CLIL AND HERITAGE LANGUAGE EDUCATION FOR BICULTURAL BILINGUAL CHILDREN IN THE UK

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J-CLIL research meeting

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BACKGROUND

- International marriages on the increase.
- How do the bicultural children within these families learn maintain their minority or heritage language?
- How do you raise your child to be bilingual?

FACTORS DETERMINING BILINGUALISM

The value of interactions in the language with family members, social networks and through trips abroad (Garcia, 1986).

Child's individual personality, their overall language ability, the quantity and quality of interaction with the language and a stimulating environment are necessary perquisites to support bilingualism. (Baker, 2007).

FACTORS DETERMINING BILINGUALISM

Hammers & Blanc (2000) discuss the value placed on the language.

The role of the parent / L2 input and output (Yamamoto, 2001)

DIFFICULTIES IN RAISING A BILINGUAL CHILD

- The child grows up with the dominant societal language in which they are naturally more likely to be more competent in (Valdes, 2000).
- Many international families in UK are struggling with raising their children bilingually not just linguistically in terms of the transition from BICS to CALP but ethnically in terms of their identity and how they view themselves.

BICULTURAL BILINGUALS

- They take part, to varying degrees, in the life of two or more cultures.
- They adapt, at least in part, their attitudes, behaviors, values, languages, etc., to these cultures.
- They combine and blend aspects of the cultures involved.
- Bilinguals are those who use two or more languages in their everyday lives. (Grosjean, 1982, 2010).
- From this perspective, individuals are considered bicultural and bilingual if they speak both the language of their heritage cultural and their country of birth, have friends from both cultural backgrounds, and watch television programs and read magazines from both cultural contexts.

BICULTURAL BILINGUAL IDENTITY

- ► Haafu University students (Greer, 2005).
- If called haafu by a foreigner the nuance was that of being Japanese but when labelled a haafu by Japanese by a Japanese the perception was that as being a foreigner.
- ► Haafu adolescent girls (kamada, 2005).
- ▶ When younger 'hated' being positioned as 'half' but their perception of their difference changed as they began to appreciate the symbolic capital associated with being English speaking bilingual.
- ► Haafu adults (Oikawa & Yoshida, 2007).
- ▶ 1. Unique Me, unique individuals. 2. Model Biethnic, happy with the stereotypes. 3. Just Let Me Be Japanese.

DEFINITION OF THE HERITAGE SPEAKER AND LANGUAGE

- Defining the heritage language speaker has proved to be problematic (Wiley & Valdes, 2000)
- Narrow definition: the heritage speaker is classified as a person who has grown up learning the heritage language and has some proficiency in it (Fishman, 2006).
- A broader view by Van Deusen-Scholl (2003) describes heritage language learners' as "a heterogeneous group ranging from fluent native speakers to non-speakers who may be generations removed, but who may feel culturally connected to the language" (p.221).

HERITAGE LANGUAGE LEARNERS

 A heritage language is usually learned within the home through one or both parents but may never reach beyond basic interpersonal communication skills (BICS) and advance to the cognitive academic language proficiency (CALP) level.

THE IMPORTANCE OF MAINTAINING THE HERITAGE LANGUAGE

- Parents of bilingual parents face a variety of factors that can either hinder or benefit the raising of a bilingual child (Kavanagh, 2013).
- OPOL / ML@H
- Community / environment /Schooling
- Links to self-identity

THE IMPORTANCE OF MAINTAINING THE HERITAGE LANGUAGE

• In terms of teaching the heritage language CLIL can be viewed as an approach that can help nurture cultural acceptance and intercultural communicative competence (ICC) (See Kavanagh, 2019).

BICULTURAL BILINGUALS IN JAPAN AND THE UK

In Japan

- Increase in international marriage and an increase in biracial children.
- These children are labelled haafu or half by the media.

In the UK

• Biracial children of Japanese heritage do not have a particular label.

