English alone is not enough

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IATEFL 2015, Manchester

Kolik jazyků znáš, tolikrát jsi člověkem
(As many languages you speak, as many people you are)
Czech proverb
Contents

• Multilingualism issues
• Policy Implications:
  – Education Policy
  – Education Systems
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• What should we do?

QR CODE

“If I’m selling to you, I speak your language.
If I’m buying, dann müssen Sie Deutsch sprechen!”
Willy Brandt
It’s a multilingual world

• “It’s a multilingual world – 94% of the world does not speak English as a first language, and 75% speak no English at all” CILT

• Wikipedia has articles in 288 languages

• 34% of the 76 million blogs & websites on WordPress are not in English

• Google Translate does translations in 90 languages

A Eurobarometer survey shows that 83% of citizens of the EU member states believe that knowing foreign languages is or could be useful for them.

BUT - 44% of EU citizens, and 62% of UK citizens consider themselves incapable of holding a conversation in a language other than their mother tongue.

“.....a principle of fundamental significance: Multilingualism is the normal human condition”
David Crystal

“speaking 2 or more languages is the natural way of life for three-quarters of the human race”
David Crystal
Levels of multilingualism

- Long-standing co-existence of languages
- Recent & shifting co-existence of languages
- Majority bilingual speakers
- Minority bilingual speakers
  - **Language maintenance** = minority language strong and ‘healthy’
  - **Language shift** = minority speakers are assimilating to the dominant language
  - **Language death** = minority language withers away

“Many bilinguals achieve native-like fluency in their dominant language, but not in the other; Scholars think of bilingual ability as a continuum”

*David Crystal*
Multilingualism issues

• Lack of data on national provision, funding, achievement levels
• Lack of clarity in relationship between state, regional, minority & community languages
• Lack of funding for language education
• Need for campaigns to influence policymakers
• Different approaches to CLIL, EMI, international & bilingual education
• Attitudes to language assessment; resistance to oral assessment
• Lack of HE policy on language education
• Existence of dubbing rather than subtitling

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.  
_Nelson Mandela_
The Barcelona Accord: trilingual citizens

L1 - Mother tongue
+
L2 - International language or neighbouring language
+
L3 - Personal adoptive language or neighbouring language
- A language is learned better where motivation is high, where learners perceive it to be useful, and where it is used outside school; for example in communicating over the internet, for watching TV, or travelling on holiday.

- The more teachers and students use the language in class, the better it is learned. “
Multilingualism is more than language

Wer fremde Sprachen nicht kennt, weiß nichts von der eigenen
[Those who know nothing of foreign languages, know nothing of their own]

Johann Wolfgang von Goethe
Multilingual identities

"I think I do present a bit of a different personality when I'm speaking in English and when I'm speaking in Japanese.....
....when I'm speaking in Japanese, I really have to think about all the things, what's the proper style...and try to adjust myself to the identities, what the other person is projecting on me ...
...whereas in English, I mean, I don't really feel that much...it's a lot easier that way" (Akira)

“And sometimes I say to myself, Oh my God, she's so rude...and in fact it's because I'm used to the English way of talking and sometimes when I go back to France, in the supermarkets, for example, I say to myself 'they are so rude' because they never say 'sorry' etc” (Laure)

“I think I'm considered to be rather, erm, assertive in Japanese terms, but I don't really care” (Motoko)

“When you speak a different language......you immerse yourself into a completely different person” (Lucy Liu)

“I think in both languages English and Bengali, together they make me truly me”
Your multilingual index

- If you can speak a 2\textsuperscript{nd} language – score 5 points
- Add 5 points if you speak it higher than B1
- Add 5 points for each other language \text{ @ A2 or higher}
- Add 5 points if you lived in a foreign country for 6 months+
- Add 5 points if your partner speaks a different L1 to you
- Add 5 points if you speak to your kids in your L2, not L1

30 or more - you’re a global multilingual citizen
20 - 25 - impressive – a person of the future!
10 - 15 - you need to see more of the world...
Under 10 - you’re probably a native English speaker
Language policy
Children of trilingual families often end up speaking only one language at an age-appropriate level.
Strategies for Trilingual families

• Is cooking & helping in the kitchen associated with a particular parental language?
• Do parents draw upon lullabies, nursery rhymes, fairy stories from own childhood in L1 and L2?
• Do children visit parental home countries to practise parental languages?
• Does the family use Skype, email etc to speak and write L1/L2 with grandparents?
• Do parents provide simple texts in practise reading in parental languages?
• Do parents use satellite TV/Internet to provide exposure to TV/video in heritage languages?
# The Trilingual world

<table>
<thead>
<tr>
<th>Country</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peru</td>
<td>Quechua</td>
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<td>Switzerland</td>
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<td>French, Italian</td>
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<td>English</td>
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<td>Globalised</td>
<td>Home</td>
<td>School &amp; Community</td>
<td>Higher education, world of work</td>
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<tr>
<td>middle class</td>
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Policy Implications

Netherlands: primary languages implementation

- Optional 4-8 yrs
- B2 minimum
- Very little provision
- Generalist with B2 FL
- Substantial
- Varies, 60-180 mins per week
- Mainly online platform for materials
- National guidelines – teacher design
- Free choice – mainly English

Poland: primary languages implementation

- Compulsory 6-7 yrs
- B2 minimum
- Good provision
- Mainly English, some German
- Mainly specialist with FL, some generalist
- Rather limited
- National guidelines – teacher design
- Mainly coursebook – funded by parents
- 2 x 45 mins per week
When do children start languages?

