Welcome everyone

Translanguaging Pedagogy
Introducing ROMtels

ROMtels: Roma Translanguaging Enquiry Learning Space

The ROMtels partners

Newcastle University

Arthur's Hill
Federation School

l'université Montpellier III
Paul-Valéry

ProRoma School
Romania

Helsinki University

Middlesex University

ROMtels

The overall aim of the project is to improve the education of Eastern European Traveller children and Roma children in particular, in primary school (age 5-11) classrooms across Europe to effect improved pupil engagement and motivation with the ultimate goal of improved attainment

Roma continue to be victims of racism, intolerance, discrimination and social exclusion across Europe.

Persistent gaps in school attendance and the achievement of Roma pupils in comparison to national averages across Europe.

The project is also a response to the decline of home language use in classrooms (age 5-11) as a pedagogic tool to raise the academic achievement of pupils whose home language(s) differs from the official language of schools.

Défense
de cracher par terre
et de parler breton

English only

in Class
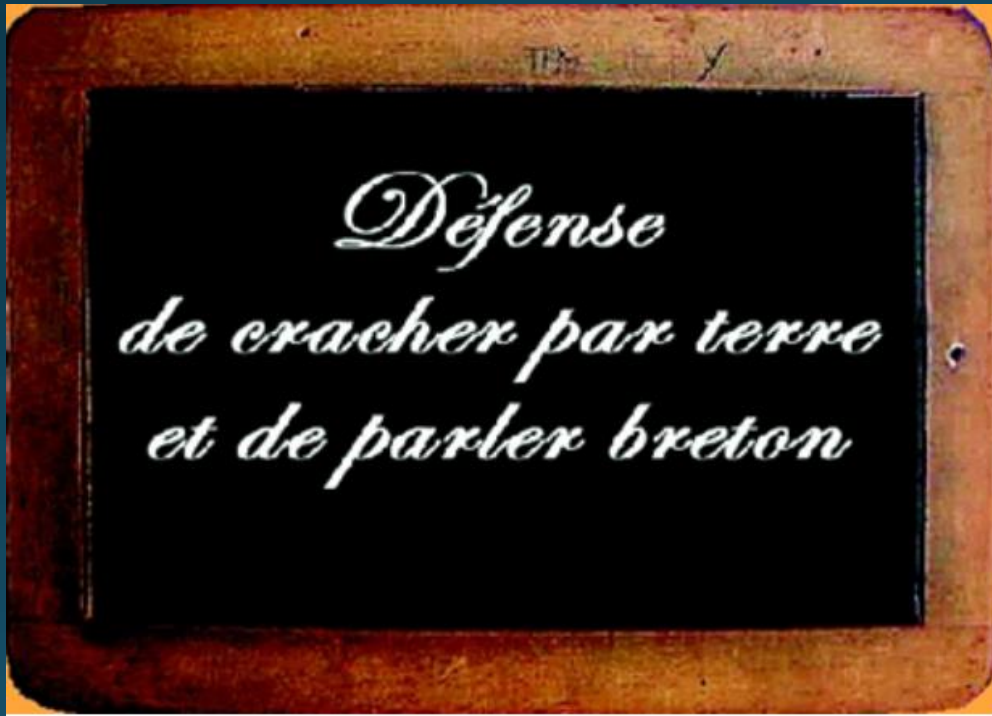
Obstacles and myths to overcome

Baetens Beardsmore (2003):
"fears of bilingualism"

Parental: "What have I done to my child?"

Educational: "Does bilingualism hinder academic progress?"

Cultural: "Will bilingualism lead to cultural alienation?"

Politico-ideological: "Is bilingualism a threat to society and the nation-state?"

