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Report

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Schools and Multilingualism in Manchester

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1. Research Methods

In our fieldwork plan we decided to conduct a survey of language use in schools in the Manchester area. We had planned to investigate language policy and language use in schools in Manchester because we thought there would be a considerable amount of information readily available from this kind of institution, especially in an area as culturally diverse as Manchester. We also hoped that it might inform the members of the group, who had mutual interest in a future career in teaching.

Our planned methodology in carrying out the research was via questionnaires. We had opted to design questionnaires that could be carried out in different schools in Manchester. We designed the questionnaires so they would yield the most insightful and direct results as possible.

Another planned research method was observation. We aimed to observe and record the linguistic behaviour of pupils in their school environments. This was not as easily carried out as we had assumed. Watching pupils interact is to an extent an invasion of privacy. On the other hand, their assistance with us in the questionnaires was voluntary and subject to their individual co-operation. Questionnaires elicited both quantitative and qualitative data, whilst observation is restricted marginally to qualitative results. However a combination of both would be the most informative.

We aimed to distribute the questionnaires to various informants and then evaluate their answers, in order to find some correlations for discussion. In designing the questionnaires we had to remain results-focused, because this way we would obtain the most effective results, whilst being more efficient time-wise. Information would be collected from teachers and pupils, as well as the LEA. We also wanted to obtain literature and statistical data. Since we designed three questionnaires, we had to consider the audience for each. The best way of doing this was to assign each questionnaire to a member of the group, so that each one of us could focus solely on one particular audience.

We posed questions that would dig for further information from the teachers, and tried to avoid

closed questions that resulted in a yes/no response. By asking well-structured, open-ended questions we enticed the interviewee to reveal their position and priorities on the subject being discussed. This can be seen in question 12 of the teacher questionnaire: *As a teacher of multilingual children, do you think that they struggle to keep language systems separate, do you notice any language mixing?*¹ However, short, direct questions are useful in obtaining specific information, and then you can go on to encourage more insightful input. For example question 2 in the children's questionnaire asks, *What/how many languages can you speak?*². Objective questions such as these are useful when desiring quantitative data. The questions put to the pupils were mainly simple requiring short answers but with a couple of basic subjective questions.

Feedback at the end of an interview is also crucial to re-establish what has been understood and consolidate it, and show mutual understanding. This is why doing a face to face interview was useful. It might have been more accurate if we had let our informants fill in their own questionnaires. However, this would have meant requiring more of their time, and it would have restricted us from asking other relevant questions, and the chance for observation.

The questionnaire for the LEA was sent via email, and we thus received a written response. We had decided that this approach was most professional and achievable. Fortunately, the responses we received to the questions were very detailed, and useful. Nonetheless they were subjective, but gave detail into how to obtain objective information.

Some major issues occurred post-planning; the response from primary schools contacted was poor. Many failed to get back in touch despite continual chasing up of the issue, and some refused to co-operate. This was a problem, but rather than change our plan at this late stage we pursued with the survey, extending it to other areas. In the fieldwork plan we had accounted for this issue, and had briefly outlined a back-plan; to extend the breadth of our survey. Rather than basing our research in schools, we collected results from an after-school homework club.

Homework clubs run in 20 of the 26 libraries across Manchester. They offer support to children between the ages of 8 and 16 by offering one-on-one support with their interests and studies.

¹ See Part 1 for full questionnaire.

They run from late afternoon to evening, 3-8 pm, almost every evening and some weekends. Since one of our group members volunteered at one of the libraries, this was a perfect opportunity to gather the extra results we needed, especially from the younger age groups. Firstly we had to obtain authorisation to carry out our questionnaires here.³ We were allowed to interview the pupils at the homework club, but, unfortunately, we were not permitted to interview the support staff. This was disappointing but we strongly needed data to compensate for the lack of information on primary school children. The questionnaire for the pupils at the homework club was kept the same because we decided we could pose the same questions to these children, despite them being out of a school environment.

The two schools that got back to us with the most enthusiasm about cooperating with us for this project were William Hulme Grammar School (WHGS) a state school in Whalley Range, and Manchester Grammar School (MGS), an independent all-boys school, located between Fallowfield and Rusholme⁴. Both schools are secondary schools.

WHGS used to be an independent school. It consists of 653 pupils. It is a small school but with a huge diversity. Amongst the young adults that attend WHGS, there are estimated to be 22 languages apart from English that children know as a first language, and 33 different ethnic groups⁵.

The Manchester Grammar School is an all-boys school founded in 1515. The school has over 1480 pupils and 200 staff members. Languages formally taught are: French, German, Spanish, Italian, Mandarin, and Russian. In addition, sixth form students are offered the opportunity to study or take part in taster sessions in Czech, Arabic, Catalan, Modern Greek and Portuguese if there is sufficient staff to cover these subjects. (Manchester Grammar School website <<http://www.mgs.org/>> [accessed on May 15th 2010]).

² See Part 1 for children's questionnaire.

³ See appendix 9.3.1 for email correspondence

⁴ See appendix 9.5 for maps to these schools

⁵ See appendix 9.6.1 for school data

2. Results

We have attached the full interviews to the appendix and our discussion will include detailed reference to them.

2.1 Teachers' Results

William Hulme Grammar School

WHGS was the first school we visited. We interviewed the acting Head of Languages Mr. TC⁶ and a teacher, whose native language was Spanish, Ms. AS. Our method was to sit down and ask the questions, and note down their answers. Subsequently we compared results and drew up our answers as soon as possible to obtain the most accurate results.

Manchester Grammar School

MGS was the second school we visited. We interviewed the Head of Languages Dr. JB and her colleague, Mrs SB, a French and Spanish teacher. Our interview technique was exactly the same as it had been for WHGS.

