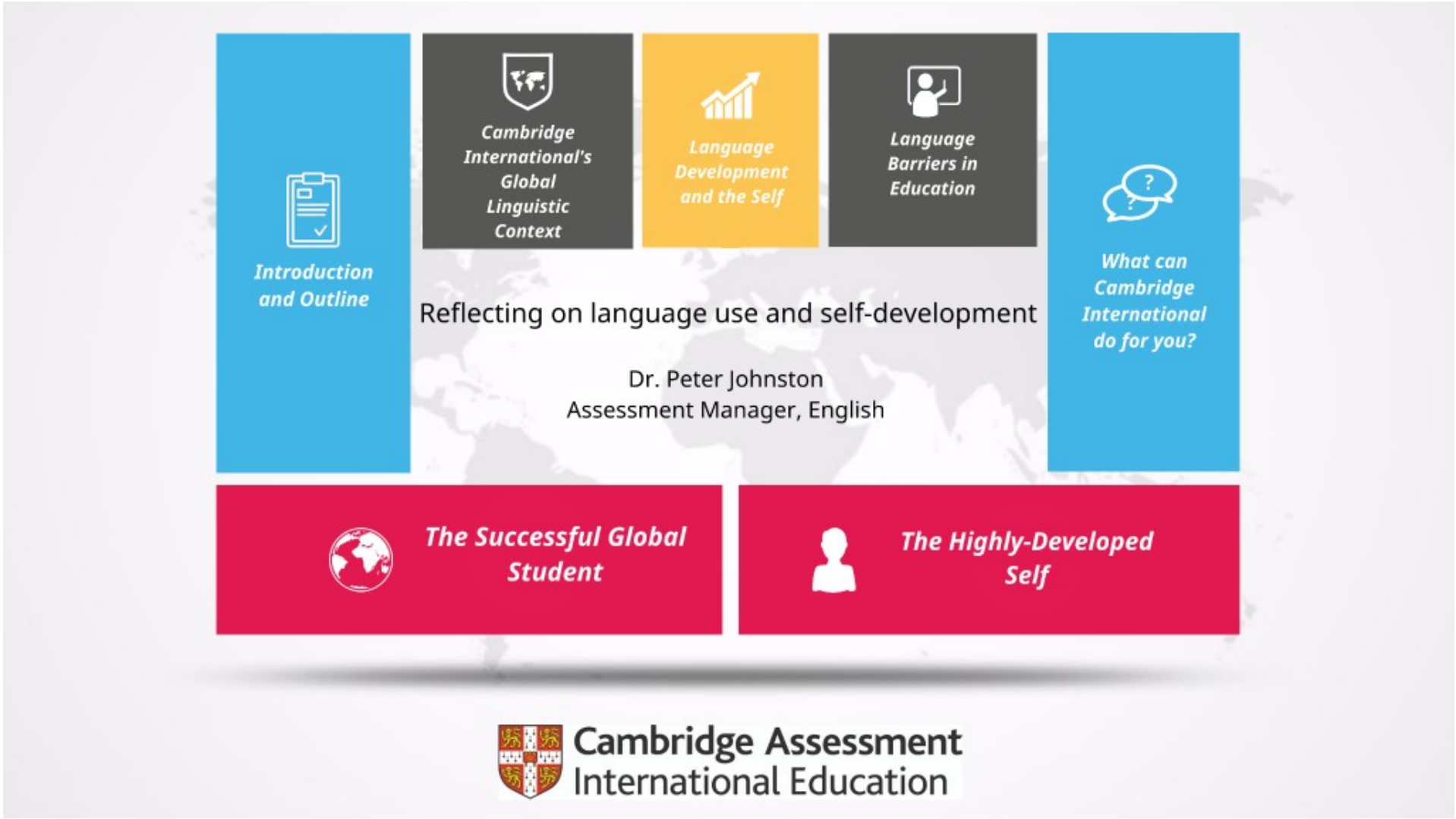
Introduction and Outline
Cambridge International's Global Linguistic Context
Language Development and the Self
Language Barriers in Education
What can Cambridge International do for you?
Reflecting on language use and self-development
Dr. Peter Johnston
Assessment Manager, English
The Successful Global Student
The Highly-Developed Self
Cambridge Assessment International Education

# Outline

This session links to the conference theme by exploring how the language we use can affect our students' readiness for learning.

Focusing on the relationship between language and the self, the session will introduce some key concepts and essential language strategies for use in the classroom and beyond.

Cambridge Assessment International Education

# Outline

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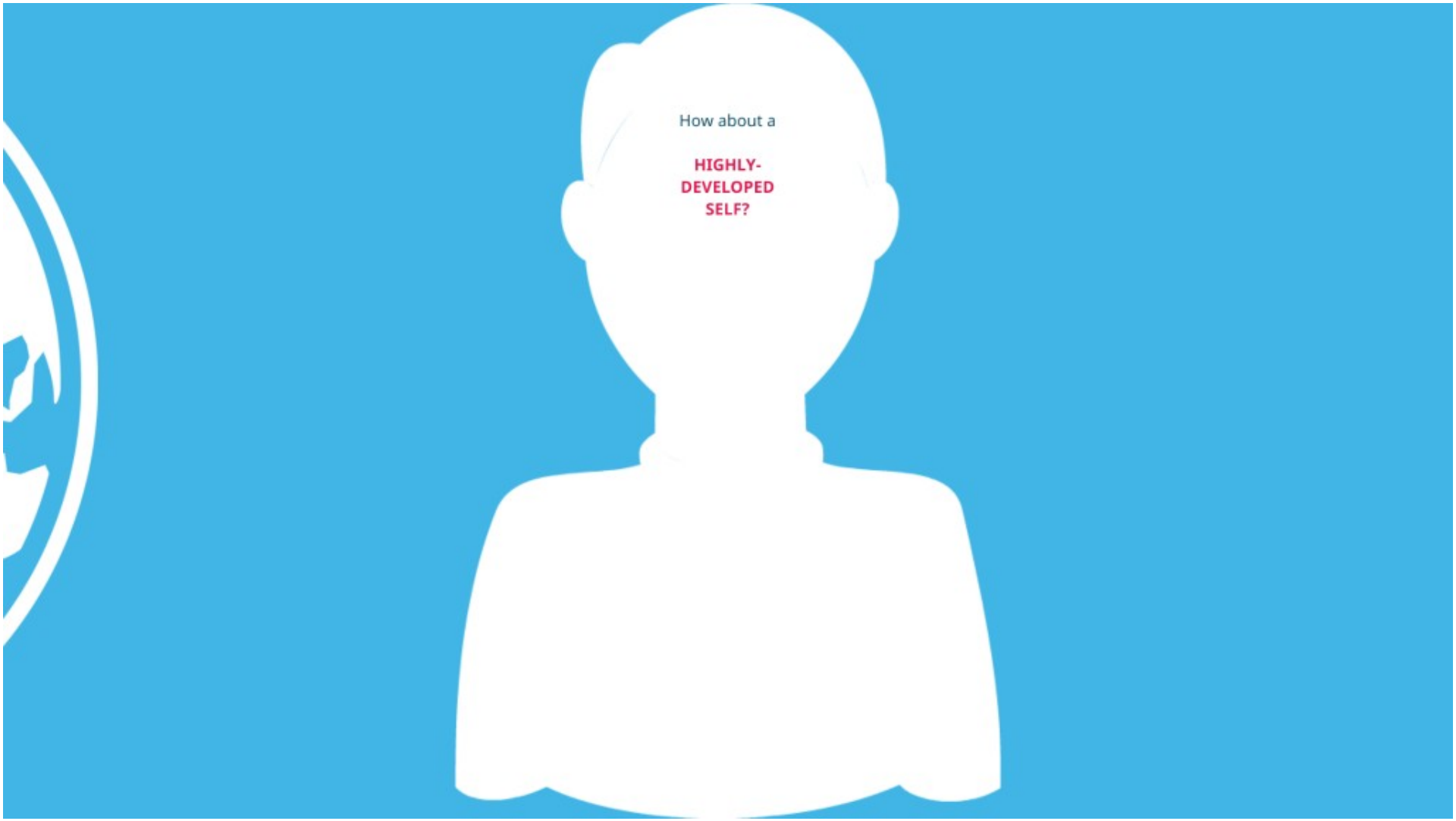
Cambridge Assessment International Education

- Reflect
- Consider
- Develop and share
- Who am I?
- Who are you?

# *Reflect...*

What makes a
SUCCESSFUL
GLOBAL
STUDENT?


How about a
HIGHLY-
DEVELOPED
SELF?

What role does

**LANGUAGE**

play in these processes?

# *Consider...*

...the complex relationship between...

... and other first languages...

...the English language...

...in the context of self-development.

## *Develop and share...*

...some ideas and best practice for considering language and the development of self in the classroom.

