

Nationellt centrum för svenska som andraspråk
Symposium 2012
Stockholms universitet, 4-5 oktober 2012

Second Language Teachers
Professional Roles and Professional Repertoires

Constant Leung



Professional Teacher Roles



Aspects of teacher professionalisms

(Doyle, 1990; Leung, 2009; Leung & Creese, 2008; Leung & Teasdale 1999)

Sponsored professionalism

- The loyal servant

Independent professionalism

- The knowledge worker
- The fully functioning self-aware human being
- The educational innovator
- The charismatic personality



These overlap and are circumscribed by
policy environment.

All teachers are implicated to some
extent.

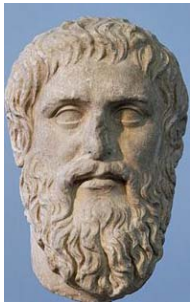


Teacher in society

Social values and teacher roles are linked

A Platonic view

education as a means to maintain differential status and material wealth in a pre-ordained society



A contemporary meritocratic view

education as a means to improve social equality and social mobility in a meritocratic society



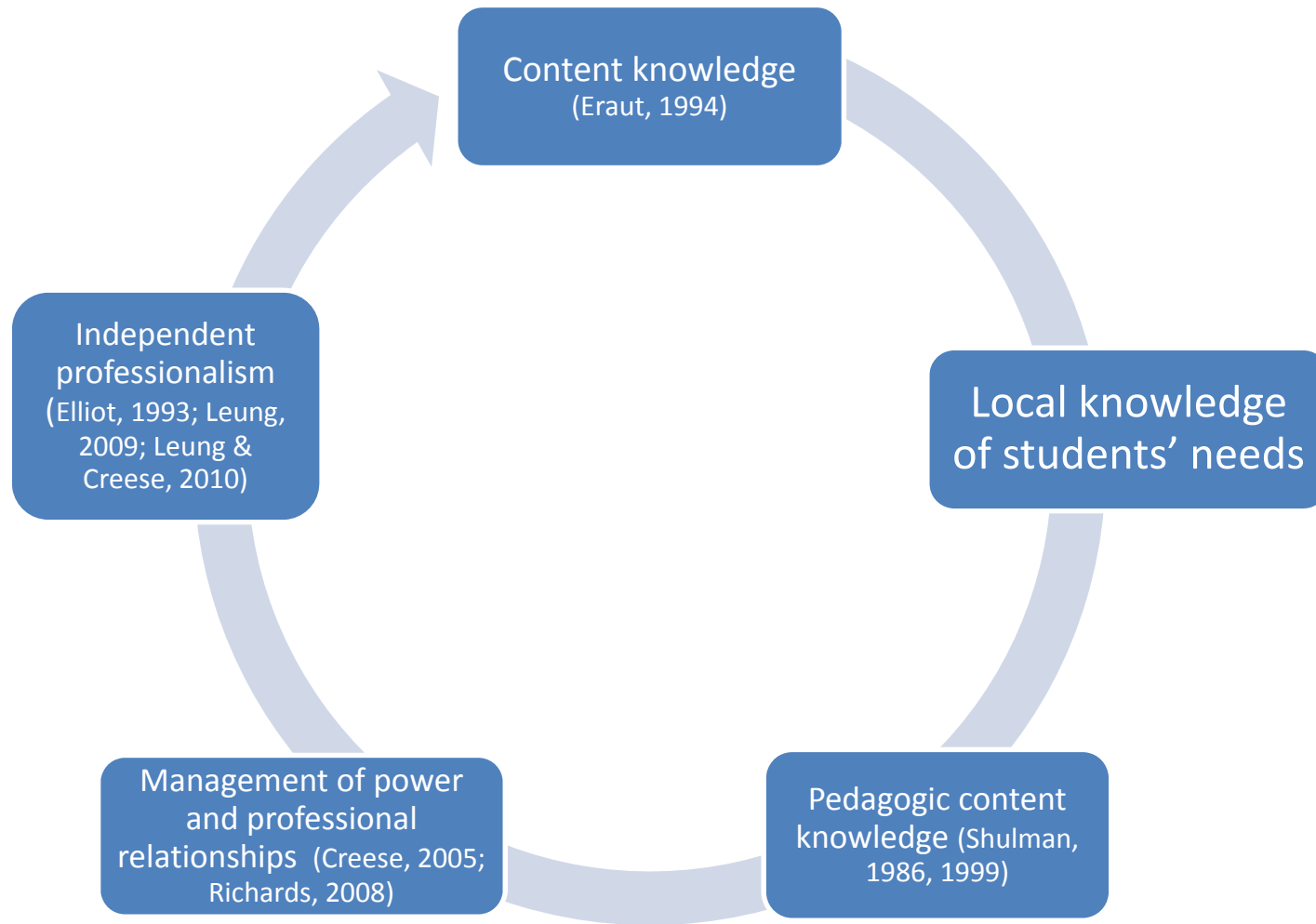
Example: English Language in school policy in England

