

One Irish primary school's response to linguistic diversity

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Overview

- Scoil Bhríde (Cailíní)
- Initial questions
- Home languages
- Examples from the classroom
- Reflections from teachers, parents and pupils

Scoil Bhríde (Cailíní), Blanchardstown

- Girls' primary school in a western suburb of Dublin
- 1994: First non-native speaker of English enrolled
- 2017: 80% of pupils have a home language other than English or Irish
- Most of the 80% had little or no English when they started school
- Currently more than 50 home languages in addition to English and Irish:
 - Afrikaans, Amharic, Arabic, Bangla, Benin, Bosnian, Cantonese, Dari, Cebuano, Estonian, Farsi, Foula, French, German, Hebrew, Hindi, Hungarian, Igbo, Ilonggo, Indonesian, Ishekiri, Isoko, Italian, Kannada, Kinyarwanda, Konkani, Kurdish, Latvian, Lingala, Lithuanian, Malay, Malayalam, Mandarin, Marathi, Moldovan, Polish, Portuguese, Romanian, Russian, Shona, Slovakian, Spanish, Swahili, Tagalog, Tamil, Ukrainian, Urdu, Vietnamese, Visaya, Xhosa, Yoruba.

What about home languages?

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 limits of my language are the limits of my world - Wittgenstein

- Historical influence
- Identity
- Cognitive benefits
- Why monolingualism in the midst of linguistic diversity?

Two overarching educational goals

- To ensure that ***all*** pupils gain full access to education, which means helping them to become proficient in the language of schooling
- To exploit linguistic diversity for the benefit of ***all*** pupils by implementing an integrated approach to language education that embraces the language of schooling, languages of the curriculum (Irish and French), and home languages.

Strengths and supports – school

School strength:

- Curriculum delivery of English and Irish languages

Primary School Curriculum – aim:

To enable the child to live a full life as a child and to realise his/her full potential as a unique individual (Government of Ireland 1999: 7)

Strengths and supports – parents

Parental strength:

- Supporting the maintenance and development of their home language
- Rich resource for learning – crucial for literacy development

Primary School Curriculum – principle:

Parents are the child's primary educators, and the life of the home is the most potent factor in his or her development during the primary school years (ibid.: 24)

Strengths and supports – children’s learning

The home language:

...is the default medium of [the child’s] self-concept, their self-awareness, their consciousness, their discursive thinking, and their agency. It is thus the cognitive tool that they cannot help but apply to formal learning, which includes mastering the language of schooling (Little, 2014).

Primary School Curriculum – principle:

The child’s existing knowledge and experience form the basis for learning (ibid.: 8)

School policy: four principles

- **Inclusive ethos:**
 - the school welcomes the diversity of its pupil population and acknowledges that each pupil has much to contribute to her own education (autonomy, identity, 'action knowledge')
- **Open language policy:**
 - no restrictions placed on pupils' use of their home languages at school, whether inside or outside the classroom (agency, 'action knowledge')
- **Strong emphasis on development of language awareness:**
 - home languages treated as a resource for all learners
- **Strong emphasis on the development of literacy skills in English, Irish, French and home languages:**
 - writing and speaking support one another in many different ways; importance of parental involvement in their daughters' literacy development.

Unexpected outcomes

The Irish language:

- Raised status for Irish language
- New perception of Irish language by children – using it for communication purposes
- Increased interest – request from Parents' Association (indigenous Irish and migrant parents) for Irish language classes for members

Unexpected outcomes

Learner autonomy

Primary School Curriculum – aim:

- *To prepare the child for further education and lifelong learning (Government of Ireland, 1999: 7)*

Primary School Curriculum – principle:

- *The child is an active agent in his/her learning (Ibid.: 8)*
- *Collaborative learning should feature in the learning process (ibid. 9)*

Social engagement/cohesion

Establishing lasting peace is the work of education; all politics can do is keep us out of war – Maria Montessori

Primary School Curriculum – aim:

- *To enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society (Government of Ireland 1999: 7)*

Examples from the classroom

Junior level

- Teachers cultivate a secure, nurturing classroom environment
- Pupils encouraged to:
 - express themselves using whatever language comes naturally to them; share words and phrases in their own language(s) relevant to topics under discussion; use English, Irish, French and/or their home language when carrying out tasks that support the learning of the various concepts encountered in primary school
- Classroom displays include the home language of pupils
- Pupils play dual language classroom games in pairs/ groups/ whole class
- Teachers provide worksheets that can be completed using English, Irish and home languages

Senior Infants: age 5 - 6

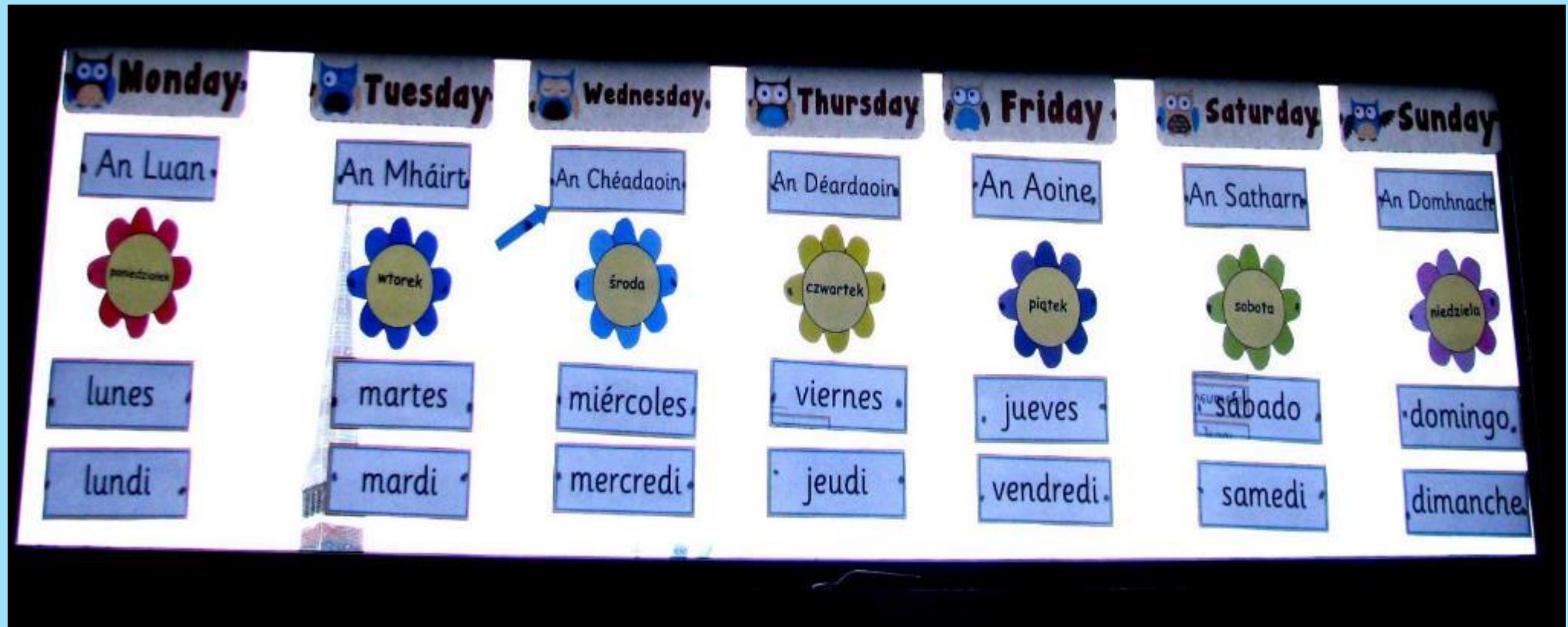
English

Irish

Polish

Spanish

French



Draw pictures of food.
Write the names in Irish
and English



Butter Apple Orange carrot cheese
 Butter Ull oráiste cairéad cáis



Bread
 Bread
 aifin



Cereal
 grébhach



egg
 ubh



chocolate
 saorúir
 saorúir



Milk
 Bainne

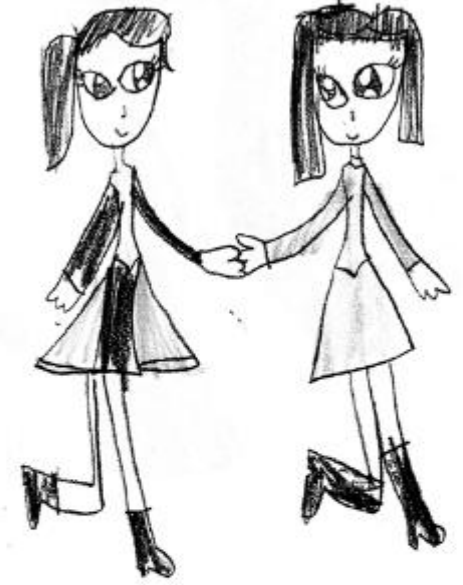


chocolate
 saorúir

Draw pictures of food.
Write the names in your
language and English.



1	Apple	ᐃᐃᐃᐃᐃᐃ
2	Strawberry	ᐃᐃᐃᐃᐃᐃᐃᐃ
3	Orange	ᐃᐃᐃᐃᐃᐃ
4	bread	ᐃᐃᐃᐃᐃ
5	cake	ᐃᐃᐃᐃᐃᐃ
6	Banana	ᐃᐃᐃᐃ
7	Lemon	ᐃᐃᐃᐃᐃᐃ
8	Grapes	ᐃᐃᐃᐃᐃᐃ

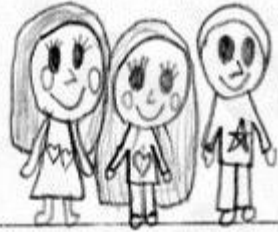


I like to play with HOLLY.
 Gusto Kong Makipaglaro kay
 Holly.

First Class: age 6 - 7

- Translation of key words and phrases into home language(s) is a regular feature of classroom interaction