2.2 Discussion of Teachers' Results

Our first question was: *What languages are taught in this school? Why?* We discovered that in the mainstream curriculum, WHGS taught French, German and Spanish, and MGS taught French, German, Spanish, Russian, Mandarin and Italian. We were not surprised to find that both schools taught the mainstream European languages, however we were interested in the fact that MGS had a bigger range of languages, and that Russian and Mandarin were taught. The MGS Head of Languages said that Russian had always been taught in the school, Mandarin was added to the curriculum because the school saw it as a useful language for pupils to have, and Italian was added after students expressed an interest in learning it. As MGS is a fee-paying school, it is

⁶ For purposes of anonymity, names of participants have been reduced to initials.

possible that they have more resources than WHGS and therefore can offer a broader range of languages.

Pupils in both schools were required to take a language up to year 11, (in WHGS Special Needs students were not obliged to do this), however in MGS pupils could take up to four languages to G.C.S.E and in WHGS they could take only a maximum of two⁷. WHGS offered Urdu and Arabic for experienced speakers, but MGS firmly believed that every pupil should be given the same opportunities. WHGS also had a ‘Teach a Friend a Language’ programme, in which students were given the opportunity to teach each other their native languages. MGS did not offer any community languages and both interviewees stated that if community languages were to be offered, they would be offered to every pupil⁸.

Both schools taught languages in the target language, in order to immerse pupils in the language. MGS gave us the opportunity to observe a Year 7 German class, and grammar was taught in English, however, everything else was taught in German⁹. Both schools also had plenty of language resources in the library, however MGS had slightly more. Again, we believe this is due to the school’s funding¹⁰.

Both schools had few pupils that had little or no knowledge of English. The reasons, however, for this were different. Staff at WHGS told us that most pupils learnt English in primary school if they do not speak it at home. However, MGS selects its pupils; the entrance exam is in English and so if pupils cannot speak fluent English they cannot study at MGS. As WHGS is a state school, it has to accept all pupils, regardless of ability and for this reason there are programmes in place in order to help pupils, who may struggle with their English¹¹.

With regards to languages spoken amongst pupils, both schools said that bilingual pupils mainly spoke English to each other, because they did not want to segregate themselves from their peers,

⁷ See answers to questions 2 and 3 in Mr. TC’s and Dr. JB’s interviews (appendices 9.1.1.1 and 9.1.2.1).

⁸ See answers to question 2 in Mr. TC’s interview, and 14 in Dr. JB’s and Mrs. SB’s interviews (appendices 9.1.1.1, 9.1.2.1 and 9.1.2.2).

⁹ See question 5 in Mr. TC’s and Dr. JB’s interviews (appendices 9.1.1.1 and 9.1.2.1).

¹⁰ See question 6 in Mr. TC’s and Dr. B’s interviews (appendices 9.1.1.1 and 9.1.2.1).

¹¹ See question 7 and 8 in Mr. TC’s and Dr. JB’s interviews (appendices 9.1.1.1 and 9.1.2.1).

however there were reports of pupils speaking their native tongue to each other occasionally¹².

All of the teachers we spoke to said that bilingualism was more of an asset than a setback, and that language mixing was noted more in monolingual pupils. This is what we expected teachers to say after reading Li Wei's article 'The Dimensions of Bilingualism' where he discusses the cognitive advantages of bilingualism (Wei, 2000). This is confirmed by Maggie Gravelle in *Supporting Bilingual Learners in Schools*. She states that 'Continuing proficiency in both languages will have intellectual advantages for bilingual learners and will affect their social and personal identity' (Gravelle, 1996, p. 122). The language teacher from WHGS also noted that with pupils who did not have English as their first language, writing was often harder than speaking, and in her interview she explains how she overcomes this barrier¹³.

Both WHGS and MGS gave us very similar answers, possibly because they are fairly similar schools: they are both very diverse, both made up of fairly affluent pupils. The differences were that MGS offered more languages and had more library resources; this could be because it is fee-paying and has the funds. Another interesting difference is that WHGS places more emphasis on community languages, whereas MGS believes all languages should be offered to everybody. The third difference between the schools was that pupils had different native languages¹⁴. The two teachers in MGS gave us a different list, possibly because so many languages are spoken. WHGS had collected data on this¹⁵. Urdu and Arabic were predominant in both schools, followed by Chinese; however there were a lot of other languages spoken by just one or two pupils. We believe that this is purely coincidental.

Both schools had extra-curricular language activities, although the nature of these was different. Both had lunch time clubs in the languages that were offered in the mainstream curriculum; however MGS had a Russian Literature club as well as trips to many different countries. Again, we believe that this is due to the school's resources. MGS promoted Day of European Languages, whereas WHGS promoted community languages throughout the year. Both schools had signs and

¹² See question 9 in Mr. TC's, Dr. JB's and Mrs. S's interview (appendices 9.1.1.1, 9.1.2.1 and 9.1.2.2).

¹³ See question 12 in Ms AS's interview (appendix 9.1.1.2).

¹⁴ See question 11 in Mr. TC's, Dr. JB's and Mrs. SB's interview (appendices 9.1.1.1, 9.1.2.1 and 9.1.2.2).

¹⁵ See appendix 9.6.1 and 9.6.2.

notices in different languages.

3 Pupils' Results (Secondary Schools)

We interviewed a range of students from various age groups in the secondary schools. These were carried out one-on-one. We have drawn the results up in tables in the appendix¹⁶.

3.1 Discussion of Pupils' Results

MGS

In MGS, we talked to pupils from two different year groups; four students from a year 7 German class and three students from year 9. All the pupils we interviewed were bilingual, fluent speakers of English. The general trend from both age groups in this school is that they speak a language other than English at home, but most students exclusively use English in school, even when talking to peers with the same language background. Pupil 4 speaks German to his German mother, but English to his Persian father¹⁷. We can only speculate the reasons for this, his mother may promote the use of German due to its status as a language taught in school, or the pupil may be more confident in German for the same reason.

