



London Insights

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Maps and data provided by:

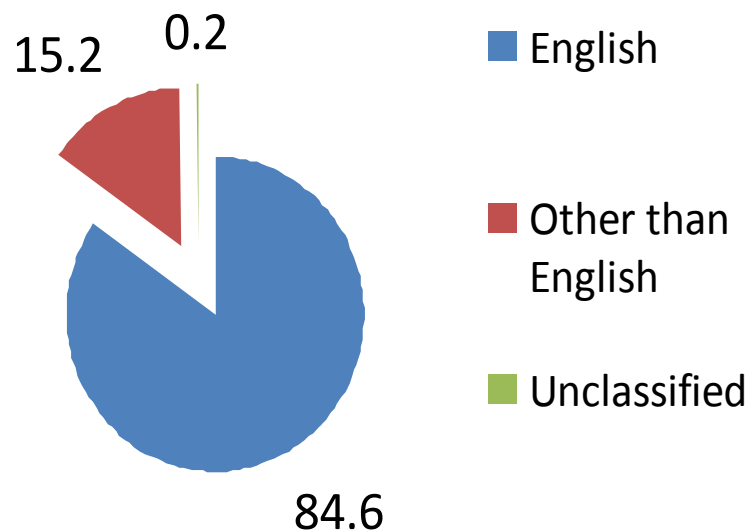
Michelle von Ahn, Ruth Lupton and Dick Wiggins,

ESRC funded IOE project, Grant No. RES-163-27-0024

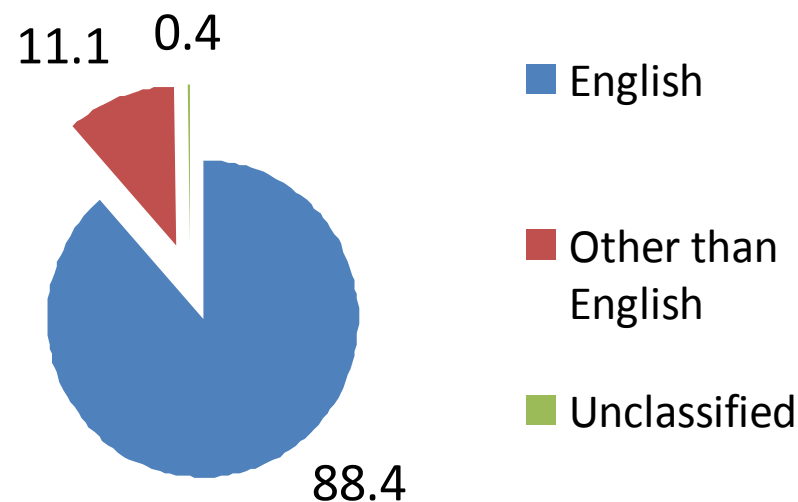
<http://www.uptap.net/project42.html>

School pupils with a first language other than English (Jan 2009) – National Data

