association for Language Awareness (ALA) defines **language awareness** as

"*explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use*" (ALA home page).

Two roles for language awareness:

1. As a **goal** of teacher education, it develops the teachers' sensitivity to language, what *Wright* calls their "*linguistic radar.*"

2. As a **method**, a task or activity type, students work with authentic language data.

Language Awareness and Knowledge about Language:

(1) human language and signals, signs and symbols,

(2) spoken and written language,

(3) how language works,

(4) using language,

(5) languages of the UK, Europe, and the world, and

(6) how do we learn languages.

Eric Hawkins (1984)

Note:

A child's earliest first hand experiences in native speech do not necessarily correspond to the formal school version of the so-called mother tongue.

Difficulties *encountered by the use of* **mother tongues** *as* **languages of instruction** :

1. Sometimes the **mother tongue** may be an unwritten language;

2. Sometimes the language may not even be generally recognized as constituting a **legitimate language**;

3. The appropriate **terminology for education** purposes may still have to be developed;

4. There may be a shortage of **educational materials** in the language;

5. The multiplicity of languages may exacerbate the difficulty of providing schooling in each mother tongue;

6. There may be a lack of appropriately **trained teachers**;

7. There may be resistance to schooling in the mother tongue by students, parents and teachers.

DILEMMAS & QUESTIONS in the Multilingual Classroom

TEACHING MATHEMATICS IN MULTILINGUAL CLASSROOMS Anjum Halai, Aga Khan University, Karachi,

- **The dilemma** of <u>code switching</u>, when learners or teachers switch from language of instruction to the first language.
- **The dilemma** of <u>mediation</u> when teachers move towards the learners preferred language.
- **The dilemma** of <u>transparency</u> when the teacher spends time explicitly teaching meta-language vs. everyday language

◊ **How** can teachers organise their teaching to address the issues and dilemmas that arise in a **multilingual classroom**?

◊ In **what** ways can teacher education prepare teachers for **multilingual classrooms**?

◊ **How** can research inform practice in teacher education in **multilingual classrooms**?

In one problem task students were given the statement "*Sara will be 28 year old after 9 years. Find her present age*". Their task was to form an equation for the given statement and to solve it.
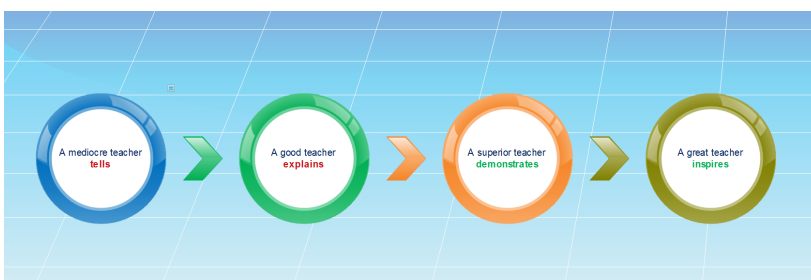
The understanding how the word "**will**" was used was crucial to the students' successfully doing the task. Knowing that 'will' is **future tense** had major implications for how the problem statement is **converted into a mathematical equation** and then a solution is sought.

"Are you sure you're not assigning too much homework? — I don't want to end up *overqualified*."

The language of instruction in school is the medium of communication for the transmission of knowledge. This is different from language teaching itself.

Dr. Z. Pourtskhvanidze
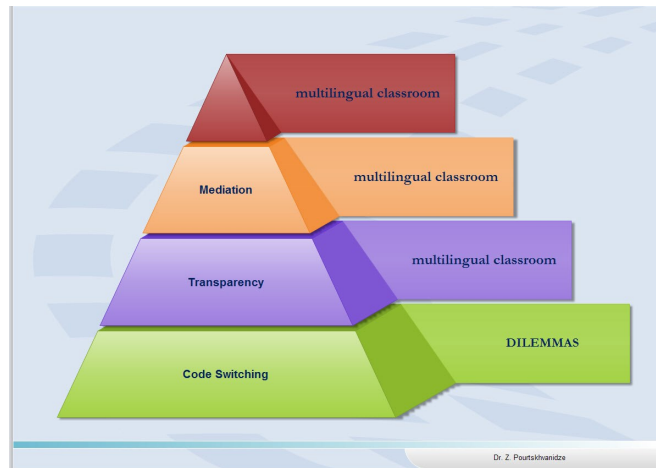
Plurilingualism vs. Multilingualism

"Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the coexistence of different languages in a given society …. Beyond this, the plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples …, he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact"

A mediocre teacher **tells**

A good teacher **explains**

A superior teacher **demonstrates**

A great teacher **inspires**

ARE TEACHERS BORN?   OR

ARE TEACHERS MADE?

