

**PARENTS'
AND
TEACHERS'
GUIDES**

NUMBER

8

BILINGUALISM IN INTERNATIONAL SCHOOLS

**A Model for Enriching
Language Education**



MAURICE CARDER



PARENTS' AND TEACHERS' GUIDES 8

Series Editor: Colin Baker

Bilingualism in International Schools

A Model for Enriching Language Education

Maurice Carder

MULTILINGUAL MATTERS LTD

Clevedon • Buffalo • Toronto

Library of Congress Cataloging in Publication Data

Carder, Maurice

Bilingualism in International Schools: A Model for Enriching Language Education/Maurice Carder.

Parents' and Teachers' Guides: 8

Includes bibliographical references and index.

1. Language and languages--Study and teaching--Bilingual method. 2. Education, Bilingual. 3. English language--Study and teaching--Foreign speakers.

4. International education. I. Title.

P53.25.C37 2007

370.117' 5--dc22

2006022899

A catalog record for this book is available from the Library of Congress.

British Library Cataloguing in Publication Data

A catalogue entry for this book is available from the British Library.

ISBN-13: 978-1-85359-941-5 (hbk)

ISBN-13: 978-1-85359-940-8 (pbk)

Multilingual Matters Ltd

UK: Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon BS21 7HH.

USA: UTP, 2250 Military Road, Tonawanda, NY 14150, USA.

Canada: UTP, 5201 Dufferin Street, North York, Ontario M3H 5T8, Canada.

Copyright © 2007 Maurice Carder.

All rights reserved. No part of this work may be reproduced in any form or by any means without permission in writing from the publisher.

The policy of Multilingual Matters/Channel View Publications is to use papers that are natural, renewable and recyclable products, made from wood grown in sustainable forests. In the manufacturing process of our books, and to further support our policy, preference is given to printers that have FSC and PEFC Chain of Custody accreditation. The FSC and/or PEFC logos will appear on those books where full accreditation has been granted to the printer concerned.

Typeset by Saxon Graphics Ltd.

Printed and bound in Great Britain by MPG Books Ltd.

Bilingualism in International Schools



PEFC™

PEFC/16-33-111

CATG-PEFC-052

www.pefc.org

PARENTS' and TEACHERS' GUIDES

Series Editor: Professor Colin Baker, *University of Wales, Bangor, Wales, Great Britain*

A Parents' and Teachers' Guide to Bilingualism

Colin Baker

Second Language Students in Mainstream Classrooms

Coreen Sears

Dyslexia: A Parents' and Teachers' Guide

Trevor Payne and Elizabeth Turner

The Care and Education of a Deaf Child: A Book for Parents

Pamela Knight and Ruth Swanwick

Guía para padres y maestros de niños bilingües

Alma Flor Ada and Colin Baker

Making Sense in Sign: A Lifeline for a Deaf Child

Jenny Froude

Language Strategies for Bilingual Families

Suzanne Barron-Hauwaert

Other Books of Interest

The Care and Education of Young Bilinguals: An Introduction to Professionals

Colin Baker

Childhood Bilingualism: Research on Infancy through School Age

Peggy McCardle and Erika Hoff (eds)

Developing in Two Languages: Korean Children in America

Sarah J. Shin

Encyclopedia of Bilingualism and Bilingual Education

Colin Baker and Sylvia Prys Jones

Raising Bilingual-Biliterate Children in Monolingual Cultures

Stephen J. Caldas

Three is a Crowd? Acquiring Portuguese in a Trilingual Environment

Madalena Cruz-Ferreira

Understanding Deaf Culture: In Search of Deafhood

Paddy Ladd

For more details of these or any other of our publications, please contact:

Multilingual Matters, Frankfurt Lodge, Clevedon Hall,

Victoria Road, Clevedon, BS21 7HH, England

<http://www.multilingual-matters.com>

Acknowledgements

Throughout this book there will be references to certain writers and researchers. All have contributed to the store of knowledge about the subject matter of this book. Certain people, though, have had a particular role, through their writings, their research findings and their willingness to share their knowledge and time with the International Schools network.

Professor Colin Baker has been my editing supervisor for the time it has taken me to write this book. I can only offer a heartfelt 'thank you' for his patience, guidance, advice and good sense in the face of my regularly sent 'latest drafts'. Without him this book would not be as organised or ordered as it is.

For permission to use figures from the published texts of Professor Virginia Collier and Professor Wayne Thomas I must thank both of them; their huge research effort gave a solid base to our efforts to promote our cause. Virginia Collier's visits to the Vienna International School and presentations at ECIS (one of the umbrella bodies for International Schools) conferences have helped us enormously. These writers and researchers particularly opened our eyes to the wider world of bilingual issues. Their work has served as an example to me, and their encouragement has continually led me forward.