Obstacles and myths to overcome

- Socio-political pressure towards the prioritisation of national languages for national unity in times of a perceived security risk linked to immigration

Britishness/ British values

Linguistic 'otherness' as a threat to national security (2016)

Fear of other languages 'taking over' British classrooms (2015)

Muslim women to be taught English in £20m plan to beat 'backward attitudes'

The scheme will help to counter extremism and confront a minority of men who have 'damaging control' over families, says David Cameron

The government estimates there are 190,000 Muslim women in England who speak little or no English.
Photograph: Alamy

DAILY EXPRESS 5p

STUDENT, AGED 21, WAS KILLED BY SLIMMING PILLS BOUGHT ONLINE

OVER 50s TOLD: CUT DOWN ON ALCOHOL

311 LANGUAGES SPOKEN IN OUR SCHOOLS

Special investigation: Classrooms where English is starting to die out

Tom Cruise's love for British girl Emily, 22

Classrooms where English is starting to die out: "Whatever people speak when they arrive here doesn't matter, lessons must always be taught in English – that's just plain common sense." (Ann Widdecombe, former Tory MP)
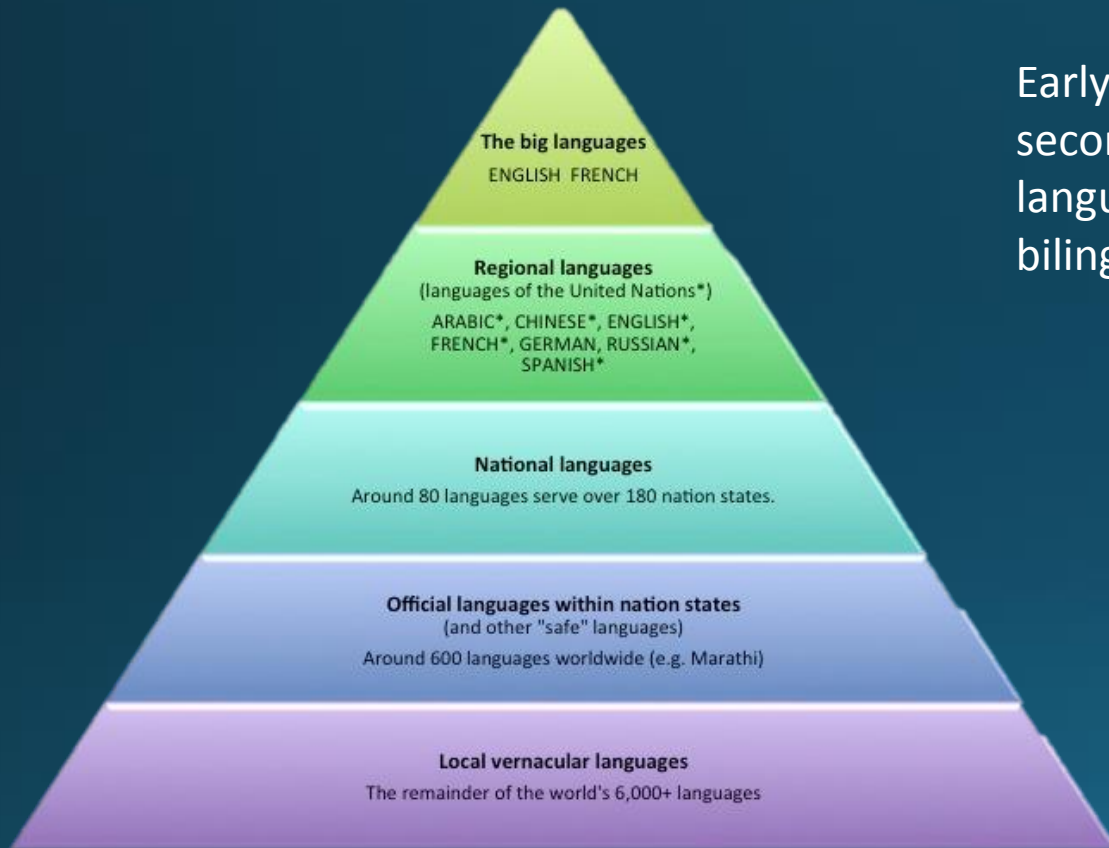
Obstacles and myths to overcome

Teachers cannot be expected to learn and be expert in all of the languages of the children in their classrooms, AND it would take time away from English speaking children AND surely sink and swim is a more effective practice to help bilingual pupils learn English.

"So does school support students to use other languages for example Russian?"

errr , not exactly, so the emphasis is on learning Finnish and I think the idea there is that if they are going to stay in Finland like for the rest of their life they need to learn Finnish language to succeed at the secondary level then go to study at university or polytechnics in Finnish"

Obstacles and myths to overcome

- Language status: some languages are perceived less worthy or valuable than others, particularly localised languages such as Roma.