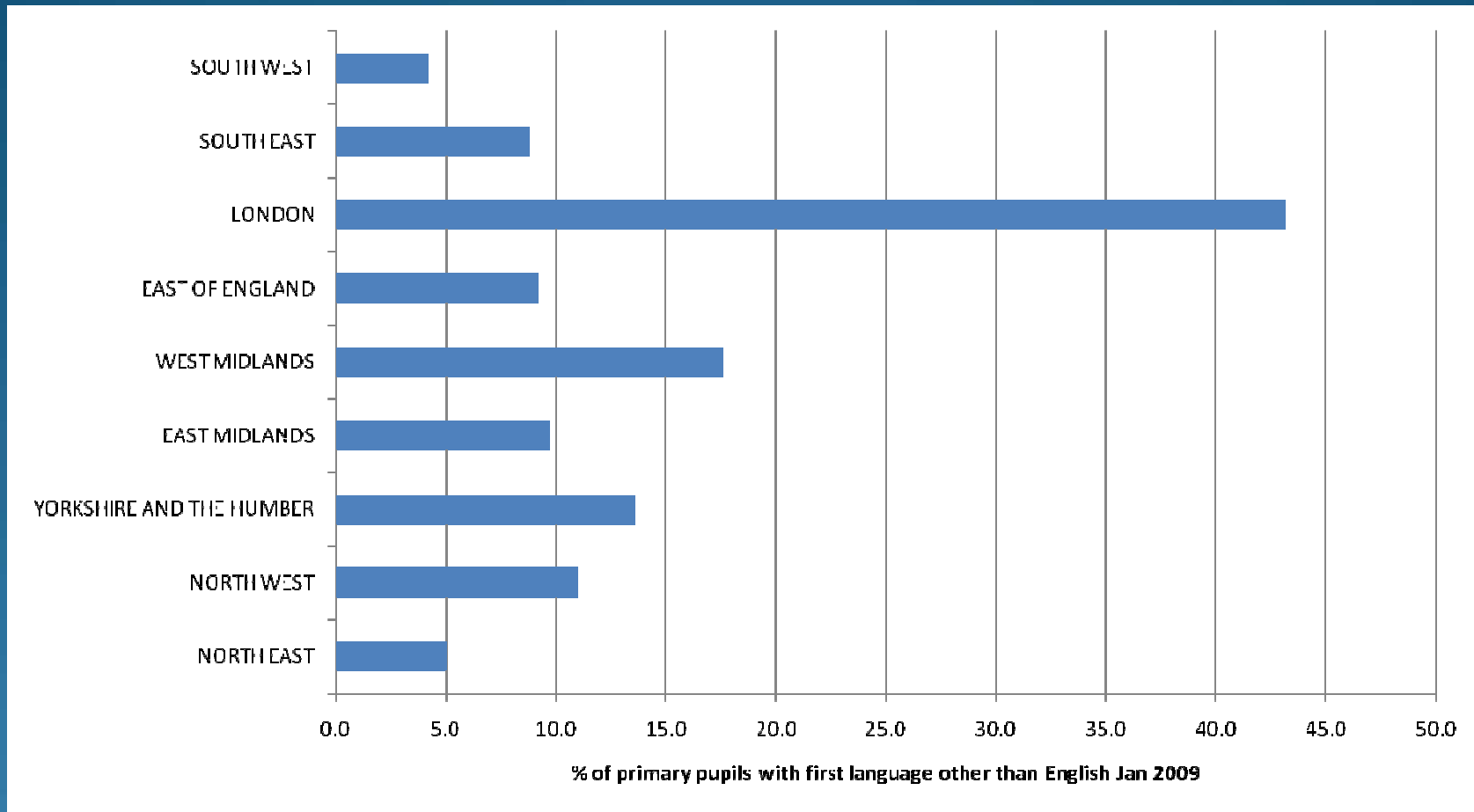
Primary



Secondary



London comparative to other regions



Updating Multilingual Capital



Multilingual Capital

The languages of London's schoolchildren
and their relevance to economic, social and educational policies

edited by

Philip Baker & John Eversley



Published in 2000,
using pupil data from
1999 to identify and
map languages in
London

Pupil data

	1999	2008
Pupils	>850,000, attending state schools in London	>1,100,000, resident in London, attending a state school
Languages	>350, including dialects and variants	322 categories collected, 239 without variants
Geography	Boroughs mainly, some postcodes	Boroughs and MSOAs
Missing data	Bromley and Havering did not collect data – synthetic data used	Variable data collection between schools and local authorities