UK AND JAPAN

- Similarities.
- Both island countries.
- Both monolingual.
- Both have a terrible reputation with learning foreign languages.
- Differences.
- Japan is a homogenous country.
- The UK is more multicultural.

RAISING A CHILD TO BE BILINGUAL IN THE UK

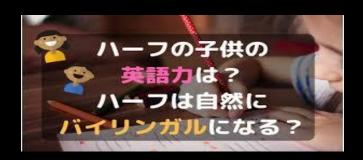
- Nations who speak the English language are both "the producers and beneficiaries of English as a global language" and the populations within these countries tend to be monolingual (Ellis, 2006).
- Drop in number of A-level students taking foreign languages
- The number of universities offering degrees in modern languages has already plunged from 105 in 2000 to 62 at the start of the 2013 academic year.

JAPANESE EDUCATION IN THE UK

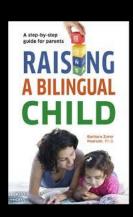
- ► As of 2014, over 15.000 Japanese language learners in the UK
- In 2013, British council identified Japanese as the most vital languages to the UK over the next 20 years
- ▶264 schools teaching Japanese at primary, secondary and 6th form level (Japan foundation, data from 2012)
- There are just over 2136 jouyou (daily usage) Chinese characters that are all learned by the end of high school in Japan, 1006 taught at Junior high school (primary level)
- ►GCSE 200 characters, A-Level 400 characters

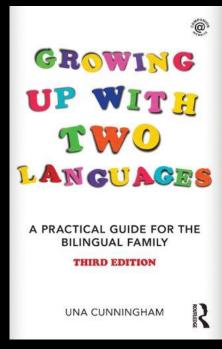
RAISING A BILINGUAL CHILD

What is the best way to teach a bicultural bilingual child?















METHODOLOGIES USED TO HELP IN THE MAINTENANCE OF THE HERITAGE LANGUAGE

- 'Foreign language approach' ?
- Appropriate?
- Is the heritage language learner the same as a monolingual speaker learning a L2?

METHODOLOGIES USED TO HELP IN THE MAINTENANCE OF THE HERITAGE LANGUAGE

- 'Mother tongue approach' ?
- Appropriate?
- Is the heritage language learner the same as a native speaker learning their L1?

国語教育

- Many Japanese heritage language schools employ a traditional teaching approach whereby their curriculum or syllabus tries to duplicate the kokugo kyouiku in Japan (Uriu & Douglas, 2017)
- Is this effective and realistic for:
- Short term residents / expat Japanese families?
- International families (only one Japanese speaking parent)?
- Bicultural 'haafu' children residing in the UK who may have never been to Japan?

1. For heritage language learners:

the language has represents more than a language of communication.

it is a fundamental part of their identity.

2. The heritage language learned may differ remarkably to how it is taught in schools as they have not naturally followed a syllabus in the way they have learned it.

3. A heritage language learner's speaking ability may very well be more advanced than their reading and writing skills.

4. A heritage language speaker does not necessarily treat their two languages as being separate entities and cannot be perceived as being the sum of two bilinguals.

5. It is important that heritage language learners grow up proud of their heritage language and culture.

Teachers can play a fundamental role in supporting this.

METHODOLOGIES USED TO HELP IN THE MAINTENANCE OF THE HERITAGE LANGUAGE: CLIL

- What are effective pedagogical approaches for the teaching of heritage languages?
- CLIL can play a significant role
- (Anderson, 2009)

METHODOLOGIES USED TO HELP IN THE MAINTENANCE OF THE HERITAGE LANGUAGE: CLIL

- Anderson (2009) further suggests that heritage language speakers' language ability has its roots in the need to interact and communicate with family members and friends who speak this language either as a mother tongue or a heritage language.
- However, heritage language learners' need age relevant material that can stimulate and be cognitively challenging if there are to bridge the gap from using the language socially to using it more academically as in Cummins (1984) BICS (Basic Interpersonal Communicative Skills) to CALP (Cognitive Academic Language Proficiency) distinction.