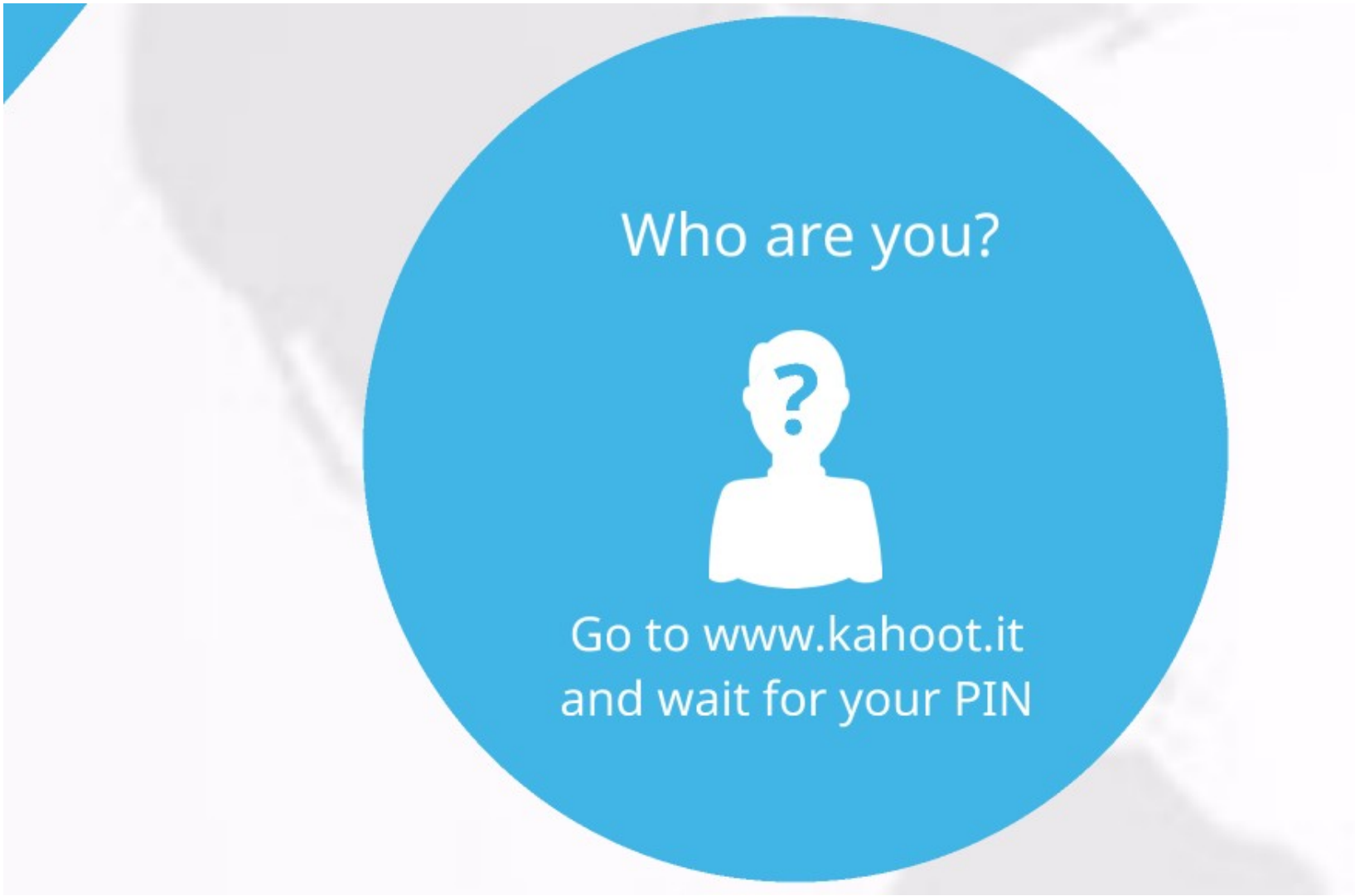
# *Dr. Peter Johnston*

Ph.D. English Literature (on JM Coetzee and Mathematics)

12 years of teaching experience at secondary school and university level

Manage Cambridge syllabuses in:

- AS & A Level English Language
- H2 English Language and Linguistics (Singapore)
- BGCSE English Literature (Botswana)
- BGCSE English (Botswana)
- SGCSE English Literature (Swaziland)


Who are you?
Go to www.kahoot.it
and wait for your PIN

Cambridge International's
Global Linguistic Context

Cambridge International's Global Linguistic Context
Learner diversity
Three types of linguistic variation
Issues in your context?

# Learner diversity

In the past year, Cambridge International's candidates came from 156 countries:

How can we meet the different needs of each country, school, class and individual?

## LANGUAGE AWARENESS

Supporting the self-development of highly diverse individuals in highly diverse contexts

Accommodating linguistic diversity among all our individual learners

Recognising differences among first language users as well as those for whom English is not their first language

LANGUAGE AWARENESS
Supporting the self-development of highly diverse individuals in highly diverse contexts
Accommodating linguistic diversity among all our individual learners
Recognising differences among first language users as well as those for whom English is not their first language

# Three types of Linguistic variation

## Languages most often spoken in Namibian households

| Main language | 2001 | 2011 |
|---|---|---|
| Oshiwambo | 48.5 | 48.9 |
| Nama/Damara | 11.5 | 11.3 |
| Afrikaans | 11.4 | 10.4 |
| Otjiherero | 7.9 | 8.6 |
| Kavango | 9.7 | 8.5 |
| Lozi | 5.0 | 4.8 |
| English | 1.9 | 3.4 |
| German | 1.1 | 0.9 |
| San | 1.2 | 0.8 |
| Other | 1.8 | 2.4 |

Source: 2001 Census[9] and 2011 Census[10]

# Three types of Linguistic variation

Table 1. Top Ten Languages Other Than English Spoken in U.S. Homes, 2015

| Rank | Languages Spoken at Home | Total | Bilingual Share (%) | LEP Share (%) |
|---|---|---|---|---|
| | **Total** | **64,716,000** | **60.0** | **40.0** |
| 1 | Spanish or Spanish Creole | 40,046,000 | 59.0 | 41.0 |
| 2 | Chinese | 3,334,000 | 44.3 | 55.7 |
| 3 | Tagalog | 1,737,000 | 67.6 | 32.4 |
| 4 | Vietnamese | 1,468,000 | 41.1 | 58.9 |
| 5 | French | 1,266,000 | 79.9 | 20.1 |
| 6 | Arabic | 1,157,000 | 62.8 | 37.2 |
| 7 | Korean | 1,109,000 | 46.8 | 53.2 |
| 8 | German | 933,000 | 85.1 | 14.9 |
| 9 | Russian | 905,000 | 56.0 | 44.0 |
| 10 | French Creole | 863,000 | 58.8 | 41.2 |

*Notes:* Chinese includes Chinese, Mandarin, and Cantonese; French includes Patois and Cajun; German includes Pennsylvania Dutch.
*Source:* Migration Policy Institute (MPI) tabulation of data from the U.S. Census Bureau 2015 American Community Survey (ACS).

Than English Spoken in U.S. Homes, 2015

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|---|---|---|---|
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| | 905,000 | 56.0 | 44.0 |
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# 'Miami English' and the Linguistic Oddness of South Florida

South Beach speech is like no other.

BY DAN NOSOWITZ APRIL 04, 2017

Welcome to Miami Beach.

6,741

FLORIDA IS WEIRD.

That much probably goes without saying; in its flora and fauna, its cultural history, its politics, its singularly bizarre criminal elements, and its natural ecosystems, there is nowhere else like it. So it should come as no surprise that, though it theoretically is part of the American South, pretty much any discussion of Southern linguistics comes with a caveat: "Well, except South Florida."

South Floridians do not have the pin-pen merger, which makes the word "ten" sound like "tin." They do not "front their O," which turns a word like "boat" into "beh-oht." They do not turn simple sounds into complex ones, like "friend" into "free-ay-ind" (this is also known as a Southern drawl). These are standards throughout the American South, and they are almost completely absent from South Florida.

So, well, what do South Floridians sound like? And how did this weirdness happen?

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South Florida is not any one thing—how could it be, with a mix of Cubans, whites, Haitians, Colombians, Jews, Nicaraguans, Jamaicans, Bahamians, Barbadians, Puerto Ricans, and about a dozen others—but it's actually always been like that.

Recent Stories

How Sherry Became the Secret to Great Scotch

Scottish and Spanish spirits have a symbiotic relationship.

16 HOURS AGO

Why Some Gravestones Are

comes with a caveat: "Well, except South Florida."

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So, well, what *do* South Floridians sound like? And how did this weirdness happen?