Pupils tend to speak English to their siblings. This portrays the use of languages across different domains, and that there also seems to be an age gap in the use of English and native language. All students speak their native language at home to different degrees, while almost no one speaks it with peers. This is exemplified by pupil 5, who when asked if any other children spoke his language in school, replied that 'I don't know anyone that speaks German.' This reply was then followed up with a hypothetical situation, where the pupil was asked if he would speak German if he had friends who were native speakers, to which he answered that 'it depends what language I would speak to them, probably English'¹⁸. The same is visible in the other age group. Pupil 3, a fluent speaker of Bengali, replies that 'Other people speak Bengali, but we usually speak English

¹⁶ See appendix 9.2 for tables.

¹⁷ See question 4 in Pupil 4's interview (appendix 9.2.2).

¹⁸ See question 12 in Pupil 5's interview (appendix 9.2.2).

to each other'¹⁹. All interviewees show positive tendencies in preserving their native languages, all appearing interested and devoted to continuing the use of their native language when they are older.

WHGS

In WHGS, one of the pupils interviewed was a monolingual English speaker, learning languages at WHGS, while all of the three other bilingual students were born abroad. The interviewees were from different age groups, ranging from year 7 to upper sixth. Pupil 3 in WHGS is trilingual, but speaks predominately French and English. Although she is a speaker of Lingala, she does not use this language in the home domain²⁰. Since this language is rarely used in any domains by this pupil, she does not desire to continue practising Lingala when older.²¹

When asked if the pupils were allowed to speak their home language at school, there were mixed replies from WHGS students. Obviously this particular question was non-applicable for the native English student. Pupil 2, a native French speaker answered that she had no one to talk to in French, and this statement connects with her previous statement that 'no one speaks French as a first language'²². Pupil 4 does not see the use of Albanian in the school domain, since none of her peers speak the language and she uses English in the classroom. Although she does not see the use of Albanian, she will definitely continue speaking it when she grows up, showing an underlying positive attitude towards the language itself.

4. Pupils' Results (Homework club)

We were able to interview at Withington Library homework club, and pose the questionnaire to five young people. We interviewed them one-on-one, using the exact same interview methods as we had used at the schools.

¹⁹ See question 12 in Pupil 3's interview (appendix 9.2.2)

²⁰ See question 3 in Pupil 3's interview (appendix 9.2.1).

²¹ See question 14 in Pupil 3's interview (appendix 9.2.1).

4.1 Discussion of Pupil's Results (Homework Club)

We had expected to be able to account for the lack of results from primary schools by going to the homework club. However, the majority of pupils (four out of five) were of secondary school age. The pupil that we did interview, who was in year 6, seemed to misunderstand the questions. She also ignored the fact she spoke Somali, until prompted by a member of staff. This is interesting because it was clear she saw English as her first and dominant language, even though her parents spoke to her in Somali. She was unclear and confused about her attitudes towards Somali, and quite negative. We account this to her age and hopefully she will continue to learn her parents' native language²³.

5. Local Education Authority

The Local Education Authority (or LEA) used to be a part of the local council. It is now known as the Local Authority (LA) since 'The Education and Inspections Act 2006' included a clause which allowed for the future renaming of Local Education Authorities as Local Authorities in all legislation. The term LEA is now not officially used but is still frequently used informally to refer to the Education Department of the relevant local authority. The Function of local education authorities was to have responsibility of all state schools in their area: they organise funding for the schools, allocate the number of places available at each school and employ all teachers.

5.1 Discussion of Local Authority Results

From the results of our correspondence with the LA²⁴, we can see that there is no direct legislation covering language policies in schools. In other words, the LA cannot enforce any language policies in schools. The LA's main role is to offer universal support to schools, pupils and their families. They specifically try to help under-attaining ethnic groups, for example by providing the Ethnic Minority Grant²⁵. In addition, schools can ask for further support from the

²² See question 6 in Pupil 2's interview (appendix 9.2.1).

²³ See pupil 1's interview in appendix 9.3.2.

²⁴ See appendix 9.3.1 for email correspondence

²⁵ See appendix 9.4, question 4

LA, either for funding or additional staff to address language issues. WHGS use this service²⁶. Support from the LA is not enforced, and therefore the LA does not always actively demonstrate support of multi-lingual learners. Practical aspects of language learning are left to the individual school, unless they seek support as mentioned.

The LA is permitted (along with OFSTED²⁷) to monitor schools and ensure certain standards are kept, such as anti-discrimination policies. For example, all UK residents have a right to state funded education, regardless of their individual attainment of English. Privately funded schools can set entry requirements. Schools may wish to run community language classes to support bilingual pupils and these get council funding. There is also the Supplementary Schools Network, which are schools that provide education to ethnic minority pupils.

6. General Discussion of All Results

We have found that English is the dominant language in the schools we have visited. It is the lingua franca and is used in almost all transactions used in schools, except for language lessons, which we will discuss later. These schools were very diverse and had pupils from a variety of ethnic backgrounds. We believe this can be attributed to socio-historical circumstances at migrating to England, possibly due to commerce opportunities. Both of the schools we went to had a large percentage of pupils, who spoke a language other than English, predominantly Urdu or Arabic. In *Bilingualism in the Primary School* Richard Mills suggests that British schools could be divided into two categories; those that have a large percentage of pupils speaking a language other than English and those that have small groups or individuals who are bilingual but do not share a community language (Mills, 1993 p1). Both schools fell into this first category. Although Urdu and Arabic are the most dominant languages after English, there were a considerable number of other native languages spoken.

There was evidence in our results of functional differentiation between English and native languages. Fishman suggests that usually in multi-lingual societies languages have different functions (Fishman, 2000). In the two domains that we distributed our questionnaires; namely

²⁶ See full interview in appendix 8.4.

school and home, we noted that at school pupils used English, even when speaking to peers who shared that same native language, so as not to segregate themselves. Their native language was restricted to the home domain. However, many students also used English at home.