METHODOLOGIES USED TO HELP IN THE MAINTENANCE OF THE HERITAGE LANGUAGE: CLIL

• Anderson (2009) states that "courses in which medium is prioritized over message or where the emphasis is on performing trivial everyday transactions are not appropriate for learners from bilingual backgrounds and risk undermining confidence and demotivating learners" (p.125).

METHODOLOGIES USED TO HELP IN THE MAINTENANCE OF THE HERITAGE LANGUAGE: CLIL

 Anderson (2009:130) suggests that CLIL helps to the student to move away from formulaic functional or situational language usage as in in BICS towards "a genuine engagement with culture and provides a basis for enhanced literacy development."

CLIL

 In terms of Coyle's 4Cs framework (Coyle, 2007: 51), it 'puts culture at the core and intercultural understanding pushes the boundaries towards alternative agendas such as transformative pedagogies, global citizenship, student voice and 'identity investment'. Thus, it has the potential to break down barriers between the teaching of foreign and minority languages, and to contribute to the development of an integrated and genuinely inclusive languages curriculum (Anderson, 2009:130).



RESEARCH

- Research that has recently emerged, has attempted to examine heritage language learning with educational classroom practice within supplementary schools.
- Bilingual educational programs and CLIL in the UK have attracted interest within the field of English as an L2,
- Little work undertaken involving other languages, especially heritage languages are concerned (Charalampidi & Hammond, 2017).
- Anglo-Greeks who took a CLIL Greek science course and reported that students improved significantly in both cognition and language and content acquisition.

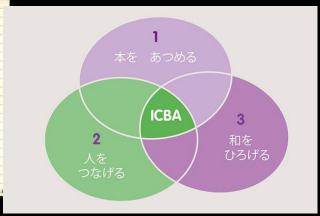
AIMS OF THIS PRESENTATION

- How can CLIL can be recognized as having potential for heritage language learners both in terms of their linguistic competency and their cultural identity?
- A case study of a Japanese language supplementary school in the UK.

SUPPLEMENTARY SCHOOLS

- Parental fears:
- Their children are losing the active use of the heritage language as they begin schooling
- Experiencing a weakening of cultural identity
- Supplementary setup primarily in response to newly arrive immigrants (and now international families)
- Supplementary schools usually stem from a community-based initiative to provide education support for children in areas such as language, culture and region.
- International Children's Bunko Association in the UK headed by Opal Dunn







SUPPLEMENTARY SCHOOLS

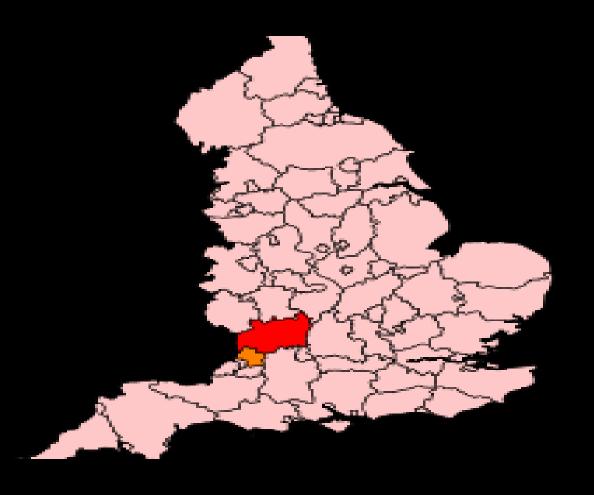
- What pedagogy do they employ?
- Do they practice immersion? CLIL?
- A combination? Do they focus on content, language, culture?

DEFINITIONS (DALE & TANNER, 2012)

	CLIL		IMMERSION
Who teaches?	CLIL language teachers in language lessons	CLIL subject teachers in subject lessons	Immersion subject teachers
Language work	Work on general language while supporting subject related topics	Work on the language of their subject	Little or no attention paid to language per se as teaching is done in another language
Aims	To teach language	To teach content and some language	To teach content
What do they teach?	The language curriculum	Curricular subject matter and subject language	Curricular subject matter

THE CASE STUDY:KOGUMANOKAI

- School aims to teach culture and language.
- Established in 2017.
- Run solely by volunteers.
 (The parents of the children).
- Rent facilities.
- Monthly fee.