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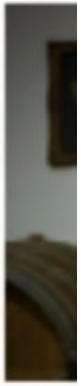


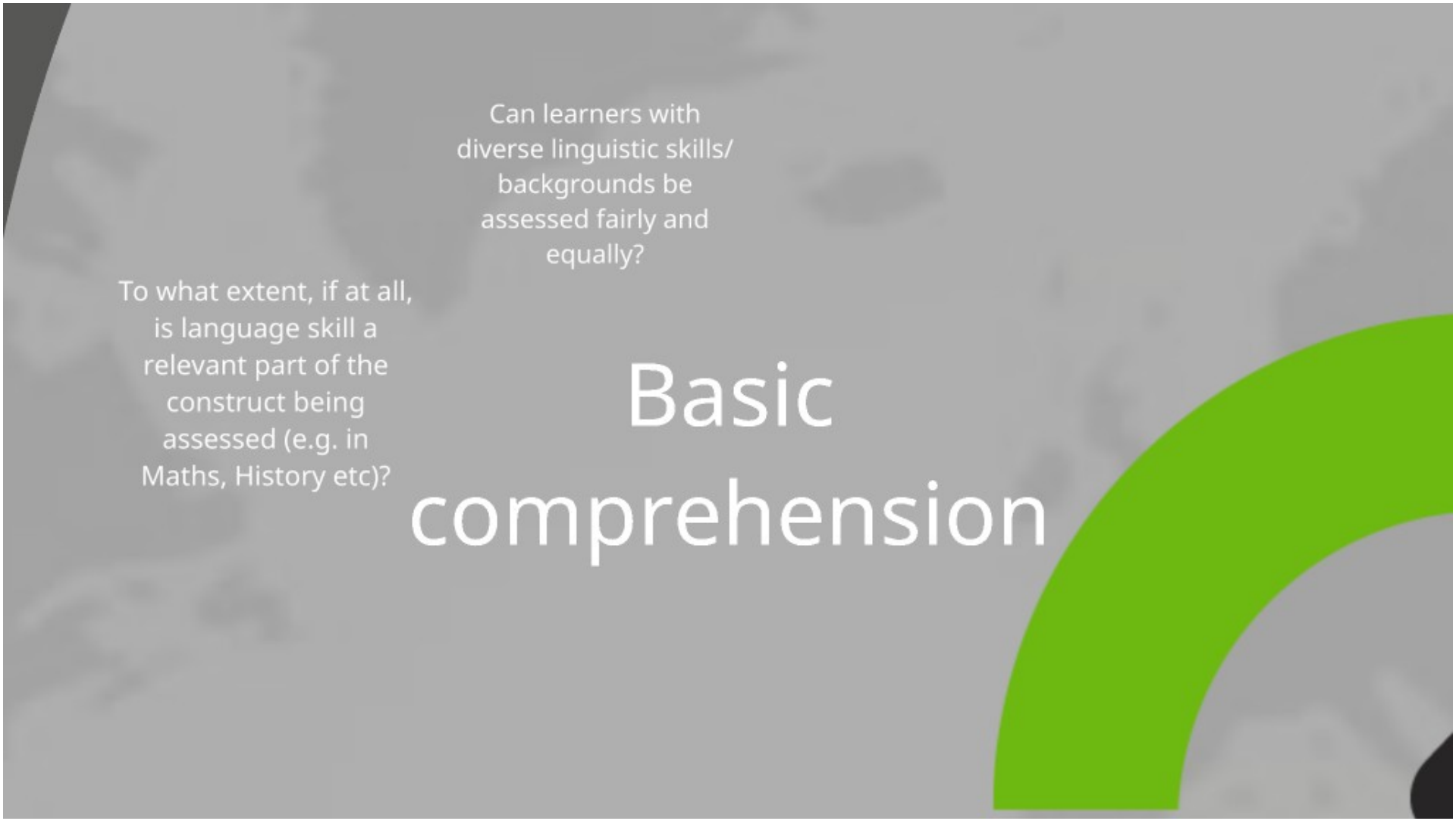
# Three types of Linguistic variation

English language GCSE - England (cumulative)

| Percentage achieving grade | | |
|---|---|---|
| Grade | 2017 | 2018 |
| 9 | 2.6 | 2.6 |
| 8 | 7.8 | 7.8 |
| 7 | 16.8 | 17.5 |
| 6 | 33.4 | 33.8 |
| 5 | 53.3 | 53.3 |
| 4 | 69.9 | 70.2 |
| 3 | 88.6 | 89.4 |
| 2 | 96.3 | 96.5 |
| 1 | 99.0 | 99.1 |

If only 70% of English students 'pass' English Language at GCSE, how does this affect access to other subjects for the other 30%?

Issues in your context?
Cultural values and expectations
Basic comprehension
Conceptual metaphor


Can learners with diverse linguistic skills/ backgrounds be assessed fairly and equally?
To what extent, if at all, is language skill a relevant part of the construct being assessed (e.g. in Maths, History etc)?
Basic comprehension

To what extent are different cultural values and expectations transmitted and learned through subconscious, embedded linguistic processes?
(e.g. How are kinship terms used in your students' L1 and L2?)
How might this fundamentally affect access to learning?
(e.g. questions about personal relationships involving implicit values)
Cultural values and expectations

# Conceptual metaphor

Which deep-lying psychological modalities are embedded in fundamental linguistic categories?

(e.g. how are concepts of space and time embedded in verb systems?)

How might this fundamentally affect access to learning?

(e.g. how to word science questions to avoid ambiguities?)

Issues in your context?
Cultural values and expectations
Basic comprehension
Conceptual metaphor

What are the benefits of language development?
Discussion Point 2
Self
Educational

Studies have shown significant correlations between L1 language ability and...

