

S06 ECAD7005/C

- Cenedl
Ddwyeithog
- Bilingual nation



leithoedd Languages

- Pa ieithoedd allwch chi eu siarad?
 - Pa ieithoedd wnaethoch chi ddod ar eu traws wrth leoli?
 - Beth yw manteision bod yn amlieithog?
 - A oes camsyniadau o fod yn amlieithog?
- What languages can you speak?
 - What languages did you encounter on placement?
 - What are the benefits of being multilingual?
 - Are there misconceptions of being multilingual?

W WAYGROUND
formerly Quizizz

Chwilio am wybodaeth Information search

- Moodle



35-munud



Adborth

W WAYGROUND

formerly Quizizz



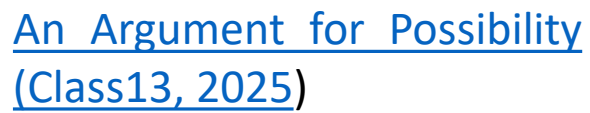


Exhibit A
Multilingualism is an “asset” when it sounds like French or Mandarin, but a “barrier” when it sounds like Somali or Jamaican Creole.

Deficit ideology says:

Deficit ideology says:
 “These are all the ways you are not like the successful group, and that is what holds you back.”

Strengths-based approaches respond:

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 “Let’s build on all the ways you are like the
 successful group.”

Resisting deficit thinking about language in the pursuit of linguistic justice
Ian Cushing, senior lecturer in critical applied linguistics, Manchester Metropolitan University

Between 2022-2024 I conducted ethnographic research through regular visits to a secondary school in the north of England. I met a Black Caribbean boy, Ben, who was struggling with his academic performance. Ben's father, a Jamaican immigrant, was a taxi driver and a member of the Rastafarian movement. Ben's mother, a Jamaican immigrant, was a nurse and a member of the Rastafarian movement. Ben's father and mother were both members of the Rastafarian movement. Ben's father and mother were both members of the Rastafarian movement. Ben's father and mother were both members of the Rastafarian movement.

Between 2022-2024 I conducted ethnographic-orientated fieldwork which involved regular visits to a secondary school in south Manchester. During each visit I spent time talking to a Black Caribbean boy, Benjamin, who was in his twelfth and final year of compulsory education. He was pathetic about school, and told me that school had never been a place where he felt truly comfortable in his own linguistic and racial identity. It was clear that his 12 years' experiences of school had taught him one thing: that his language and his knowledge of language had been ignored and overlooked. When I spoke to his teachers, they described his language in terms of things that it allegedly did not have – he 'needed academic vocabulary', 'struggled to speak appropriately', and 'needed extra support with his writing'.



outside of school, Benjamin's linguistic abilities were central to his emerging profile as a writer. Inspired by Black literary sagas such as *Roots*, he had recently completed a script for television which depicted the intergenerational lives of four Black families living through Windrush, the Brixton uprisings, terrorism, austerity, Brexit, and Black Lives Matter mobilisations. The script made heavy use of Black vernacular, with Benjamin meticulously researching shifting temporal linguistic styles to sonically replicate different decades of Black life in Britain. Using YouTube tutorials, he was teaching himself Creole in his efforts to forge linguistic connections with his ancestors and reclaim a core part of his heritage. Put simply, Benjamin had remarkable linguistic dexterity, acumen, and knowledge. Years, the institutional boundaries of school had done an efficient job of quietly and effectively erasing it.

her children from minoritised backgrounds, Benjamin's school perceived him as a victim of a deficit. This long-standing, stubborn, and pervasive ideology is a victim-blaming ideology that locates alleged faults within marginalised individuals, and in doing so, deflects attention away from the broader systems of intersectional injustice. As part of this ideology, marginalised children are blamed for the discrimination of their own language is in their own interests, and that the modification of their own language is in their own interests, and to undo the discrimination they face in society and experience.

Darllenwch dudalen 25
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Positif Positive	Minws Minus	Diddorol Interesting



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STEER & SDP/DDP

Ar gyfer Dydd Llun | for Monday