International Conference on Student-led Research and Innovation in Arts, Humanities & Social Sciences, 2nd - 4th June

ICRI-HASS 2021

Online conference hosted by Lancaster University, UK

Keynote 2: Language Education and Language in Education in Globalised World

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LANGUAGE LANDSCAPE IN COMPULSORY EDUCATION SECTOR IN ENGLAND

- EAL in **secondary schools** (8% in 2000, 15.7% in 2015, **17%** in 2019),
- EAL in **primary schools** (8.7% in 2000, 20.1% in 2015, **21%** in 2019) (DfE, 2019).
- **75%** of primary and **100%** of secondary schools have 'EAL' learners
- Approximately **350** different languages are spoken by pupils in mainstream schools

PLASC data (Schools Census, 2013); National Census data, 2011; DfE (School Census, 2019)

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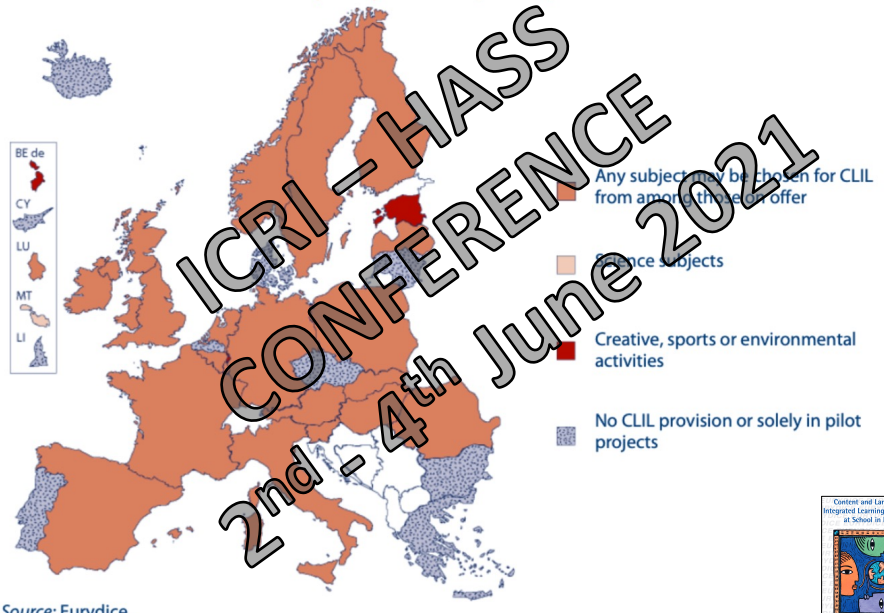
Figure 2.3: Subjects in the CLIL curriculum in mainstream school provision in primary education (ISCED 1), 2004/05



Source: Eurydice.

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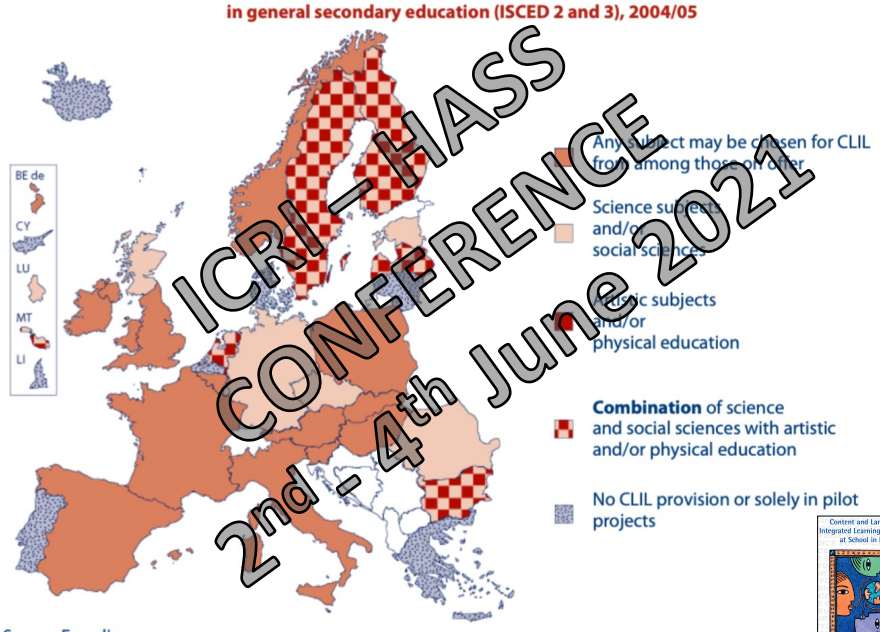
Figure 2.4: Subjects in the CLIL curriculum in mainstream school provision in general secondary education (ISCED 2 and 3), 2004/05



Source: Eurydice.