SCHOOL POLICY: JAPANESE ONLY

• "In order to maintain a Japanese environment, we would like to ask that anyone who attends the group speak to as many children as possible in Japanese. For this reason, we would like to limit the admission of the parents or the guardians to those who are fluent in Japanese".

A TYPICAL DAY

- Radio taiso Self introductions
- Classes in the morning.
- Lunch.
- Cultural activities. ひな祭り、節分、運動会

EDUCATIONAL APPROACH: CLIL?

• The education principles and objectives the school adopts reflect the dual focus of CLIL whereby the foreign language is employed for the learning and teaching of both content (culture) and language. **This is however, not explicit**.

THE SYLLABUS

- Aim to duplicate the Japanese *kokugo* syllabus to elementary school 2nd year level.
- Main aims: the passing of GCSE (Taken at 16 but can be taken externally at a younger age).
- 45 minute classes / split into levels and age.

- •Level 1
- Reception level children: Classes aim for these children to be exposed to and have fun with the heritage language.
- Elementary first year grade. Use textbooks.

- Level 2
- Elementary first year grade. Use textbooks.

- Level 3
- Aimed at 2nd year elementary school pupils / level: Open to all regardless of age. Uses 2nd year elementary school textbooks.

- Level 4
- Aimed at students who want to take the GSCE exam in the future. Aimed at 2nd year elementary students and up. Uses 2nd year elementary school textbooks. Includes higher level conversation and writing.

- The highest level class.
- Aimed at secondary school level / age school children who will take the GCSE exam in the very near future.

THE DATA

The participants

- 7 families, 11 children. Children aged from 5-13
- Japanese parent: mother
- English ability level ranged from high intermediate to advanced (Have TOEIC and Eiken qualifications)
- Lived in Japan for at least 10 years
- UK born parent: father
- Japanese ability basic (No qualifications in the language).
- Some have lived / worked in Japan.

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THE DATA

- Teachers
- 6 teachers
- Aged from 30's 50's.
- Not qualified as teachers
- Volunteers
- Experience at *kogumanokai* ranged from 6 months to 10 years

- こぐまの会
- イギリス在住の親と子供を対象とした日本文化の集い



























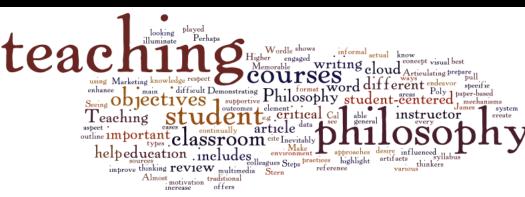










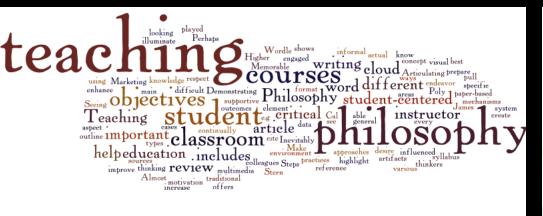
























RESEARCH QUESTIONS

- What pedagogical approach is the supplementary school and its teachers taking in teaching Japanese language and culture to heritage language learners?
- Can a CLIL approach work in the context of this particular group of heritage language learners?
- What are the student's reactions and feelings towards the supplementary school they attend? How does the school help shape and maintain their linguistic and cultural identity?
- What are the objectives of the parents in sending their children to this supplementary school?



