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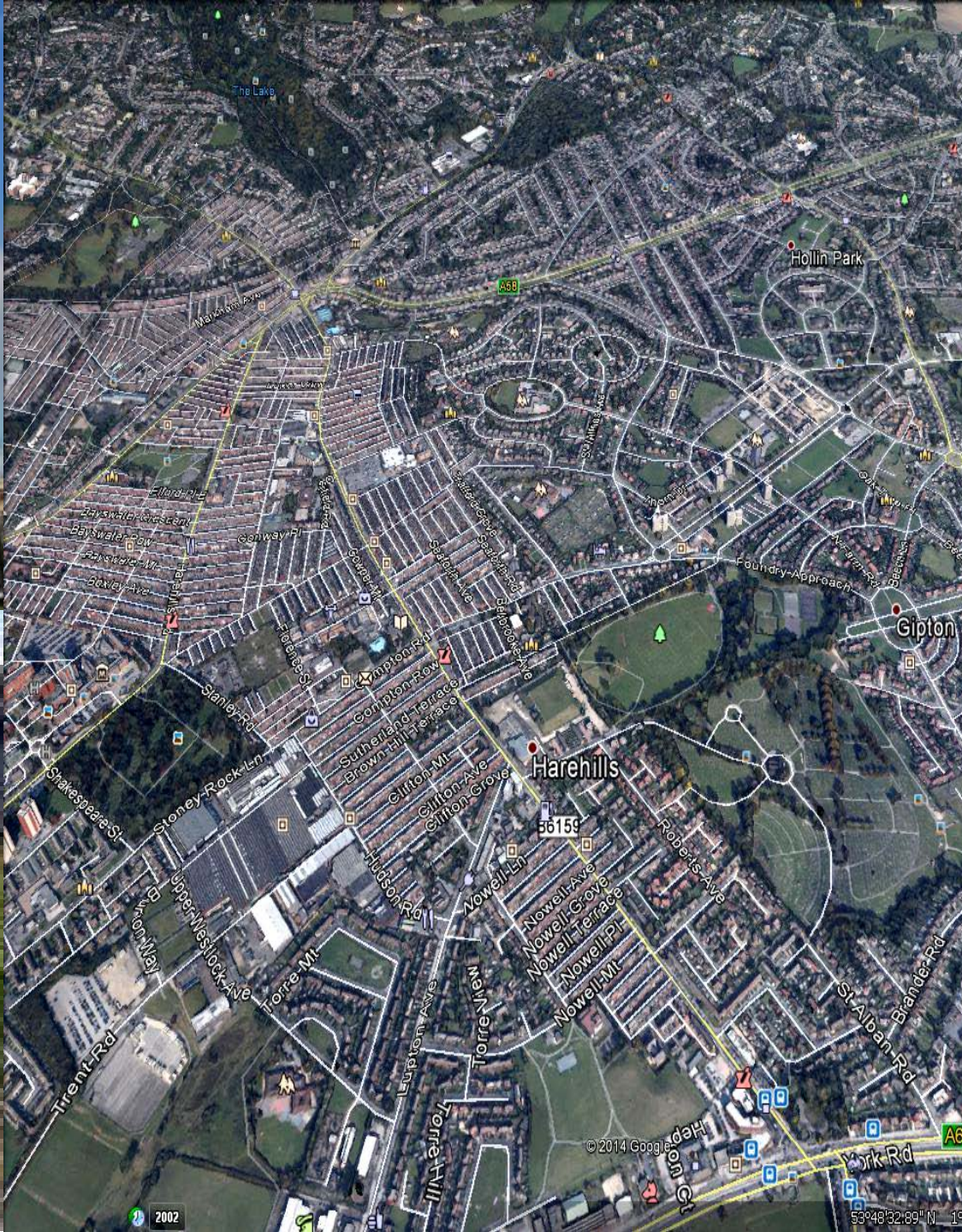
Recognising multilingual realities in ESOL