The big languages
ENGLISH FRENCH

Regional languages
(languages of the United Nations*)
ARABIC*, CHINESE*, ENGLISH*,
FRENCH*, GERMAN, RUSSIAN*,
SPANISH*

National languages
Around 80 languages serve over 180 nation states.

Official languages within nation states
(and other "safe" languages)
Around 600 languages worldwide (e.g. Marathi)

Local vernacular languages
The remainder of the world's 6,000+ languages

Early theories of bilingualism proposed that when a child's second language is valorized at the expense of their home language, it leads to a cognitive disadvantage or subtractive bilingualism (Hamers and Blanc, 1989)

"being a member of a low-status language group may have negative effects on self-concept, motivation and/or learning opportunities, all of which can depress literacy attainment (p.258)" Report of the National Literacy Panel on Language-Minority Children and Youth in USA (August & Shanahan, 2006):

Obstacles and myths to overcome

- Myths and stereotypes about Roma communities

Teachers' expectations and stereotypes can negatively impact Roma students' school performance, particularly in the case of girls. One study found that, despite the fact that Roma children expressed high aspirations for their future, teachers viewed them as unmotivated and disinterested in studying (Fleck and Rughinis 2008). Stereotypes or expectations that Roma girls will drop out of school to get married seem to influence teachers' attitudes toward them, and even influence curricula—Roma girls are taught it is very common to marry early in Roma culture, even against evidence from their own communities (Duminicaˇ and Ivasiuc 2013).

Fleck, Gabor, and Cosima Rughinis. 2008. *Come Closer: Inclusion and Exclusion of Roma in Present-Day Romanian Society*. Report, European Commission, Bucharest.

Duminicaˇ, G., and A. Ivasiuc. 2013. "The Roma in Romania: From Scapegoat to Development Engine." Report, "Impreunaˇ" Agency for Community Development, Cluj-Napoca. https://www.academia.edu/6037269/IN_ROMANIA_ROMA_From _Scapegoat to_Development_Engine.

European Commission's 'Ten Common Basic Principles for Roma Inclusion' (http://www.coe.int/t/dg4/youth/Source/Resources/Documents/2011_10_Common_Basic_Principles_Roma_Inclusion.pdf):

Principle 1: projects should not be based on preconceptions, "attention should be paid to studies and other sources of factual information, visits should take place in situ and, ideally, Roma people should be involved in the design, implementation or evaluation of policies and projects."

Principle 2: explicit but not exclusive focus on Roma, because according to principle 4 "despite aiming to support Roma inclusion, [projects] can result in strengthening segregation."

So, the project starts in Newcastle with a little technology...

Westgate Hill Primary School

95.22% - 678 out of 712 children.

% of EAL in each year group:
Nursery - 89.74% - 70 out of 78 children.
Reception - 93.26% - 97 out of 104 children.
Year 1 - 95% - 114 out of 120 children.
Year 2 - 98.30% - 116 out of 118 children.
Year 3 - 93.96% - 109 out of 116 children.
Year 4 - 96.61% - 57 out of 59 children.
Year 5 - 94.82% - 55 out of 58 children.
Year 6 - 100% - 60 out of 60 children.

% of Roma children - 8.8% - 63 out of 712 children.

High status technology, an imagined ideal learning experience, and software which 'speaks to' the children in a translanguaged form of Roma and their European language (in the first instantiation) together with the language of the school (in the first case English)