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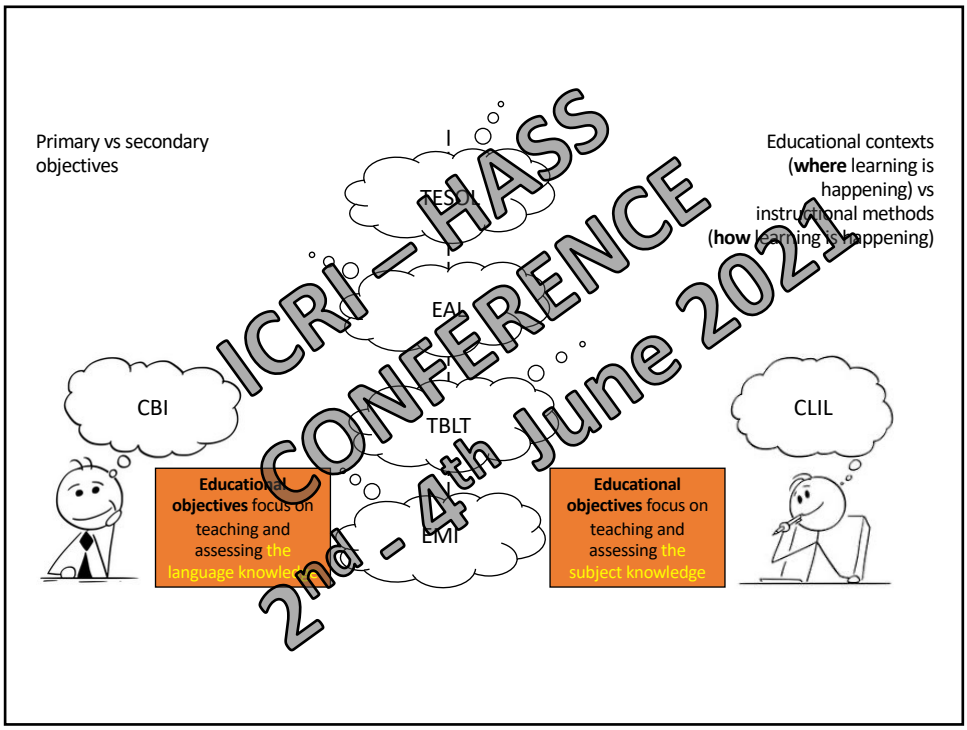

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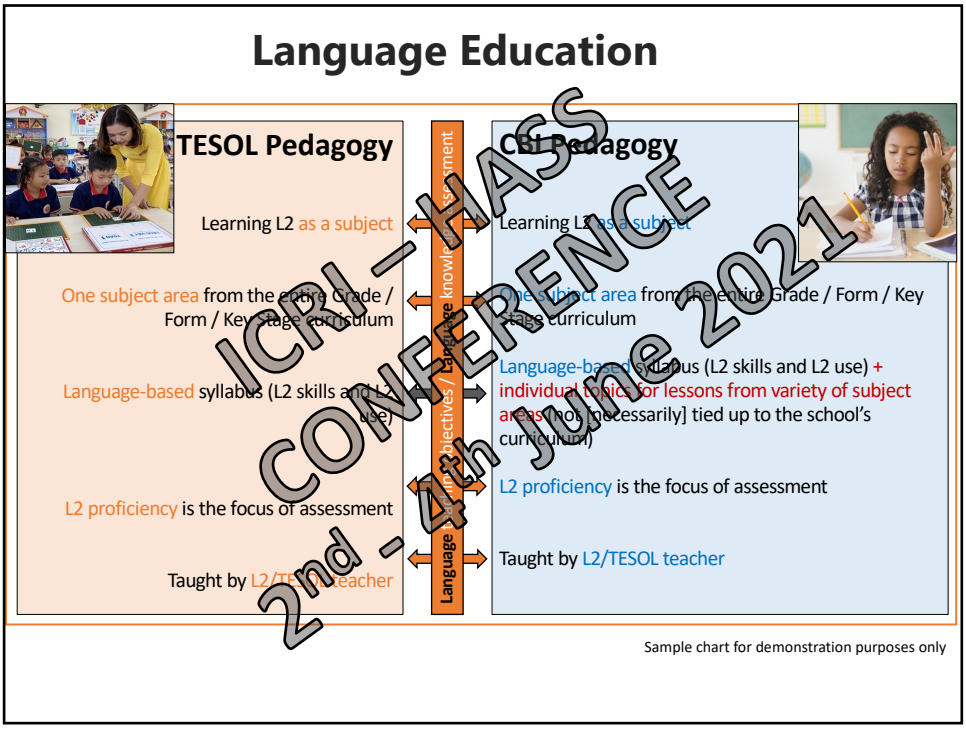

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Language in Education

EAL Pedagogy (England)

(similar to immersion education in Canada)

Learning L2 [implicit (in class)–explicit (withdrawal) continuum] alongside mainstream subject syllabus

Integrated into all subject areas from the entire Grade / Form / Key Stage curriculum