- Emergence of language awareness
- Texts in two languages: English and Irish; English/Irish and home language

I am Seven years old



I am from Latvia and my town is called Riga

I Love To Wear a cap.

Я люблю есть яблоки.

Я люблю свою маму и папу

Мой Папа и Моя Мама любят меня тоже



Inniú an chreadaíne
Deireadh Fómhair atá
ann. Is mise Nadia.
Tá mé i mo chomraí
i mBaile Átha Cliath.
Tá mé 6 míliana
dásis. Tá mé i mo
chomraí mBaile Átha
Cliath.

18 OCT 2015

November 6th

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

My name is _____

mi nombre es _____

I am 6 years old

tengo 6 años.

I live in Dublin

Yo vivo en Dublin

I am in 1st class

Yo estoy en primera

I am in Scoil Dhúibne

Yo voy al colegio Brigid

I like school

Me gusta el colegio

I am from Spain

Yo soy de España

Second Class: 7 - 8

- A more elaborate approach to written composition in English
 - Choose a topic
 - Write a first draft
 - Revise the draft
 - Present it to the teacher for final correction
 - Read the draft aloud to the class
- Dual-language texts become more elaborate
- Class diary

Identity text written in English and Tagalog

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

My name is

I am Seven years old.

Ako ay pitong taong gulang.

I was born in Ireland on the 17th of July 2005.

Ako ay ipinanganak sa Ireland noong ika-17 ng Hulyo, 2005.

I have two sisters, their names are Aiceen and Joy.

Ako ay may dalawang kapatid, ang pangalan nila ay Aiceen at Joy Anne.

I live in nine Mount Garret Rise Tyrrelstown.

Ako ay nakatira sa 9 Mount Garret Rise Tyrrelstown.

My father's name is Arvin and Mommy's name is Josie.

