

ESPE POITOU-CHARENTES

PLC M2 PLATEFORME ANGLAIS SEPTEMBRE 2018/SEMESTRE 3

TEXTES ECRITS ET AUDIOS A TRAVAILLER

Document d'information

Ce module est obligatoire pour tous les étudiants sauf pour les titulaires d'une L3 en anglais ou en espagnol (justificatif à fournir au secrétariat en début d'année).

Aucun autre motif ou diplôme ne sera pris en considération.

Le travail sur « plateforme » (fascicule *fourni dès la réunion de rentrée dans un premier temps pour permettre de commencer rapidement le travail demandé (10 textes écrits et 8 liens pour documents audios)/ puis ces mêmes documents seront mis à disposition sur l'ENT ou sur la page d'accueil du site ESPE Poitou-Charentes à partir du 15 octobre 2018*) est un travail **en autonomie** à partir de documents authentiques en anglais et en espagnol mis à la disposition des étudiants.

L'ensemble du travail fourni compte pour **12 heures** pour le semestre, soit 6 heures avant les vacances de Toussaint et 6 heures avant les vacances de Noël.

Pas de langues vivantes au second semestre.

TRAVAIL A EFFECTUER

Les étudiants doivent avoir lu/écouté et étudié en autonomie chacun des 10 textes écrits et des 8 textes audios.

Que ce soit pour les textes écrits ou les documents audios, les étudiants devront les travailler **sous tous leurs aspects** : compréhension orale/écrite/production écrite éventuelle à partir du document, scripts à effectuer, syntaxe, grammaire, orthographe, vocabulaire...Tout ce qu'ils jugent nécessaire pour un travail de fond sur chacun des documents.

EVALUATION

Le travail fourni sera évalué en décembre 2018 pendant 2 heures sous la forme de 2 QCM de 10 questions chacun (un sur l'un des 10 textes écrits et l'autre sur l'un des 8 textes audios) puis d'un exercice de production écrite en anglais/espagnol de 200 mots sur un sujet faisant suite au texte audio ou écrit choisi.

Le premier QCM sera noté sur 20 (coeff 1) et sera la première note de contrôle continu.

Le deuxième QCM sera noté sur 20 (coeff 1) et sera la deuxième note de contrôle continu.

L'exercice de production écrite sera noté sur 20 (coeff 1) et fournira la troisième note de contrôle continu.

Text 1

Would Chinese-style education work on British kids?

The Chinese education system – with its long school days and tough discipline – tops global league tables. But how did British pupils cope when five Chinese teachers took over part of their Hampshire school? For the BBC documentary *Are Our Kids Tough Enough? Chinese School*, an experiment was carried out at the Bohunt School in Liphook. Fifty children in year nine had to live under a completely different regime – one run by Chinese teachers. For four weeks, they wore a special uniform and started the school day at 07:00. Once a week there was a pledge to the flag. Lessons were focused on note-taking and repetition. Group exercise was undertaken. The pupils had to clean their own classrooms. There were two meal breaks in a 12-hour day.