Content-based syllabus with subordinate language learning goals (L2 skills for immediate L2 use)

Subject knowledge is the focus of assessment (L2 is/can be assessed to track EAL learners' language development)

Subject curriculum objectives / subject knowledge assessment

CLIL Pedagogy (Europe)

(somewhat similar to bilingual education in the USA)

Learning L2 [implicit (hard) CLIL–explicit (soft CLIL) continuum] alongside mainstream subject syllabus

Integrated into one or several (STEM*) subject area(s) from the entire Grade / Form / Key Stage curriculum

Content-based syllabus; L2 learning is a 'bonus' (soft CLIL class is similar to a well supported EAL class)

Subject knowledge is the focus of assessment (L2 development is NOT assessed)

Sample chart for demonstration purposes only

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EAL specific issues

Teacher does not share L1 with learners => effective pedagogical translanguaging is difficult

Learners come with no/very limited English, but no/very limited EAL support is available to schools

limited resources are available + materials development takes time & expertise

CLIL specific issues

Class teacher who is also a language teachers often struggles with identifying learning priorities in a content-based class (something always has to be sacrificed in the time given)

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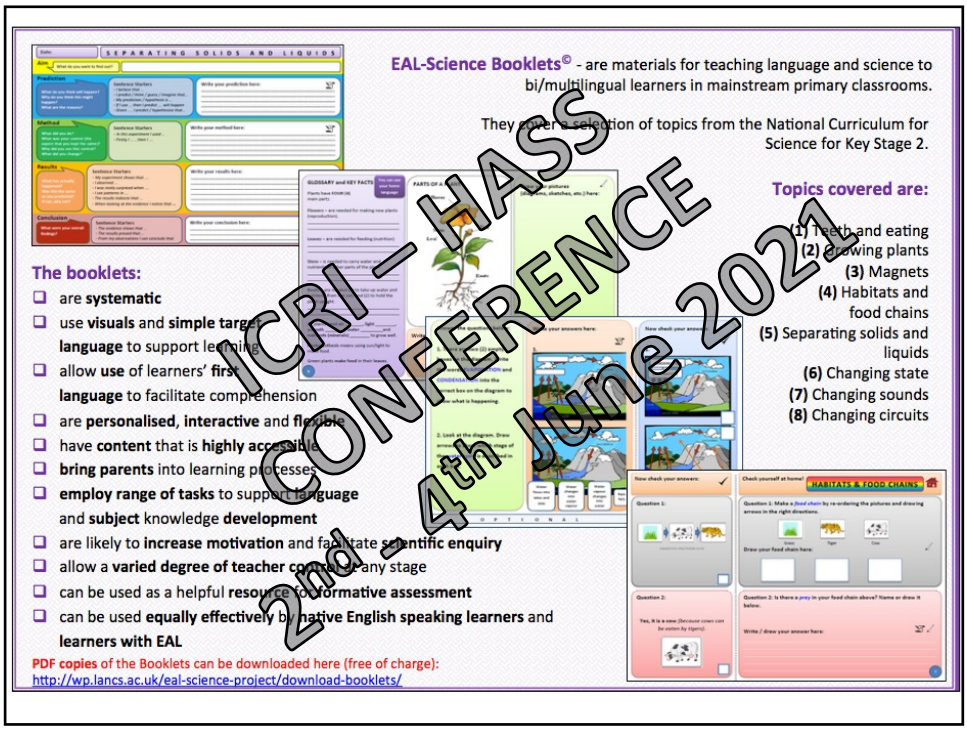
EAL-Science Booklets© - are materials for teaching language and science to bi/multilingual learners in mainstream primary classrooms.
They cover a selection of topics from the National Curriculum for Science for Key Stage 2.
Topics covered are:
(1) Teeth and eating
(2) Growing plants
(3) Magnets
(4) Habitats and food chains
(5) Separating solids and liquids
(6) Changing state
(7) Changing sounds
(8) Changing circuits
The booklets:
are systematic
use visuals and simple target language to support learning
allow use of learners' first language to facilitate comprehension
are personalised, interactive and flexible
have content that is highly accessible
bring parents into learning processes
employ range of tasks to support language and subject knowledge development
are likely to increase motivation and facilitate scientific enquiry
allow a varied degree of teacher control at any stage
can be used as a helpful resource for formative assessment
can be used equally effectively by native English speaking learners and learners with EAL
PDF copies of the Booklets can be downloaded here (free of charge):
http://wp.lancs.ac.uk/eal-science-project/download-booklets/
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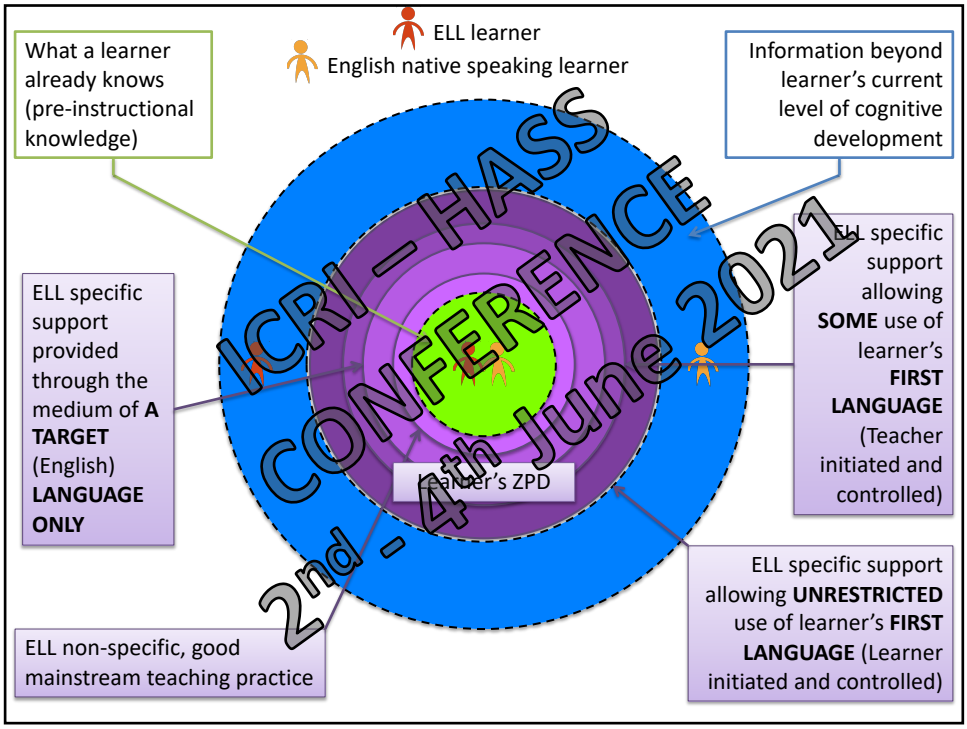
ELL learner
English native speaking learner
What a learner already knows (pre-instructional knowledge)
Information beyond learner's current level of cognitive development
ELL specific support provided through the medium of A TARGET (English) LANGUAGE ONLY
ELL specific support allowing SOME use of learner's FIRST LANGUAGE (Teacher initiated and controlled)
Learner's ZPD
ELL specific support allowing UNRESTRICTED use of learner's FIRST LANGUAGE (Learner initiated and controlled)
ELL non-specific, good mainstream teaching practice
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Translanguaging in the classroom