Conceptual understanding

Emotional development

Numeracy

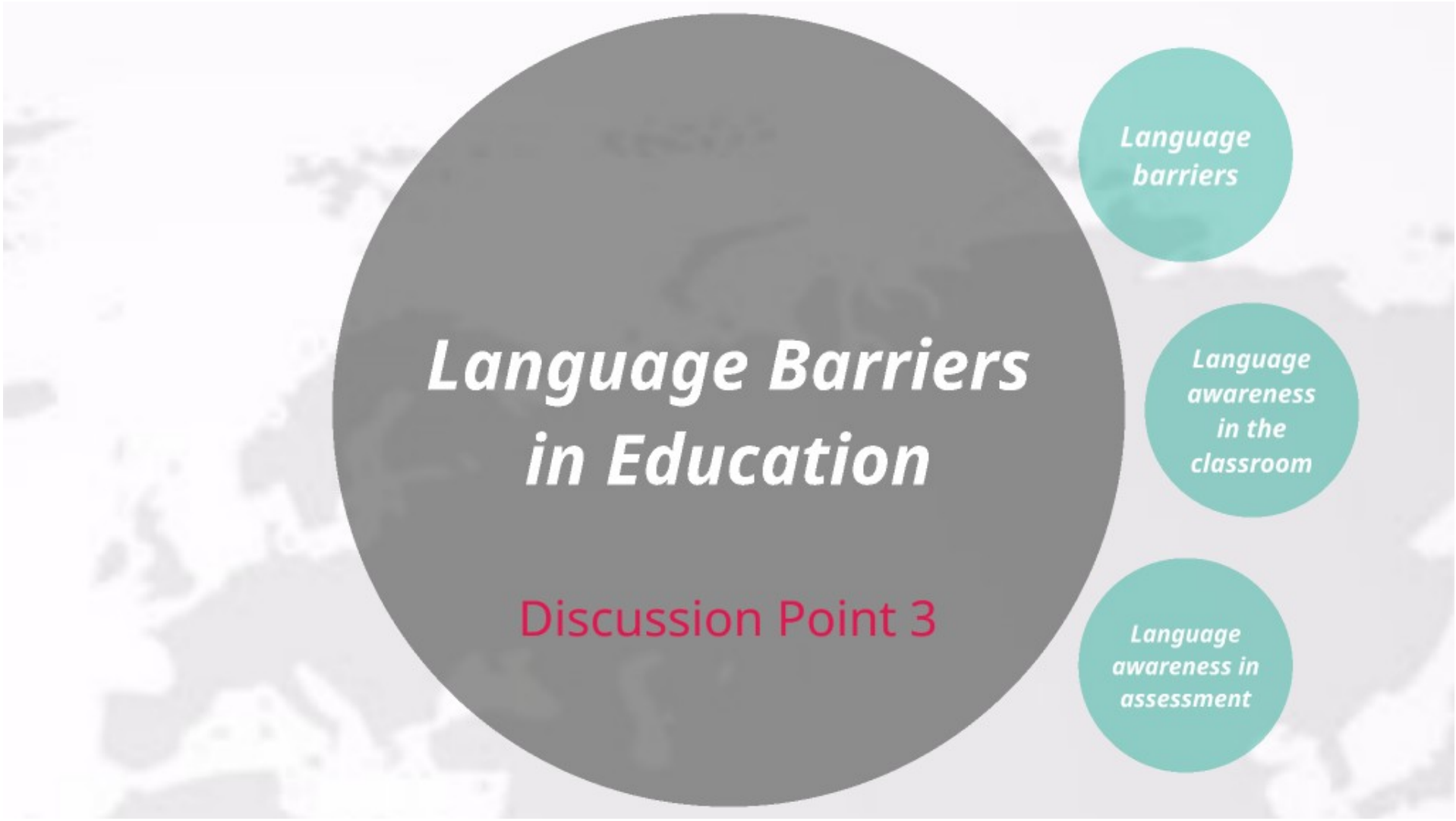
Social development

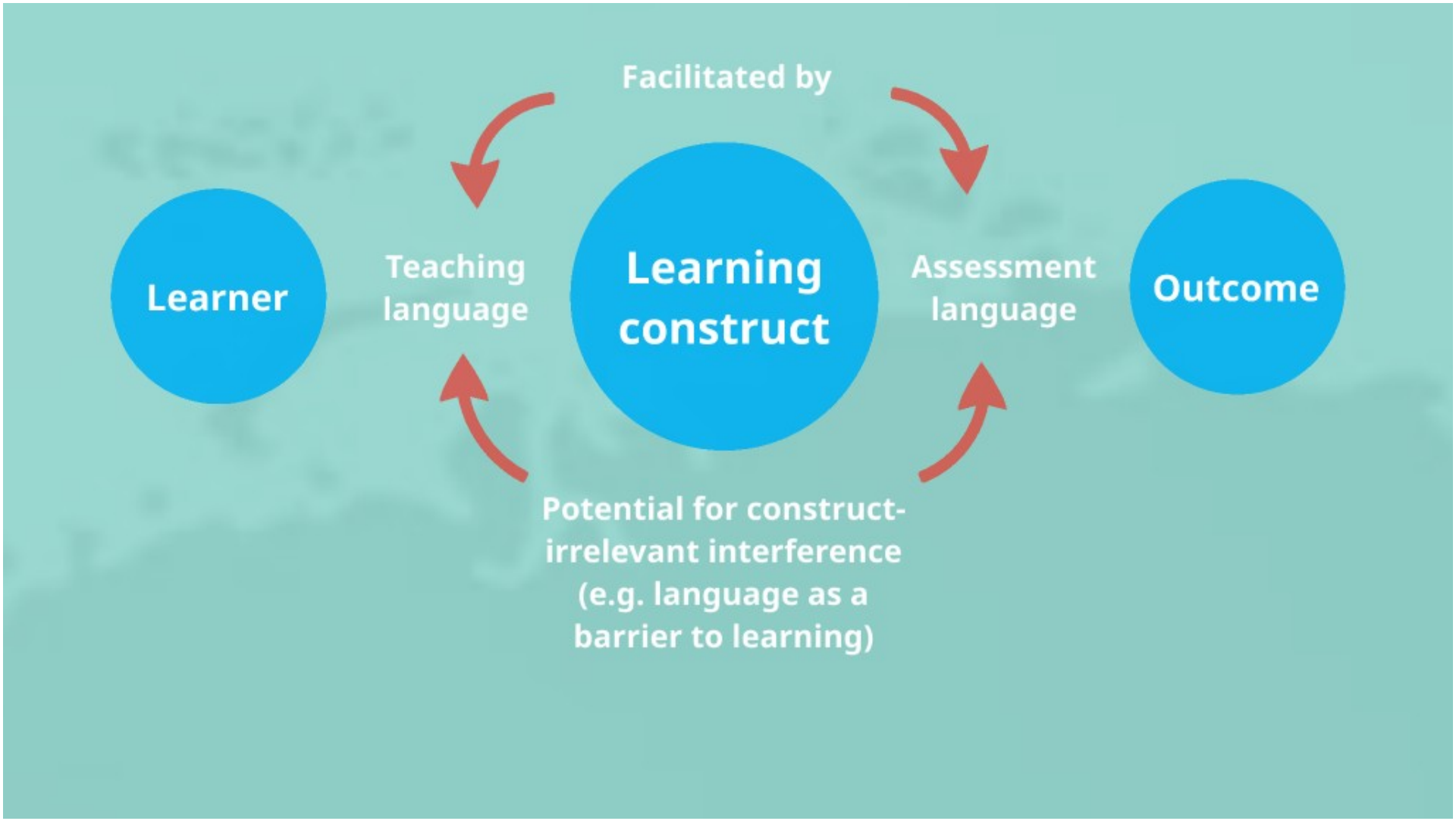
Spatiotemporal reasoning

# Language development and 'non-language' subjects

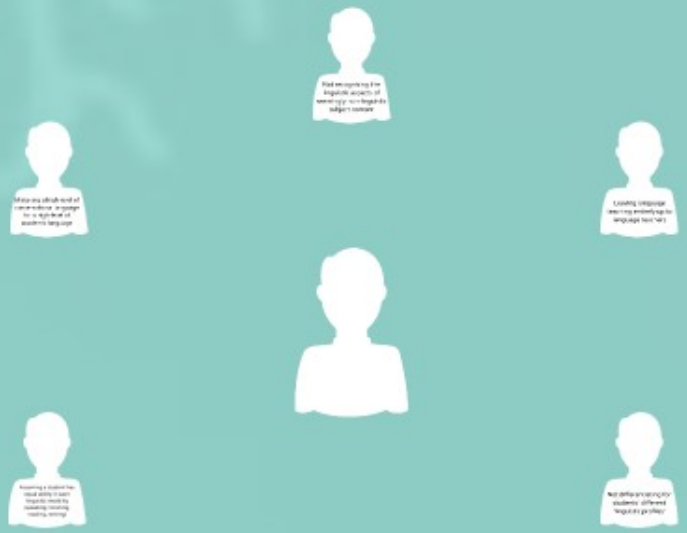
"An average language proficiency level of B2 on the Common European Framework of References for Languages (CEFR) is useful to access typical IGCSE exams, and CEFR level of C1 could provide an added advantage of linguistic resources to be able to develop arguments needed for higher grades for Humanities subjects such as History and Geography."

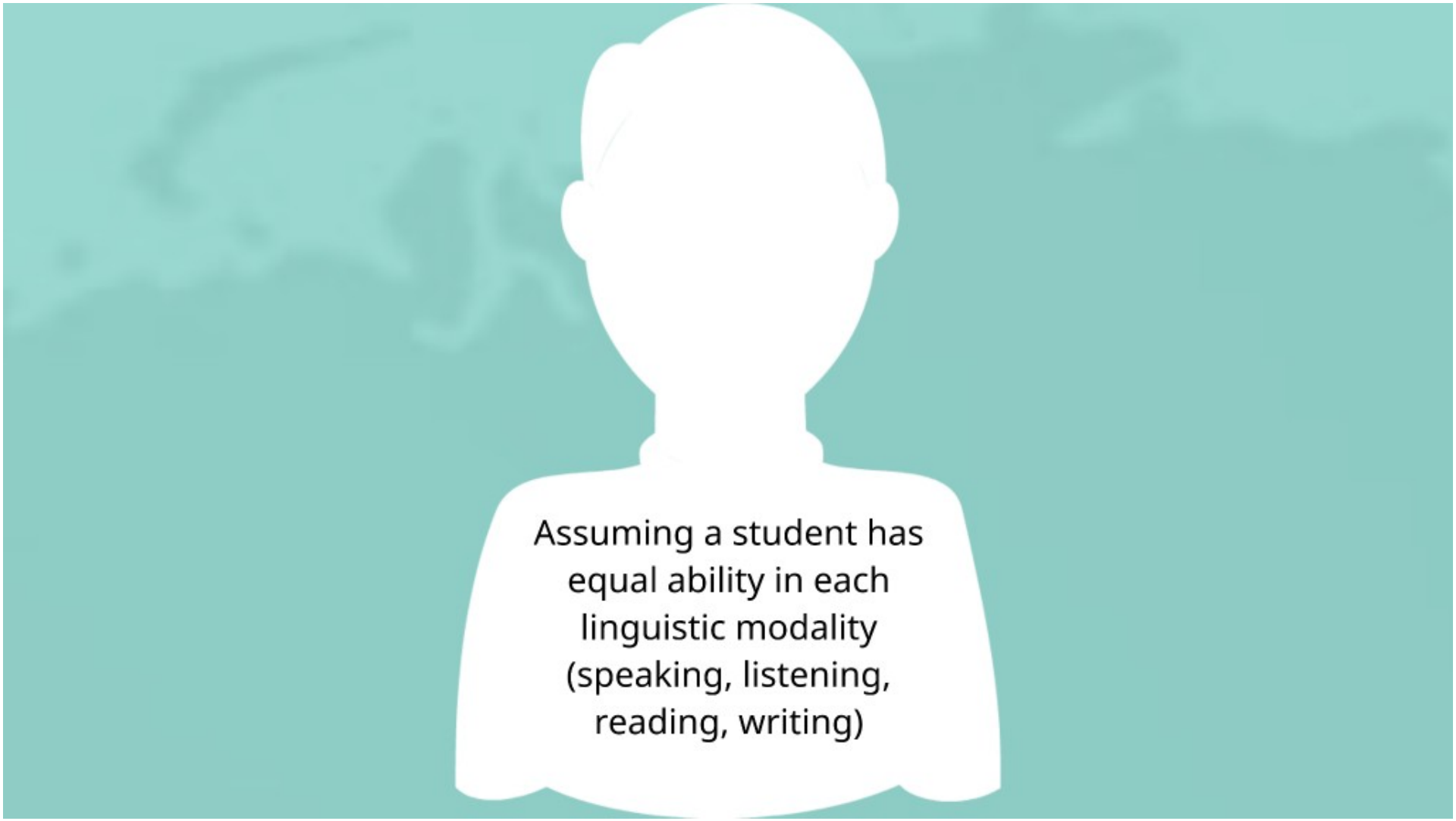
Shaw and Imam, 'Assessment of International Students Through the Medium of English: Ensuring Validity and Fairness in Content-Based Examinations' (2013)


Language Barriers in Education
Discussion Point 3
Language barriers
Language awareness in the classroom
Language awareness in assessment