Many pupils demonstrated positive attitudes towards both English and their native language. Students were emphatic they would continue to learn and speak their native language, even though English is their dominant language. This suggests the importance language maintenance has for them. Some pupils actively pursued language maintenance, by attending weekend language classes. WHGS encouraged language maintenance via offering community languages and the ‘Teach a Friend a Language’ scheme.

Fishman (Schmidt-Rohr 1963 cited in Fishman, 2000) uses Schmidt-Rohr’s established language domains in order to determine which languages are spoken when, and we have attempted to do the same thing using these domains.

School Domain:	Language of instruction (except for language classes)	English
	Language of instruction in language classes	Predominantly target language.
	Language of Recess	Predominantly English
Home Domain:	With Parents	Mixture of native language and English
	With Siblings	Predominantly English

We constructed this table based on our results, and the results are brief, but we can conclude that English is the predominant language for multilingual children in Manchester.

Part of our original aim was to be able to make a comparison between the results from primary and secondary school pupils. We thought that carrying out the questionnaires in homework clubs would give the data we needed from primary school pupils, but unfortunately most were of

²⁷ See question 10 in appendix 9.4.

secondary school age. This means our project is primarily focussed on adolescent pupils.

7. Conclusion

Although we are pleased with our results, there were flaws in our project. We were too optimistic about hearing back from primary schools and consequently had to re-think our fieldwork options. The multitude of results we received from each individual school was overwhelming and it became difficult to analyse the density of the material. Whilst interviewing, we also noticed that some of our questions were flawed, for example, they assumed that English was a second language.

We felt that our research project was too vague, although we have noticed some interesting trends among bilingual students in Manchester; it may have been more beneficial to focus upon a specific idea or concept. We could have focussed on language teaching in school, or specifically on language maintenance. Instead, we asked questions about all of these topics but did not go into detail on a specific topic. In hindsight, we believe that we should have taken some more factors into account whilst interviewing. Francois Grosjean sets out eight factors that one should take into account whilst analyzing data from bilinguals (Grosjean, 2000). We should have asked questions that related more directly to these factors, and we could have focussed on one or two of them more specifically- for example language functions or competency in the different languages

However, we have confirmed that English is the dominant language for pupils even if it is not their native tongue. We have found out that for the most part language maintenance is actively encouraged, both within school and by pupils themselves. Language policy is overseen by the LA but varies from school to school; however for state schools support is there if needed. MGS had a broader range of languages on offer and better facilities, it also had no pupils that struggled with English, we believe that this is because they can select their pupils and they have more funding. However state school provision was more than sufficient in terms of language teaching. The school domain has vast potential for future linguistic research and we hope that the ideas presented in this project will be a springboard for future projects.

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9. Appendix

Contents

9.1 Teachers' Result

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9.5 Maps and Addresses

9.6 Additional Data

9.1 Teachers' Results

9.1.1 WHGS

Date and time visited: 21st April, 9.00am

9.1.1.1 Interview with Mr TC

1. What languages are taught in this school? Why?

French, German and Spanish are taught in this school in the mainstream curriculum.

2. Can everyone learn those languages?

Yes, we also have Urdu and Arabic as extra curricular languages, but this only for experienced speakers.

3. Does every pupil have to study a language?

Yes, up to year 11, except for those that have Special Learning Needs. Year Sevens are on a carousel system and in year 8 the top band can pick up a second language, in year 9 and 10 the pupils can study French and German and in Year 11 they can choose between French, German and Spanish.

4. How many languages can pupils choose to learn, if any?

They can learn up to two languages, but they can also do extra-curricular languages if they wish.

5. Are language classes taught in that language? Why?

For the most part language classes are taught in that language in order to immerse pupils in that

language, but English is sometimes used.

6. Are there language resources available in the school library?

Yes there are resources online; there are plenty of dictionaries and CDs. The librarian is a Mandarin speaker.

7. How does the school deal with pupils who speak little or no English?

There are very few children with little English, because it is a secondary school most pupils have learnt English in primary school if they do not speak it at home. The school offers catch up sessions, and there is a designated LEA assistant to support any pupils with language difficulties. There is a learning support centre on the school premises.

8. How much of this policy is determined by the school, and how much by the LEA?

There are no students that have such little English that they cannot get by, so we do not have a policy as such, we work with the LEA to best support our individual pupils' needs.

9. If there is a large percentage of children that share a language that is not English, does the school encourage children to speak their native tongue on the playground, or English?

We neither encourage nor discourage pupils to speak a particular language. We don't encourage groups of pupils speaking to each other in one language as this can be intimidating for pupils that cannot speak that language and can lead to pupils feel excluded. We encourage pupils to pursue community language classes as an extra-curricular activity. We encourage pupils to pursue English and a lot of them want to, as they want to assimilate into British culture. It's not really a problem as most children speak English, Urdu is the other language most predominantly heard in the playground, and Arabic perhaps sporadically.

10. Are teachers expected to know about the variety of languages that are spoken in the world,

that many languages are spoken in some countries, and what these languages are?

No not really, but most teachers know about the main languages spoken within the school.

11. What are the different native languages that pupils speak in this school?

There are over 40 native languages spoken in the school, predominantly Urdu and Arabic as well as: Macedonian, Russian, Yoruba, French, Albanian.

12. As a teacher of multilingual children, do you think that they struggle to keep language systems separate, do you notice any language mixing?

No, pupils tend to overcome this in primary school; multilingual children are at the same level as native English speakers. Being multi-lingual is definitely an advantage rather than a disadvantage as they are more interested in languages.

13. Are the multilingual children's languages or culture celebrated in any way in this school? Are there events throughout the school year devoted to other cultures or for example presentations in class?

Yes, as previously mentioned we offer community languages and we have a 'Teach a Friend a Language' scheme where pupils can teach their native languages to their peers.