– is a process by which students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices (*OA: target language*) and sustain old ones (*OA: first/native languages*), communicate and appropriate knowledge (*OA: subject matter*) and give voice to new sociopolitical realities by interrogating linguistic inequality (Garcia and Wei, 2014: 121).

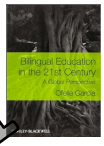
Translanguaging (modern definition) – is the dynamic process whereby multilingual language users mediate complex social and cognitive activities through strategic employment of multiple semiotic resources to act, to know and to be. (Garcia and Wei, 2014).

Code-switching – the bilingual's ability to select the language in response to external cues and according to the properties of the linguistic system. (Mabeya, 1989)

Code-mixing – is the practice of combining elements from each language because the speaker does not know how to differentiate between them. (ibid.)

Translanguaging (original term) - is a pedagogical practice which switches the language mode in bilingual classrooms – for example, reading is done in one language, and writing in another. (Cen Williams (1994) cited in Baker, 2001)

Further Reading



O. Garcia (2009) Bilingual Education in the 21st Century: A Global Perspective. West Sussex: Wiley-Blackwell.

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RECOMMENDATIONS

(developed by S. Hesson with adaptation by O. Garcia)

When **students** are...

READING

- **Assign** bilingual reading partners for mutual assistance.
- **Provide** multilingual books/translations of books whenever possible.
- **Provide/encourage** multilingual reading material for research projects.

WRITING

- **Allow** students to audio record ideas first using all their language resources, before writing.
- **Assign** students bilingual writing partners for mutual assistance.
- **Have** students pre-write using all their language resources, then select one language (ENG) for final writing.

Source: O. Garcia and L. Wei (2014)

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RECOMMENDATIONS

(developed by S. Hesson with adaptation by O. Garcia)

When **teacher** is…

READING

- **During** content area reading, give partners time to discuss difficult passages or words in home language or using all their resources.
- **Create** a multilingual interactive word wall (especially in content areas – Maths, Science, Social Studies).

WRITING

- **Write** instructions in as many languages as possible, using translanguaging in the written text.
- **Make** connections between words to build vocabulary and improve spelling, especially through cognates (for example, revolución -> revolution; triangulo -> triangle)

SPEAKING

- **Use** Preview (other language) – View (language of lesson) – Review (other language) to facilitate understanding/language learning (via match, link, select).

LISTENING

- **Allow** students to explain/share ideas using all their languages (other student can translate if you or the class doesn't speak the language).