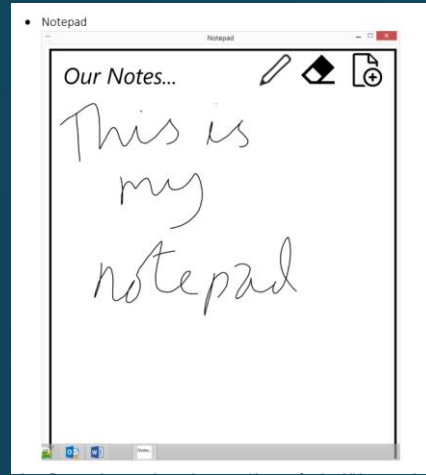Characters speak to the children in their home languages
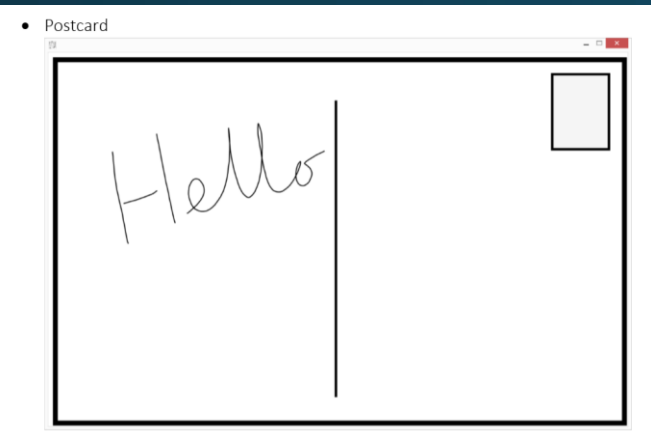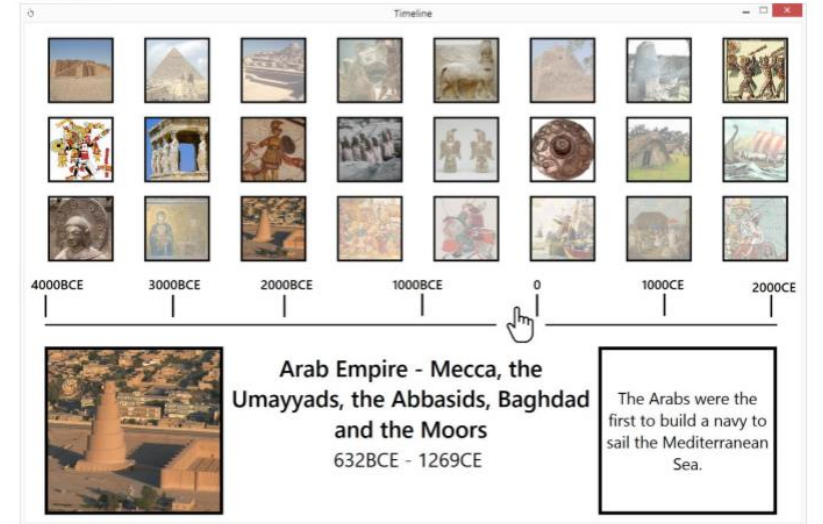
Enquiry based learning

Puzzles relating to the enquiry and a place to record their ideas
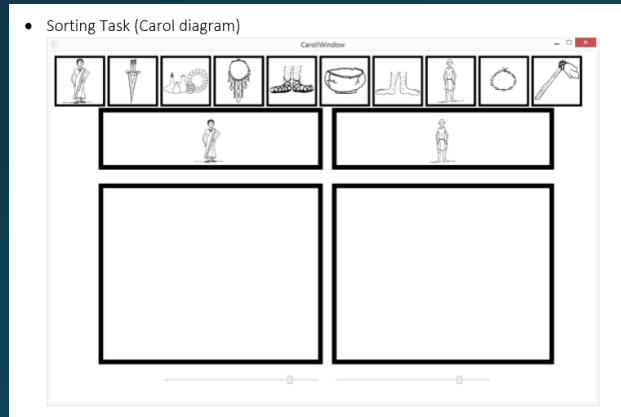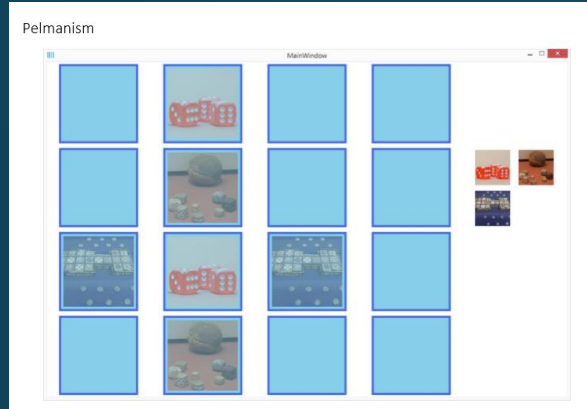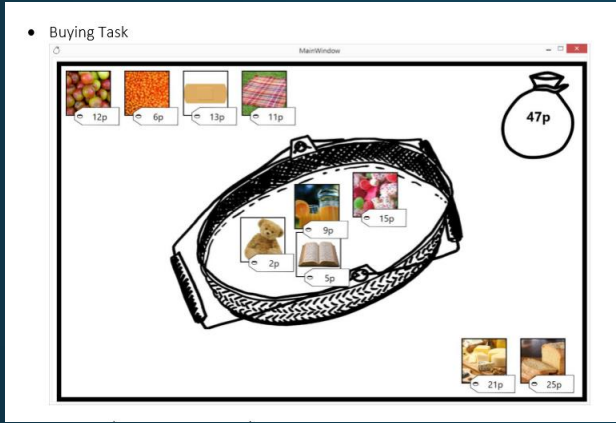
Tabletop tools