Neil Strowger, headteacher, Bohunt School

In Shanghai last year, I had seen the incredible commitment of the students, enormous class sizes and immaculate behaviour. I had also witnessed PE lessons where the students stood in groups chatting, as PE was considered neither important nor a respite from the interminable monotony of the Chinese classroom. In early spring, parts of my school were taken over. The Chinese flag was flying proudly over the sports field. I had met the Chinese teachers at dinner shortly before the project began and was impressed by their determination. But as early as the second day reports were coming in that the pupils were behaving badly – disengaged with the lessons, chatting and not listening to their teachers. Chinese teaching methods were on a collision course with teenage British culture and values. Our pupils are used to being able to ask questions of the teacher – they expect their views to be considered with respect. Furthermore, British pupils expect to have variety in their learning. They are not used to being incarcerated in a large group and in the same classroom studying a very narrow curriculum. As the weeks passed, thanks both to the support of Bohunt's pastoral staff and a slight shift towards a teaching approach more recognisable to our pupils, behaviour improved. Perhaps as a result of the amount of time spent together, teacher-pupil relationships got better and some pupils began to express a preference for the Chinese style. They liked having to copy "stuff" from the board as they thought this would help them remember it. Some more able pupils also liked the lecture style of the Chinese classroom. What have I learned from the experiment? I believe that a longer school day would have value for our pupils and that teachers should not on occasion be afraid of delivering monologues in the classroom. It is, however, abundantly clear to me that Chinese parents, culture and values are the real reasons that Shanghai Province tops the oft-cited Pisa tables rather than superior teaching practice. No educational approach or policy is going to turn back the British cultural clock to the 1950s. Nor should it seek to.

Rosie Lunskey, 15, a pupil at Bohunt

I'm a normal teenager – I like my sleep and my freedom. But I traded it all in for more school than

sleep each day, for four weeks with pushy teachers, all while wearing a completely atrocious tracksuit for almost 12 hours a day. The project wasn't what I expected - I had envisioned something like normal school but maybe with a little more homework or a silent classroom. That is most definitely not what I got. It felt like we had no say in our education and what the teachers said went. Acting like robots was the right way to go. For me, it was something I found difficult to get used to. I'm used to speaking my mind in class, being bold, giving ideas, often working in groups to advance my skills and improve my knowledge. But a lot of the time in the experiment, the only thing I felt I was learning was how to copy notes really fast and listen to the teacher lecture us. One of the hardest things to deal with was different expectations of me as a student. It felt like we had to always be the best. That there was no longer any point in trying if you weren't going to be top of the class. Only the scores on tests mattered. The classroom environment felt stressful and enclosed. When you have 50 other pupils in the room it's hard enough to concentrate without being made to feel as if you are competing against them all the time. Science was particularly challenging. On one of the first days we were having the normal, slightly boring lectures from Ms Yang. Then we were given questions to answer on the subject and I understood nothing. I hadn't realised I would be this self-conscious, not being able to pick up a new topic at such speed and it got to me. I felt stressed out sitting in my lesson completely muddled. It was awful knowing I not only had my peers watching me, but the cameras too. I felt stupid and just utterly pulled under by the weight of everything. The Chinese teachers think the pupils in their classes are like bulletproof sponges, sucking in information yet conveniently ignoring the fact they are tired and very bored.

However there were definitely some good bits. I loved learning about fan dancing and Chinese cookery. These were certainly welcome distractions from dull lectures about Pythagoras's theorem and English grammar. I shall always remember trying out Chinese-style education - it was one of the most interesting months of my life.

Simon Zou, who taught maths and acted as form teacher

I'm grateful that I could take part in the entire experimental project. It taught me a lot. As a form teacher, I successfully introduced Chinese classroom management - where the class is a unit. I established a class committee and routines for students on duty. Leaders were selected for each class activity. This allowed the students to bear responsibility, as well as to exercise their leadership, communication, cooperation and organisation skills. I believe if we give students a stage to perform, they will surprise us. Originally I was confident about my teaching method, but at Bohunt I encountered unexpected problems. Some of the students found it hard to adapt. When I first introduced Pythagoras's theorem, I decided to let the students find the proposition, prove and apply the theorem. That process is an important feature of maths teaching in China. But a lot of students said they found it unnecessary to prove Pythagoras's theorem - knowing how to apply