CLASSROOM OBSERVATIONS: PRE-SCHOOL / 1ST YEAR ELEMENTARY SCHOOL AGE CLASSES

- Classes as small as 3 per class.
- Pre-school classes (From 5 7 years old)
 counting / sing the days of the week
- Pronunciation drills さ、し、つ、せ、そ

CLASSROOM OBSERVATIONS: PRE-SCHOOL / 1ST YEAR ELEMENTARY SCHOOL AGE CLASSES

- Classes quite teacher fronted.
- Teacher reads passages from a book and explains the meaning and grammatical structure of the sentence.
- Students repeated the sentence.

THE NEXT LEVEL: 2ND YEAR ELEMENTARY

- In a class for 7 year olds:
- Spelling, the use of the small tsu つ
- Quiz, where doe the tsu go?

GCSE CLASS: TEXTBOOK AND DISCUSSION

- Lots of discussion.
- Cultural themes / content of the lesson.
- Teacher directs questions at the pupils.
- All skills studied.

GCSE CLASS

- Play a card game map of Japan,
- Some children answered questions in English.
- Passive bilingualism.

GCSE CLASS

- Kanji reading.
- •国 県 市 町 村
- GCSE 200 kanji required.
- A level (16-18 years of age) 400 required.

GCSE CLASS: LISTENING TEST

- Teacher read a passage in Japanese: very slowly.
- The pupils answer written set questions which were in English and they could answer in English

Test question

 Your friend, Noboru Yamamoto, has left a message on your phone. What does he say? Listen to the recording and complete the following statements by putting a cross in the correct box for each question.

- Transcription of the listening test
- Noboru: もしもし、のぼるです。もうすぐキャンプですね。
- キャンプは木曜日からです。山に行きます。
- おべんとうを持ってきてください。

- Questions
- · He is talking about...
- A work experience.
- B language exchange.
- C camping trip.
- D an away match.

- Questions
- It will start on...
- A Monday.
- B Tuesday.
- C Wednesday.
- **D** Thursday.

GCSE SAMPLE OF A LISTENING COMPREHENSION QUESTION

- Questions
- You are going to visit...
- A the seaside.
- B a mountain.
- C a river.
- D the city.

GCSE SAMPLE OF A LISTENING COMPREHENSION QUESTION

- Questions
- You should bring some...
- A food.
- B money.
- C water.
- D sun cream.

TEACHING PRACTICE: LANGUAGE AND CULTURE

- Theme of the class *Setsubun* (節分) seasonal division.
- Class was on Feb 3rd.
- After classes setsubun reading.
- Ritual to drive away the evil of the former year and drive away evil spirits / demons.
- Children made 鬼 oni masks.
- Threw beans at the oni (the parents).

•Interview and questionnaire data: the teachers.

THE TEACHERS: WHAT DO YOU THINK ARE THE OBJECTIVES AT THIS SUPPLEMENTARY SCHOOL?

- The objectives of the school includes the teaching of the Japanese culture
- Done through exposure to authentic Japanese culture and materials and through events organized at the school.
- Some teachers suggested that the building up of a Japanese expat community and their 'haafu' children was a major aim of the school.
- They also stated that the school provided the children exposure to others like them and also provided a community for Japanese parents who could help each other in their goal of raising a bilingual child

TEACHER'S PERSONAL AIMS

- Aims
- To maintain and improve the children's heritage language level / get them exposed to and be involved in Japanese culture.
- To learn from authentic materials as well as textbooks.

WHAT IS YOUR TEACHING PHILOSOPHY?

 On teacher suggested that their philosophy or idea of teaching is not about a teacher and pupil relationship but that of a parent and child who can make an enjoyable place to learn. Another teacher was open to the fact that she has no teacher qualifications and her only hope was that her teaching can be beneficial for her pupils so they do not have communication problems when they go to Japan. As long as the pupils get better, no matter how much, as long as they can converse with relatives and family members that is enough and I would be satisfied with that suggested another teacher.

WHAT IS YOUR TEACHING PHILOSOPHY?