James Simpson

School of Education, University of Leeds

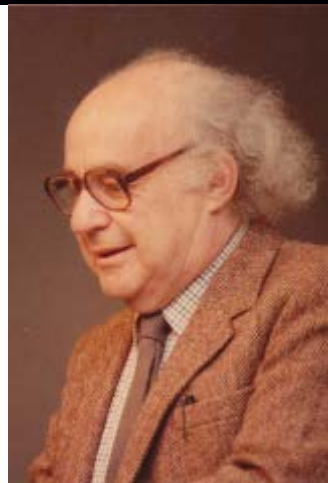
City of Glasgow College

13 June 2018





- Language education and multilingualism
- Translanguaging and communicative repertoire
- Participatory ESOL and translanguaging pedagogy
- Monolingual and multilingual language policies



The political and policy debates [about language in education] have one startling feature in common: whenever findings based on established methods of linguistic analysis are introduced, the findings tend to be overwhelmed by the ideologies of standardization. Those ideologies are so powerful that language research that challenges them is not only discounted but is often suppressed. (Gumperz & Cook-Gumperz 2004: 493)



The prevailing linguistic ideology in education has long supported the belief that bilinguals control two distinct languages: a native language or vernacular (L1) and a second language (L2), each with its own distinct grammatical system that is kept separate in the mind

(Gumperz & Cook-Gumperz 2005: 2)



The code-separation view with its associated mental model of the compartmentalization of linguistic knowledge does not correspond to the facts of bilinguals' everyday communicative experience.

(Gumperz & Cook-Gumperz 2005: 2)



If we want to make instructional practice support experience, we need to find ways of examining what it means to live with two [or more] languages.

(Gumperz & Cook-Gumperz 2005: 2)

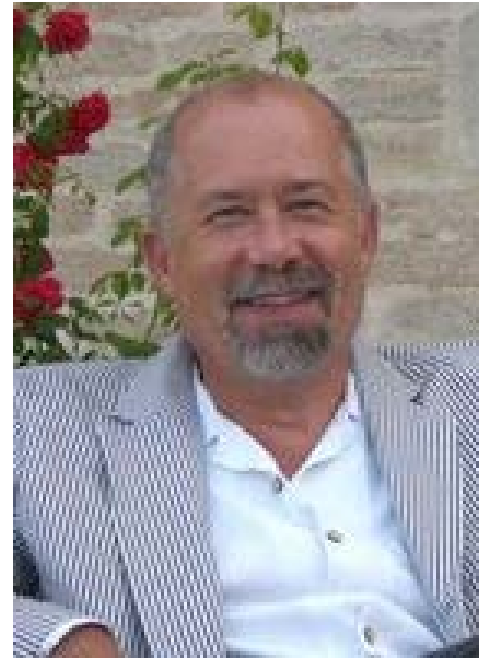


Superdiversity refers to increasingly stratified and multiple processes and effects of migration leading to heightened complexity. Across the globe, more people from more varied cultural and linguistic backgrounds, subject to more varied conditions of mobility and legal status, come into contact with one another in expanding cities. (Blackledge, Creese et al 2018)

Studying language in Superdiversity



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A shift from a structuralist or ‘census’ view of languages as ‘countable institutions’ to one which views languages as fluid, dynamic and socially constructed semiotic systems (Makoni and Pennycook 2007)



Language described as *social practice* rather than a normative linguistic system (Heller 2007)



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Translation and Translanguaging

Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities

Attention on the communicative repertoire: a shift away from researching the relationship between languages towards a focus on how multilingual and multimodal resources are deployed in a speaker's repertoire (TLang 2014-2018)



The fluid multilingualism characteristic of interaction in the world's superdiverse urban areas (García & Li Wei 2014)



How a speaker might potentially use their ‘full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages’ (Otheguy et al 2015: 283)




The collection of ways individuals use language and other means of communication to function effectively in the multiple communities in which they participate. Repertoire can include not only multiple languages, dialects, and registers in the institutionally defined sense, but also gesture, dress, and posture (Rymes 2014).



Rather than being individual, biographical or something that people possess, repertoires are better considered as an emergent property deriving from the interactions between people, artefacts and space (Pennycook 2017: 277)



Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities

[About us](#)[The project team](#)[Project collaborations](#)[Methodology](#)[Publications and Presentations](#)[News & Events](#)[TLANG blog](#)

Leeds

This 4-year (2014-2018) AHRC funded research project is a collaboration between academic researchers, non-academic partners, and community stakeholders. It is also a partnership between four UK universities and the private, public, and third sectors. This interdisciplinary research programme will develop new understandings of multilingual interaction in cities in the UK, and communicate these to policy-makers and communities locally, nationally, and internationally. The award is for £1,973,527.