Source: O. Garcia and L. Wei (2014)

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CLIL and EAL shared issues

Where class teacher is not a language teacher, teaching language or focusing on linguistic aspects of the discipline is difficult (impossible?)

In Europe teacher training is provided for both content areas and English language; In the UK there are MA Programmes in EAL and there is an integration of EAL component into ITE Programmes, but this is still very limited and insufficient in breadth and depths of focus.

ELLs need to develop not only essential survival language skills (BICS, Cummins, 1979) but also CALP (including development of critical thinking skills and academic [+subject specific] language that comes with them)

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ACADEMIC / SUBJECT-SPECIFIC LANGUAGE USE

- Start teaching and **eliciting academic and scientific language** from learners **actively at lower stages of schooling** (primary school) - despite its largely 'optional' nature - in order to prepare learners better for later stages of schooling (secondary phase).

Our data suggested that many learners, both EAL and native speakers, did not know such subject-specific terminology and academic language as: *absorb, amount/of, attract, beaker, canine, molar, decay, condense, evaporate/evaporation, feature, grow/th, nutrition, producer, property, reproduce/reproduction, separate, type, vapour, water cycle*'.

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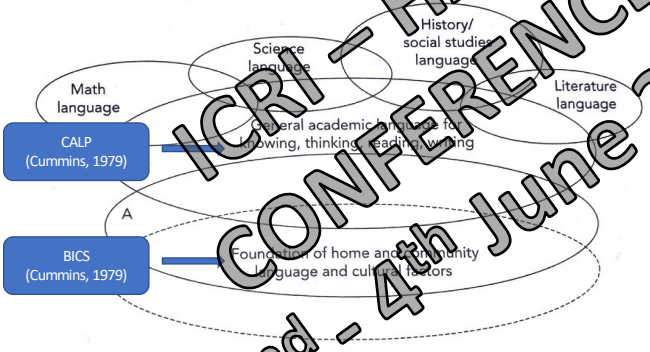
THEORETICAL BACKGROUND

Figure 2.1 Overlapping Variations of Language That Develop over Time



ELLs perform poorly in mainstream classes not only because they lack academic language preparation but also because their teachers lack preparation to teach them this language (Bartolome, 1998; Scarcella, 2003; Valdes, 2001)

Academic language proficiency is the abilities to construct meaning from oral and written language, relate complex ideas and information, recognize features of different genres, and use various linguistic strategies to communicate (Dutro & Moran 2003).

Academic language is the set of words, grammar and discourse strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts (Zwiers, 2014: 22).

Adopted from Zwiers (2014)

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THEORETICAL BACKGROUND

In middle grades and early high school especially, students need to know and use many new terms on the abstract side of the continuum (Zwiers, 2014: 25).

One way to foster student abilities to get academic things done with language is to think of language as an evolving set of tools and skills used to construct and communicate ideas.

TOOLS:

- Words
- Phrases
- Grammar
- Message organization strategies

- Words = content-specific technical: *respiration, habitat*
- Words and phrases = extend across the curriculum from concrete to abstract/philosophical and hard-to-visualize words): *photosynthesis, democracy, balancing equations*
- General but sophisticated words (tier 2 words, (Kucan, 2013) are used across a variety of domains and help mature users communicate complex thoughts: *feature, require, tend, dimension, reality, correspond, investigate, represent, account, reflect.*

Importance of academic vocabulary knowledge (McLaughlin et al., 2000; Moats, 2000; Stahl, 1999).
The danger is in overfocusing on individual words, particularly that focus is on accumulating definitions to do well on tests. When this happens, connected and in-depth understandings of content concepts and practice in disciplinary thinking get pushed aside. Learners must be able to work on their SKILLS of communicating ideas.

SKILLS:

- For constructing ideas → use various tools that logically and clearly connect sentences and paragraphs. E.g.: Connectives: *therefore, however, whereas, because*; prepositions: *behind, between, without*; pronouns: *each other, themselves, it.*
- Use terms that describe higher-order thinking skills (Scarcella, 2003): *differ, contrast, analyse, theory, estimate, filter, model, link, evidence, establish, consequences, aspects*.

Adopted from Zwiers (2014)

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Partial Academic Word List

access	consumer	final	minorities	required
achieve	context	financial	negative	research
acquisition	contract	focus	normal	resident
adequate	contrast	formula	obtained	resolution
administration	contribution	framework	obvious	resources
affect	convention	function	occupational	response
alternative	coordination	goals	occur	restricted
analysis	core	granted	option	retained
apparent	corporate	hence	outcomes	role
approach	corresponding	hypothesis	output	scheme
appropriate	create	identified	overall	section
approximated	credit	illustrated	parallel	sector
area	criteria	immigration	parameters	select
aspects	cultural	impact	participation	sequence
assessment	cycle	implementation	partnership	series
assistance	data	implications	perceived	shift
assume	debate	implies	percent	significant
attitudes	deduction	imposed	phase	similar
attribute	definition	indicate	positive	site
authority	demonstrate	individual	principal	sought
available	derived	initial	policy	source
benefit	design	instance	positive	specific
categories	despite	institute	potential	structure