Ang pangalan ng tatay ko ay Arvin at ang nanay ko ay Josie.

My Grandpa and Gramamma live in the Philippines.

Ang mga lola at lola ko ay nakatira sa Pilipinas.

Multilingual butter making

Rinneamar Im!

Am Escut unt!

我们做黄油。



Zrobiliemy maslo

Mas paderem
suesta

We made butter.

Abbiamo fatto il burro!

Wir machten Butter.

Mi vajut készítettünk!

After school me, my sister Wiktonia and our uncle, Thomas went home. At home we had a dinner, then I did my homework and rested for half an hour. When my dad came home we had a lovely Supper and once we finished, we were watching tv and playing for the rest of the evening. Finally I took a Shower, washed my teeth, Said a prayer and went to bed

Po Szkole ja, moja siostra Wiktonia i nasz wujek Tomek wróciliśmy do domu. W domu zjedliśmy obiad, potem zrobiliśmy zadanie domowe i odpoczekaliśmy pół godziny. Kiedy mój tata wrócił do domu zjedliśmy pyszną kolację a jak skończyliśmy oglądaliśmy tv i bawiliśmy się przez resztę wieczoru. Finalnie wróciliśmy do prysznicy, umyliśmy się, pomaliliśmy się i poszliśmy spać.

Third Class: age 8 - 9

Fourth Class: age 9 - 10

- Dual-language texts become disciplined and more elaborate
- Some children start to write in three languages
- Children from English-speaking homes show an interest in writing in three languages
 - They may get help learning a third language from an older sibling who is learning a foreign language at secondary school or from a fellow pupil
- 'Not homework'

Da pháirc

Bhí mé sa pháirc. Bhí Anna agus Emily sa pháirc freisin. Thit mé, Anna agus Emily ar an talamh. Iyó Bhfóire Dia Orainn! anua anua Daidí. Ia pian i mo chos anua Anna. Ia pian i mo rúitín anua Emily. Ia pian i mo lámh. An bhfuil tú ceap leor? Ia. Thosaigh an ceathrú againn ag fáire!

Irish

I was at the park. Emily and Anna were at the park too. We were running. We all fell. My leg hurts said Anna. My ankle hurts said Emily. My hand hurts I said. Are you ok said dad? Yes. We all laughed!

English

Bangla

Park Ai

Park ai ami gearalam. Anon romy Anna abong Emily park ai aloe. Jarpor anua durai te relam. Durai te Durai te pur ai gelam. Anna bulo pa ai beta pecha Jarpor Emily bulo gura te beta parche. Jarpor ami bulam ami hath ai beta paychalam. Jarpor anua shoby hoch te relam!

Collaborative work: Millennium Goals

2 Educate every child
Efun gbogbo omo ni'ekin

Oideechas do gad phasto,
B. Ni Dluinn (Mandarin)

Ka sowo po Lati gbe Ashaya
Tolu, Age 9, (Yoruba)

Eburu

1. Mu aini ati ebi kuro.
2. Je ki omo kawe.
3. E fun obinrin ati omo obinrin ni aaye.
yoruba
4. E din iku omode ku.

2



Educate every child:

Wa gia maen emwin se.
Educatie Pentzu toti, (Benin)
Copii. (Moldovan)

Ka fun awon omo wa ni xko to
ye. Kara (Mary)

Jé Koma du Ki nyi School
Gabriella, age 8 (Egala)

Dyondzise evam 'in kuavo


Blessing, age 9 (Benin)
Educare ogni bambino (Italian)

What can we do?

We can give books.