Contact us: tlangproject@contacts.bham.ac.uk

AHRC, 2014-2018 (AHRC AH/L007096/1)

Principal Investigator: Angela Creese, University
of Birmingham

Teams in Birmingham, Cardiff, Leeds & London

<http://www.birmingham.ac.uk/generic/tlang/index.aspx>



Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities

TLang aims



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We look at language practices over time in public and private settings in 4 cities in the UK

To understand how people communicate multilingually across diverse languages and cultures

How does communication occur (or fail) when people bring different histories and languages into contact?



Gipton and Harehills, Leeds

© 2014 Google

Google earth

2002

53°48'32.89" N 1°30'09.10" W elev 85 m eye alt 1.63 km



Case study 1: Klára and her family



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Klára is our Key Participant in the Business phase.

She migrated to the UK in her early 20s, 15 years ago, and lives in Leeds.

She is married, with two teenage daughters and a 6-year-old son. Her husband was born in India and speaks Panjabi, English and some Czech.

She works as a freelance community interpreter and translator.

Her clients mainly identify as Roma from the Czech Republic and Slovakia.

Field notes	33 sets, work settings
Audio recordings (work)	18 advocacy sessions, 13 informal conversations
Audio recordings (home)	26 recordings, from a few minutes to half an hour
Social media	39 logs of family SMS
Interviews	12, with key stakeholders



The talk in Klára's home is mainly about day-to-day family concerns. Klára typically selects features from her multilingual repertoire associated with Czech, but in situations of urgency when she needs to get a quick answer, or when speaking about institutions like school (in the UK of course), she will select features associated with the language that is dominant in society and that with which her children have greater proficiency, English. A good deal of the general conversation that is part of family life is on the topic of language and on multilingualism itself.



The conversation takes place at home in Leeds, in the evening, over dinner.

K: Klára

R: daughter, age 14

T: daughter, age 16

Also present: A, Klára's son, age 6.

[translated text in italics]

K: ale teďka vážně řekněte mi jak vám chutnala tadyta omáčka protože to sem poprvý dělala to se jmenuje Carbonara (.) jak vám to chutnalo [*K: but now seriously tell me how you liked this sauce because I did it for the first time it's called Carbonara (.) how did you like it*]

R: I can't taste anything

T: das ist sehr gut ja [K laughs] this is German ja German household

R: that's not German you're just making it up

K: tak teď to řekni francouzsky (.) c'est bon [*K: and now say that in French (.) c'est bon*]

R: [makes a choking noise]

K: to vás učili ve škole jo (.) to si pudu stěžovat [*K: is that what they taught you at school (.) I'll go there to complain*]

R: (xxx) baguette

K: les spaghettis est bon

R: bon

K: a španělsky [K: and in Spanish]

T: me gusta

K: gusta

T: me gusta

K: a špagety sou dobrý (.) jak se to řekne [*K: the spaghetti's good (.) how do you say it*]

T: me gusta un spaghetti

R: marshmallows s'il vous plaît

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Translanguaging space



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Translanguaging space: created both *by* and *for* translanguaging.

Translanguaging spaces support creativity in terms of individuals being able to play with linguistic features as well as deploy a broad communicative repertoire, to exercise communicative creativity.

(Li Wei 2011)

A translanguaging space has ‘transformative power’ and ‘generates new identities, values and practices’

(García & Li Wei 2014: 24)

Ahoj zlato,would you like to come home for bacon sandwich 😊?

Mujes mne nakej nehat protoje v nam dela pancakes 😍😘

Tak jo zlato moje.ty mě děláš velikou radost,když me píšeš česky 😘😘😘

Jeeee tak to je dobre, říkni mne gdys něco píšu špatně 💕💕💕

Ty jsi hrozne šikovná!

Měla jsi jen jednu chybu- píše se když a ne gdyz 😊

K: Hi honey, would you like to come home for bacon sandwich?

R: you can leave me some because V is making us pancakes

K: Ok, honey, you make me very happy when you write me in Czech

R: Ooooh that's good, tell me when I write something incorrectly

K: You are so clever!