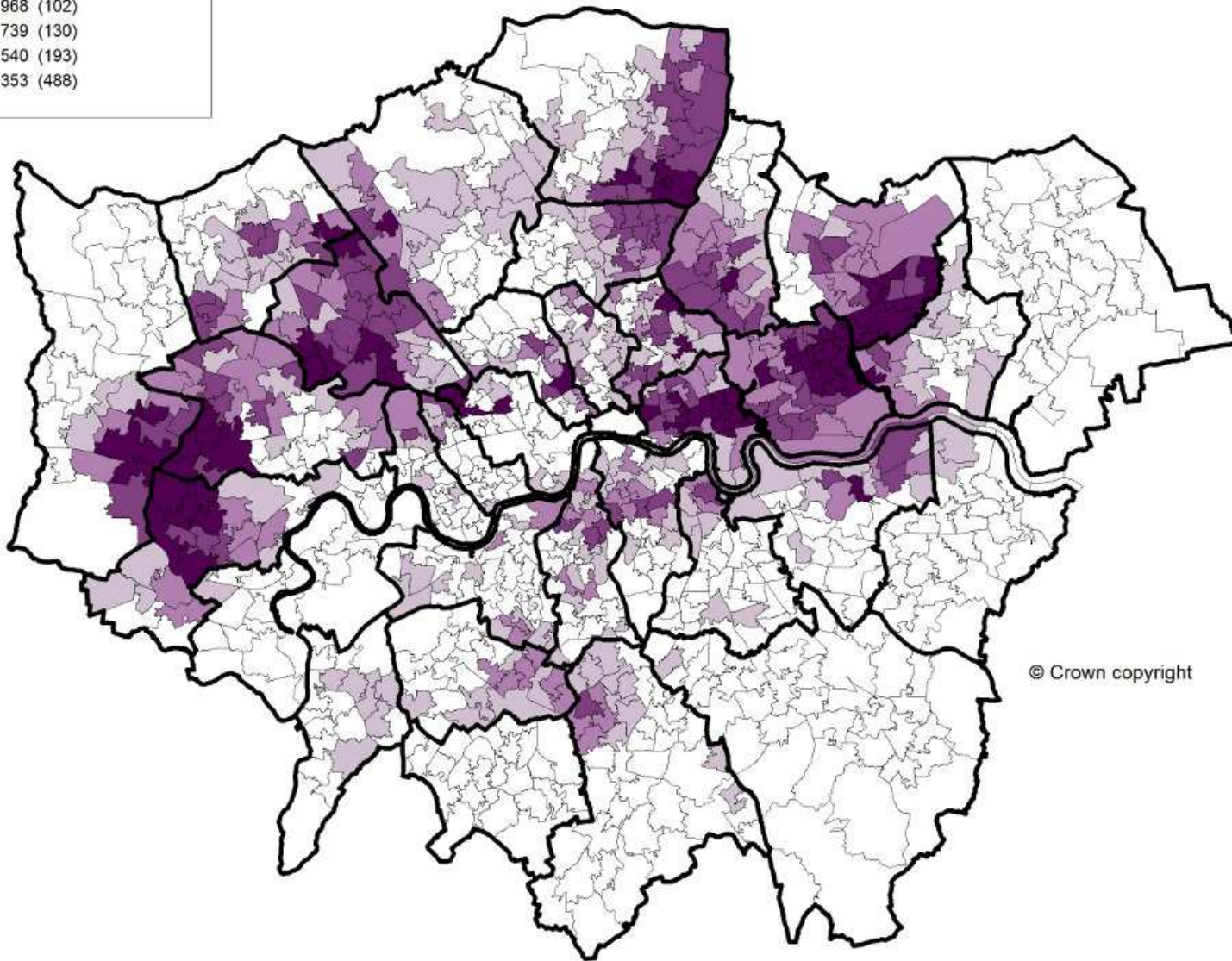
But data collection variability makes comparison difficult...