Coxhead (2000) *Academic Word List in the Academic Corpus*

Frequently Used Terms and Tactics for Building Academic Sentences

To Describe Sequence	To Give an Example	To Soften a Statement	To Compare and Contrast	To Show Results or Conclude
first, second	for example	sometimes	whereas	this led to
at this time	for instance	many	nevertheless	hence
at this point	consider the time	few	however	brought about by
meanwhile	in this case	seldom	on the other hand	conclusion
finally	on this occasion	rarely	on the one hand	as we have
concurrently	in this situation	can	on the contrary	shown
consequently	to demonstrate	might	by comparison	therefore
previously	to illustrate	most	ironically	accordingly
simultaneously	in fact	occasionally	compared to	thus
subsequently	indeed	apparently	although	as a result
concurrently	. . . in practice	theoretically	even though	consequently
while	such as	probably	in contrast	ultimately
following this		likely	just as so	in view of this
				due to

Frequently Used Terms and Tactics for Building Academic Sentences

Words

For dependent clauses: *after, even though, as, because, before, even if, though, so, if, rather than, given that, since, in case, unless, until, once, when, whenever, whereas, wherever, while*

For relative clauses: *which, who, whom, that, whose, those, whoever, whomever*

For prepositional phrases: *above, across, after, against, along, among, around, as, behind, below, besides, by, except, for, from, in, inside, near, next to, of, off, on, out, over, regardless, to, under, until, with*

Sentence Samples

Given that the sum of the two angles must equal 180°, we can figure out the unknown angle by subtracting.

As you analyze the structural formulas above, you will see that every carbon atom forms four bonds.

When Constantinople fell to the Ottoman Turks in 1453, the overland spice trade to Europe was cut off.

The author is showing that each person cannot overcome the temptation to choose what is wrong rather than right even while living in a human society.

An exothermic reaction which releases energy in the form of heat has many practical applications.

A triangle's sides and sides have relationships that can be proven.

Don Maria Morelos, whose rebel army had some success, was captured and executed in 1815.

And then the old man, who talked only when absolutely necessary, faced the window and cleared his throat.

Regardless of the data they had gathered, they proceeded with the next phase of the project.

Except for a handful of rebels concealed in the surrounding hills, all hope was lost.

They wound their way through the forest, with some trepidation, for they had heard many stories of its dangers.

Coxhead, A. (2000) A new academic word list. *TESOL Quarterly, 34*(2), 213-238.

Adopted from Zwiers (2014)

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Functions of academic language

- To describe complexity

Describe complex concepts as clearly as possible (Schleppegrell, 2004). E.g.: *in science there are complex relationships among the systems in the human body, complex calculations of chemical reactions, complex geological forces that change the planet.*

- To describe higher-order thinking

Academic language is used to describe complex thinking processes (= higher order thinking skills). These include **cognitive processes** that are used to **comprehend, solve problems, and express ideas** (Facione, 1990; Swartz, 2001).

Bloom's taxonomy of thinking skills (Bloom et al., 1956)
Knowledge → Comprehension → Application → Analysis → Synthesis → Evaluation

Extended list of cognitive functions (Velez-Pierce & Calvanay, 1992; Wiggins & McTighe, 1998):
Analysing, seeking information, comparing, informing, explaining, predicting, classifying, justifying, hypothesizing, solving problems, synthesizing, persuading, empathizing, interpreting, evaluating and applying.

- To describe abstraction

Describe abstract concepts – ideas or relationships that cannot be easily acted out, pointed to or illustrated with images. E.g.: *On the other hand,* the two scientists had differing *views* on the topic of evolution. (views = thoughts which are abstract).

Adopted from Zwiers (2014)

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Cognitive discourse Functions (CDF)

Dalton-Puffer (2016)

CDF – are patterns which emerge from the needs humans have when they deal with cognitive content for the purposes of learning, representing and exchanging knowledge

(Dulton-Puffer (2016) in Nikula, Dafouz, Moore and Smit, 2016: 31).