14. In Melbourne, in 1970, a new language policy was introduced, the Languages Other than English (LOTE). Part of this was to have pupils' heritage language as a choice subject in schools. Do you think this is a good idea? Why? If you had the resources, would this be a priority? Do you do this in your school?

If it was possible and what pupil's wanted then yes, because they are our clients. However, it also depends on whether the community would want this. A lot of pupils go to language Saturday schools and there are Muslim schools, many also learn their native languages outside of school,

so a lot of communities prefer that they just learn English in school.

9.1.1.2 Interview with Ms. AS

Ms. AS is a native Spanish speaker who has taught at WHGS for two years. She teaches science, and for that reason all of the questions in our original ‘Teacher Questionnaire’ were not relevant. We interviewed her after interviewing Mr. TC, and he had answered the questions related to language teaching in the school. Below are the questions we asked her, with her responses:

Are teachers expected to know about the variety of languages that are spoken in the world, that many languages are spoken in some countries, and what these languages are?

As teachers, we are not *expected* to know the variety of languages, but we do know how many language are spoken. I think that the children appreciate it if we know what languages they speak.

What are the different native languages that pupils speak in this school?

To be honest with you, although a lot of the children here are bilingual, they mainly just speak English in school. In the previous school where I taught, there was a group of Polish boys who spoke Polish to each other, but here they all speak English. Sometimes I have noticed that a few of the children struggle with the language, but they all try and speak English.

As a teacher of multilingual children, do you think that they struggle to keep language systems separate, do you notice any language mixing?

I notice that a lot of the children find it harder to write English than to speak it. For this reason I place an extra emphasis on explaining difficult concepts, and the children find it hard to explain difficult concepts in their writing. I give definitions and I write them down and the children copy what I’ve written. I also give them exercises where they have to explain a difficult concept. They learn best through repetition of the required vocabulary.

As Spanish is my first language, if a word is difficult in English I might give them the Spanish word first as sometimes the words in Spanish are simpler than their English counterparts. I myself sometimes struggle with the technical terms in English, especially in Biology, as I did all my studies in Spain. For this reason I try and explain everything very thoroughly to the children.

In Melbourne, in 1970, a new language policy was introduced, the Languages Other than English (LOTE). Part of this was to have pupils' heritage language as a choice subject in schools. Do you think this is a good idea? Why? If you had the resources, would this be a priority? Do you do this in your school?

The school does implement this to a degree. We have the 'Teach a Friend a Language' programme where children can learn each other's languages; this is an extra curricular activity.

9.1.2 MGS

Date and Time visited: 10th May, 9.15am

9.1.2.1 Interview with Dr. JB, Head of Languages

1. What languages are taught in this school? Why?

French, German, Spanish, Russian, Mandarin, Italian. French, German, Spanish and Russian have always been taught in this school, Mandarin was added because the school saw it as a useful language for pupils to have and Italian was added after students expressed an interest in learning it. In Sixth Form Pupils can choose to learn Czech, this is not assessed.

2. Can everyone learn those languages?

Yes, in year 7 every pupil must choose a language to learn. In year nine they can choose to learn other languages, so in total they can do up to 4 languages to G.C.S.E level.

3. Does every pupil have to study a language?

Yes, all pupils must study at least one language up to G.C.S.E

4. How many languages can pupils choose to learn, if any?

See question 2.

5. Are language classes taught in that language? Why?

Yes, however it is more efficient to explain grammar in English. We teach in the target language so that pupils can see the language in use, so that they are immersed in it. They need to see everyday transactions take place in the target language, and they need to absorb the rhythms of the target language.

6. Are there language resources available in the school library?

Yes, there is a large collection of literature and languages. We are extending our reference section, we have lots of periodicals and DVDs. These are not only in the languages that we teach, we have other language dictionaries and some other language DVDs, such as Polish.

7. How does the school deal with pupils who speak little or no English?

This is not applicable because pupils are selected, the entrance exam is in English so if they do not speak fluent English they cannot study here,

8. How much of this policy is determined by the school, and how much by the LEA?

Not applicable.

9. If there is a large percentage of children that share a language that is not English does the

school encourage children to speak their native tongue on the playground, or English?

There is no large percentage of any one language. There are a large number of bilingual pupils, so we do not discourage it, but pupils tend not to choose to speak a language that would segregate them from their peers as it would impede friendships.

10. Are teachers expected to know about the variety of languages that are spoken in the world, that many languages are spoken in some countries, and what these languages are?

Expected is a strong word, language teachers are curious to know about their pupils' languages, there would definitely be awareness. There is no policy as such because of the great variety. The school has links with other schools in Uganda and India, which raises awareness of world languages.

11. What are the different native languages that pupils speak in this school?

Gujerati, Urdu, Arabic, Mandarin, Cantonese, German, Polish, French, Farsi.

12. As a teacher of multilingual children, do you think that they struggle to keep language systems separate, do you notice any language mixing?

No, sometimes children notice the similarities between languages; they do not mix languages, possibly because in class they are so immersed in the target language. Teachers also have different teaching styles: different classes are taught in different ways to minimize language mixing.

13. Are the multilingual children's languages or culture celebrated in any way in this school? Are there events throughout the school year devoted to other cultures or for example presentations in class?

We strongly promote Day of European languages on the 26th September. If a pupil wishes to take

an exam in their native language, we would allow them and support them in that. We have lunch time language clubs for all of our taught languages, where pupils can play games in the target language, watch films, learn folk songs and taste food from the target country.

14. In Melbourne, in 1970, a new language policy was introduced, the Languages Other than English (LOTE). Part of this was to have pupils' heritage language as a choice subject in schools. Do you think this is a good idea? Why? If you had the resources, would this be a priority? Do you do this in your school?