K: There was just one mistake – the spelling is když and not gdyz



iMessage

Send

Case study 2: Tiago and Capoeira



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Tiago is our Key Participant in the Sports phase

He was born in Maputo, the capital of Mozambique

Now aged 30, he has lived in the UK for five years.

Tiago is a capoeirista: he practices Capoeira, which he took up when he was 15.

He also plays basketball.





Fieldnotes Capoeira	11 sets
Fieldnotes Basketball	9 sets
Total fieldnotes	43000 words
Audio data	13 hours
Interviews	5 interviews
Video	15 recordings, 5 hrs 30 minutes

Our Languages project



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Cooke, M, Bryers, D., & Winstanley, B. (2018) 'Our languages': Sociolinguistics in multilingual participatory ESOL classes. *Working Papers in Urban Language & Literacies* 234. King's College London.

A participatory ESOL project inspired by the Diasporic Adult Language Socialisation (DALs) project





video removed: for an example of the Capoeira data please
see

[https://tlangeseminar2017.wordpress.com/2017/01/05/first-
blog-post/](https://tlangeseminar2017.wordpress.com/2017/01/05/first-blog-post/)

Password: TLANG

Our Languages aims



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Drew on findings from the DALs project – *Diasporic Adult Language Socialisation* – King’s College London, funded by the Leverhulme Trust, which explored the lives and experiences of Sri Lankan Tamil migrants in London.

Our Languages aim: To explore practical ways of establishing a pedagogical approach that is more in tune with students’ multilingual realities and those of the local community.

The classes



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Tower Hamlets College; Level 1, 16 students from Bangladesh, Afghanistan, Morocco, Burundi, China, Italy.

English for Action, a primary school in Streatham; mixed level; approx. 20 students from: Poland, Indonesia, Philippines, Morocco, Algeria, Gaza, Czech Republic, France, Italy, Spain, Colombia, São Tome, Romania, Pakistan, Bangladesh.

2 hours a week for 8 weeks

The course



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Introduction: what is research? Introduction to Sri Lanka, 'diaspora', language and migration

Session 1: official language policies in different countries; individual repertoires

Session 2: use of first languages in public spaces and domains e.g. work, home, place of worship, shops, college.

Session 3: 2nd generation learning heritage language; intergenerational issues

Sessions 4 and 5: attitudes to other languages in the UK: convivial multiculturalism, language discrimination and how to respond

Session 6: using other languages in the classroom vs. English Only

Session 7: what helps and hinders the learning of English

Session 8: evaluation

The approach



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A range of tools and activities from participatory ESOL to explore sociolinguistic topics

Experimented with a 'translanguaging pedagogy' which was more in line with students' multilingual realities



- To acknowledge the role of learners' other languages in the learning of English
- To support students as they engage with complex topics
- To make space for their bi/multilingualism and bi/multilingual ways of knowing
- To validate students' bi/multilingual identities
- To contribute to a social justice agenda which recognizes language diversity and thus facilitates greater audibility, participation and citizenship for speakers of other languages

Activities



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Games, warmers and other activities which encouraged other languages to be heard and celebrated = validation

Activities exploring individual linguistic repertoires e.g. language mapping; the 'stepping stones' activity (see next slide) = raising awareness

Using other languages to carry out classroom tasks and engage in discussions = language development

Arabic

Italian

Bengali

Hindi

Urdu

Spanish

Sardo

Danish

Kirundi

Yankamase
Mandarin

Sylheti

Farsi

French

Pashto

English

German

Stepping stones (awareness-raising)



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Cluster round the language which you regard as your first language/mother tongue

Follow the instructions to move from one stepping stone to another, e.g.

- language you learned as an adult;
- language you can understand but not speak very well;
- language you can read but not speak;
- language you can speak 'a bit';
- and so on

Reflect on the activity

Urdu



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Danish



Sardo



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Spanish



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Students were able to cluster on many different configurations of stones.

They (and the researchers) realised they were far more linguistically diverse than they thought, and had competences in more languages than they would normally acknowledge.

This was a direct correlation with their biographies and migration trajectories.

An experiential way for them to learn about linguistic repertoires.