A pupil from a Filipino family wrote her dog Oliver's diary in Irish

6.2.2015

Oliver 

Oliver
<)

Bhí Oliver sa pháirc.
Bhí an cat sa pháirc, freisin.
Thosaigh Oliver agus an cat ag
sugraóth, agus tith Oliver sa
chóill.
“Déan deifir!” arsa Oliver.
“Ag teacht!” arsa an cat.
Tar éis tamaill, chonaic an
cat an peist ar an talamh.
“Mama tá ortas am” arsa an
cat.
Bhí Oliver foinn gearr, agus chonaic
se iora nua, agus chonaic an iora nua
Oliver, Thosaigh Oliver ag tith.
“Stop, stop!” arsa an cat.
pein an iora nua ar an gearr.
Thosaigh Oliver ag tarann.
Tar éis tamaill bhí tuisle ar
Oliver agus an cat, agus bhí siad
ina coddáta.

Ok Ok. Loto achicha!

1 Enuserem stu mpekele achicha.

2 Etinyerem ihe uto MManu na achicha

3 Etinyerem Letus, tomato, ches na ham nime achicha.

4 Etinyerem stu mpekele achicha nielu.

5 Uglua, enuserem .ok o. loto achicha maramma

6 Uto!!!



Fifth Class: age 10 - 11
Sixth Class: age 11 - 12

- Pupils begin to learn French: another language in which to express curriculum content
- Pupils draw on all the languages at their disposal to translate a Latin Christmas carol

ridere

Dormi Jesu

Dormi Jesu! Mater ridet

dolci

Quae tam dulcem somnum videt,

Dormi Jesu blandule!