I am grateful to Edna Murphy for her helpful comments, rigorous editing and section on Primary ESL in Chapter 2. Edna urged me on and supported me immensely in the lengthy process of this project.

Jim Cummins' works are quoted frequently in this book. It was his presentation at the conference in Vienna in 1987 that set the present author on the road he has taken, and his frequent responses for guidance in the work of International School teachers in the area of bilingualism, in addition to his vast knowledge and writings on the area, have been a source of inspiration.

John Polias gave much valuable input to Chapters 1 and 2, in addition to giving me useful insights into *ESL in the Mainstream* and *Language and Literacy* (see Chapter 3).

Tove Skutnabb-Kangas gave much encouragement, hand in hand with vigorous academic insights, and convinced me that linguistic diversity contributes as much as biological diversity to a stable environment.

Else Hamayan has given me many valuable insights into the English as a Second Language (ESL)/Special Educational Needs (SEN) area over the years.

Most of the typing of this book was done by Maggie White whose characteristic 'I don't know when I can do this' was invariably followed by a completed chapter within the next day or so. Thank you, Maggie.

Extracts from *ESL in the Mainstream* are reproduced with the permission of the Department of Education and Children's Services, South Australia.

My thanks to Michael J. Chapman, a former Director of the Vienna International School, for giving permission to publish Chapter 6, about the school.

I thank Professor Peter Trudgill for permission to use his letter about the importance of the recognition of linguistics as a discipline.

Thank you to all who have helped in their various ways; insufficiencies in the text are of course due to my waywardness.

Foreword

JIM CUMMINS

It is a privilege to write a brief introduction to this timely and important book that articulates such a clear vision of the central role that schools are capable of playing in shaping our global society. Maurice Carder speaks not only to the specific context of International Schools but also, by extension, to all schools, public and private, in countries around the world. Although by now Marshall McLuhan's claim, made almost half a century ago, that we live in a 'global village' has become self-evident, educators and policy-makers remain tentative and ambivalent about how to integrate global education perspectives into school curricula. Schools are given contradictory mandates: on the one hand, prepare students for the reality of global interdependence that requires international cooperation to solve urgent problems ranging from environmental degradation to brutal conflicts between social and national groups; on the other hand, prepare students for the new global capitalism within a highly competitive knowledge-based economy where 'globalisation' has become synonymous with escalating divisions between rich and poor, both within and between countries. Thus, within the same curriculum, students may carry out projects aimed at increasing their awareness of critical global issues while at the same time reading sanitised history texts that continue to trumpet the bloated myths of national identity. Cooperation and competition, altruism and chauvinism – strange curricular bedfellows that accurately reflect the rifts in our global society.

It is within this context that we can assess the huge potential of International Schools to play a leadership role in charting educational directions that respond to the realities of the 21st century. Although the origins of some of these schools are tied to particular countries (e.g. the United Kingdom, the United States, etc.), their student populations come from all over the world. It is not unreasonable to expect these schools to see students' linguistic and cultural diversity as a resource for developing international understanding and multilingual capabilities. We might also hope for school-based language policies that articulate a clear vision and imaginative pedagogical strategies for enabling students to become

powerful users of language across diverse cultural contexts. History and current events could be analysed and taught from multiple perspectives in order to promote students' awareness of how social power is wielded, for good and evil, through language. Additionally, most International Schools have considerable autonomy and are not tied to hierarchical chains of command to the same extent as public (i.e. state) schools in particular jurisdictions. Thus, the potential for imaginative instructional innovation in International Schools is immense.

Unfortunately, as Carder points out, to date this potential has not been realised, for the most part. Many International Schools are struggling to find their educational and social identities. Some are acutely aware of the need to re-think their traditional identity as 'British' or 'American' schools and to embrace a new vision of what it means to be an 'International' School. Vigorous debate is ongoing in these schools about what it means to be an educator in an International School and what identity options are opened up (or closed off) for students by instructional decisions made collectively or individually. Educators in some other International Schools, however, are only dimly aware of the cocoon within which they operate; they assume that it is natural and appropriate to instruct exclusively through English and to focus only on developing students' proficiency in that language; students' cultural and linguistic capital is left at the schoolhouse door, a private matter for the family, without educational relevance.

In short, too many International Schools continue to see students' linguistic diversity as a problem rather than as a resource. In some schools, families are penalised with additional fees if their children require support in acquiring English. Few International Schools have coherent programmes for supporting the development of students' mother tongues.