Table 1.1 List of CDF types and their basic underlying communicative intentions

Function type	*Communicative intention*
CDF 1 CLASSIFY	I tell you how we can cut up the world according to certain ideas
CDF 2 DEFINE	I tell you about the extension of this object or specialist knowledge
CDF 3 DESCRIBE	I tell you details of what can be seen (also metaphorically)
CDF 4 EVALUATE	I tell you what my position is vis-a-vis X
CDF 5 EXPLAIN	I give you reasons for and tell you cause/s of X
CDF 6 EXPLORE	I tell you something that is potential
CDF 7 REPORT	I tell you about something external to our immediate context on which I have a legitimate knowledge claim

Table 1.2 CDF types and their members

CLASSIFY	Classify, compare, contrast, match, structure, categorise, subsume
DEFINE	Define, identify, characterise
DESCRIBE	Describe, label, identify, name, specify
EVALUATE	Evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate
EXPLAIN	Explain, reason, express cause/effect, draw conclusions, deduce
EXPLORE	Explore, hypothesise, speculate, predict, guess, estimate, simulate, take other perspectives
REPORT	Report, inform, recount, narrate, present, summarise, relate

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Features of academic grammar

Long sentences (often have multiple clauses)

Students must be trained to quickly and automatically break down long sentences and process and interpret the clauses. They must recognize what is **subordinate** and, more important, what is the main point of the sentence in the **main clause**. Many subordinate clauses begin with words such as: *although, because, before, if, despite.*

Passive voice

Places more emphasis on the object than the subject. E.g.: *The corpus is then plugged* [...by someone who is not named here...; so, the object is missing in this sentence] *into the formula for the area of a circle.*

Nominalisation (turning verbs or adjectives into noun phrases)

Purpose – to condense lengthy explanations into a few words. E.g.: *revolution, extraction, personification, cancellation, reunification. The virus adapted to survive outside the body. This* ***mutation*** *allowed it to be passed on by casual contact.*

Condensed complex messages

Because complex texts pack a lot of meaning into a word or phrase, students must process more ideas per sentence. This technique allows proficient readers to free up thinking space for processing the main points that the author or speaker intends to communicate. *E.g.: the word "photosynthesis" implies a complex process involving several components. If the author and the reader share the understanding, the processes do not need to be stated/described again.* One form of condensation is use of acronyms (CLIL, ELL, SEN, etc.)

Clarity

Expressing ideas efficiently and effectively without overcomplicating them.

Adopted from Zwiers (2014)

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Language acquisition process

Stephen Krashen's *input hypothesis , i+1* (1985)

Learner must get **comprehensible input** (mixture of structures acquired [i] and structures not yet acquired, but just beyond learner's current level of competence [i+1]) in order to advance.

Lev Vigotsky *Zone of Proximal Development* (1978)

Swain's *Comprehensible Output Hypothesis*

'Comprehensible output' refers to the need for a learner to be 'pushed toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately' (1985: 249)

Long's 'Interaction Hypothesis' (1983)

Interaction hypothesis proposes that language acquisition is strongly facilitated by the use of the target language in interaction (which involves **negotiation of meaning**)

Negotiation of Meaning (Ellis, 1994)

Negotiation of meaning happens when the learner or the interlocutor – attempts to remedy breakdown in communication by engaging in interactional work to secure mutual understanding.

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Analysis

50.	T: What is ice? Who can tell me what ice actually is? Cause I said how are ice-cubes made?	Define [TI-D2]/Describe [TI-D3] Initiation. Passive voice
51.	[Student name] what is ice? Put your hand up if you do **not** know what ice is. [Student name] what is ice? You could not answer that question?	Using **prosody** for emphasis
52.	S: [inaudible]	
53.	T: It doesn't matter, because it is part of science, it's part of our learning. *Some of you* might not know how you make ice, or what ice is. What is ice? OK. [Student name], what is ice?	Scaffolding via rephrasing Modal verb *Hedging / qualifiers*
54.	Water	
55.	[Student name] let's see if you can tell me what ice is?	Set (classroom) expression / organisational talk
56.	S: Ice is like, like is putting, like ... water	Everyday language
57.	T: What is ice? [Student name]	
58.	S: Water	
59.	T: So if I just got some water out of the tap OK, and poured it onto your table, is that ice?	Describe [TI-D3] Scaffolding specialised language [T]
60.	Ss: No	
61.	T: So, you have to be very **specific** in what you're telling me. What is ice? [Student name]	Academic word Prompting explicit message
62.	S: Uhm, freezed water	Specialised language [S]
63.	T: No, that's not [inaudible]. Come on. Ice is	
64.	S: Ice is when you pour water in a container and it's left it really could freeze and it will turn to ice	Modal verb Describe [SI-D3] Specialised and everyday language [S]
65.	T: Right, so in the middle of the north pole, OK, there is a freezer plugged into a wall. Is there?	Scaffolding Specialised language
66.	Ss: NO!	
67.	T: No, all penguins walking around, and all polar bears but freezer is plugged into an electricity socket, we open it up and put the water in. Come on then, what is ice? [Student name]	Passive voice Describe [TI-D3]
68.	S: Uhm, water.	
69.	T: I'm looking for **one word** in particular.	Scaffolding Specialised language Using **prosody** for emphasis

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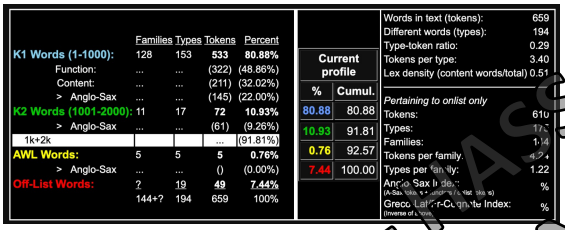

