Reflecting on language use and self-development

Dr. Peter Johnston
Assessment Manager, English
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.
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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.
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...

...the English language...
...and other first languages...
...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
- Recognising differences among first language users as well as those for whom English is not their first language
- Accommodating linguistic diversity among all our individual learners
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

<table>
<thead>
<tr>
<th>Main language</th>
<th>2001</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oshiwambo</td>
<td>48.5</td>
<td>48.9</td>
</tr>
<tr>
<td>Nama/Damara</td>
<td>11.5</td>
<td>11.3</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>11.4</td>
<td>10.4</td>
</tr>
<tr>
<td>Otjiherero</td>
<td>7.9</td>
<td>8.6</td>
</tr>
<tr>
<td>Kavango</td>
<td>9.7</td>
<td>8.5</td>
</tr>
<tr>
<td>Lozi</td>
<td>5.0</td>
<td>4.8</td>
</tr>
<tr>
<td>English</td>
<td>1.9</td>
<td>3.4</td>
</tr>
<tr>
<td>German</td>
<td>1.1</td>
<td>0.9</td>
</tr>
<tr>
<td>San</td>
<td>1.2</td>
<td>0.8</td>
</tr>
<tr>
<td>Other</td>
<td>1.8</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Source: 2001 Census\[9\] and 2011 Census\[10\]
Three types of Linguistic variation
<table>
<thead>
<tr>
<th>Rank</th>
<th>Languages Spoken at Home</th>
<th>Total</th>
<th>Bilingual Share (%)</th>
<th>LEP Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spanish or Spanish Creole</td>
<td>40,046,000</td>
<td>59.0</td>
<td>41.0</td>
</tr>
<tr>
<td>2</td>
<td>Chinese</td>
<td>3,334,000</td>
<td>44.3</td>
<td>55.7</td>
</tr>
<tr>
<td>3</td>
<td>Tagalog</td>
<td>1,737,000</td>
<td>67.6</td>
<td>32.4</td>
</tr>
<tr>
<td>4</td>
<td>Vietnamese</td>
<td>1,468,000</td>
<td>41.1</td>
<td>58.9</td>
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<tr>
<td>5</td>
<td>French</td>
<td>1,266,000</td>
<td>79.9</td>
<td>20.1</td>
</tr>
<tr>
<td>6</td>
<td>Arabic</td>
<td>1,157,000</td>
<td>62.8</td>
<td>37.2</td>
</tr>
<tr>
<td>7</td>
<td>Korean</td>
<td>1,109,000</td>
<td>46.8</td>
<td>53.2</td>
</tr>
<tr>
<td>8</td>
<td>German</td>
<td>933,000</td>
<td>85.1</td>
<td>14.9</td>
</tr>
<tr>
<td>9</td>
<td>Russian</td>
<td>905,000</td>
<td>56.0</td>
<td>44.0</td>
</tr>
<tr>
<td>10</td>
<td>French Creole</td>
<td>863,000</td>
<td>58.8</td>
<td>41.2</td>
</tr>
</tbody>
</table>

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).
‘Miami English’ and the Linguistic Oddness of South Florida

South Beach speech is like no other.

BY SAN MENDOZITA APRIL 24, 2017

Welcome to Miami Beach: Intersection

...That maddeningly goes without saying in its finery and flair, its cultural history, its politics, its singularly bizarre criminal elements, and its natural coverings, there is nowhere else like it. So it should come as no surprise that though it theoretically is part of the American South, many macho discussions of southern linguistics come with a caveat: “Well, except South Florida.”

South Floridians do not have the typical merger which makes the word “too” sound like “uh.” They do not “front their C’s” which turns a word like “fort” into “ford-uh.” They do not turn simple sounds into complex ones, like “word” into “wurnd-uh” (this is known as a southern drawl). There are standards throughout the American South, and they are almost completely absent from South Florida.

So, why, what do South Floridians sound like? And how did this watershed happen?

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South Florida is not any different—how could it be, with a mix of Cubans, whites, Italians, Colombians, Irish, Vietnamese, Jamaicans, Cubans, Russians, and about six other cultures—but it’s actually always been like that.

71.
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.
Three types of Linguistic variation
<table>
<thead>
<tr>
<th>Grade</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>2.6</td>
<td>2.6</td>
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<tr>
<td>8</td>
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<td>7</td>
<td>16.8</td>
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<td>6</td>
<td>33.4</td>
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<td>53.3</td>
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<tr>
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<td>96.3</td>
<td>96.5</td>
</tr>
<tr>
<td>1</td>
<td>99.0</td>
<td>99.1</td>
</tr>
</tbody>
</table>

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?

- Basic comprehension
- Cultural values and expectations
- 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?)
What are the benefits of language development?

Discussion Point 2
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
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 starting sentences with dependent clauses

Avoid words with multiple meanings

Use standard command words
Remove unnecessary words

Use verbs rather than related abstract nouns
Avoid the passive voice

Avoid jargon or noun strings
Avoid negatives

Avoid traditional 'textbook' or 'exam' language

Avoid idioms
Avoid colloquialisms

Prefer subject-verb-object convention

Avoid phrasal verbs

Clarify meaning and reference of pronouns
Avoid metaphors

Avoid asking more than one question in a single sentence
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
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*
"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
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.
Events and training calendar

Event Type: All  
Region: All  
Country/Territory: All  
Training Level: All  
Qualification subject group: All  
Qualification type: All  
Month: All  

Search

Cambridge O Level/IGCSE™ Islamiyat (2058/0493) - Extension Training | Islamabad, Pakistan  
09 Aug 2018 - 10 Aug 2018 | Face to face training

Engage with our syllabuses and curriculum frameworks in greater depth and build confidence in their
Language awareness | Berlin, Germany

Event type: Face to face training

Dates: 23 Nov 2018 - 24 Nov 2018

Venues: Freie Schule Anne-Sophie Berlin
Zehlendorfer Welle
Clayallee 328-334
14189 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.
Resources
Getting started with Language Awareness
Language Awareness in Teaching

ISBN: 9781107616282
Format: Paperback
Subject(s): Teaching Practice and Professional Development
Author(s): Timothy Chadwick
Available from: April 2012

In collaboration with Cambridge Assessment International Education, the Cambridge Teacher series offers practical guidance and innovative teaching approaches to those looking to develop their classroom practice. Underpinned by the latest research, the books provide a valuable resource for teachers who want to deepen their understanding of key theoretical ideas with a view to putting these into practice in their classrooms. The series benefits from a wealth of international experience and informs a clear understanding of the challenges that face teachers in the 21st century.

This practical guide is written primarily for subject teachers who teach through English to students whose first