Camera

Microphone

Notepad

Our Notes...

This is my notepad

Timeline *

4000BCE   3000BCE   2000BCE   1000BCE   0   1000CE   2000CE

Arab Empire - Mecca, the Umayyads, the Abbasids, Baghdad and the Moors
632BCE - 1269CE

The Arabs were the first to build a navy to sail the Mediterranean Sea.

Postcard

Hello

Drawing *

Dictionary *

Puzzle apps

- Buying Task

- Spot The Difference

Pelmanism

- Squares *

- Sorting Task (Carol diagram)

- Sorting Task (Venn diagram)

- Triangles *
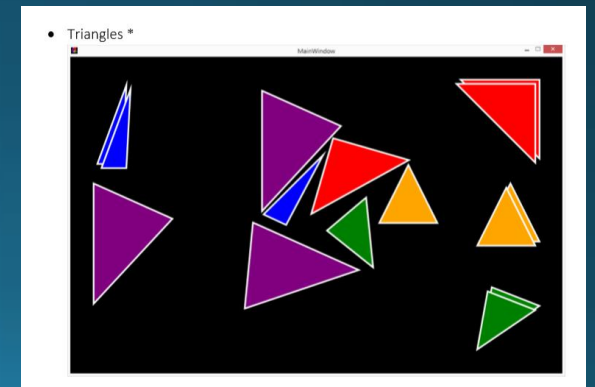
Enquiry 1 (year 2): The Great fire of Gateshead and Newcastle where they meet a fire chief from the local fire station

You are a fire investigator. Your job is to decide who was Alexander Dobson and how did he die, AND who was responsible for the fire?

Videos will be made available online

- Fireman Scott
- John Dobson
- Wharehouse owner
- Tourist
- Poor woman whose house burned down

Enquiry 2 (year 5): Ancient Mesopotamia: Aunt Teresa, an archaeologist in Baghdad

You are a history investigator. Your job is to decide what the artefact is, who owned it and what life was like for people in Ancient Baghdad, AND should people be able to take old things like this away from the country they are found, to another country to put in a museum?

Videos will be made available online

Complete a visa and take their passport to fly to modern day Baghdad.

They travel back in time on a magic carpet to meet the characters

- Slave
- Master
- priest

A little more technology and a wonderful Museum: the project in Montpellier and Sète, France ….

2 schools in Sète, south of France, near Montpellier

- 5 families and 9 children (one Primary school and one Secondary school)

- Children were in classes separated form the mainstream for some of the day into specialist classes for pupils new to French.

- In the Secondary school of 500 pupils, there are around 20-25 pupils in the FLS class.

- In the Primary school, there are 20 pupils who are 'newcomers' = 10% of the whole school. Roma are around 2-5% of the whole school.

Lakanal Primary

Lesson	Objective
Lesson 1	Get acquainted with the Museum of Sete by visiting its website
Lesson 2	Oral account of the answers to questions + interview to prepare them to the visit of the museum and the creation of the placards. Translanguaging between the parents and the children
Lesson 3	Visit to the museum and answer to the questions Translanguaging between the Rom students
Lesson 4	Presentation to the parents of the four paintings that were analysed in order to write the placards in romani Translanguaging parents-students
Lesson 5	Place the placards next to the paintings in the museum
Lesson 6	Watch the film excerpts and presentation of the placards.