Period	Policy view on language minority students in school	Subject name	Teacher task/role
1950s-1970s	Foreigners/outside in society	English as a Foreign /Second Language	To teach English Language as system, linked to everyday use
1980s-1990s	Language minorities, with equal social and educational entitlements	English as a Second /Additional Language	To teach English Language as system, linked to everyday use and to support access to mainstream curriculum; to promote anti-racism, multiculturalism and equal opportunities
2000s -	Equal citizens in a multicultural and multiethnic society	English as an Additional Language	To support active participation in mainstream curriculum, and to raise achievement

Curriculum Options: Role of Second Language Teacher

Level of Second Language Need	High e.g. newly arrived beginners in Swedish	Medium e.g. students with two or three years of using Swedish	Low e.g. students fluent in spoken Swedish, but need help with academic written language
Curriculum focus	Second language, meeting immediate communicative needs, infused with some subject content	Second language & curriculum content	Curriculum content, integrated with second language support
Time-tabling options	Intensive L2 classes	Mainstream classes, with some supplementary L2 classes	Mainstream classes
Second language teacher role	Direct L2 teaching	Team teaching	Resource and support for content teaching
Content teacher role	Resource and support for L2 teaching	Team teaching	Direct content teaching

Second Language Professional Repertoires



Content knowledge

Language

Resources of language(s)



sounds, vocabulary, grammar (students' L1, L2
Swedish, varietal perspectives)

Uses of language resources in context



academic & social purposes
e.g. IALT/EUCIM-TE
e.g. register, genre, discourse style in subject
areas (including languages other than
Swedish), and in informal social activities
(including varieties of any language)

Community

Knowledge of local and national communities

Knowledge of local ethnicities and
languages

Knowledge of local cultural practices

Knowledge of legislative/statutory framework
regarding equality and access to
provision

Wider education

Knowledge of local community education
(including mother tongue provision)

Knowledge of interfaces of education,
social and other public services ...

<http://www.eucim-te.eu/>



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EUCIM-TE

EUROPEAN CORE CURRICULUM FOR TEACHER EDUCATION AND FURTHER TRAINING
RAISE TEACHERS' COMPETENCIES TO TEACH IMMIGRANT MULTILINGUAL PUPILS



About EUCIM-TE

EUCIM-TE is a multilateral Comenius project co-funded by the European Commission, DG Education and Culture within the Lifelong Learning Programme. It started on 1 December 2008 and shall end on 30 November 2010.

Objectives

The project considers new qualification needs for teachers affected by policy shifts from a „compartmentalised“ concept of second languages (SL) teaching to immigrant pupils to an „inclusive education“ in which SL education is seen as an integral part of a generalised and common curriculum process, i.e. mainstreamed SL literacy education.

A mainstreamed SL literacy education demands changes in the teacher education curriculum. All teachers need qualifications regarding the work with ethnic and linguistic minority pupils. At present, none of the Member States have a general teacher education curriculum addressing these needs.

