

A Raciolinguistic Genealogy of 1+2 Approach to Languages



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Interweaving
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OUTLINE



Overview of a Raciolinguistic Genealogy (Flores, 2021)

- Raciolinguistics
- Genealogical Stance
- Materialist Framing

Applying a Raciolinguistic Genealogy to the rationales behind the 1+2 Approach

Implications and Potential Impact

Raciolinguistic Genealogy

Approach to research that aims to explore and counteract colonial legacies affecting racialized people and our languages (Flores, 2021)

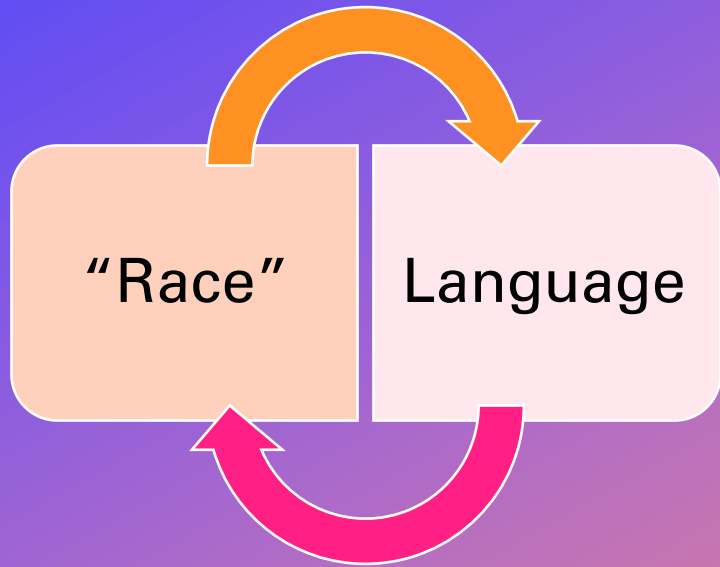
Raciolinguistic
perspective

Genealogical
Stance

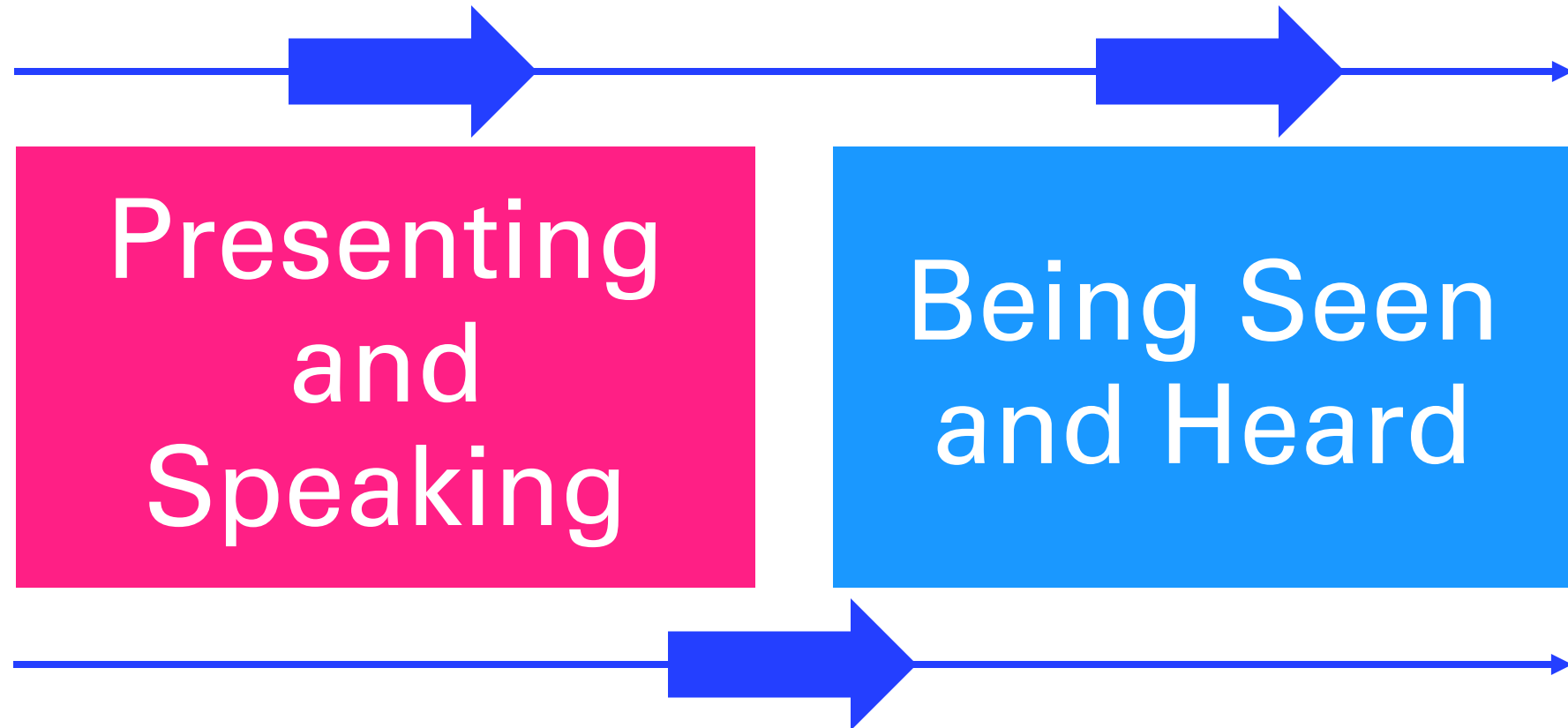
Materialist
Framing

RACIOLINGUISTICS

Raciolinguistics



White Listening Subject



GENEALOGICAL STANCE



Grid of Intelligibility

Flores → Normative and aspirational values with history of racializing discourses

**WHAT MAKES THIS
MAKE SENSE?**

MATERIALIST FRAMING



Applying the Raciolinguistic Genealogy to 1+2 Approach

Excerpts from “Language Learning in Scotland, A 1+2 Approach: Reports and Recommendations” (Scottish Government Languages Working Group, 2012)

- + ○ 3. The Working Group considered the rationale for promoting specific languages but decided not to set a hierarchy of languages to be learned by pupils in Scotland. This is a matter for schools and local authorities to decide, taking account of the local context. The Working Group nonetheless believes that continuing to engage with our nearest neighbours in Europe will remain a priority for young people in Scotland. Learning French, German, Italian and Spanish will continue to have an important place.
- There is, however, also a case to be made for taking account of new economies of the future, as Scotland has already started to do by encouraging the promotion of Chinese. The Working Group noted the strong case to be made for other languages, such as Portuguese (Brazil), Arabic and Russian, as well as other eastern European languages, including Slavonic languages.

EXCERPT FROM "LANGUAGE LEARNING IN SCOTLAND, A 1+2 APPROACH: REPORTS AND RECOMMENDATIONS"