The age of beginning compulsory first foreign language varies across Europe:
- Spain - 3
- Austria - 6
- Italy - 6
- Norway - 6
- Portugal - 6
- Germany - 6-8
- France - 7
- Finland - 7
- Poland - 7
- Sweden - 7
- Czech R. - 8
- Belgium - 8
- Denmark - 9
- Hungary - 9
- Netherlands - 10

Source: Eurydice
Policy variables in EYE?

Figure 35: Contextual variables
Germany is considering scrapping English classes for primary school children after a study showed no advantage in starting lessons at an early age. …..

Teachers reported in the study that very young children learned many words, but not the grammar to string them together properly.

Researchers said political pressure from Berlin and the EU drove schools to adopt English for children who hadn't properly learned their own mother tongue.

Two thirds of the teachers consider English instruction before the age of 11 "completely redundant."

"The effect of primary school English is completely nil," said Wolfgang Klein, director of the Max Planck Institute for Linguistics in the neighbouring Netherlands.
Case study – Rwanda

- Low resource contexts
- Ministry EYE policy
- EMI
- Civil servant training
- Teacher language training
- Teacher skills training – 54,000 annually
- TT course design - Classroom language materials
- Project Umubano
Language Rich Europe report

• Gather clearer data on language practice, policy and provision across EU
• New rights for citizens to learn the language of their country
• Sponsor research into role of English, how it can better co-exist with mother tongues and promote multilingualism
• Support for migrant and community languages
• More funding for mobility & training of teachers
• Research into best practice for in-school language education
• Research into best practice for translation and interpreting
• Research into best practice in business – how does multilingualism increase profitability and contribute to well-being
• Kill dubbing!

-Economic trade, commerce
-Integration, identity and interculture
-Foreign relations, aid and development
-Justice, security and health
-The media and ‘edutainment
Can English undermine local languages and cultures?

- Which English? UK, US, Hinglish, Singlish....?
- Is English a threat to L1?
- Is English a ‘Language of liberation’ and global access?

“It is definitely unhelpful for Africa to continue viewing English or any other international language as the language of colonialism or imperialism. In spite of their historical association with colonial rule and the fact that they have limited the development of indigenous languages, the former colonial languages are useful now in several ways”

*Nigussie Negash, Dreams & Realities*
Reflection:
what are the benefits and challenges of a multilingual world?
What should we do?

Suggest changes to:

• Education policy
• Education systems
• Teacher education
• Learning resources
Focus on policy

• Devise an explicit National Language Policy that benefits society both internally and externally
• Avoid over-domination of English, especially in primary education
• Ensure that English is additive, not subtractive, not replacing anything in L1 education
• Align language education with employment needs & mobility needs
• Include ‘language concepts’ into the curriculum for L1 onwards
Discovering language: a literacy approach

Language Concepts:
• Accent
• Register
• Code switching:
  – Speakers switch languages to express themselves better
  – Speakers show solidarity to a minority language
• Code mixing - eg Surjik, Portuñol
Focus on Education systems

• Revise curriculum to provide more learning hours for language and languages
• Research comparative language / language concepts / approaches
• Research optimum ages of L2 introduction – delay L2 to support L1?
• Provide short tasters of L3, L4, L5
• Embed language into cultural awareness / cultural literacy
Focus on Teacher education

- Build awareness of language concepts
- Build awareness of language history & language comparison
- Insist on the need to learn students’ L1(s)
- Encourage attitudinal shift towards multilingual approach, integration (not exclusion) of learner’s L1
- Modification of methodological assumptions re L1 use & translation
- New methods that recognise the cultural context of language learning
Focus on Learning resources

- Select / design learning materials that support multilingual contexts
- Dialogues (especially audio/video) that show multiple languages in realistic exchanges (eg tourism)
- Video inputs that demonstrate multilingual coping strategies (L1 and L2 speakers shown together)
- Texts about language concepts and languages – eg growth of language X, endangered languages
- Texts about multilingual contexts and issues – eg family development
- Lexis of false friends between English and L1 (or other L1s)
- Strategies for translating from L1 to L2 and reverse
- New learning resources to make language content more immediate and exciting – eg augmented reality, Oculus Rift, Google Cardboard headsets
In the classroom

• Show respect for L1 knowledge and use; use a moderate amount of L1 in class
• Use a moderate amount of translation
  – In local classes, use translation for lexical explanations where appropriate
  – Teach translation strategies – how to avoid false friends, paraphrasing etc
  – Explain cognates between L1 and L2 and other languages
• Play with language – puns, word games between the languages
• Avoid excessive elicitation
• In immersive contexts - put multiple student language words on the wall
• Embrace translation technology and utilise it
English alone is not enough…

**Principles:**
- We are making people multilingual by teaching English
- We are educating global citizens & fostering intercultural awareness

**Actions – we should:**
- Promote the benefits & values of a multilingual world & multilingual education
- Link language learning to people’s aspirations & real life experience
- See ourselves more as **Language & Communication** teachers
- Aim to make learners more multilingual, by
  - teaching language with explicit cultural reference work in texts
  - teaching communication strategies at the same time as language content
  - teaching translation strategies & using L1 in moderation
- Teach more about **language** itself - develop Language Literacy
- Teach more **languages** - eg English teachers to teach L3 and L4 tasters
- Develop more multilingual skills ourselves
Thanks!

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