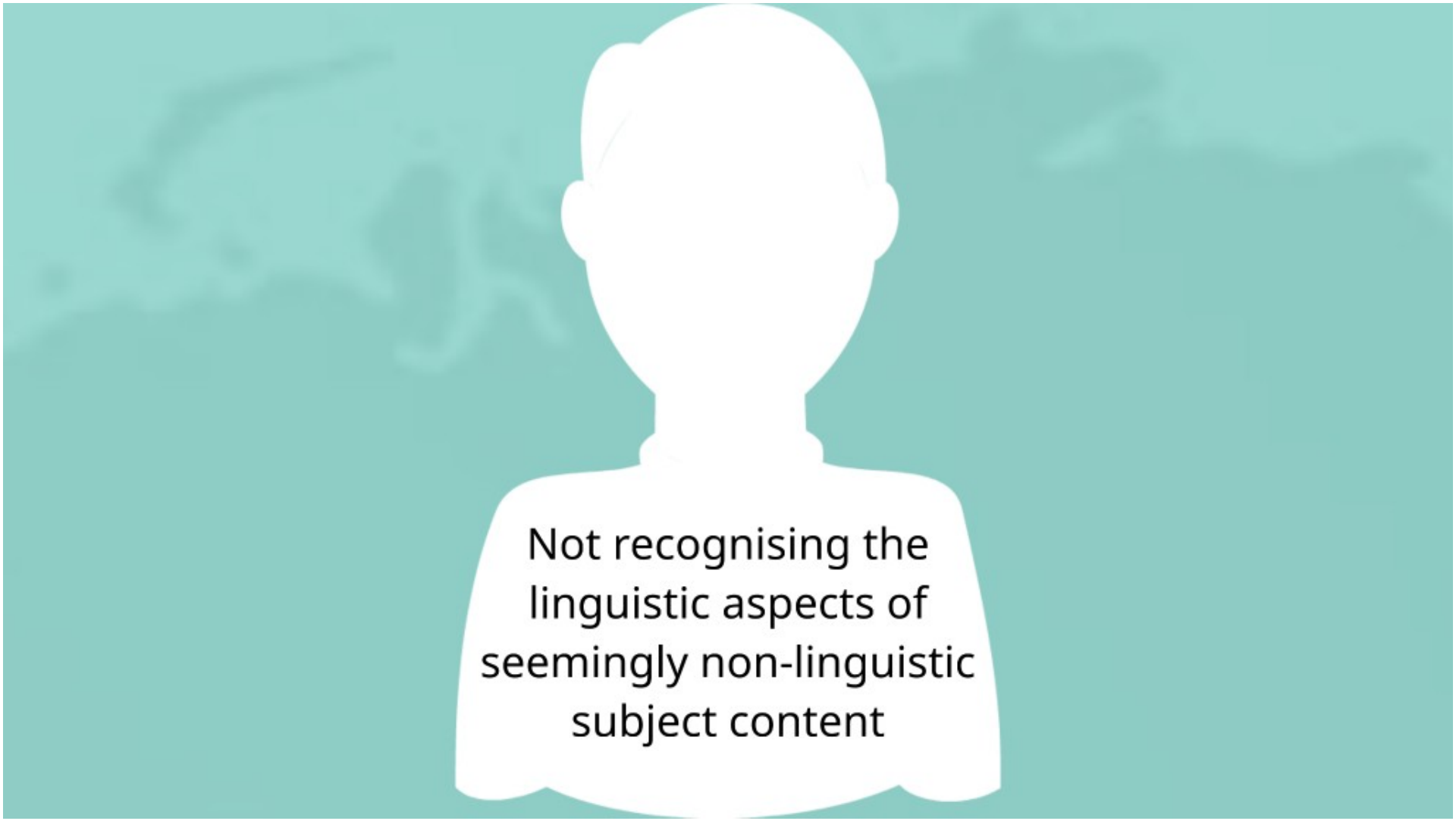

Facilitated by
Learner
Teaching language
Learning construct
Assessment language
Outcome
Potential for construct-irrelevant interference (e.g. language as a barrier to learning)