The 'three-programme' model that Maurice Carder elaborates provides a useful framework for advancing debates on language policy that are taking place in International Schools. First, he argues, there needs to be a strong programme for teaching the primary language of instruction (i.e. English in most cases) across the curriculum to students who do not speak that language at home. This implies that *all* teachers are language teachers. It is not sufficient to be a highly competent science or mathematics teacher in a generalised sense-to be effective, a teacher must know how to teach science or mathematics to the students who are in his or her classroom, many of whom may still be catching up to their peers in academic English, a process that typically takes at least five years.

This implies a second focus: the need to build linguistic and cultural awareness training into the ongoing professional development of teachers and administrators. I would interpret the notion of 'training' here in a broad sense; it is not simply a matter of transmitting models of 'best

practice' to teachers and administrators. While there is consensus regarding some of the principles involved in teaching effectively in linguistically diverse contexts, there are no 'off-the-shelf' formulaic solutions that can be applied across contexts. Effective language policies will evolve in schools that encourage a climate of imaginative innovation and where there is ongoing dialogue and sharing of perspectives among teachers and administrators, all of whom are seen as having something to contribute to the improvement of practice.

Finally, Carder emphasises the importance of instituting a strong mother tongue teaching programme that encourages students to develop competent literacy skills in their home languages. He acknowledges the complexity of teaching multiple mother tongues in highly diverse contexts but, he argues, research on the benefits of mother tongue development is so unequivocal that every effort should be made to enable students to attain literacy skills in the language(s) of their parents as well as the language(s) of the school.

Viewed individually, these three foci highlight important directions for creating powerful learning environments within International Schools. However, additional possibilities emerge when we fuse the pedagogical principles underlying these initiatives. Taken together, these principles imply that students' home languages represent an important foundation for learning both English and academic content across the curriculum. Cognitive psychologists agree that students' pre-existing knowledge is the foundation upon which future learning is built. If this prior knowledge is encoded in students' home languages when they start learning English, then by definition, students' home languages are relevant to their learning. Thus, we should be teaching for transfer of concepts and experiences from students' home languages to English (and from English to home languages) across the curriculum rather than just ignoring the home language.

How can we do this in classrooms where many home languages are represented, none of which the teacher may know? One effective way is to encourage students to write in their home languages in addition to English in content areas across the curriculum. Thus, students might write books or projects in both English and the home language, working either individually or in groups; they could publish these books on the World Wide Web so that they can be read by friends and relatives in their home countries as well as in English-speaking countries (see www.multiliteracies.ca and <http://thornwood.peelschools.org/Dual/> for examples). They might translate poems or stories they have written in English into their home languages (or vice versa) and share them in both languages with their classmates. An increasing number of ESL teachers in International Schools (and public schools) are beginning to explore ways of enabling students

to build on their home language conceptual foundation as they acquire English but these instructional strategies have so far permeated only minimally into the 'mainstream' curriculum.

I recently (March 2006) had the opportunity to observe elementary (Grade 5) and secondary (Grades 8/9) students at La Chataigneraie campus of the Geneva International School translate poems and stories that they had initially written in English into their home languages. This was a new initiative for the teachers and one that produced surprising results and reactions among all involved. Students quickly overcame their initial ambivalence at the suggestion that they bring their home languages into the English-medium classroom. Despite some initial groans, most of them quickly produced home language equivalents of the poems or passages they had initially written in English. Other students (and their teachers) listened intently, appreciating this new dimension of their friends who had previously presented themselves in the classroom only in English, their second or third language. Some students had not developed literacy in their home language and so could not write their poems in that language but they were able to translate them orally from the English written version. Facets of identity, previously shrouded, flashed spontaneously onto the classroom stage.

I can only describe my own impressions of these events: for the teachers, surprise and delight that something they had not tried before had worked so well, a realisation that their students had talents and experiences beyond what they might typically reveal through English. For the students, initial shyness at revealing their private selves to their classmates and their teacher gave way to quiet satisfaction that they *could* express complex ideas and feelings through their home languages as well as through English; satisfaction also that their identities as bilinguals and multilinguals had been acknowledged and affirmed and that they had risen to the cognitive and linguistic challenge of imaginatively linking their two languages.

This illustration highlights the fact that imaginative innovation is neither costly nor complex; it is hardly a radical proposal to suggest that educators should encourage students to use the full range of their intellectual and linguistic talents. The illustration also captures themes that run throughout this book: the multilingual talents of students in International Schools can be, and should be, acknowledged and affirmed across the curriculum; students' home languages represent intellectual resources that provide a foundation for learning English and other academic content; and finally, there is immense potential for instructional innovation in International Schools that can open up dialogue among all educators about the powerful impact that schools can, and must, exert in shaping our global village.