	Families	Types	Tokens	Percent
K1 Words (1-1000):	128	153	533	80.88%
Function:	...	...	(322)	(48.86%)
Content:	...	...	(211)	(32.02%)
> Anglo-Sax	...	...	(145)	(22.00%)
K2 Words (1001-2000):	11	17	72	10.93%
> Anglo-Sax	...	...	(61)	(9.26%)
1k+2k			...	(91.81%)
AWL Words:	5	5	5	0.76%
> Anglo-Sax	...	...	()	(0.00%)
Off-List Words:	?	19	49	7.44%
	144+?	194	659	100%

Current profile	
%	Cumul.
80.88	80.88
10.93	91.81
0.76	92.57
7.44	100.00

Words in text (tokens):	659
Different words (types):	194
Type-token ratio:	0.29
Tokens per type:	3.40
Lex density (content words/total)	0.51
Pertaining to onlist only	
Tokens:	610
Types:	17
Families:	11
Tokens per family:	4.2
Types per family:	1.22
Anglo Sax Index:	%
Greco Latin Cognate Index:	%

Compleat Lexical Tutor v.8.3
For data-driven language learning on the Web

https://www.lextutor.ca

Search by: AWL (academic words list)

Analysis of discourse from **4.5min** transcript only (from above).
TJS-Y4-Obs-Part 1(21.27-25.50)

Home > VocabProfilers > English (Alt-arrow-left to preserve settings) > Output

AWL [5:5:5] concentrating occurring response specific topic

[↑]

Sublist 1
occurring response specific

Sublist 4
concentrating

Sublist 7
topic

Sx: frozen water
T: [student name].
S: no response
[I think he heard the name of student, Sx].
Sx: frozen water.
Ice is frozen water. OK ice is frozen water so when water freezes, when it gets that cold, it freezes, so we will learn all about freezing temperatures and things like that, boiling temperatures and this, but ice OK when water freezes, because water freezes at certain temperature, OK, does anybody know what freezing point is?
S: [I know
[Just out of interest. Does anybody know? No, well hold that thought and we'll come back and learn more about that. When ice when water freezes it turns into
Ss: ice
T: So how are ice cubes made?
Ss: Frozen water
T: Ice cubes ...
S: Ice cubes are made ...
T: when
S: when the frozen water [inaudible]
[... you are not concentrating, ...]
... of frozen [water.
... So, in each case [showing on ... ese, the ice-cream melting, ...es.
... ard [student name] put it ... opening, a change is
... ded to something, or heat is ...). So in case of the ice-cream, ... ice-cream, what is happening?
... un's rays. Remember that ... ling hot sun, the sun rays and the heat from the sun is making the ice-cube melt. So, adding heat to make something melt. The ice cube. OK

uhm water
i am looking for one word in particular
it is when you put water into this inaudible
sx frozen water
student name
no response
I think, have heard it name of student sx
frozen water
ice is frozen water ok ice is frozen water so when water freezes when it gets that cold it freezes so we will learn all about freezing temperatures and things like that boiling temperatures and this but ice ok when water freezes because water freezes at certain temperature ok does anybody know what freezing point is
i know
just out of interest does anybody know no well hold that thought and we will come back and learn more about that when ice when water freezes it turns into
ss ice
so how are ice cubes made
ss frozen water
sh ice cubes
ice cubes are made
when
when the frozen water inaudible
stop stop student name you are not concentrating sit up go on student name
ice cubes are made out of frozen water
when water freezes ok so in each case showing on the whiteboard both of these the ice cream melting and when we make ice cubes
student name eyes on board student name put it down ok
something is happening a change is occurring
ok so it is either heat is added to something or heat is

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Key findings

- Verbs – everyday language (make, turn, put, happen) – very common
- More specialised verbs (melting, pouring, freezing, boiling) - common
- Nouns – technical / specialised language (heat, temperature) – common
- Passive voice – adequate use / relatively common
- Use of modal verbs – relatively common (used more frequently by teacher)
- Words from the academic word list – uncommon (occur, specific)
- Teacher modelling language / directing language – common (prompts when… because… speak in full sentences… offering sentence starters)
- **CDF progression**: Define/**Describe** (intuition) → Describe (exploration via scaffolding) → **Define** (definition / confirmation) → **Explain** (deeper understanding) → **Report** (wider application / making connections). Next task is to **Explore** [E6] (outside measuring / estimating temperature of objects)
- Working within learners' ZPD (language and subject-content scaffolding though interaction; comprehensible input (more so for ENS than for ENNS learners)
- Key focus is on **acquisition of subject-matter** rather than on academic language development. **Higher-order thinking skills'** development is well supported. Focus on development of (**supportive**, K2 words) **discipline-specific vocabulary** is evident.

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THANK YOU

FOR YOUR ATTENTION!

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