The objective of the project is to improve the pre- and in-service training of all teachers for their work with immigrant pupils by elaborating a competence-based European Core Curriculum for teacher education and national adaptations.

Knowledge of students' educational needs in context

Support & protection for person

+

Advice on subject & curriculum

e.g. topics in Science

e.g. curriculum pathways for individuals

Language development

Students' Swedish language & literacy needs in context of curriculum learning (and beyond) + L1 as appropriate)

+

Medium- to-long term L2 development needs → high level overall competence

Pedagogic content knowledge

Helpful ways of representing and presenting learning tasks and learning content to pupils

Example:

How to organise and present the principles of time-tense in teaching & learning activities?

How to encourage pupils to use and practise key language expressions of comparison (e.g. This is better/more expensive than ...) associated with a curriculum topic?

 **Sensitive combination of language knowledge & teaching technique**

Management of relationships, power and expertise

For second language teachers:

Do second language and subject/class teachers have equal status in school and in front of the pupils?

Do second language staff have professional legitimacy in the curriculum for (other) teachers and pupils?

Do second language and subject/class teachers feel the same rights to speak about their expertise(s) when planning and teaching together?



an area for further development in professional practice

Independent professionalism

A cast of mind that is capable of critical reflection on one's daily work that can lead to alternative perspectives and follow-up actions where appropriate.

In a context where there is autonomy for institutions/teachers and limited central prescription, independent professionalism is likely to become a key ingredient in our teaching & curriculum development.

In a context when central control of curriculum and pedagogy is tight, independent professional is likely to be expressed through professional critiques and political activities.

Policy as problem solving

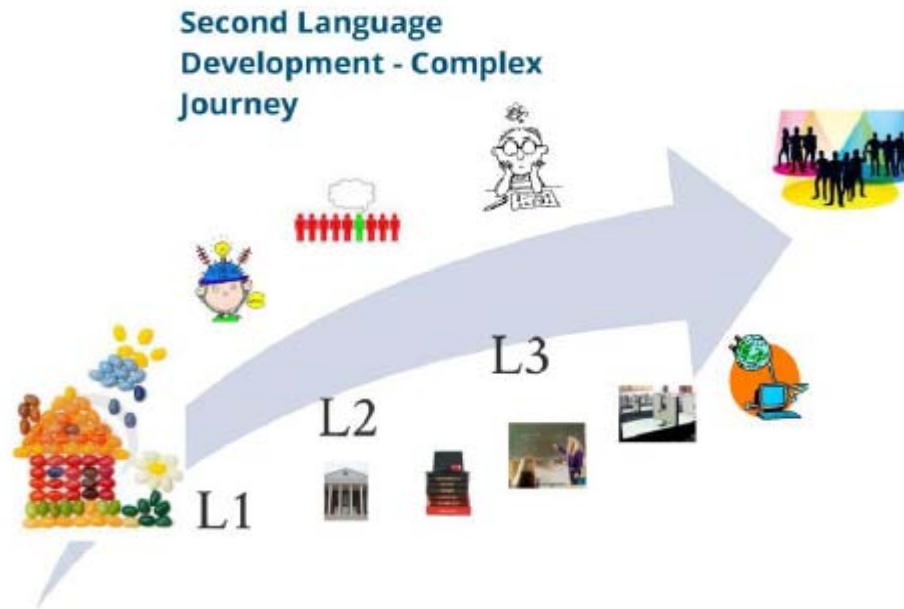
‘... policies pose problems to their subjects, problems that must be solved in context. Solutions to the problems posed by policy texts will be localised and should be expected to display ‘ad hocery’ and messiness. Responses indeed must be ‘creative’. Policies do not normally tell you what to do; they create circumstances in which the range of options available in deciding what to do is narrowed or changed or particular goals or outcomes are set. A response must still be put together, constructed in context, offset against or balance by other expectations. All of this involves creative social action of some kind.’ (Ball, 1997: 270)

Policy as local action

Ball, Maguire & Braun (2012: 3):

‘Policy is complexly encoded in texts and artefacts and it is decoded (and recoded) in equally complex ways. To talk of decoding and recoding suggests that policy ‘making’ is a process of understanding and translation ... policy enactment involves creative processes of interpretation and recontextualisation – that is, the translation of texts into action and the abstractions of policy ideas into contextualised practices ... [Policy texts] cannot simply be *implemented*! They have to be translated from text to action – put ‘into’ practice – in relation to history and to context, with the resources available.’

