



Faculty of Education



**NEW TIMES, WORLD KIDS,
LANGUAGE LEARNING AND NEW IDENTITIES**

Constituent Theme Seminar
Faculty of Education
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WORK IN PROGRESS

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DEALING WITH DIFFERENCE

- **INEVITABLE** (population movements);
- **INCREASING** (cultural hybridity, new citizenship, horizontal links: KIDS TO KIDS);
- **SPREADING** (multiple direction flows...);
- **PERSPECTIVAL** (relativism, aesthetic, intellectual & moral > NEW TIMES).

IMPLICATIONS FOR CULTURE CONCEPT

IDEAS about CULTURE

<i>THE SPIRIT</i>	(<i>HERDER</i>)
<i>THE ELEVATED</i>	(<i>ARNOLD</i>)
<i>THE EXOTIC</i>	(<i>TYLER</i>)
<i>THE IDEOLOGICAL</i>	(<i>GRAMSCI</i>)
<i>THE ORDINARY</i>	(<i>WILLIAMS</i>)
<i>THE SEMIOTIC</i>	(<i>GEERTZ</i>)
<i>THE IN-BETWEEN</i>	(<i>CLIFFORD</i>)
<i>THE DOING</i>	(<i>STREET</i>)

... the best which has been thought and said...
Mathew Arnold (1868)

- Perfection, beauty and intelligence in great art and literature;
- Written language superior to spoken; past superior to present;
- Arnoldian FL: teach prized literary examples as correct language model.

the exotic
Edward Tyler (1872)

- Culture as belonging to other people, "exotic" and "different";
- Culture a list of items, in a inventory of cultures in British empire;
- Basis of standard tool for fieldwork ethnography;
- Tylerist FL: study *others* for how they deviate from sense of learner's normalised standpoint.

ideological
Antonio Gramsci (1920s)

- Distinguished dialects (affective), 'elaborated codes' (science and thinking); national languages (power and citizenship);
- Hegemony and naturalisation; the ideological becomes commonsense;
- Gramscian FL: All language learning should be 'critical'.

the ordinary
Raymond Williams (1958)

- Culture: everyday lived experience; ordinary routine; the "taken for granted";
- Language carries three cultures: archaic, residual and emergent; shows change and continuity;
- Williamsite FL: Value the present and the everyday.

the semiotic
Clifford Geertz (1973)

- Descriptive; differences are "*normal, natural and inevitable*";
- Blurring of cultural/national boundaries and interaction of nature and culture;
- Semiotic view:
....man an animal suspended in webs of significance he himself has spun... (1973:4-5);
- Geertzian FL: Focus on interpretation of signs and meanings.

travel
James Clifford (1992)

- Movement, interaction & ongoing change;
- Culture is displacement, not rootedness, interaction not transmission;
- Everyone permanently in transit: languages, signs and heritage > hybridity;
- Cliffordian FL: Emphasis on learner and native speaker interacting developing new shared understandings rather than traditions of distinct nationality or group.

a verb
Brian Street (1993)

- Culture is things we do, not things we are;
- Continuation and stability plus 'travel' and 'movement';
- Streetian FL: Focus on pragmatics, eg, language events and 'practices'; 'doing communication' (talking, reading...) produces culture.

*...linguistically ..membership of
discourse community...*
Claire Kramsch (1995)

- Language enacts community;
- Language medium for transmission of all aspects of culture;
- Kramschian FL: Since culture/ideology and language are inseparable, every spoken is word an act of culture, so teach culture from day one.

...cultures anticipate intercultural encounter...

Anne Freedman (2001)

- Language teachers “represent” foreign culture via rhetoric, interpretation and advocacy;
- Differs between insiders & outsiders, familiar and formal;
- Freedmanite FL: In language learning cultural representation is inevitable and so needs to be conscious and critical, there is no “neutral” cultural choice.

Culture Approaches (Murphy 1988)

- **Civilisation Approach.** Own content in own curriculum. Object of study, not an activity;
- **Audio-Lingual Approach.** Language curriculum aims for grammatical correctness, Culture comes after linguistic competence attained;
- **Communicative Approach.** Assumes culture can influence communication so should be taught but only non-linguistic elements required for communication;
- **Intercultural Approach.** Study of language in use reveals culturally infused communication so should be taught directly.