Observations



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In both classes: lots of language play, language performance, talk about languages

In one class: increased use of other languages and translanguaging in classroom activities

New *lingua francas* and new ways to communicate

Lower level students who worked with an interpreter were able to communicate complex and sophisticated ideas in English for the first time

Higher level students sometimes chose to do activities in another language first, especially discussions which required analysis and dialogue

Estoy muy bien
entenderlo en
castellano primero
~~primero~~ terminar
la actividad
en ingles, hoy
estuvo muy
bien la clase
Gracias

😊
ha sido muy interesan
te hoy la clase
me a gustado poder
entenderlo un poco
en español y luego
se me ha facilitado
en ingles gracias
por tu comprensión.

Es muy interesante
hablar primero
en español y luego
English.
porque lo entende
mos mejor.

we always start
conversation in Polish
which is easier for
us. Then we
translate and help
each other with
spelling, writing.

We always start
discussion in Polish
And its helps us to
to understanding
some new words

Observations (2)



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Much of our class time was spent exploring ideologies and beliefs about language.

Some students had strong ideas about language related issues, e.g. which languages their children should learn at home, the rights and wrongs of alternating between languages, and so on.

In the other class many students expressed their beliefs that *English only* in the classroom was the best approach.

Speak only English

Speaking
fluently

be polite
with others

Pressure in
our mind

improve
English

Sometimes it's
difficult to
understand

Easy to
communicate
with everybody

Don't feel
relax

make
friendship

Can't share
our ideas
properly

Nobody feels
left out

Sometimes using
mother tongue
is quick
and efficient

Two weeks later...



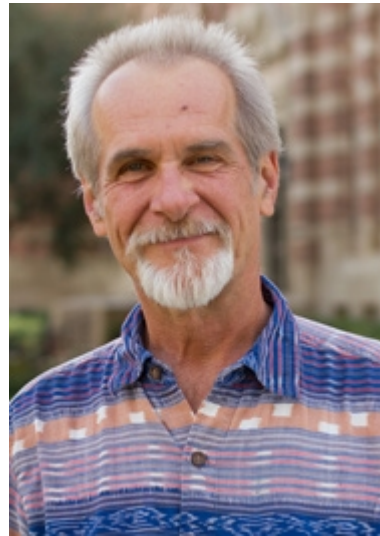
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“I have two ideas now... sometimes I think only English is important in the class... sometimes I think no! In my head is conflict. English is important and our own language is important too”

Monolingual language ideologies



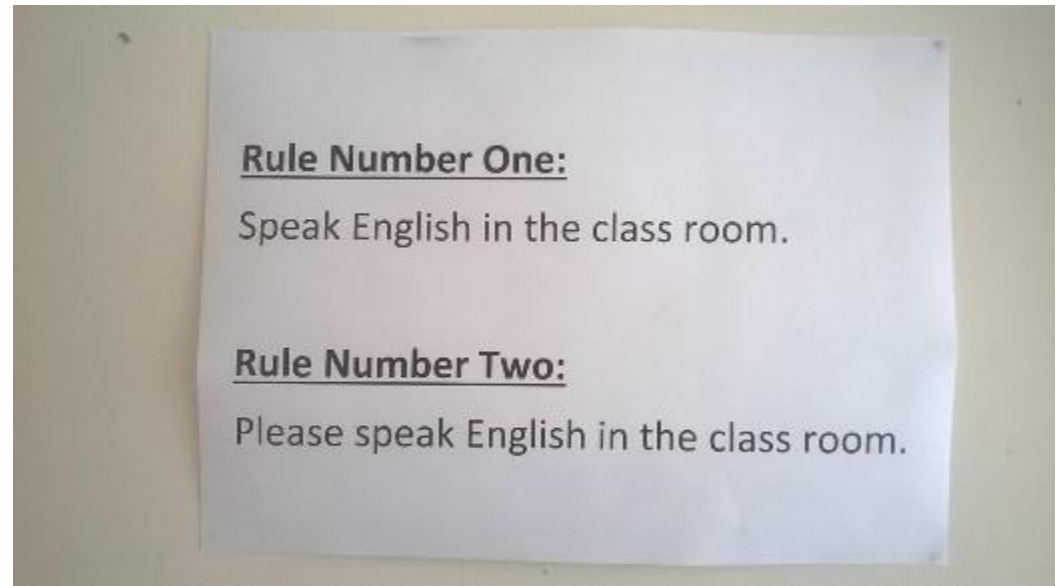
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Language ideologies: beliefs, feelings, and conceptions about language structure and use which often index the political interests of individual speakers, ethnic and other interest groups, and nation states.