Beware of totalising pedagogic claims



Example of independent professionalism

Questioning content knowledge

Compare:

**Policy sponsored language
model**

Cummins' BICS and CALP
rendered as pedagogic
guidance (same as the
original concepts?)

Actual classroom language

Student-teacher talk in a
Mathematics lesson

BICS & CALP

'[Cummins] describes the acquisition of Basic Interpersonal Communicative Skills (BICS) as occurring within **two years** of exposure to English. Cognitive Academic Language Proficiency (CALP) to the level of their English-as-a-mother-tongue (EMT) peers, however, may take a **minimum of five years** and usually longer.

Cummins's research has shown that because the pupils appear so fluent in everyday social language, teachers are unaware of the need for explicit teaching of academic language. The need for all teachers to be teachers of language in the context of their subject cannot be overstressed and nor can the advantages of such an approach for their EMT [English as mother tongue] peers.'

(DfES, 2006a:14, original emphasis)

Basic Interpersonal Communication Skills is characterised as:

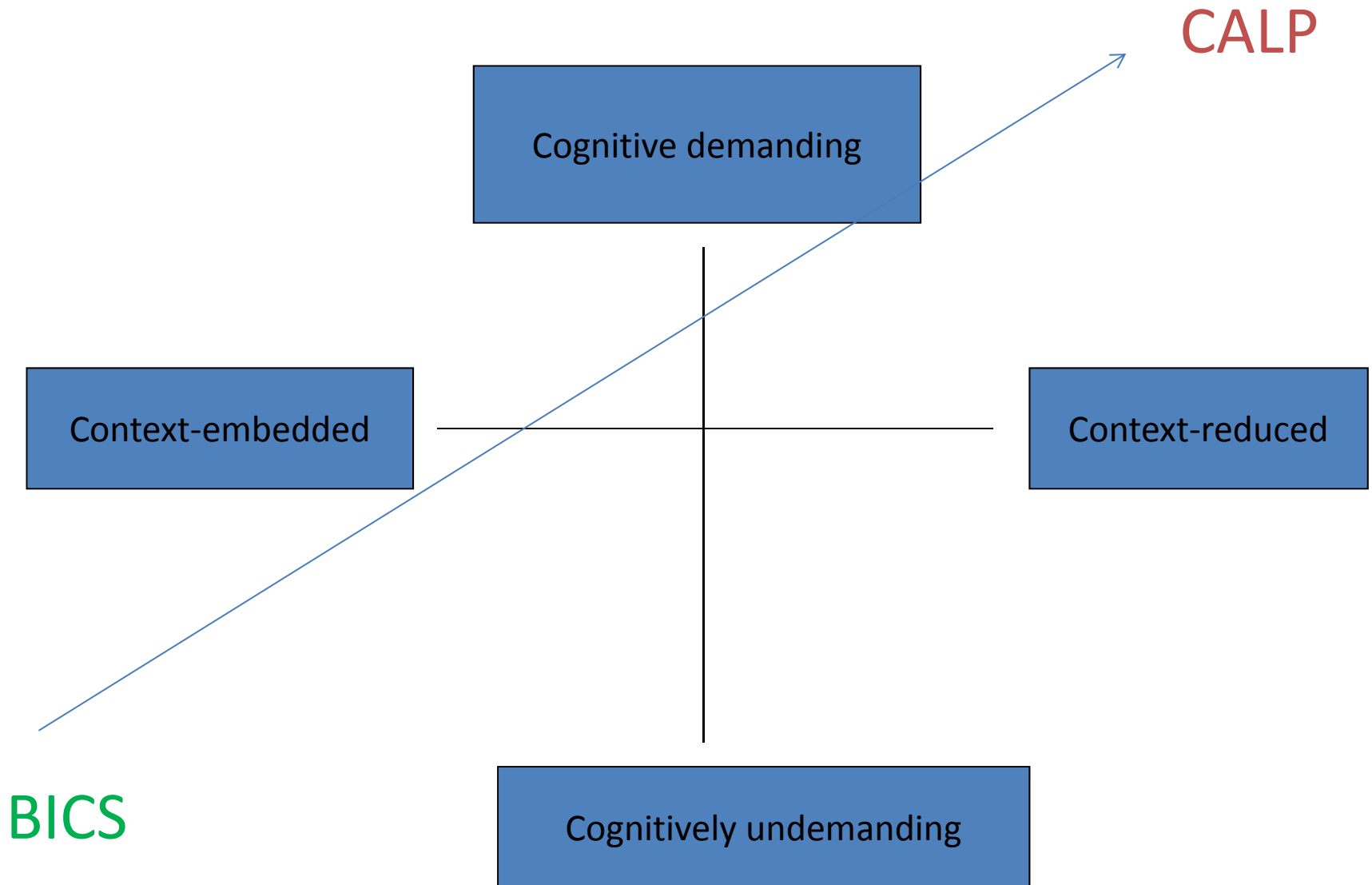
‘Communicative language (conversational fluency) develops first in face-to-face, highly contextualised situations’ (DfES, 2006b:9, original emphasis)