# How might a 'language unaware' teacher unknowingly create barriers to learning?

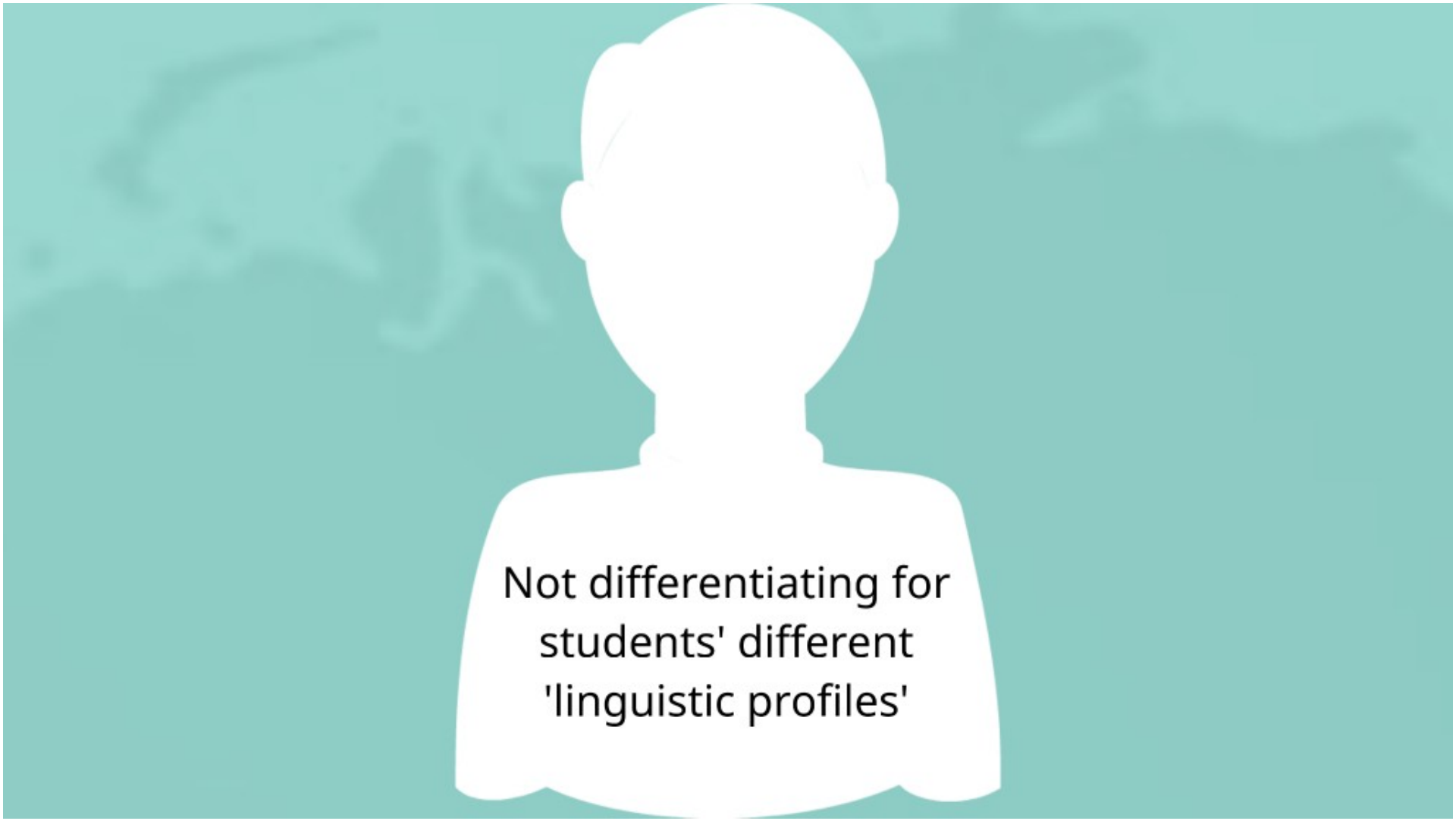


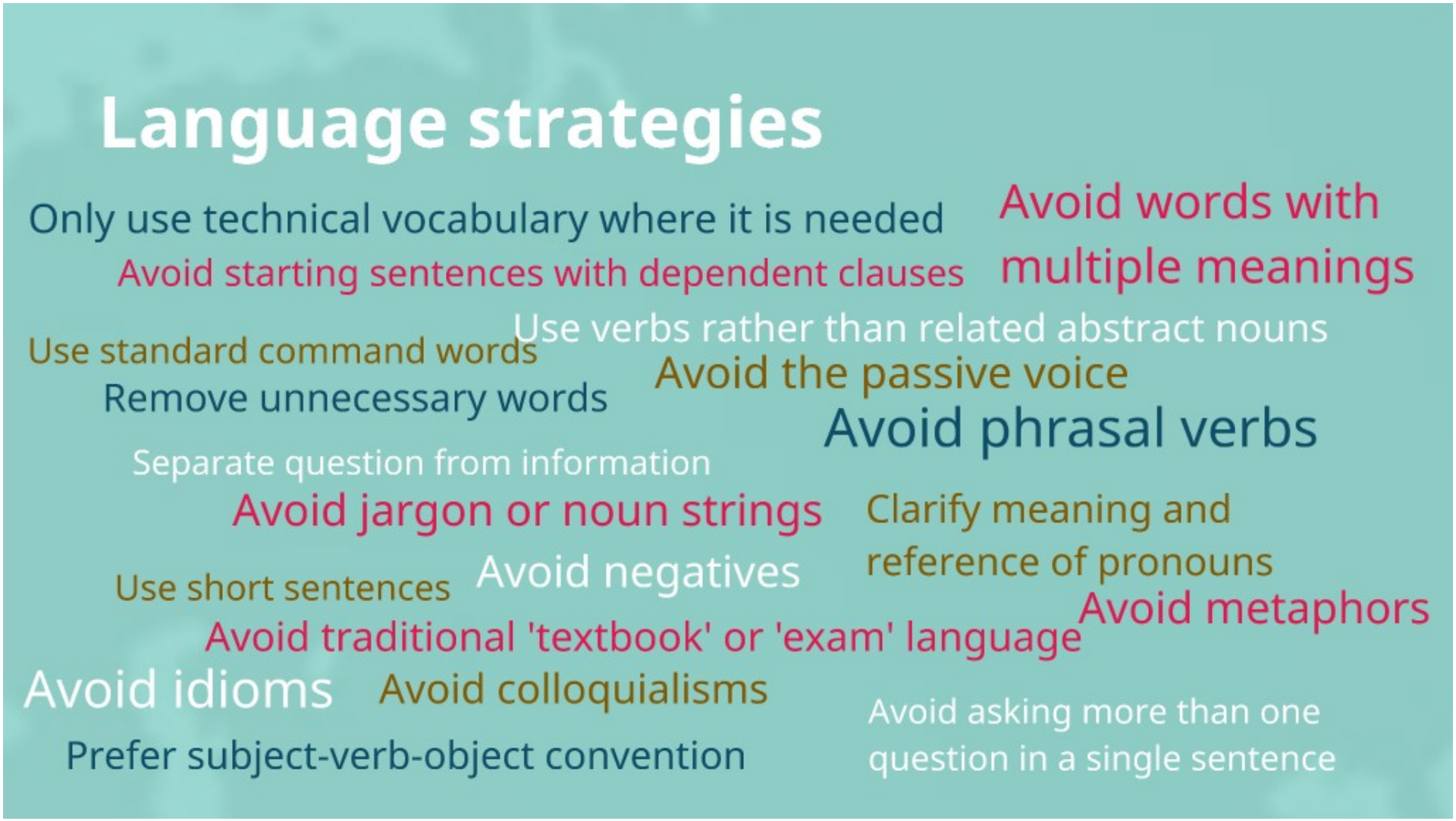

Assuming a student has equal ability in each linguistic modality (speaking, listening, reading, writing)

Mistaking a high-level of
conversational language
for a high-level of
academic language


Not recognising the linguistic aspects of seemingly non-linguistic subject content

Leaving language
teaching entirely up to
language teachers


Not differentiating for
students' different
'linguistic profiles'


Language strategies
Only use technical vocabulary where it is needed
Avoid words with multiple meanings
Avoid starting sentences with dependent clauses
Use verbs rather than related abstract nouns
Use standard command words
Avoid the passive voice
Remove unnecessary words
Avoid phrasal verbs
Separate question from information
Avoid jargon or noun strings
Clarify meaning and reference of pronouns
Avoid negatives
Use short sentences
Avoid metaphors
Avoid traditional 'textbook' or 'exam' language
Avoid idioms
Avoid colloquialisms
Avoid asking more than one question in a single sentence
Prefer subject-verb-object convention

When Pip was confronted by Magwitch, why did he feel like a fish out of water, and how does this play out in the denouement of the novel?

Two lifts depart the fourth floor of an eight storey block of flats at the same time, one going to the top floor at 19mph and the other going to the bottom floor at 21mph, but which arrives at its ultimate destination first?

Outline the Red Army's strategy at the Battle of Stalingrad.

What can Cambridge International do for you?
New Cambridge A Levels for 2021
Language consistency
Training
Resources

# New Cambridge AS & A Levels for 2021

English Language

Literature in English

English Language and Literature

Media Studies

Key Concept of 'Diversity':

"Constantly subject to a range of influences - whether personal, social, geographical or otherwise - the English language exists in a range of competing and overlapping forms at any given moment."

New to Paper 2: Writing

"Reflecting upon and evaluating the qualities of their own writing, including aspects relating to its purpose, form and audience."

New to Paper 3: Language Analysis

'Language change' alongside 'Child language acquisition'

New Paper 4: Language Topics

'English in the World' and 'Language and the Self'

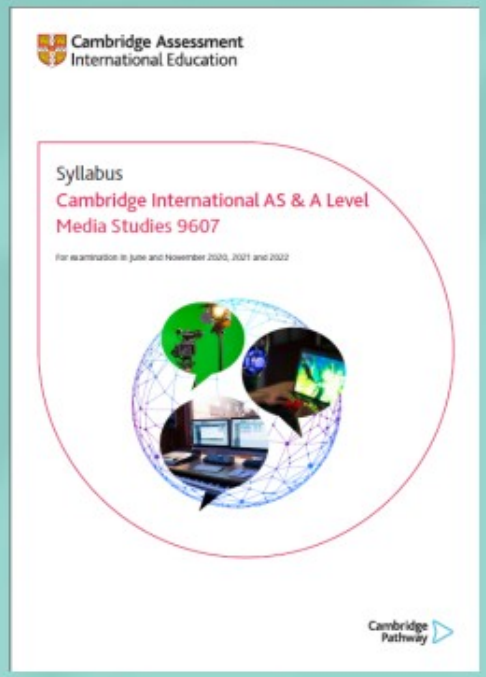
New volumes of
*Songs* and *Stories of Ourselves*

Reflective writing in Paper 1 (Language)

Reflective reading in Paper 2 (Literature)

"How the media communicate meanings through their forms, codes, conventions and techniques"

"The ways in which media language incorporates viewpoints and ideologies"



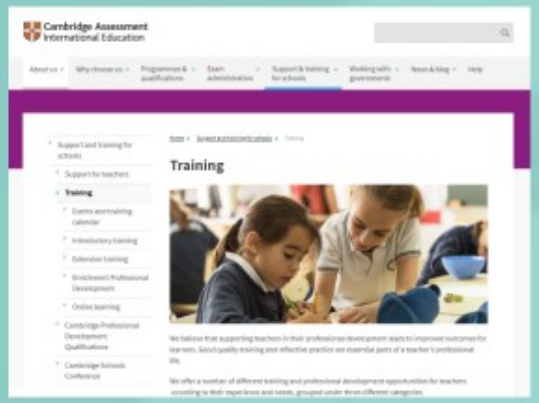

"The impact of developing technologies on media language"

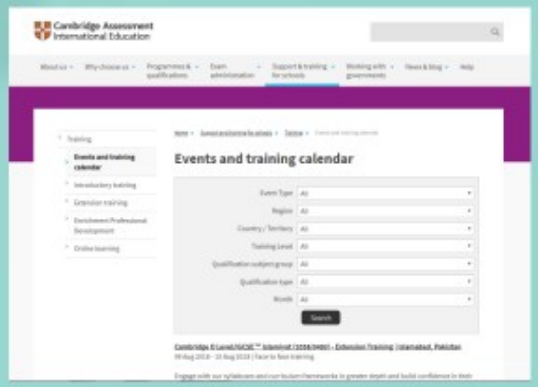
"How audiences respond to and interpret media language"

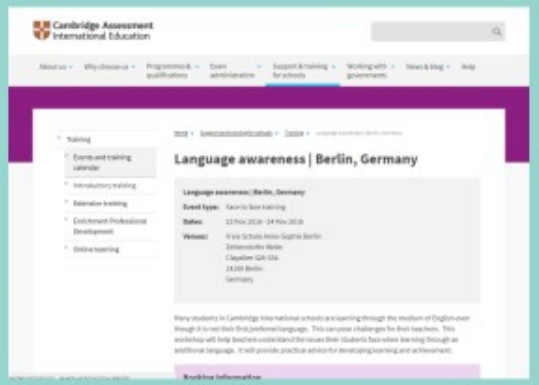
# Language consistency in Question Papers and other materials

# Research-led approach

# Training in Language Awareness



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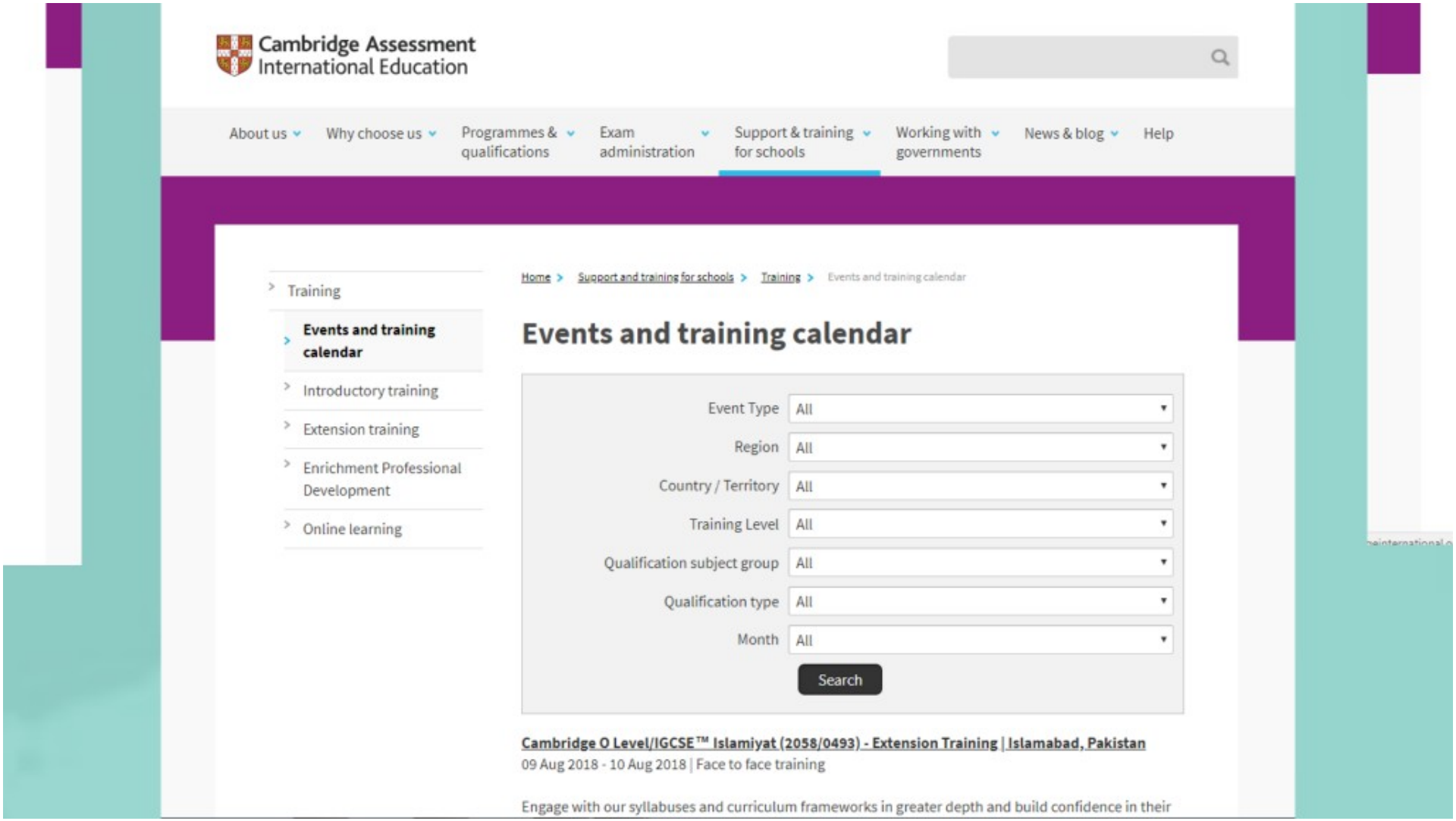
    - Introductory training
    - Extension training
    - Enrichment Professional Development
    - Online learning
  - Cambridge Professional Development Qualifications
  - Cambridge Schools Conference