I think it depends on the heritage language. In Wales, I do think it's important for Welsh to be taught for example, language is an enormous part of our culture and for our own identity's sake it is important. I believe that if heritage languages are taught or community languages they should be available to all pupils, no one should have an unfair advantage. I think it is important for all pupils to learn a language, it does not necessarily have to be their native language.

9.1.2.2 Interview with Mrs. SB, French and Spanish teacher

We did not ask all the questions on the questionnaire because a) the teacher was pressed for time and b) we did not think that they were all relevant, we only asked questions that we thought had the potential to yield a different response from the one we already had from Dr. JB.

If there is a large percentage of children that share a language that is not English, does the school encourage children to speak their native tongue on the playground, or English?

I've never heard children speak to each other in their native language, but I know that some Chinese pupils speak Chinese to the Chinese teacher, and some Russian pupils speak Russian to the Russian teacher.

Are teachers expected to know about the variety of languages that are spoken in the world, that many languages are spoken in some countries, and what these languages are?

Not really, language teachers do know and some other teachers that have an interest in languages will know, but other teachers don't really have an interest, there is not much enthusiasm from non-language teachers.

What are the different native languages that pupils speak in this school?

Russian, Chinese, Arabic, Punjabi, Hindi, German, Spanish, Italian and Swedish.

As a teacher of multilingual children, do you think that they struggle to keep language systems separate, do you notice any language mixing?

I think that multilingualism only helps children to learn another language, it is definitely an asset. I was just teaching a French lesson and a native Spanish boy asked me the difference between 'regarder' and 'voir' and I said "It's just the same as 'mirar' and 'ver' in Spanish" and he immediately grasped the concept.

I notice language mixing with monolingual pupils more, it tends to be the weaker linguists that mix languages. These pupils tend not to continue with languages at A-level.

Are the multilingual children's languages or culture celebrated in any way in this school? Are there events throughout the school year devoted to other cultures or for example presentations in class?

We really support Day of European Languages on the 26th September. We have language competitions, assemblies in different languages, language quizzes in form time and language taster sessions for pupils who study one language but would like to learn another.

In Melbourne, in 1970, a new language policy was introduced, the Languages Other than English (LOTE). Part of this was to have pupils' heritage language as a choice subject in schools. Do you think this is a good idea? Why? If you had the resources, would this be a priority? Do you do this in your school?

If resources weren't an object, then yes, but as long as they were offered to everyone and not just pupils who had a heritage language.

9.2 Pupils' results

9.2.1 WHGS

Date and Time visited: 21st April, 9.40am

We interviewed four young adults of various ethnic and language backgrounds. The school is extremely diverse, and Mr. TC said that he could have picked any four pupils and they would have probably been bilingual. For confidentiality, we did not ask the pupils' names.

Question	Pupil 1 Age: 14 Year Group: 9 Male	Pupil 2 Age: 19 Year Group: Upper 6th Female	Pupil 3 Age: 12 Year Group: 7 Female	Pupil 4 Age: 16 Year Group: 11 Female
1). Where were you born?	Manchester	France	Congo	Kosovo
2). What/how many languages can you speak?	English, then French and German partially.	I speak 3. I'm fluent in French and English, and I'm doing AS level Spanish.	Three. French is my first language, English and Lingala (and a small amount of German).	Two fluently: Albanian and English
3). What languages do your parents speak?	English	Just French.	French and English. Lingala is not used in the house.	Albanian and English.

4). What languages do you speak at home?	English	French.	French.	English and / or Albanian
5). In what language do you speak to your siblings?	English.	French, but my brother speaks school-level English.	French and/ or English.	English and / or Albanian.
6). In what language do you speak to your friends (in the playground)?	Some of them speak Urdu to each other, but they speak English to me	English, no one really speaks French as a first language.	English.	English.
7). In what language do you speak to your friends in the classroom?	English.	English, but in French class we speak both English and French.	English.	English.
8). What different languages do you speak at school?	French and German. I hope to study languages at least up to A-level.	French and Spanish.	German, I'm on the year 7 carousel system.	French and Spanish.
9). Which languages might you like to learn at	It would be good to learn Latin or Cantonese.	I like the ones that I'm learning.	Spanish.	Italian.

school?				
10) Do you use your school library's language resources, if there are any?	Yes, I use the dictionaries and CD s.	Not really.	Yes.	I did not know they had any!
11). Are you allowed to speak your home language at school?	N/A	There isn't anyone to speak it to really.	There's no need to.	No, there is no use of Albanian.
12). Do any of the other children speak your home language?	N/A	No they don't not fluently.	No.	No.
13). Do you learn languages at home/ outside of school?	Not really but I've been on holiday to Turkey and Spain and I try to learn a bit of the language before I go.	No.	Yes, at a club learning Spanish.	No.

14). Will you continue to learn and speak your home language when you get older?	N/A	Yes, of course.	French, but not Lingala.	Yes, definitely.
15). Do you enjoy learning English?	N/A	Yes.	Yes.	Yes
16). Do you/did you find it difficult to learn?	N/A	Not really because I studied it for 7 years in France, but I sometimes get Spanish and English mixed up.	No I learnt it when I was little.	.Yes, I was about 5 when I started learning.
17). How long have you been at this school?	3 years.	2 years.	Since September 2009.	Since Year 7.

9.2.2 MGS

Date and Time visited: 17th May, 9.15 am

In MGS we interviewed four pupils from year 7 and three pupils from year 9, all multilingual. They are divided into two tables by year group.

Question	Pupil 1 Age: 12 Year Group: 7 Male	Pupil 2 Age: 12 Year Group: 7 Male	Pupil 3 Age: 12 Year Group: 7 Male	Pupil 4 Age: 12 Year Group: 7 Male
1). Where were you born?	Germany	Bolton	Kent	Macclesfield
2). What/how many languages can you speak?	3. English and Arabic fluently, and German.	English, Urdu, and I learn German.	Bengali and English fluently, and learning German at school.	My mum is German and my dad is Persian, so I speak German, Persian and English.
3). What languages do your parents speak?	My mum speaks German, Arabic and English, my dad speaks Arabic and English.	Urdu and English.	Bengali and English.	German, Persian and English.
4). What languages do you speak at home?	English and Arabic.	English mostly, and a little Urdu.	Bengali and a bit of English.	I speak German with my mum. Sometimes I speak Persian with my dad, but mostly English.