Jim Cummins
Toronto, April 2006

Introduction

This book has been written in response to a perceived need: in International Schools many students are bilingual to a greater or lesser extent. However, their bilingualism is often incidental and a model is necessary for the development and enhancement of this skill.

The book is thus based on an important thesis: in International Schools there are students from many nations, who speak many languages. Given the mass of evidence, theoretical and practical, on the benefits of bilingualism, International Schools may as a result be expected to provide comprehensive, well-structured programmes to educate these students accordingly. There would therefore be a programme for both the language of instruction, usually English, and the students' mother tongue or best language. Students would graduate proficient in English and their mother tongue.

The book aims to convince parents, school leaders and teachers of the long-term benefits of putting into practice the type of programme proposed in this book. For doubters, there is plentiful research that shows that maintaining students' mother tongues while adding a second language produces positive linguistic and academic outcomes. Additive bilingualism is a term that appears repeatedly in the text: this is when the second language is learnt in addition to, and does not replace, the first language. There are also cognitive and metalinguistic advantages. It is a more desirable outcome than subtractive bilingualism, when the second language replaces the first language and there may be cognitive disadvantages and also the danger of 'anomie'. This is a feeling of disorientation and rootlessness, or of uncertainty or dissatisfaction in relationships between an individual learning a language and the language group with which they are trying to integrate (Baker & Prys Jones, 1998).

The type of model recommended in this book has been put into practice in some schools, and has been successful – not least because of the element of care that goes hand in hand with a programme that is genuinely concerned with students' language and cultural backgrounds.

The book is also timely as:

the majority of students in international schools are non-native speakers of English. In the 2004 European Council of International Schools (ECIS) annual statistical survey, 297 schools with a total enrolment of

161,863 students indicated that over half the student population (59%) spoke English as an additional language (EAL). Of these, 198 schools (67%) had 50% or more such students while only 21 schools had fewer than 10% EAL speakers. In 18 schools none of the students spoke English as first language. (Quoted in the ESL Gazette, August 2005)

Two informative books have already been written about second language students in International Schools: in 1990 Edna Murphy's *ESL: A Handbook for Teachers and Administrators in International Schools* (Murphy, 1990) gave readers the opportunity to see how programme models could be set up in different types of International Schools. In 1998 Coreen Sears, in her comprehensive *Second Language Students in Mainstream Classrooms: A Handbook for Teachers in International Schools* (Sears, 1998), went deeper into the details of many aspects concerning second language students, their teachers, parents and school management.

However, in many International Schools there is still often a *reactive* policy rather than a programme model that provides the basic requirements for the language development of the current majority of second language learners. This can be seen on a daily basis by those who are signed up to the ECIS ESL and MT listserv (see Appendix 7: Websites): ESL teachers are exchanging information on how to get a programme together on an ad hoc basis and questionnaires are being sent around on how to set up appropriate models. These questionnaires are almost identical to those sent out over 15 years ago prior to the writing of Edna Murphy's book.

The current volume aims to encourage school leaders to put in place structures that will give a firm base for programmes that provide an enriched education for second language learners.

The book should be of interest to:

- International School leaders, who will find here a model that can be implemented for the benefit of all students.
- Primary and secondary school leaders, who will welcome the solutions offered.
- ESL and mother tongue teachers, who will be empowered by such a model.
- Teachers of mainstream subjects, who will see how they can benefit from the model given.
- All of those involved in any education system where there are non-speakers of the school language: many national systems have similar numbers of such students to International Schools and the model offered in this book can be implemented in national schools, both public and private.

- Parents, who are often unsure about many aspects of education. Internationally mobile parents' main concern is to be sure of having a respected institution in which to place their children. They like to know that the school has a programme of instruction that will be stimulating and caring, and that will enable their children to transfer to other such schools around the world; this is the main reason that English is predominantly the language of instruction in such schools – it is the 'lingua franca' of global affairs (see Crystal, 1997). However, many parents have not thought through the issue of their children's mother tongue. Should they speak it at home? Should they speak English? Should they engage a teacher for the child for the mother tongue? Will the child be confused by learning in two languages? This book gives clear answers to these questions.