Home > Support and training for schools > Training

# Training

We believe that supporting teachers in their professional development leads to improved outcomes for learners. Good quality training and reflective practice are essential parts of a teacher's professional life.

We offer a number of different training and professional development opportunities for teachers according to their experience and needs, grouped under three different categories.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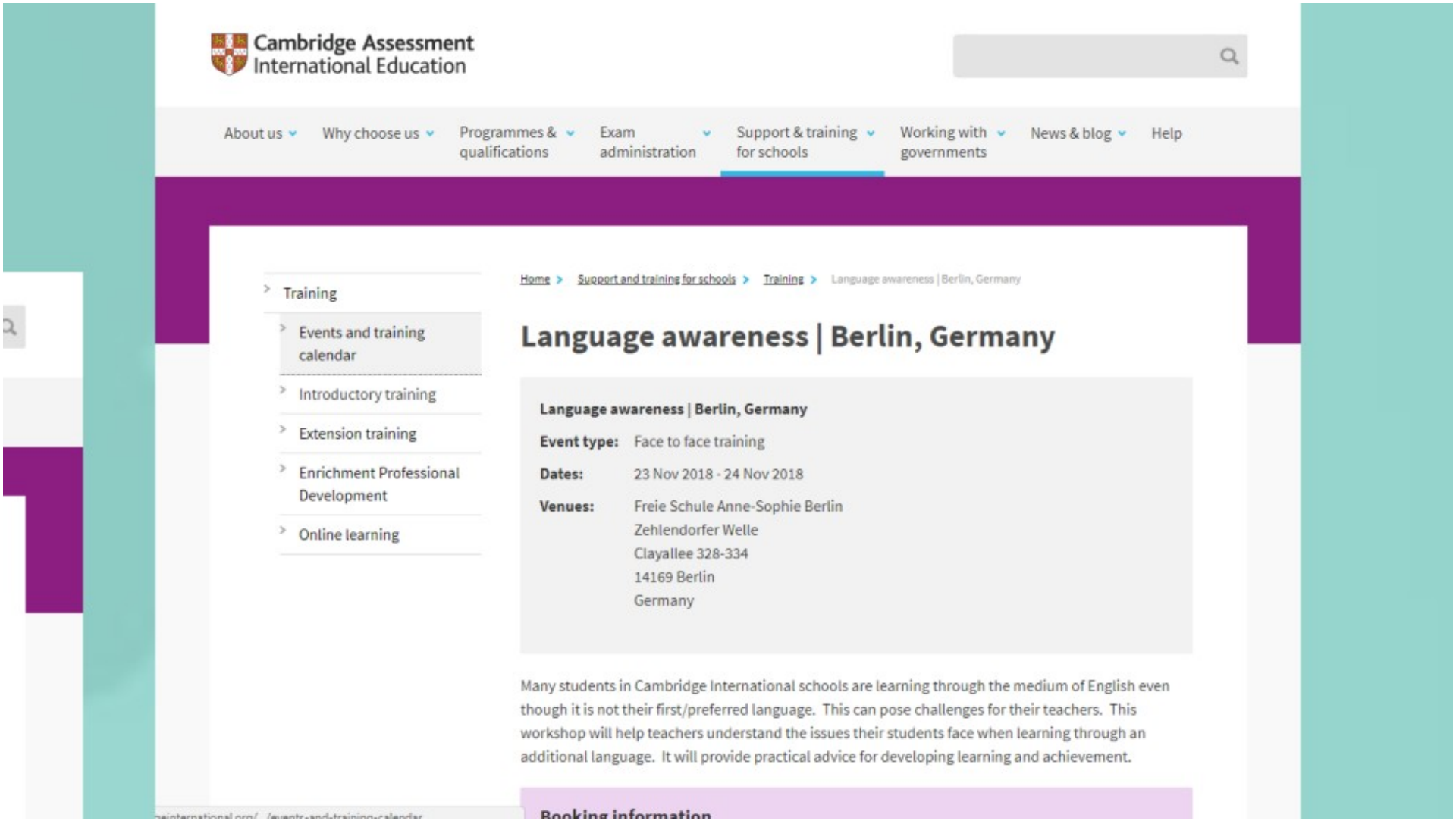
Engage with our syllabuses and curriculum frameworks in greater depth and build confidence in their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Language awareness | Berlin, Germany
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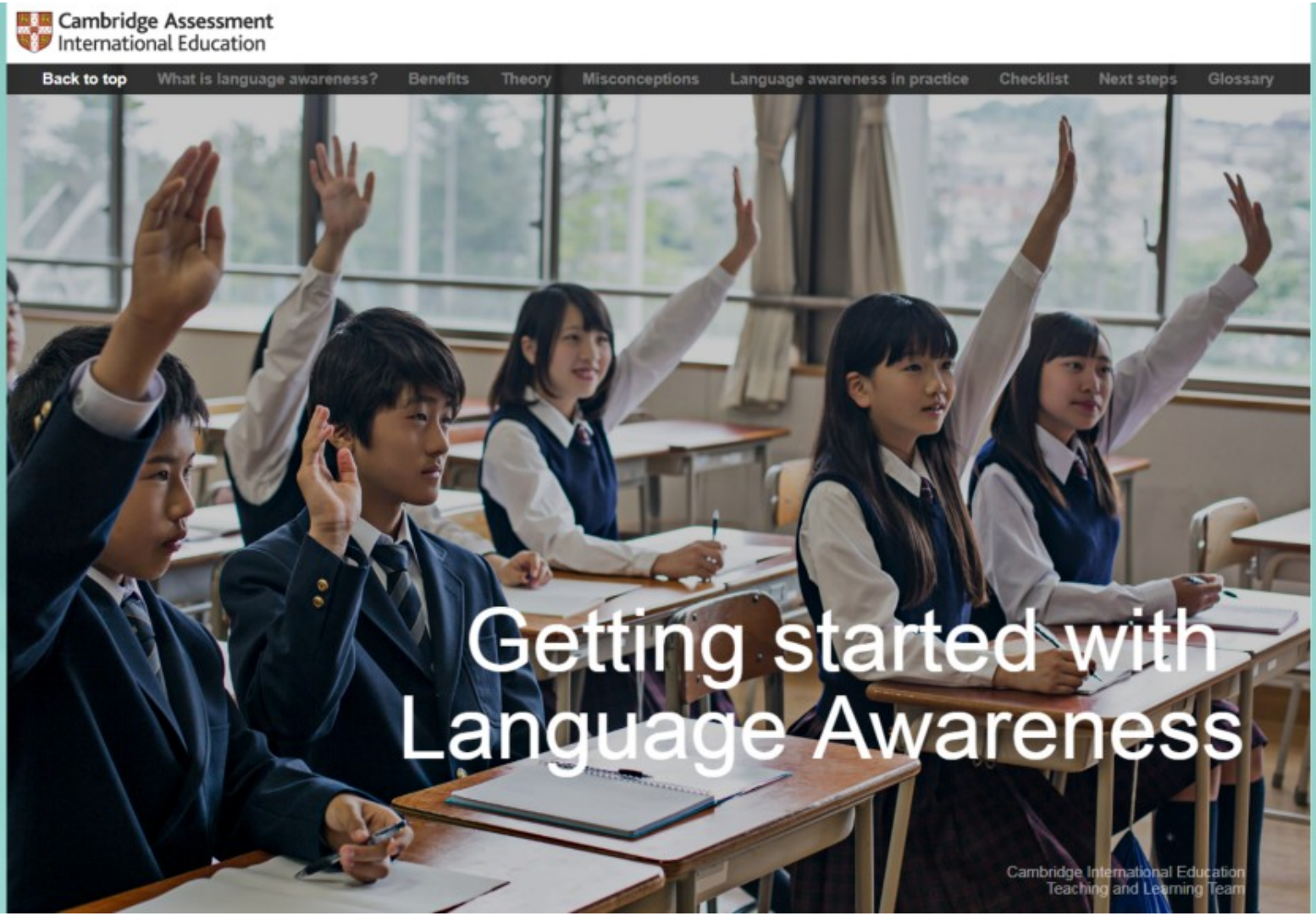
Dates: 23 Nov 2018 - 24 Nov 2018
Venues: Freie Schule Anne-Sophie Berlin
Zehlendorfer Welle
Clayallee 328-334
14169 Berlin
Germany
Many students in Cambridge International schools are learning through the medium of English even though it is not their first/preferred language. This can pose challenges for their teachers. This workshop will help teachers understand the issues their students face when learning through an additional language. It will provide practical advice for developing learning and achievement.
Booking information