CALP is elaborated as comprising two components:

- **Cognitive language** is the language which develops through investigating, exploring ideas and solving problems. cognitive development accompanies the use of language for purposes such as classifying, analysing, hypothesising and generalising as well as the ability to use abstract language.
- **Academic language** is characterised by the use of the passive voice, ideas and concepts as agents, vocabulary with Greek and Latin roots, use of metaphor and personification and, most importantly, nominalisation (abstract nouns made from verbs and other parts of speech), such as *information* from *inform* and *hunger* from *hungry*.

(DfES, 2006b:9, original emphases)

Cummins' BICS & CALP: Learner progression



Sairah

- Saira came to the UK in 2001 as a refugee from Iraq.
- She joined school in April 2005. Prior to this she lived in a northern town; lives with her mother, her Kurdish father is deceased.
- On entering the school Saira was tested on her English writing, reading speaking and listening and achieved levels 3/4 on all aspects of understanding.
- At the time of the first round of data collection she was in Year 9.

Median & Mode

Official definitions

The median of a set of numbers is the value of the middle number when they are arranged in ascending order ...
(National Strategy 2008 p. 258)

... mode indicates the item or class that occurs most often.
(National Strategy 2008 p. 257)

... mode is the only statistic appropriate for data based on non-numeric categories, e.g. the most common way of travelling to school. (National Strategy 2008 p. 256)

http://nationalstrategies.standards.dcsf.gov.uk/downloads/pdf/ma_sf_exmp_257_259_261_036608.pdf

Sairah

Classroom talk

Median and modes

Handout 1

Professional questions

- In classroom talk is it possible to keep everyday language and formal academic expressions separate?
- Is teacher talk always encoded in formal academic language?
- Is informal language always used for social purposes only?
- What is the relationship between language form and language function?
- ...

Example of independent professionalism
**Questioning totalising curriculum & assessment
frameworks**