5). In what language do you speak to your siblings?	English.	English	Bengali	German and English.
6). In what language do you speak to your friends (in the playground)?	English.	English, though some do speak Urdu.	English	English
7). In what language do you speak to your friends in the classroom?	English, but sometimes German in German class.	English, but German in German class sometimes.	English	English
8). What different languages do you speak at school?	English and German	English and German.	English and German	English and German (in German class)
9). Which languages might you like to learn at school?	I'm not sure.	I'd like to learn more languages but I'm not sure which ones, I want to explore new languages.	No more than I learn now, I find it difficult.	Spanish
10) Do you use your school library's language resources, if	Not really.	No.	Yeah for German, for example if you've forgotten or lost a	No.

there are any?			textbook.	
11). Are you allowed to speak your home language at school?	None of my friends speak Arabic.	Yes, but not so much in this school, I spoke Urdu in my old school with my friends.	Yes.	Yes, especially in German class.
12). Do any of the other children speak your home language?	See previous question.	This is a very mixed school, we all speak English to each other.	Other people speak Bengali, but we usually speak English to each other.	Not that I know.
13). Do you learn languages at home/ outside of school?	Yes, I go to Arabic school on a Sunday.	No.	No.	No.
14). Will you continue to learn and speak your home language when you get older?	Probably to my parents.	Probably.	Yes.	Yes.
15). Do you enjoy learning English?	N/A (native speaker)	N/A (learnt English first)	N/A	N/A
16). Do you/did you find it difficult to learn?	N/A	N/A	N/A	N/A

17). How long have you been at this school?	I started in Year 6 and I've nearly finished Year 7.	Two years.	Under a year.	$\frac{3}{4}$ year.
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Question	Pupil 5 Age: 13 Year Group: 9 Male	Pupil 6 Age: 14 Year Group: 9 Male	Pupil 7 Age: 14 Year Group: 9 Male
1). Where were you born?	Oldham	Newcastle	China, Sichuan Province.
2). What/how many languages can you speak?	German and English. I learn Spanish and Russian in school.	2 fluently, English and Bengali. I learn French and German at school.	I speak English and Mandarin Chinese fluently, and a bit of Sichanese. I learn French and Russian but I'm not very good at them.
3). What languages do your parents speak?	German and English.	Bengali and English.	Mandarin, Sichanese and English.
4). What languages do you speak at home?	German	Bengali and English.	Mandarin.
5). In what language do	German	English.	I have no siblings.

you speak to your siblings?			
6). In what language do you speak to your friends (in the playground)?	English	There's one Bengali guy, but we speak English.	English, occasionally Mandarin.
7). In what language do you speak to your friends in the classroom?	English	English.	English, but French and Russian in the lessons.
8). What different languages do you speak at school?	English, Spanish and Russian (in language classes)	English, French and German.	French, Russian, English sometimes Mandarin.
9). Which languages might you like to learn at school?	I like learning Russian.	I'd like to learn Spanish.	I'd like to learn Italian.
10) Do you use your school library's language resources, if there are any?	No.	Sometimes I use the books.	No.
11). Are you allowed to	Yes, but I don't know anyone	I wouldn't really speak it with	Yes.

<p>11). Do you speak your home language at school?</p>	<p>that speaks German.</p>	<p>anyone.</p>	
<p>12). Do any of the other children speak your home language?</p>	<p>Not that I know of. If I knew someone, it depends what language I would speak to them, probably English.</p>	<p>Just one I think.</p>	<p>Yes.</p>
<p>13). Do you learn languages at home/ outside of school?</p>	<p>Not at the moment, but my first language is German.</p>	<p>No.</p>	<p>Yes, every Sunday I go to language school. I find it easier to Speak and Listen than it is to Read and Write.</p>
<p>14). Will you continue to learn and speak your home language when you get older?</p>	<p>Yes, to my family.</p>	<p>Yes, with my family.</p>	<p>Yes.</p>
<p>15). Do you enjoy learning English?</p>	<p>Yes.</p>	<p>Yes, I learnt Bengali first, then English.</p>	<p>I learn Chinese first, I enjoyed learning English.</p>
<p>16). Do</p>	<p>It was easy.</p>	<p>At first I found</p>	<p>I found it easy,</p>

<p>you/did you find it difficult to learn?</p>		<p>English difficult, but as I made English friends it became easier.</p>	<p>my parents knew English before I did so I'd just ask them.</p>
<p>17). How long have you been at this school?</p>	<p>Three years.</p>	<p>Three years ago.</p>	<p>Since Year 7.</p>

9.3 Homework Club Results

9.3.1 Email correspondence with homework clubs

To: Yasna Hawksley <Yasna.Hawksley@student.manchester.ac.uk>

13/05/2010 13:44

Subject: RE: Language Project with the University of Manchester

13/05/10

Hi, I am now able to confirm that you will be able to do this questionnaire with 8 young people at the homework session. Just a few house keeping things below.

1. The questionnaire should not interfere with the young people doing their homework- for example if the young person is only there for a set period of time to do their homework they may not have time to take part
2. You are not allowed to take any personal details from the young person
3. You can take their first names but not their last name
4. You are not allowed to take any pictures of the young people
5. The questionnaire is only to be carried out with the young people who are happy to take part- If their parents are there-it will be courteous is ask their permission
6. It has to be carried out in the junior library and not in a separate room
7. The staff will not take part in the questionnaire
8. Please let N know before you speak to each young person so that she is aware of what is happening
9. Any questions or queries at the time will be answered by N on the day, so if she feels that something may not be appropriate that will be her decision

If you have any further questions or quires before next Wednesday please do not hesitate to get in contact.