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- 6. For an increasing number of Scottish young people the mother tongue will be from a range of **community languages**. The most significant of these are (in numeric descending order) Polish, Punjabi, Urdu and Arabic.
- + • Some pupils in Scottish schools are native speakers of western European languages, the most prevalent of which is French.
- For those young Scots for whom the **first language is not English, it is inevitable that the first additional language (L2) should be English.**

EXCERPT FROM "LANGUAGE LEARNING IN SCOTLAND, A 1+2 APPROACH: REPORTS AND RECOMMENDATIONS"

- 8. Local language strategies should consider the place of an enhanced role for the teaching of English as an Additional Language (EAL) within schools. For some young people also, the first language will be British Sign Language (BSL) and the status of BSL as a language must also be fully acknowledged as part of a local authority's languages strategy.

EXCERPT FROM "LANGUAGE LEARNING IN SCOTLAND, A 1+2 APPROACH: REPORTS AND RECOMMENDATIONS"

- + Recommendation 2: The Working Group recommends that Local Authorities and schools develop a 1+2 strategy for language learning within which schools can
 - determine which additional languages to offer. As part of this strategy, consideration should be given to teaching modern European languages, languages of the strong economies of the future, Gaelic, and community languages of pupils in schools.

EXCERPT FROM "LANGUAGE LEARNING IN SCOTLAND, A 1+2 APPROACH: REPORTS AND RECOMMENDATIONS"

Modern (European) Languages

- French, Spanish, Italian, German

Lang. of Strong Economies

- Chinese

Gaelic

- Special status, special provisions

Community Languages

- Arabic, Polish, Punjabi, Urdu

Additional Support

- EAL, BSL

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Important things from All That: Approaching anti-racism in education

- Making explicit the values taken for granted
- Identifying barriers to anti-racism
 - Who has the agency to enforce/reinforce these barriers?
 - What resources/provisions functionally prioritize different languages?
 - Perception of minoritized demographics vs. Presentation by minoritized demographics.



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THANK YOU

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