(Kroskrity 2001: 1).

Institutional discourses:



Professional discourses: teacher training courses and ELT textbooks still promote English Only in the classroom

HEARTBROKEN PET OWNER RE-MORTGAGES HOME TO SEARCH FOR STOLEN DOG

SEE PAGE 5



WIN YOUR GROCERY SHOPPING FOR A YEAR AT SEE PAGE 42
WORTH £5,200
MORRISONS

MIGRANTS SHUN THE ENGLISH LANGUAGE

4 million people living here hardly speak it

MORE than four million migrants in Britain cannot or rarely speak English.

In figures showing the stark impact of years of mass immigration...

By Sarah O'Grady
Social Affairs Correspondent

how much the face of the UK has changed with a patchwork quilt of languages covering the country.

out of 10 people only speak English as a second language.

Last night experts warned of the potential damage to local communities and one said: "Those who want to live in Britain should make an effort to speak English."



Socialite Tamara Ecclestone on her night out

How heiress Tamara Ecclestone ran up a



Political:

Immigrants who don't speak English "cause discomfort and disjointedness in their own neighbourhoods" (David Cameron 2011).

"There are people who are isolated in their own communities who have been here for 20 years and still do not speak English. That worries me because there is a separateness that may be unhealthy" (Tony Blair 2005).

"If your kids don't have English you're condemning them to a limited life" (Eric Pickles 2013).

2015
The **ONLY OFFICIAL**
handbook for the Life in the UK test

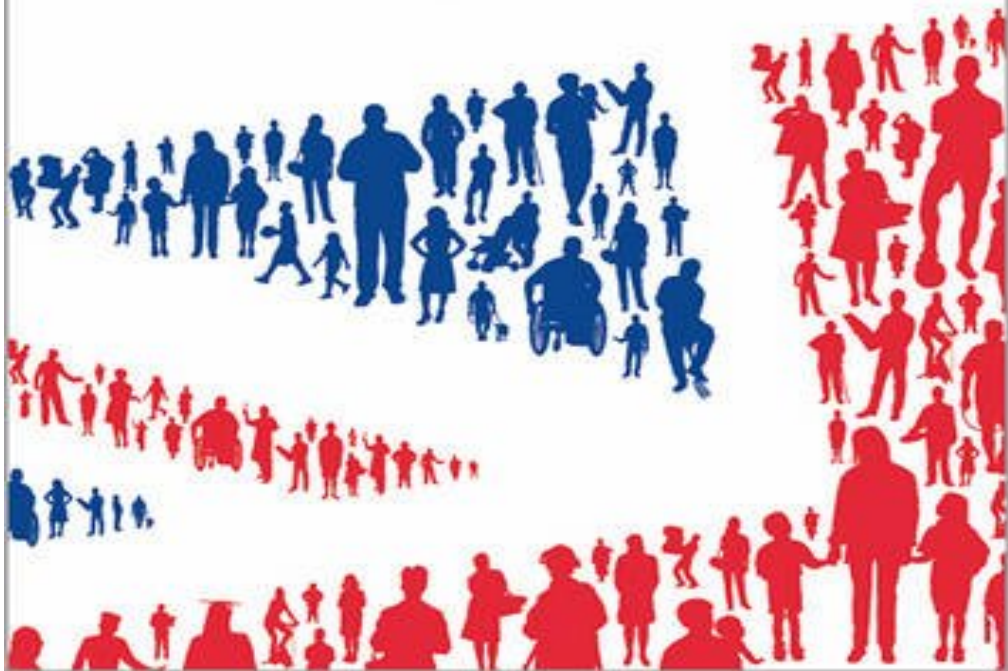
TSO
The Stationery Office
Published by TSO as
Selling for the Home Office


Home Office

Life in the United Kingdom

A Guide for New Residents

3rd Edition





- 2002: Nationality, Immigration and Asylum Act; *Life in the UK* citizenship test; 'ESOL and Citizenship' courses
- 2007: Requirements extended to Indefinite Leave to Remain.
- 2009: 'Tiered' system for immigration introduced: points awarded for English language proficiency.
- 2010: English language requirement introduced for spouse or partner visas prior to their entry into the UK.
- 2013: People applying for settlement required to pass an English language examination at level B1 on the CEFR in addition to the *Life in the UK* test.
- 2013: Entitlement to take ESOL and Citizenship classes in lieu of the *Life in the UK* test scrapped.
- 2014: 3rd edition of the *Life in the UK* Handbook.