Culture Approaches (Risager 1998)

- **Foreign-cultural.** Single culture, single foreign country. Teaches admiration of foreign. ↓ since 1980s.
- **Intercultural.** Contrasts target & learners' culture. ↑ing.
- **Multicultural.** Imparts common knowledge for all with recognition of differences. ↔ in multi-ethnic societies.
- **Transcultural.** Stresses that cultures penetrate each other, are not discrete, not bounded in nation states. Migration, tourism, Internet. Future practice due to globalisation.

ILT culture in language and communication practices

- **Cultures of speaking :** verbosity, silence, disclosure;
- **Inter-personal relationships:** turn-taking, interruption or overlapping, deference, hesitation, politeness;
- **Politeness:** techniques for smooth and effective communication, FACE and para-linguistic behaviour
- **Ritualisation:** adherence to rules;
- **Emotionology:** appropriate expression of feelings.

STUDY AIMS

- 1) Compare intercultural language study across different societies and settings;
- 2) Contrast languages, learners & settings;
- 3) Explore intercultural knowledge & language awareness, not just proficiency;
- 4) Theorise culture in ordinary communication and its implications for teaching and learning languages.

RANJIT...in LONDON...

Panjabi in Gurmukhi script ~ Sikhs.

ਨਸਲੀ ਭੇਦਭਾਵ ਦੇ ਵਿਰੁੱਧ ਸਾਲ
ਦੀ ਪਾਲਿਸੀ ਦਾ ਵਿਸਥਾਰ

Hindi in Devanagari script ~ Hindus.

नस्ली भेदभाव के विरुद्ध वर्ष
की नीति के बारे में बयान

Urdu in Perso-Arabic ~ Muslims.

نسلی مناسرت کے خلاف سال - پالیسی کا بیان

SIVA

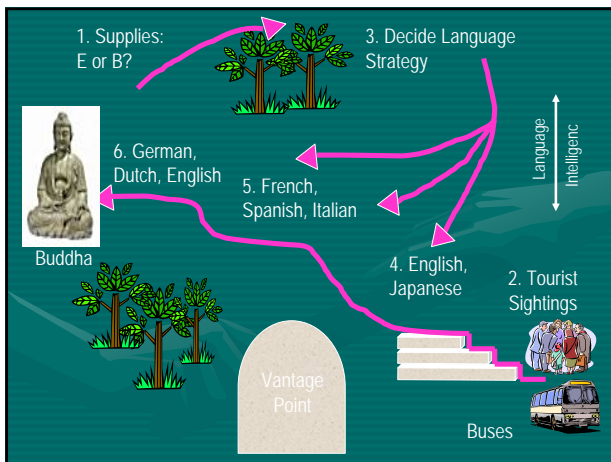
...and other kids who "can't learn" because

- ... "too poor"
- ... "too stupid"
- ... "won't stop moving"
- ... you know, they are "of that group"
- ... "languages are for the brighter ones..."

...can sell elephants and carved Buddhas in six languages!

SELLING TOURISTS CARVED THINGS THEY REALLY NEED

1. Decide what individual tourist would prefer: Elephants or Buddhas?
2. Classify them for sales pitch: local or foreign; rich or marginal;
3. Decide language and select salesman: English, Japanese, Generic Latin, Former Colonial Types, "Unclassifiable Other". Ignore locals!
4. Pick their language & GO HARD! When in doubt use English



SIVA'S ENGLISH

- ...Buy, Buy! Sir Sir Sir SIIIIIRRRR Buy buy! Please You Buy! Lady Lady Elephant! Got gotta buy! Buy Get Elephant (indicating GIVE IT TO HER) SHE! For Lady Plis Plis man BUY! Black! 2000 rupiah! Cheap Cheap! America (Australia, England...) Take! Beuffil elephant Buy Buy!...Lady...

SIVA'S ITALIAN

-Elefanteeee! Cumprare, cumprare! Bass- prezz! 2 mila rupiah ! Italiyaa Port..ar..e! Poco poccco! Costaa poccco! Cumprare elefanteee! Si Si Si Please comprare! Bell.. elefanteee ...bello! Costa 2 mil rupiah! Si Si Si...

JONATHAN...FALLS CHURCH, VIRGINIA

KLINGON !

"fastest growing language in the galaxy"

It's not just for pointy headed aliens.

AUSTRALIAN 2005 DATA

<i>Student Data</i>	<i>Total Numbers</i>
Total Returns	448
# Male	220
# Female	228
# Profile	449
# Areas 1 – 3	436
# Area 4	132
# Journal	111

LANGUAGES 'AVAILABLE'

COMMUNITY	FOREIGN
<i>Indigenous</i>	<i>Asian</i>
Regular teaching: possibly ~10 Revival: potentially ~50 Revitalisation: potentially ~100 Renewal: all	~ Chinese, Indonesian, Japanese. Ambivalent-> Vietnamese & Arabic.
<i>Immigrant</i>	<i>European</i>
> 160 languages	French, German, Italian, Ambivalent-> Russian & Spanish.