A GOOD TEACHER IS MADE…

TEACHING IS A SKILL…

Language, Culture, Communication

In teaching and education contexts, work on plurilingual and pluricultural competence therefore plays a key role as a means of providing diversity training while focusing on the ability to go beyond obstacles and open up a certain predisposition towards languages, cultures and communication in general, as part of a willingness to establish a dialogue with the other. In this perspective, a plurilingual speaker is "someone who has an ability to interact with others, to accept other perspectives and perceptions of the world, to mediate between different perspectives, to be conscious of their evaluations of difference" (Byram, Nichols and Stevens, 2001).
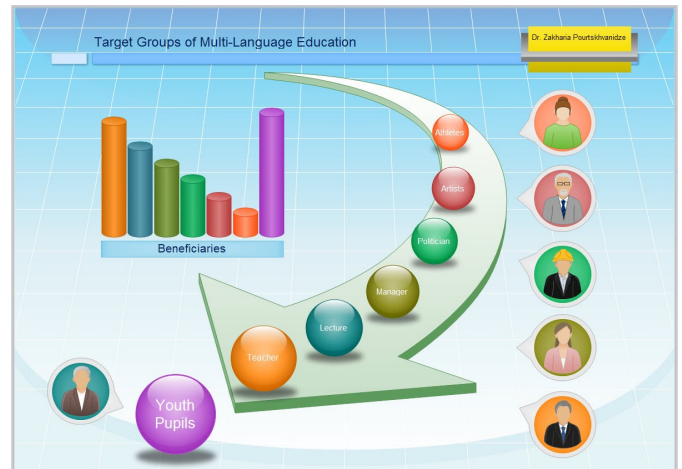
Advantages of Using Games in the Classroom

1. Games give students a break

2. Thay are motivating and challenging

3. Provide language practice in the various skills

4. Encourage students ti interact and communicate

5. Create a meaningful context for language use

6. Help make and sustain the effort of learning

Learning another language opens up access to other value systems and ways of interpreting the world, encouraging inter-cultural understanding and helping reduce xenophobia. This applies equally to minority and majority language speakers.
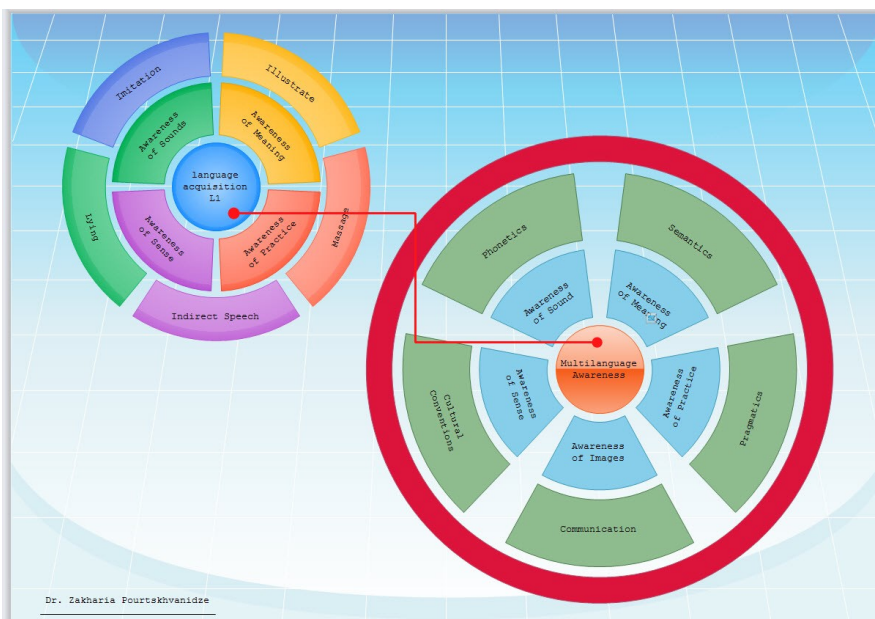

Suggestions to the Teacher:

Games should be regarded as supplementary activities | Teachers should carefully choose appropriate games | Teachers should not compel students to paricipate | Some learners may not want to participate| Always give clear instructions.