2017: You might need to prove your knowledge of the English language if you're 18 or over and applying for citizenship or to settle in the UK (known as 'indefinite leave to remain'). You can prove it by having either: an English qualification at B1, B2, C1 or C2 level; or a degree taught or researched in English.

(<https://www.gov.uk/english-language/>)

**In the UK
illegally?**



106
ARRESTS
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*100 June - 8 July 2012 covering Barking and Dagenham, Havering, Barnet, Brent, Ealing and Hammersmith

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 THOUSANDS OF LONDONERS VISIT SPECIAL PARKS SIGHT

BRITAIN IS A MIGRANT MAGNET



Immigrants will risk death for UK benefits says Mayor of Calais

Why Elle could have been the 'Uptown Girl'

WORLD'S BEST 10 YEARS ON
Sandals
 AUTUMN OR SAVE A£...
 Daily Express

END OF HATED WIND FARMS THAT RUIN OUR COUNTRYSIDE
 SEE PAGE 7



WHY OUR ROYALS JUST LOVE BEING TOGETHER
 SEE PAGE 10

WE MUST STOP THE MIGRANT INVASION



Britons want border controls back from EU

Michael Jackson's daughter in hospital after suicide attempt
 SEE PAGE 2

EUROPEANS have made clear their anger at the European Union for stripping Britain's power to limit immigration.

Photo Jackson, 10, had used credit Twitter message

10p FREE MEGA BLOKS TOYS
 THOMAS & FRIENDS BUILDABLE CHARACTERS
 CHEAPER THAN THE DAILY MAIL
 SEE PAGE 10

Mystery death of hacking informer
 SEE PAGE 10

BRITAIN MUST BAN MIGRANTS

It's essential for British workers says new report



Emma Thompson's fears of going blind

EUROPEANS should shut the door to more migrants to protect jobs for British workers, a Labour adviser says yesterday.

Emma Thompson with mother Phyllis Lee who says her illness puts her in the family



The Home Office bill will include measures spanning six other Whitehall departments including justice, transport, business, health, local government, and work and pensions, and is designed, in May's words, to "**create a really hostile environment for illegal migrants**". "What we don't want is a situation where people think that they can come here and overstay because they're able to access everything they need," May has said.

The Guardian 10 Oct 2013



[There is a] **hostile environment** that migrants into the UK face in all categories. [This] isn't just my asylum claims. It's everybody. Most of the problems people fall into could be easily remedied ... [in the] first instance [if] they had free reliable immigration advice.

Interview with Lucy,
TLang project, Leeds case study,
May 2016





Symbolic linguistic violence, for example singling Polish workers out to ban them from using the Polish language during breaks, has been so deeply normalised that many of us treat it as a deal we have to accept when moving to the UK. Linguistic responses follow: many Eastern Europeans refusing to use their mother tongue among friends on public transport, or changing first names to make them sound more British. The post-referendum wave of hate speech acts only as a reminder that migrant and BME communities are always vulnerable to tensions lurking under the cover of political correctness and words hurt as much as slap in the face. (Barbara Drozdowicz, East European Advice Centre, <https://tlangblog.wordpress.com/2016/07/13/linguistic-xenophobia-and-why-it-should-be-resisted/>)



Languages are essential instruments for building intercultural understanding and social cohesion.

The language or languages that are dominant in the host society into which migrants are seeking to belong, and the languages which are already part of their communicative repertoire, shape their identities as active, democratic citizens.

A translingual and intercultural approach to the teaching of the language(s) of the host society ensures that languages become instruments of inclusion that unite rather than segregate people.

תודה

Dankie Gracias

Спасибо شكراً

Merci Takk

Köszönjük Terima kasih

Grazie Dziękujemy Dékojame

Ďakujeme Vielen Dank Paldies

Kiitos Täname teid 谢谢

Thank You Tak

感謝您 Obrigado Teşekkür Ederiz

Σας ευχαριστούμε 감사합니다

Bedankt Děkujeme vám

ありがとうございます

Tack