Over to Finland and a small town called Järvenpää not far from Helsinki

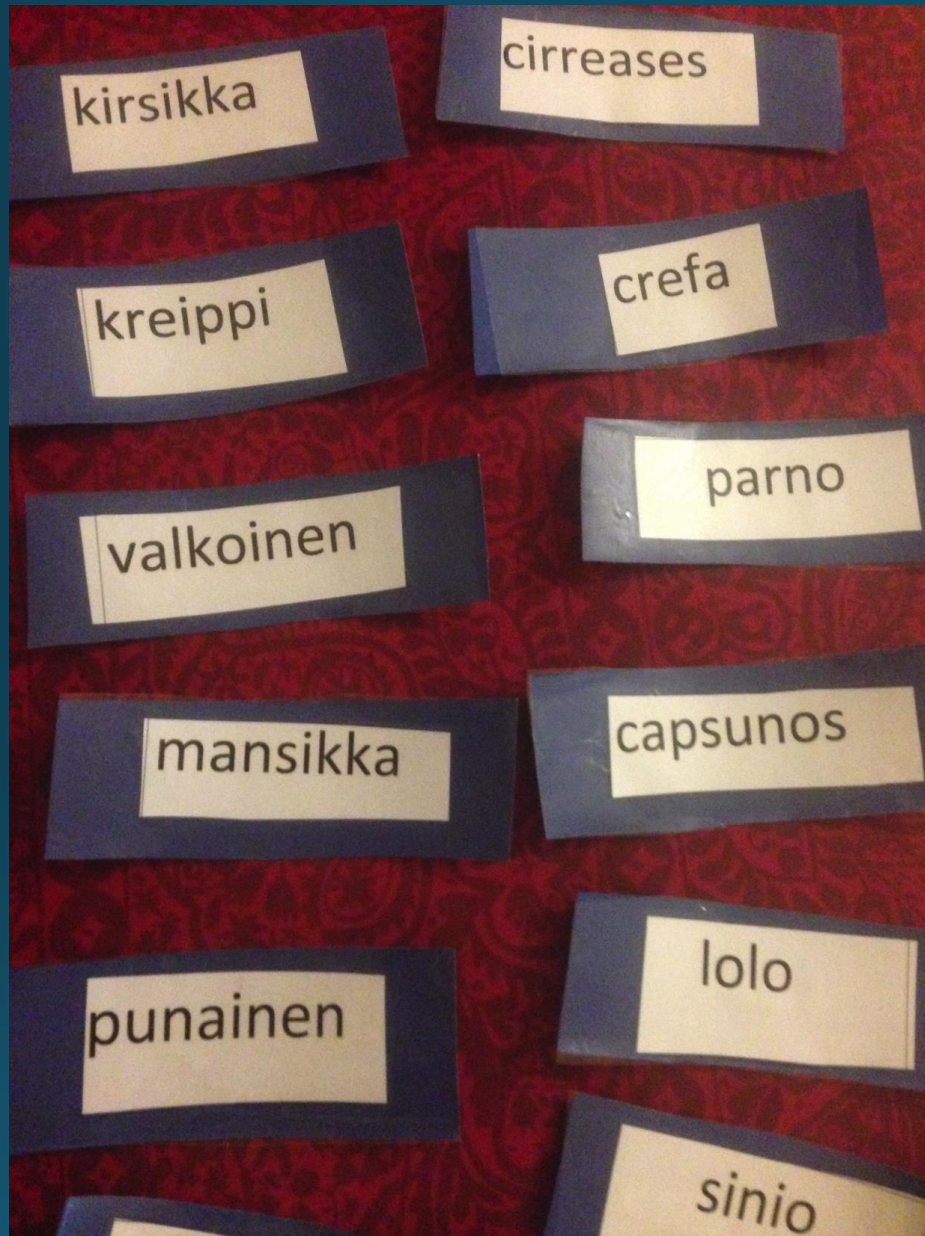# Language identified to be Ursari (Romania) for 4 children in Järvenpää:

grefa   greppi
herbuzo vesimelo
sinio   sininen
lolo   punainen
         keltainen

Äiti, hyvää äitienpäivää!
"ÄITI" lolo
MaMa   1.
MOM   2.
Mamo   3.
        4.
        5.

Memory game

- "Toolkits" for home language use for teachers
- Story book project with Romani Forum in Finland to involve the parents
- TEACHER'S PROFESSIONAL DEVELOPMENT for the city of Helsinki and for the teachers in Järvenpää schools

The project work in Tinca school, Romania