***Gemensam europeisk
referensram för språk:
lärande, undervisning
och bedömning***

Example of independent professionalism

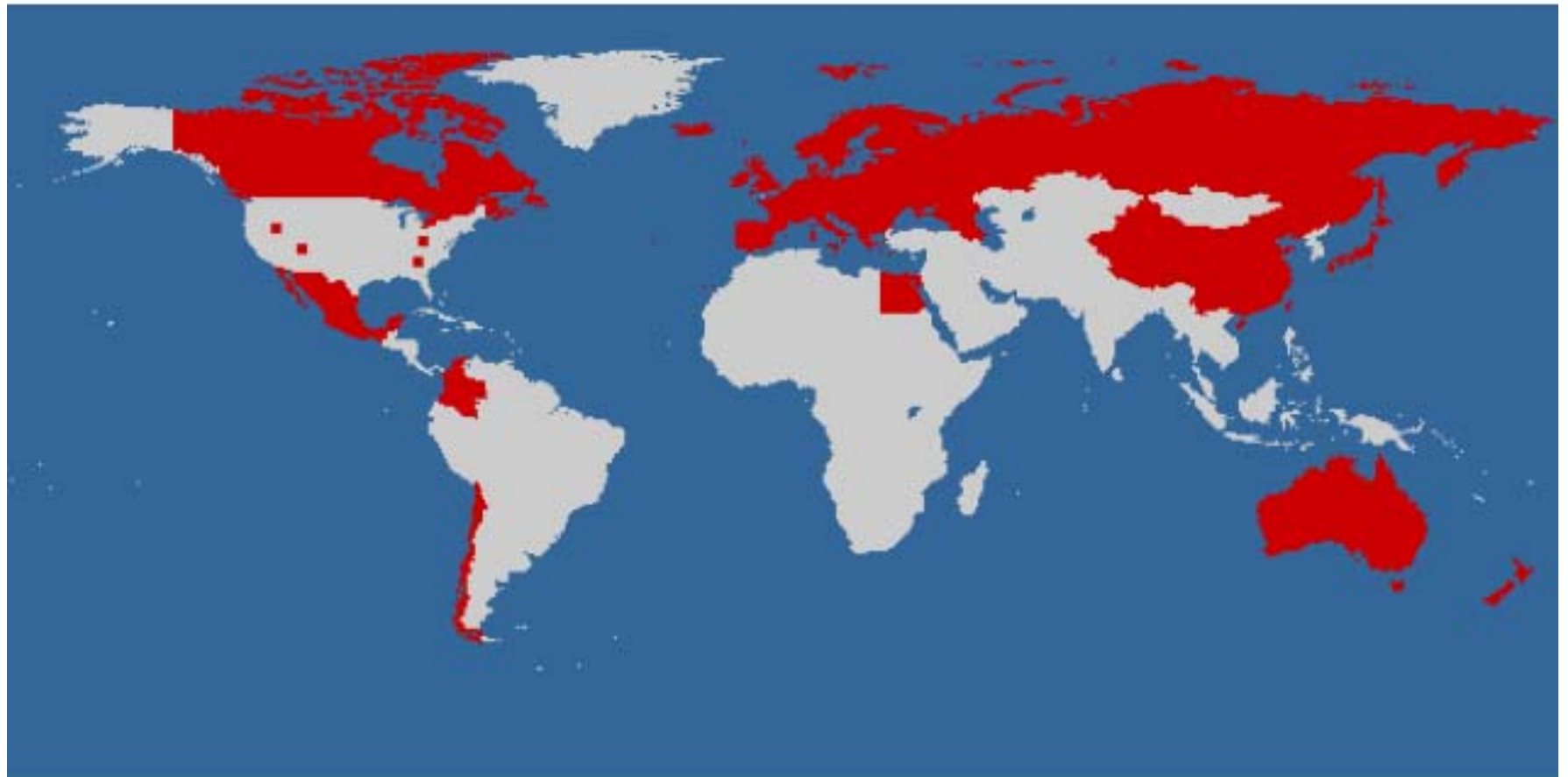
Questioning totalising curriculum & assessment frameworks

Common European Framework of Reference for Languages

... a comprehensive descriptive scheme offering a tool for reflecting on what is involved not only in language use, but also in language learning and teaching. The Framework provides a common basis and a common language for the elaboration of syllabuses, curriculum guidelines, textbooks, teacher training programmes, and for relating language examinations to one another.
(Martyniuk, 2005:11).