Thank you

AB

Homework Support Manager

Hulme Library Building

9.3.2 Interview results

Withington Library

Date and Time visited: 19th May, 4pm

Questions	Pupil 1 Age: 10 Year Group: 6 Female	Pupil 2 Age:18 Year Group:13 Female	Pupil 3 Age: 12 Year Group: 8 Female	Pupil 4 Age: 15 Year Group:9 Female
1). Where were you born?	Manchester	Manchester	Brighton	Mauritius
2). What/how many languages can you speak?	Two: English and Somali	Two: English and Urdu	English	French (as first language) and English <i>(her English was very poor)</i>
3). What languages do your parents speak?	English and Somali	English, Urdu and Punjabi	Mum speaks English, German and French, and dad speaks English and Arabic	French and English
4). What languages do you speak at home?	English and Somali	English	English	French

5). In what language do you speak to your siblings?	English	English	English	French
6). In what language do you speak to your friends (in the playground)?	English	English	English	English
7). In what language do you speak to your friends in the classroom?	English	English	English	English
8). What different languages do you speak at school?	French and Spanish	French	French	English, French and Espanol. <i>(she said this, rather than 'Spanish')</i>
9). Which languages might you like to learn at school?	German	No	No.	Yes, German
10) Do you use your school library's language resources, if there are any?	No	Yes.	No.	Yes, for learning English.

11). Are you allowed to speak your home language at school?	English, not Somali	Yes.	N/A	Yes, to my French teacher.
12). Do any of the other children speak your home language?	Not really	Yes.	N/A	No
13). Do you learn languages at home/ outside of school?	No	No	No.	No
14). Will you continue to learn and speak your home language when you get older?	Probably not (<i>seemed a bit confused, came across very negative</i>)	Yes	N/A	Yes
15). Do you enjoy learning English?	N/A (<i>She had the opinion that it was her first language, and has always learnt it as such</i>)	N/A	N/A	Yes. (<i>She is currently learning English, and her speech is broken and poor since she has only been in England one</i>)

				<i>month.)</i>
16). Do you/did you find it difficult to learn?	N/A	N/A	N/A	<i>(Noticeably, she did not understand all my questions.)</i>

9.4 Local Authority Results

1). Does the LEA in Manchester enforce language policies in schools?

LEA were abolished 4 years ago and replaced by children's services (Social services + education services) now just called Local authority. The role of LA under the last government was changed and LA can not enforce anything with schools that is not governed by legislation. There is no direct legislation covering language policies.

2). If so, what are these?

see 1

3). If not, why not?

see 1

4). How much support do you offer multilingual children and their families?

There is a range of universal services offered to all children and families and these must be accessible to all families or would break the Race Relations amendment Act 2001. Including:

Admissions services

SEN services

Attendance services

Parent partnership (Advice with SEN)

Looked after services

One to one tuition

Etc.

In addition M/c receives £5.8 million under the Ethnic Minority achievement grant which goes to

all schools and is ring fenced to under-attaining minority ethnic groups.

5). *Do you suggest particular schools to immigrant families?*

No. All Families have a right to state a school preference. They normally choose the closest primary school. We have some difficulty in finding places for mid term applicants.

6). *Do you offer support for learning English?*

Yes. I manage the Ethnic minority achievement team of 5.5 teachers and 3 TAs. We are part of Traded services so schools can commission and pay my staff to work directly with children or staff. In addition we also run training, do consultancy and coaching in schools.

There is also support available for International new arrivals who have EAL needs. For this school the school is not charged and we are paid by education services.

7). *Do you offer support for maintaining the native language?*

A few schools run community language classes - Chinese mandarin and Urdu. The main vehicle for maintaining first language is the Supplementary Schools network. There are over 90 supplementary or community schools in M/c . Fifty schools get some funding from the city council but they need to long to M/c supplementary schools need work and meet basic child safeguarding and health and safety regulations.

8). *Are there entry requirements for children in terms of their competency in English speaking?*

No. we are required by legislation to provide stated funded education for all children of 'residents'. Resident is legally defined.

9). *What are the set rules against discrimination? Where can I find these?*

There is host of legislation against discrimination. Separate laws cover Race, Sex, disability and

under employment law Age, Religion, sexual orientation, Etc.

There is recent Equality Act that aims to unify and clarify the situation.

10). How do you make sure schools are approaching language issues fairly/equally?

Schools are monitored by LA and inspected by OFSTED who ensure that they meet their responsibilities under the anti discrimination laws .This covers indirect discrimination - so if any group is not performing satisfactory school is asked to explain. This is closely monitored through detailed data and school self evaluation forms.

11). Do some schools cater more for certain children from different backgrounds?

Yes. Depends on ethnic make up of district, experience of school and quality of leadership and staff. All M/c schools have ethnic minority children

12). Are all children in all schools in the area meant to be treated the same, with the same opportunities?

All children are different and schools should meet their individual needs. Teachers should teach to different levels of understanding and ability. SEN provision should be available. But note answer to Q10. If any identified group is not getting appropriate education and underachieving they may be a case to answer.

13). Does the LEA encourage multilingualism?

We would say YES - but in practice apart from funding supplementary schools we do not do much to show this support. The practical aspects would be left to schools.

9.5 Maps and addresses

9.5.1 William Hulme Grammar School

www.whgs-academy.org

Springbridge Road,

Manchester,

Lancashire

M16 8PR

Telephone: 0161 226 2054



9.5.2 The Manchester Grammar School

www.mgs.org

Old Hall Lane

Manchester

M13 0XT

Telephone: 0161 224 7201

Fax: 0161 257 2446



9.5.3 Homework club

Withington Library

410 Wilmslow Road

Manchester M20 3BN

0161 227 3720