MSOA map

EAL pupils, PLASC Jan 2008
MSOA counts

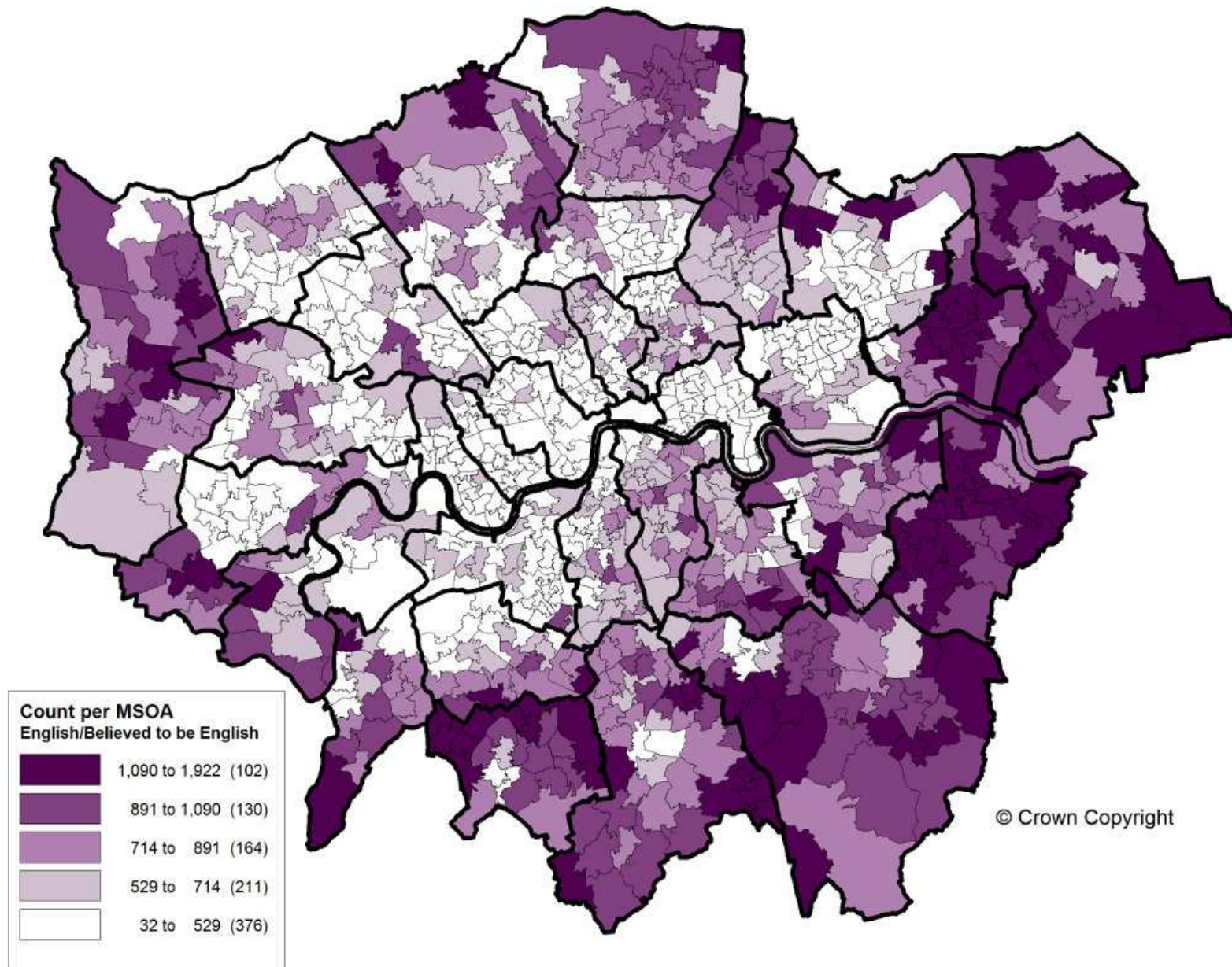
■	968 to 2,075	(70)
■	739 to 968	(102)
■	540 to 739	(130)
■	353 to 540	(193)
□	6 to 353	(488)

