

How do you teach a language you don't speak / use?

Moving forward with L3: Challenge and opportunity
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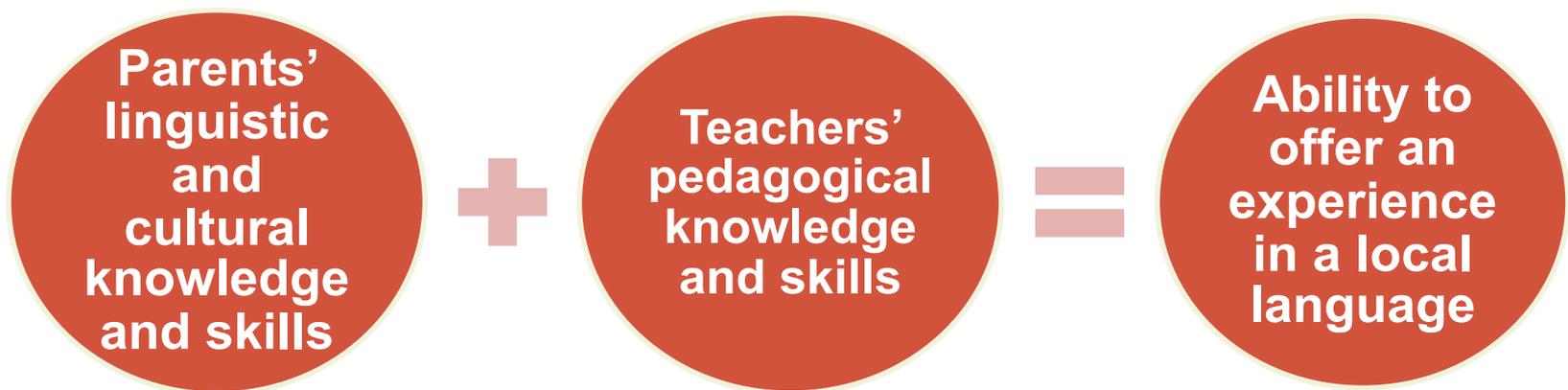
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Context

- The flexibility of the L3 space opens up possibilities...
- Additional languages tend to fall under the banner of so-called 'crucial' (Stewart, 2007) or 'prestige' (Jessner, 2008) languages and are linked to capacity to deliver.
- 93% of Glasgow teachers are White Scottish / British (90% across Scotland) – although no data on languages spoken by them, monolingual language use is a valid supposition (Smyth, 2013)
- ...how can you teach languages you don't speak or use?
- **What about local languages?**

GCC L3 pilot

- 24% of GCC pupils speak languages other than English at home
- 133 languages other than English spoken by Glasgow pupils
- Wealth of 'funds of knowledge' (Moll et al, 1992; Gonzalez, Moll and Amanti, 2005) in local communities.
- L3 – a space to draw on these resources?



GCC L3 pilot

- 4 primary schools - bilingual parent worked in partnership with a teacher to deliver a local language as an L3.
- Case study of pilot for doctoral thesis (forthcoming)
- Working party of teachers established to develop a model for parent partnership.
- Meeting criteria for 1+2 L3 experience
 - 8 week block
 - 30 minutes joint planning, 30 minute lessons
 - Small groups of children as a pilot
 - GCC planner matched to L3 criteria

When you create the space...

Some findings of the research...

Clear engagement of children. Teachers observed differences in how L3 was received compared to L2.

Access to authentic artefacts and cultural / linguistic knowledge (language, jewellery, clothing, food, daily lives...)

Meaningful and purposeful opportunities to use language learned (with parents in class and **out in the community**).

Home-school relationships strengthened.

All children developing emerging intercultural competence and plurilingual identities



Teachers learning alongside children (no one but the parents spoke the language!)

What did we do?

- Parents shared aspects of their lives and culture (bringing in dress, jewellery, photographs, food, songs, stories of their lives...).
- Teachers learned with the children!
- Parents directed cooking and making with children.
- Parents provided the language; teachers then developed the lessons with them using their knowledge of pedagogy.
- Visited places in the local community for opportunities to use language learned – the local shop, the mosque...

How do you teach a language you don't speak / use?

- Can you see how involving parents might work in your context / school? What are the benefits and challenges?
- What sources of funds of knowledge in your school communities could you tap into?
- What if your context / school is less diverse?
- How do you feel about becoming the learner in this context? (it's ok to not know everything!)
- What other ideas / resources are there for teaching unfamiliar languages?