Si non dormis, Mater plorat

Inter filia cantans orat

Blande, veni, somnule

dormitory

dormir

Mater Misericordiae

Maternity

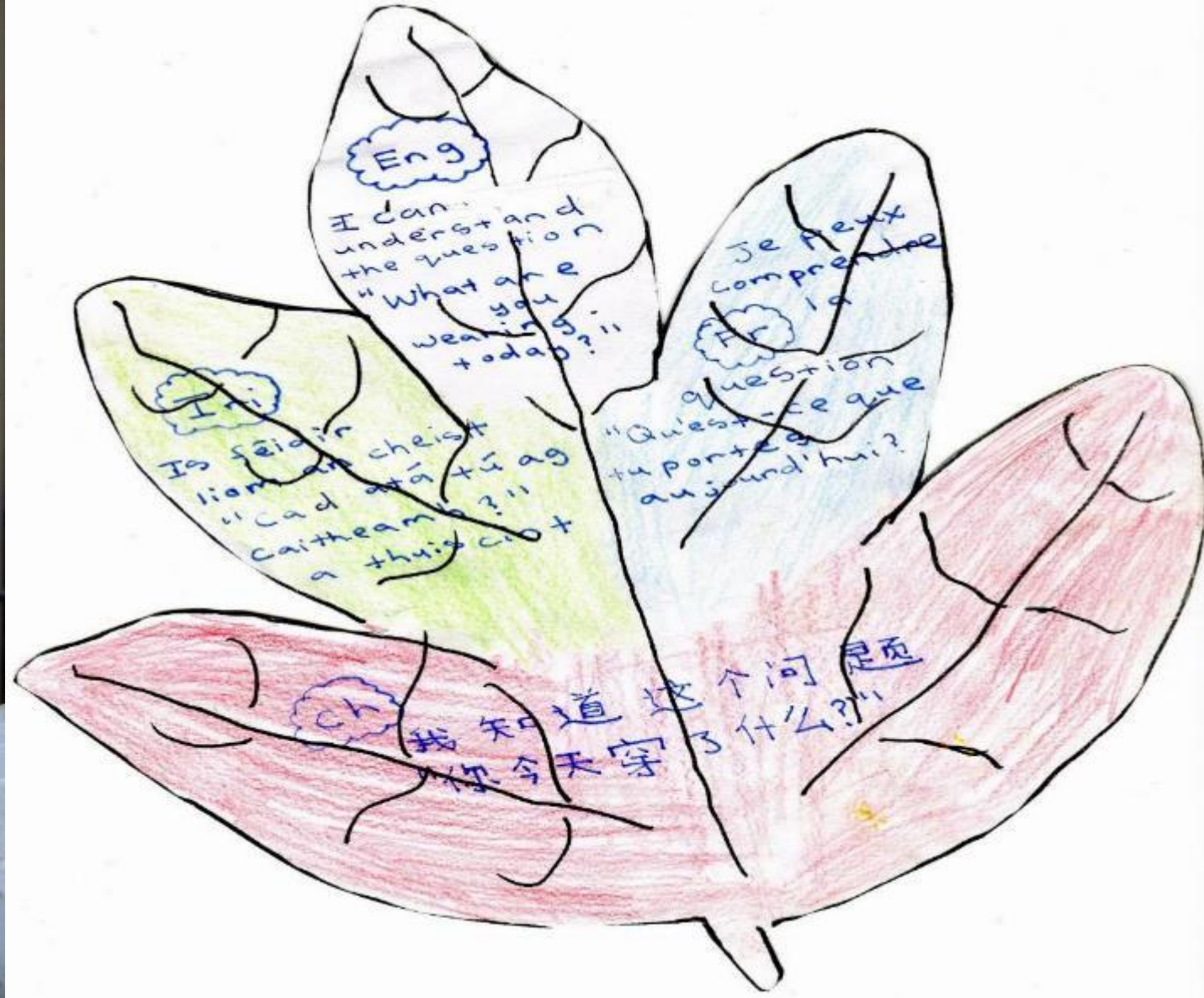
சாந்த
chanter

EN

12:77

19/11/2014

Self-assessment is introduced

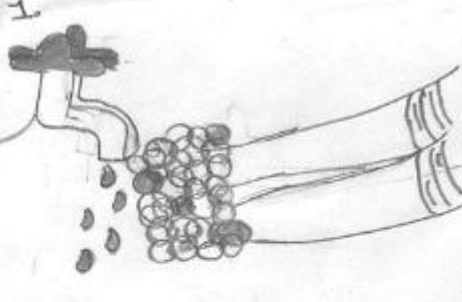
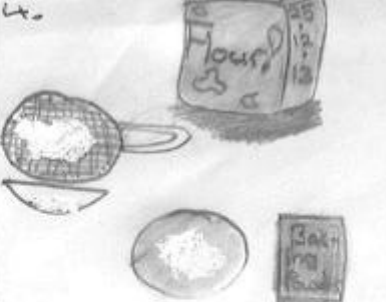

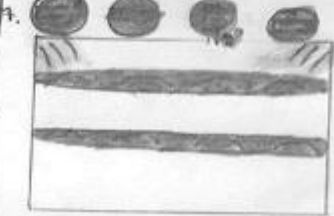
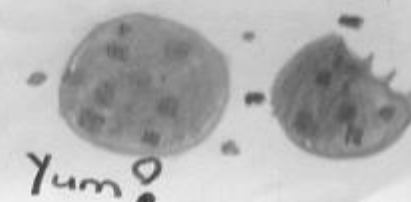


Fifth and Sixth Class

- One English-speaking pupil interviewed classmates to find out why Irish is “backwards” (adjective follows noun); concluded that it’s actually English that is “backwards”
- Pupils use their plurilingual skills to write multilingual letters, recipes, diaries for fun or to respond to linguistic challenges like writing a story in English using as many French words as possible
- Pupils begin to teach themselves new languages
- Pupils improvise dramas to show how similarities between some languages allow speakers of those languages to understand one another