Map Showing the influence of the Common European Framework of Reference (CEF/CEFR) around the world



Handout 2

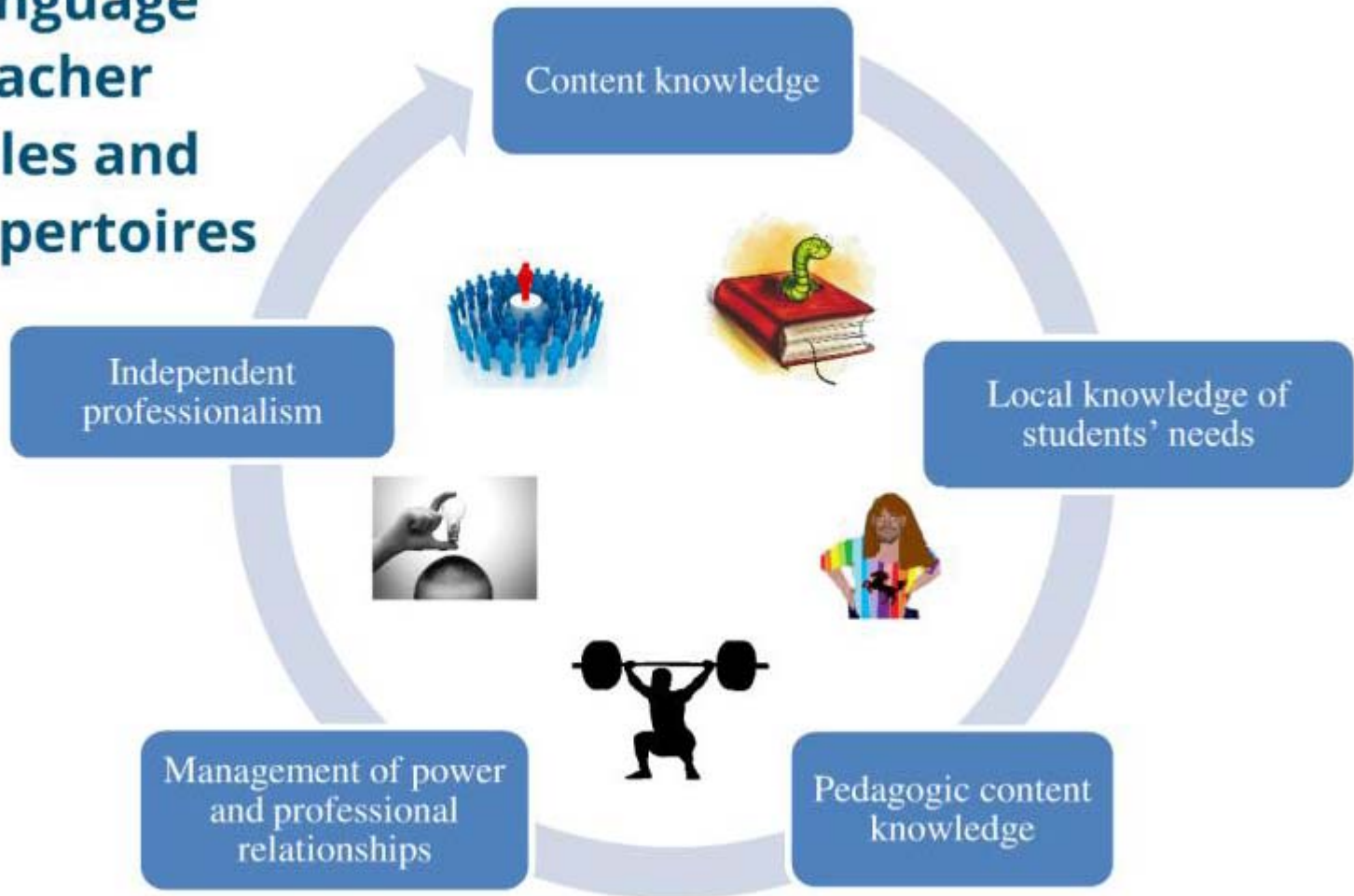
Biology lesson - Seeds

Second Language Teachers

Multiple on-the-job demands



Second Language Teacher Roles and Repertoires



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