Greater London boroughs



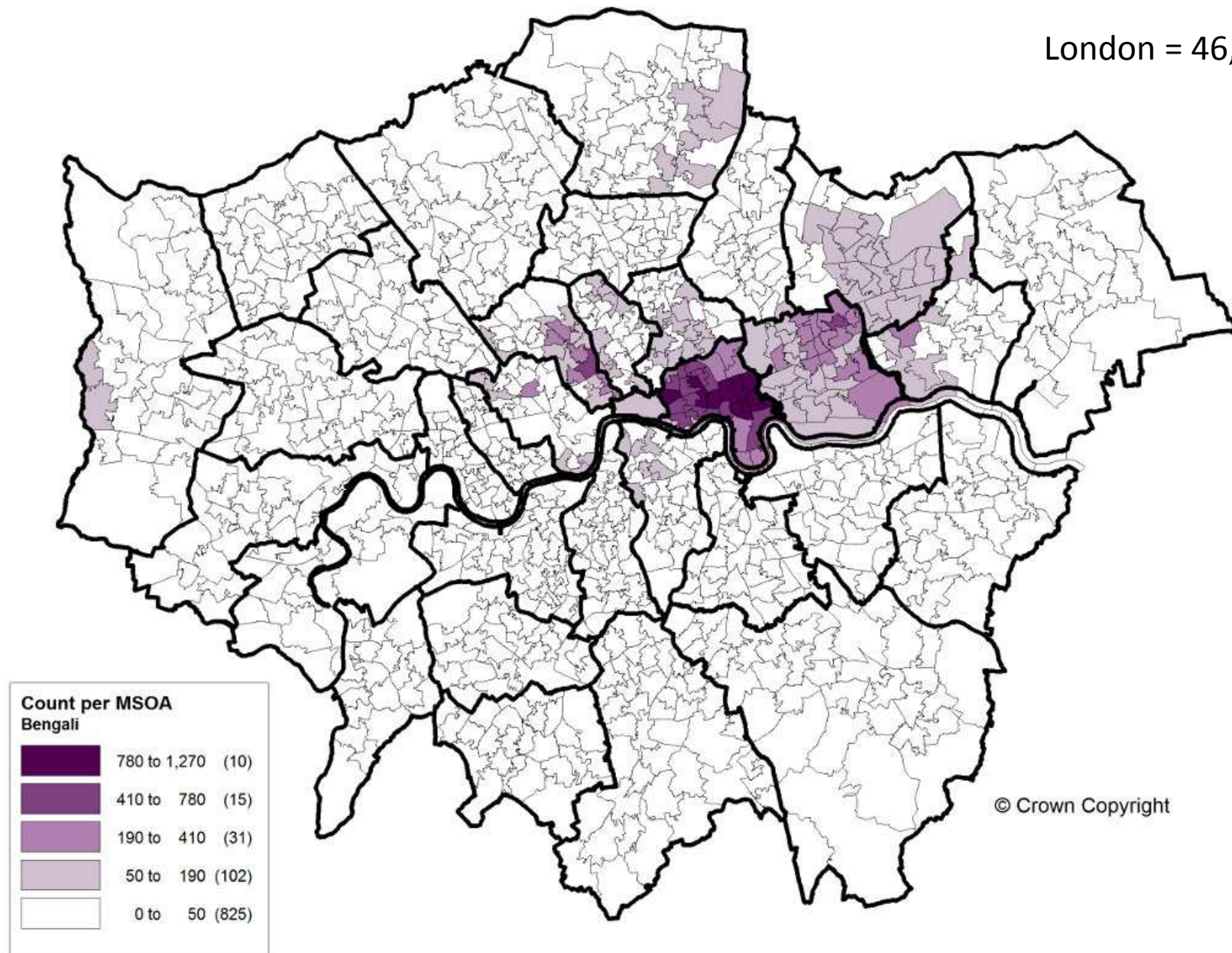
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English and Believed to be English



Bengali

London = 46,681



Bengali

- 46.681 London pupils speak Bengali
- 43 % or 20.182 registered in Tower Hamlets' schools
- In City of Westminster while doing my research Bengali speaking pupils made up over 11 % of the school population

Pockets of excellent practice:

CILT website (www.cilt.org.uk) provides a database of good practice in mainstream schools such as:

- Till Hill Wood Secondary School in Coventry teaching Geography through the medium of other languages;
- Newbury Park School in Redbridge, European Languages Award Winner, 2005, which has developed Language of the Month initiative;
- Our Languages Project.

London's International Schools

ACS International School in Egham which caters for students from 40 different countries who speak 24 languages states that it 'encourages all students to maintain their native language proficiency as it helps their acquisition of additional languages' and it offers Native Language Enrichment programmes (www.acs-england.co.uk/schools/egham).

London Insights: Young Voices

“Parents feel that children are changed by the system if they lose the language (minority language). If there were Bengali lessons from Year 7, parents would feel happier about their children going to school and would not take them for such long holidays.”

(Pimlico Student, in Hanoman and Mehmedbegović, 2004)

What does it say about support for minority languages and cultures?

This statement addresses several key cause and effect issues:

- language loss that causes alienation within families;
- absence of first language provision in mainstream school linked to long holidays taken to spend time in the country of origin and maintain the language;
- long-term absence that has been identified by OfSTED as one of the reasons for the underachievement of Bangladeshi pupils (OfSTED, 2001).

What do politicians think?

An interviewed MP commented on the interview statement:
“Bengali has no value. It is only valued by people who speak it. Employers want French or other European languages. It is a waste of time.” (Pimlico student)

by saying: *“This student is right – Bengali has no value. It does not matter to this country if people speak Bengali or not, in terms of our culture. Bengali could matter if the Indian economy grows and it can be used for business purposes. Welsh and Gaelic are home languages. There is more political imperative and more political clout behind preserving those languages as a part of our own cultural identity.”*

(Conservative MP, Interview data, Mehmedbegović , IOE thesis, 2008)

Changing Practice

- Simple, but strategic steps such as:
Healthy School Initiative:
Healthy Diet – Healthy Linguistic Diet
as a way of embedding plurilingual
ethos into social cohesion efforts.