The same recipe in four languages

English
Irish
French
Benin

<p>1.</p> 	<p>1 Wash Your Hands! Dí do lámha! Lavez vos mains! Kpobo ue!</p>	<p>4.</p> 	<p>4. Sieve the flour, add the baking powder. Críathraigh an plúr an píobar. Passer au tamis la farine et la poudre. Umue flour ye ahen, umue baking powder. Bae.</p>	
<p>3. Add the eggs and the vanilla. mix! Cuir isteach na huibheacha agus an fanaite. Measc suas iad. Ajoutez les œufs et la vanille. Mélangez. Umue eggs ube vanilla bae.</p>	<p>3.</p>  <p>mix!</p>	<p>6. Add the chocolate chips and mix again. Cuir isteach an seandáit. Ajoutez le chocolat. Umue chocolate chips, ufuenkukugbe.</p>	<p>6.</p> 	
<p>2.</p> 	<p>2. Chop the butter; mix the butter + sugar. Gearr an t-íom, measc an t-íom agus an siúcra. Coupez le beurre et mélangez le beurre et le sucre.</p>	<p>5.</p> 	<p>5. Fold the flour into the mixture. Fill an plúr. Mélangez la farine. Umue flour mae bae, mix re.</p>	
<p>languages: English Irish French Benin</p>	<p>7.</p> 	<p>7. Bake at 170° degrees for 12-15 mins. Cuir isteach san oighean é ar 170° ar feadh 12-15 mínead. mabzay dans le four, pour 12-15 minutes.</p>	<p>ENJOY!</p>  <p>Yum!</p>	

Cuairt ar an Meánscoil

Bhí mé ag an Meánscoil aréir. Chuaigh me agus Anais agus páistí

ó rang go rang. We went to the science room and the woman was asking us what do we know about volcanoes. Chuaigh mé agus

páistí don rang Béarla agus bhí said ag déanamh an dráma

Romeo agus Julliet. Then we went to French class and the lady

asked us : Comment tu t ' appelle? I said : Je m' appelle Petra

and she said : Très bien ! Then we could get lollipop or a French

flag. Fuair mé agus Anais an bratach Francach. After that we

went to Music room and they were telling us about the school.

Chuaigh mé agus páistí go dtí an rang Ealaíne agus bhí said ag

péinteáil. Potom ma zacala boliet hlava takze sme museli íst s

mamou a so sestrou domov. 😊

English, Irish, French, Slovakian

What the teachers think

- *...Children are responding very positively to the open language policy – even their body language, demeanour within class; the speed and accuracy with which they answer questions when their own language is involved; regardless of subject, their interest increases if it is something to do with home or their own language or their own experience; therefore when they respond it is with much more developed thought... equally in writing (BD: June 2014).*
- *When you bring in the home language the lights come on (SOC: October 2013)*

What the parents think

- *... finding the similarities between your own home native language and English and Irish... and French.... it definitely speeds up the learning of English. (Italian L1)*
- *[happy about] the school's interest in our language. Before, my daughter was ashamed to hear us speaking it. Now she wants to read and write in it. (Malayalam L1)*
- *... when my child came home and told me that the teacher asked her to say something in Yoruba I sat down and cried because I thought 'someone wants to know about our language' (Yoruba L1).*

Pupils' reflections: without home language

*closed; not fair; terrible; not able to speak; empty;
wouldn't understand; pretending; rejecting;
devastated; without an arm or a leg;*

a child without a language is a child without a soul

Pupils' reflections: without home language

- *[A new pupil] told me that in her former school you were not allowed to speak your own language. I found that very shocking (L1 German)*
- *It's so, so sad because it's like blocking a huge doorway...it's like taking away an advantage of exploring (L1 Kurdish)*
- *...don't hide away from your own language because it's what makes you **you** and it's special and it's, you can't, it's like having an arm or a leg, you can't take it away from you (L1 German)*

Pupils' reflections: with home language

*possibilities; advantage; exploring; yes!;
personal; friendship; knowledge; expanding;
closer; warm; spark; point of view;
perspective; together; help; learn; supports;
great; speak out; be courageous*

- *[it allows us] get personal into each other's cultures and languages; it's very useful for friendship, for knowledge, so in many ways we're all expanding... it makes you feel closer because you have a perspective on that person's point of view. (Kurdish L1)*
- *Sometimes it's, like, when we learn a language it's easier to learn other ones; sometimes it's not really about which language you're learning it's, like, how to learn a language. (English L1)*
- *It's like when two people speak the same language there's a kind of bond between both of them (Yoruba L1)*

Thank you
Merci
Go raibh maith agaibh

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