PHASES OF ITALIAN AUSTRALIAN ENCOUNTER

- **Mediated Elite Encounter:** British Italo-mania and cultural pretensions of educated colonists;
- **Direct Mass Encounter:** Poor S. workers replace N. artists & scientists + political differences-> prejudice and hostility;
- **Migration:** Introduced dialects and regional languages & permanent settlement;
- **Settlement:** Over time produced Italo-Australian community;
- **Travel:** Elite then mass travel to Italy during 1950s & 1960s.

AUSTRALIA'S ITALIAN SPEAKERS

Well over 1 million with some knowledge (Italians, Italo-Australians & non-Italian Australians);

+

Prominence of Italian life/culture in Australian society;

=

Most popular second language

(->two streams. *foreign* language. *community* language; + "apprenticeship language" and therefore a common primary school choice)

PHASES OF JAPANESE in LP

- i) 1901 to 1936, Exotic & foreign; Sydney Uni 1917;
- ii) Mid 1930s to 1945: Security & geo-politics;
- iii) 1963 > 1975: Incipient regionalism;
- iv) 1986 > 1988 Asia Literacy;
- v) 1989 > 1994: Japanese Tsunami;
- vi) 1995 > 2002: Mass Expansion;
- vii) 2002 > Loss of primacy but normalisation.

AUSTRALIA'S JAPANESE SPEAKERS

More than 250 000 studying Japanese at some level every year, highest in the world after Korea, higher numbers than in China or US;

+

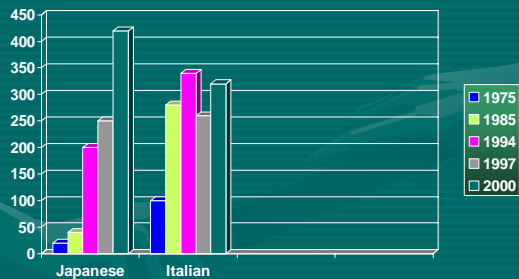
Small immigrant community plus professionals, Japanese culture far less visible in Australian life;

=

Most popular University and High School language

(->mostly one stream *foreign* language but emergent *community* language; very high attrition rate however, and now losing ground to Mandarin-Mandarin)

ENROLMENT PERFORMANCE



CONVERGENCE

Despite very different histories there are signs of convergence

Japanese: From exemplary FL learned by non-Japanese Australians now becoming a CL, losing enrolment growth and being challenged by Chinese.

Italian: From exemplary CL learned by immigrant background Australians adding trade and FL associations.

SUDANESE REFUGEE ARRIVALS

	1998-2002	2002-2005
VICTORIA:	963	3,716
NSW:	806	2,646
AUSTRALIA:	3,023	10,864

60% UNDER 19 YEARS

(SOURCE DIMIA WEBSITE DATA)

VIEW FROM SCHOOL

"...mid to late 1990s ... the Somalis came...the school was used to .. Vietnamese...some of whom had interrupted schooling, but most ... had actually gone to school.... the school was actually tearing their hair out with what to do ... a bit of professional development happened...then our African population grew last year the majority was African"

(in Beattie, J. 2005)

ASSIMINA

A Tigrinya speaking ESL student learning Italian and Japanese

"My dad's from Eritreaaaaaa... we know It-a-li-aaaa-noooo
'coz....we↑ invented esspressooooo...but... non la PijjiΔzzaΔ,...

Japanese sounds like ItalianOOOΔ... well, *sometimes* it does; I'll show you...ARIIIΔGAAATOOOΔ...this is how Japanese ladies walk....>>>"

ASSIMINA

"Some Italians like Japanese ma not English..."

Aaaa...

Eee....

liii...

Ooo...

Uuu...

ASSIMINA

*"Uhhm....well Africa, Eritrea, Bologna, Argentina,
and here...but I like too Japan"*

'TAKE-HOME' MESSAGES

- Globalisation > ↑'s diversity: NEW TIMES;
- Kids more autonomous & global: WORLD KIDS;
- Children internalise cultural stocks of information and appropriate them functionally;
- Important to account for the hybrid cultural, intercultural insights and language knowledge of children– how to do this?