Plurilingualism and pluriculturalism & teacher training

Plurilingual and pluricultural competence is not achieved by overlapping or juxtaposing different competences; rather it constitutes a global and complex competence of which the speaker can avail himself or herself in situations characterised by plurality (Council of Europe, 2001).

And this complexity would seem to depend on four main dimensions:

1. the socio-affective dimension, which includes a certain predisposition, motivation and read ness with regard to dialogue with the other and in which the individual is willing at any time to rebuild his or her identity;

2. the dimension of linguistic and communicative registers, which includes the ability to exploit a whole range of experience and knowledge and in which different languages and cultures play different roles;
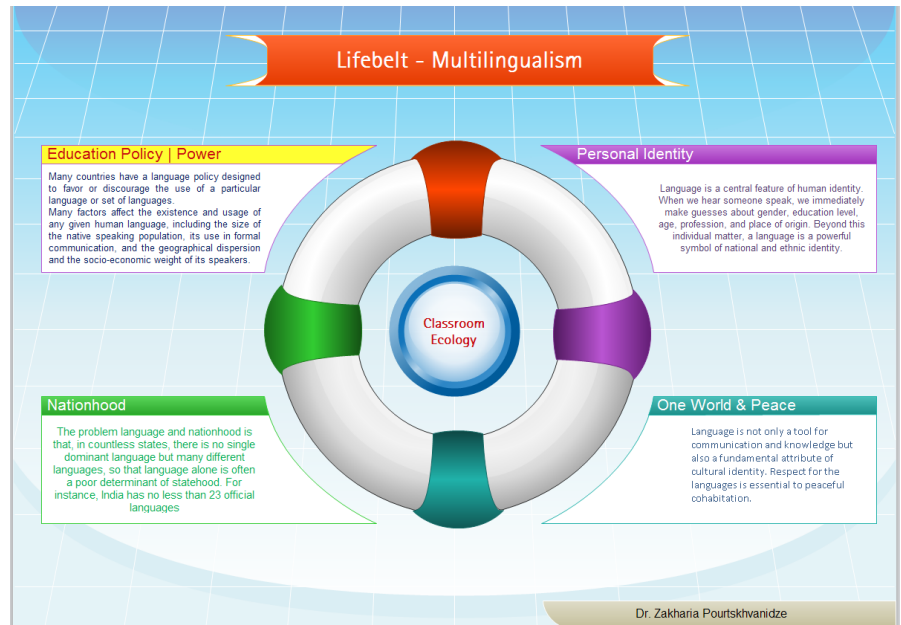
3. the dimension of learning strategies, which is expressed in the ability to use different ways of processing spoken language in a procedure aimed at resolving communication problems (situations of access to meaning or spoken and/or written output, with or without collaboration);

4. the dimension of interaction management, which takes place in situations of language contact in which speakers update different codes to manage the communication output they produce in a conversation created by situations characterised by linguistic and cultural plurality (see Andrade and Araújo e Sá, 2001; Coste, Moore and Zarate, 1997; Lüdi and Py, 1995).
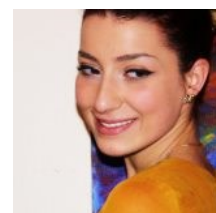
Top 11 Traits of a Good Teacher

1. Is Ever Willing to Learn
2. Wants to Be a Good Teacher
3. Promotes Independence
4. Is Knowledgeable
5. Uses Humor

6. Has Positive Attitud
7. Is Flexible
8. Uses Diverse Methods
9. Is Unconforming
10. Is a Good Communcator
11. What would YOUR # 11 be?

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