The book will also be useful to those aiming to encourage monolingual English speakers to become bilingual. Having certain subjects, for example social studies, taught in the host-country language, is clearly one way forward. In addition the models presented here may be of use to those national systems now facing large numbers of immigrants who are not literate in the host-country language, mostly in inner city areas. The German education system has recently come under criticism for failing to provide appropriate programmes for the many immigrants who arrive in the country, and sit in classrooms with no knowledge of German and no systems in place to facilitate learning (heard on the BBC world service, 21 February 2006).

Chapter Content Overview

In Chapter 1 there is an introduction to what is meant by an International School, followed by a brief historical introduction of their development. The type of clientele is described, along with insights into how both the language background has changed from mainly English to multilingual, and how parents' expectations have changed: wishing to maintain their children's language and culture as well as becoming fluent speakers of English. Over the same time period there has been much research evidence that shows both the advantages of additive bilingualism and the potential disadvantages of subtractive bilingualism, which occurs when English is learnt as a second language but literacy in the mother tongue is not maintained. A model is proposed for addressing the situation. It contains three programmes:

- A second language programme, which provides an instructional model for acquiring appropriate skills in English across the curriculum.

- Appropriate training for staff, which provides pedagogical insights about language for teachers in the best way to deliver their specific curriculum area.
- A mother tongue programme, which emphasises the importance of students maintaining their mother tongue, and advice on how to set up a mother tongue programme.

There is a focus on the potential riches of International Schools as regards bilingualism. At the end of each chapter there is a boxed summary of main points, a list of 'Further Reading' and relevant websites.

Chapter 2 goes into detail about the initial programme in the model: the second language programme, and also discusses related issues. Research evidence is reviewed to justify the model and a standard model recommended, K-12, i.e. including students in their graduating years.

Chapter 3 addresses the second programme in the model: linguistic and cultural awareness training for staff. A published course, *ESL in the Mainstream*, is recommended and the course is described. This covers the four language skills and gives in-depth awareness and practical skills for mainstream teachers working with second language and bilingual students. There is also a description of the *Language and Literacy* course, which describes a comprehensive methodology for teachers to use and develop students' literacy in all subject areas.

Chapter 4 provides clear guidelines on setting up a mother tongue programme. It addresses the importance of this aspect of International School students' identity and skills, and how they can be reinforced and developed. Research findings are given to emphasise the strength of this area of language asset and there is advice on finding teachers, developing curricula and running the programme.

Chapter 5 focuses on the importance of communicating issues concerning bilingualism to parents, especially ensuring that there will be staff in a school who can present the matter to them, who can emphasise the importance of maintaining their children's mother tongue, and outline the advantages of additive bilingualism. Issues of identity and culture are discussed with a review of some relevant publications.

Chapter 6 traces the development of the ESL and mother tongue programme at a particular school, the Vienna International School, and is thereby intended to give both tips on how to succeed and potential pitfalls; by tracing the development of the second language, mother tongue and teacher training programmes over many years it is hoped that the benefit of experience can be built on by other schools. The usefulness of a language policy, establishing a base for ESL and mother tongue staff, and maintaining contacts with other schools and organisations are all described.

The Epilogue aims to focus attention on the potential of bilingual talent that exists in International Schools and how it can be developed, both in current schools and in new ones.

Having read the book it is hoped that the reader will have a clear idea about the needs and talents of second language learners in International Schools, and further, of the linguistic and cultural richness they bring with them, and of the benefits of additive bilingualism when carefully nurtured in the types of programmes described.

At the end of the book there are Appendices containing a detailed Glossary, a list of addresses of international educational institutions and a list of websites among other things. The Bibliography brings together works on bilingualism and related aspects from both international and national sources.¹ There is then an Index.

Note

1. For those who would like to read about bilingualism in the CIS – the Council of International Schools – see Carder (2005a) in Bibliography. For bilingualism in the IBO – International Baccalaureate Organisation – see Carder (2006) in Bibliography.

Contents

Acknowledgements.	vi
Foreword by Jim Cummins	viii
Introduction.	xii
1 International Schools: Their Origins and Development. Overview of the Three-programme Model for Second-language Students.	1
2 Second Language (ESL) Programme and Related Issues.	32
3 Appropriate Training for School Staff	68
4 Mother Tongue Programme.	97
5 Enlisting Parents' Support	118
6 A Journey of Discovery: The Development of an ESL Programme at the Vienna International School	148
Epilogue: Recommendations for Effective Practice in International Schools	162
Appendixes	
1. Assessment Test	169
2. VIS Mother Tongue Programme	170
3. Vienna International School: Language Policy	173
4. Issues of Inclusion and Extra Payment for ESL Tuition	182
5. Glossary	185
6. Addresses	190
7. Websites	191
Bibliography.	196
Index	205