 The teacher's answers focused on providing their pupils with the very basic skills of encouraging their students to be familiar with and enjoy their heritage culture and to have the ability to communicate without too much of a hindrance. None of them spoke about their teaching pedagogy, the methods they use or how they would like to improve their classes or pupils and in what areas. This is perhaps to be expected as the teachers are volunteers with no concrete teacher qualifications.

HAVE YOU EVER HEARD OF CLIL?

- 5 of the 6 teachers had never heard of CLIL.
- A brief explanation was then given with reference to online materials.
- When asked if what they are teaching at the school is something they would define as CLIL they all suggested 'yes.' and suggested that although they were not conscious of it, they thought they were doing CLIL.
- From the perspective of learning the heritage language and culture one teacher suggested that the dual approach of what they do is very similar to her understanding of CLIL.

HAVE YOU EVER HEARD OF CLIL?

- As a follow up question, the teachers were asked if they thought the CLIL methodology was a good approach for teaching heritage language learners.
- They all responded 'yes' and thought CLIL can play a significant and potential role in heritage language learners' education.
- Although not familiar with CLIL they suggested that the dual focus of teaching culture and language was a major benefit for the children and one teacher suggested that the school works well as a gateway into Japanese culture and language.

QUESTIONNAIRE DATA

Likert scale items

A SUMMARY OF LIKERT SCALE QUESTIONNAIRE DATA

Items agreed on by at least 5 out of 6 of the teachers	Mixed reaction with no majority agreement or disagreement
Japanese is very difficult for our (heritage language learners) pupils	3/6 teachers agreed that grammar was very important for the pupils
Communication ability is the most important thing that pupils need / classes should have a special emphasis on communication	3/6 teachers agreed that they use English in the classroom
Constant repeat and practice was important for the pupils and good pronunciation is important for the pupils	Teachers were undecided on whether they teach culture or language first with the majority neither agreeing nor disagreeing when asked the question
All teachers disagreed with the notion that pupils should not use Japanese until it is perfect	2 teachers agreed that classes should have a special emphasis on culture with 3 neither agreeing nor disagreeing
Teachers thought that translation was not important for the pupils	3/6 agreed that vocabulary was the most important thing for the pupils
Teachers did not agree that writing and reading kanji was very important for the pupils	

QUESTIONNAIRE AND INTERVIEW DATA: THE PARENTS

- All parents eager for their children to be familiar with their heritage language / culture.
- Parents commented on their child's language progression and motivation.
- Writing and reading the most difficult skills.
- Acknowledge that their children's level is below that of a Japanese child of the same age.

QUESTIONNAIRE AND INTERVIEW DATA: THE CHILDREN / PUPILS

- Enjoy the classes.
- Find kanji difficult.
- Like having fun being involved with cultural activities.
- Enjoy being around other bilingual bicultural children.

PUPIL AIMS

- Speak to parent
- Speak to grandparents with Skype
- Get the GCSE qualification

IDENTITY AS BEING ANGLO-JAPANESE

- School helps the child's sense of identifying with the heritage culture / language.
- Learning by participating in cultural events.
- Pupils proud of being different / belong to a unique club that is different to "normal monolingual British kids"

THE POTENTIAL OF CLIL WITHIN SUPPLEMENTARY SCHOOLS

- Evident within the practices of this school.
- Explicit teaching of the 4 skills.
- Scaffolding
- Language tryptich
- The 4 C's are covered to varying degrees.
- Homework given.
- Good feedback from students / parents and teachers
- Teacher training / education needed to improve syllabi and classroom approach.

THE POTENTIAL OF CLIL WITHIN A HERITAGE LANGUAGE CONTEXT

- Helps the child understand their heritage culture and to create an affiliation with the language.
- Helps in the formation of Identity.
- Can potentially enhance the child's transition from Cummins (1979) BICS to CALP.
- Teacher training needed to realize this potential.
- Further research to be conducted.



CONCLUSIONS

• Positive linguistic and cultural outcomes found can provide evidence for the potential of CLIL in supplementary schools not just in the UK but also Japan as an effective pedagogy for the teaching and learning of heritage languages.

Thank you