# Resources

Getting started with
Language Awareness

Geography
Global
Perspectives
English
a Second
Language
Science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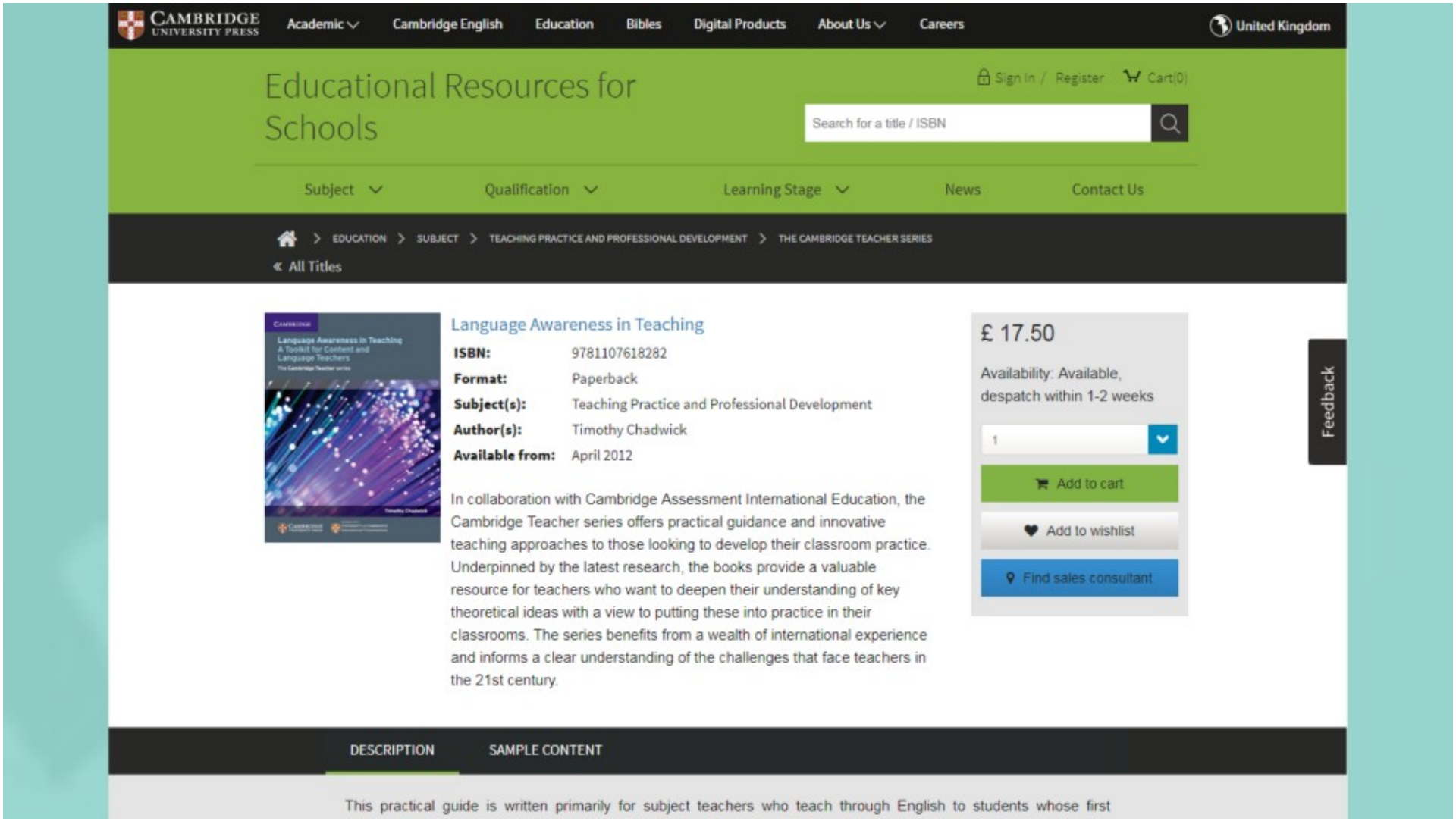
What is language awareness?
Benefits
Theory
Misconceptions
Language awareness in practice
Checklist
Next steps
Glossary
Getting started with
Language Awareness
Cambridge International Education
Teaching and Learning Team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Author(s): Timothy Chadwick
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a toolkit for international teachers
Charlie Gilderdale, Alison Kiddle,
Ems Lord, Becky Warren and
Fran Watson
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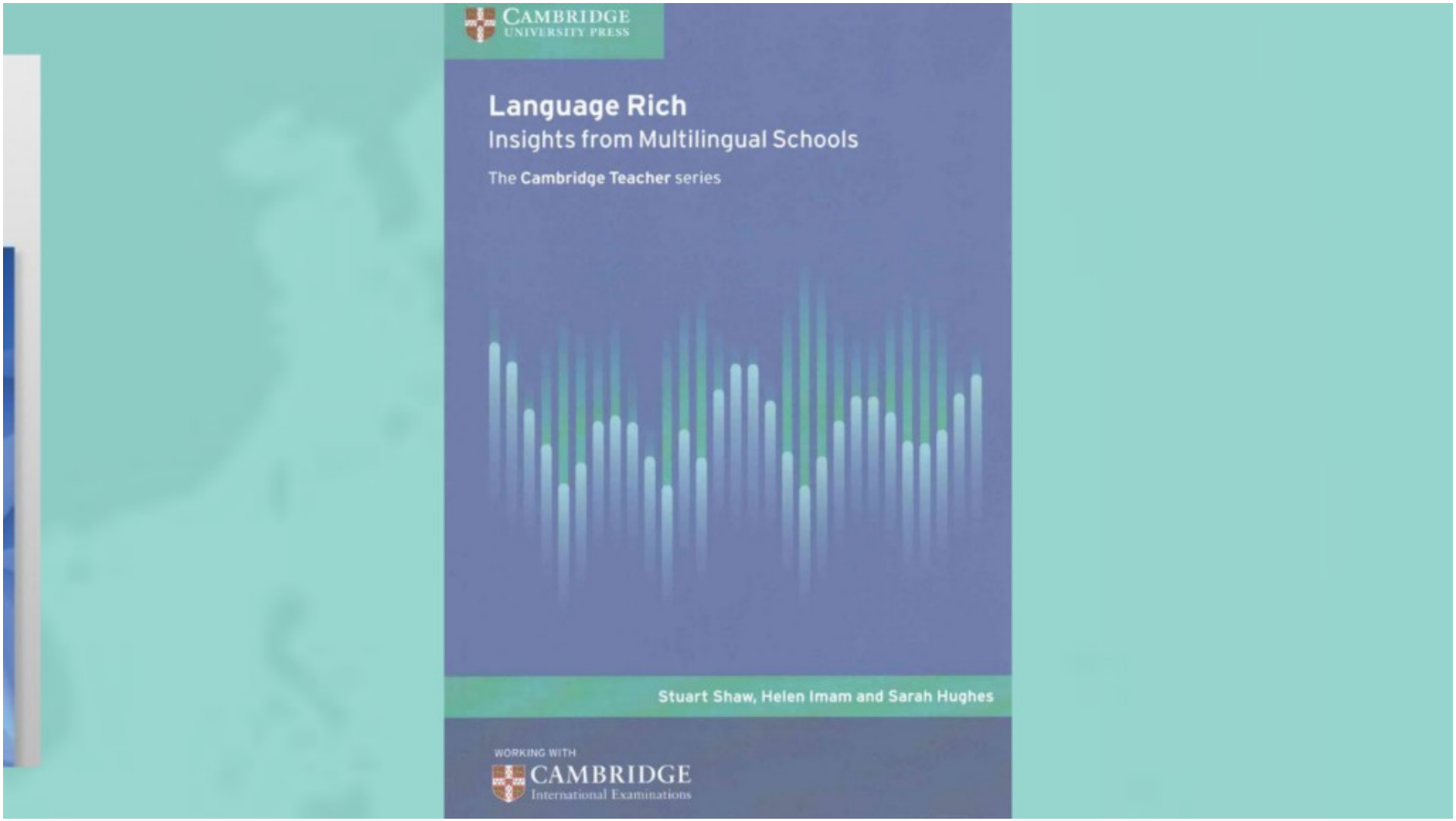
a toolkit for international teachers
Mark Winterbottom and
James de Winter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