it was enough. I became more familiar with the British students' learning habits but I insisted on my ways of teaching. I introduced the Chinese Ring Puzzle to the students. I brought 70 puzzle pieces from China. I gave every student one puzzle to solve as an exercise, and I told them to keep it as a small gift from me. Unfortunately after the evening study session, some students left the ring puzzles on the desks, some even left them on the floor. The empty boxes were all over the floor. When I was doing the routine classroom inspection that evening, I felt very embarrassed. Another thing I remember is that one afternoon in the third week, a boy named Joe fell down in the classroom and hurt his hand. He was crying. After the school doctor's examination, he was given some ice packs and advised to go to hospital. When Joe's mother and younger brother were picking him up, one little thing impressed me in particular. Joe was carrying a heavy bag on his other side, but he didn't request us to help. Joe's mother did not offer to help him carry the bag, nor did Joe ask for help. Even when Joe's brother tried to help him carry his bag, Joe refused. I wonder if this is the result of the British education, that trains the children to become independent. This makes me think a lot.

4 August 2015 BBC NEWS

Text 2

Does your accent makes you sound smarter ?

Some of us will speak with a posher voice if we think it will make the right impression, but is it worth it? Accents are more than just about how we speak, writes Chi Luu. They say you should always dress for success, but should that extend to the way you speak?

We're not adverse to dressing appropriately to make a good impression at work or for a social engagement, even if it means wearing clothes we wouldn't normally choose to put on. Is changing your accent to get ahead any different?

There are some famous names who have done it: Margaret Thatcher swapped her Lincolnshire accent for a posher one, adopting the standard 'received pronunciation' (or RP), which at the time was thought to be more in keeping with a position of political power.

More recently, Tony Blair and George Osborne took their own accents in the opposite direction, introducing more working class "mockney" inflections in their upper class speech, in an attempt to enhance their perceived approachability. With such obvious changes to their accents, they were roundly mocked for lacking authenticity.

A standard dialect is simply one local variety of a language which has become most publicly accepted in social institutions such as the media, the law and government. In many Anglophone countries, the dialect spoken by most of the population is considered to be standard, such as Standard American or Standard Australian English. In the UK, however, the so-called standard – known as RP or the Queen's English – is spoken natively by less than 3%. Yet, it's unreasonable to suppose most Britons are speaking their own language incorrectly.

Linguist and author Rosina Lippi-Green refers to this as "the standard language ideology", where many people believe the dialect with the highest social prestige is also the only correct and valid form of the language. In fact, all dialects and accents are linguistically valid.

Some professionals whose regional accents are deemed non-standard by their employers, like these trainee teachers from the north of England, can find themselves under pressure to tone down their native accents to improve their job and progression prospects.

There are some workplaces, such as call centres, that even offer accent training programmes for their staff. Some promote regional accents that are widely seen as more trustworthy, calming or pleasant, such as Scottish English or Southern American. Today, it is not as simple as moving your speech patterns up the social ladder to boost your career prospects.

How far is too far ?

But when we examine the reasons why anyone would consider changing their accent, we uncover a raft of biases that shouldn't necessarily be reinforced.

First, it's not exactly easy to put on a new accent for work and take it off when home like you would a new suit, even if you're a highly trained actor.

No doubt, we find some accents more entertaining or more amusing than others. But accents aren't just purely about how we speak – they are one of the most distinctive cues for where we come from. They immediately mark out who we are and they form a core part of our identity. Entire stereotypes have built up around different accents – New Yorkers are rude, British RP speakers are educated, Yorkshire speakers are trustworthy, Southern Americans are pleasant, and Birmingham speakers, depending on who you ask, either sound melodic or like criminals. Accents can be funny things... until they're not.

Whether you're from Birmingham or Brooklyn, working class or the upper crust, a second language speaker or native-born, accents say a lot more about someone than you might expect. Whether you're from Birmingham or Brooklyn, working class or the upper crust, a second language speaker or native-born, accents say a lot more about someone than you might expect. Studies have shown it can take just 30 milliseconds of speech – enough to say “hello” – for listeners to identify a person's ethnic or cultural background as being different from their own and make snap judgements about the kind of person they might be, whether positive or negative.

Thanks to this kind of bias, accents can be a shortcut that allows us to “linguistically profile” others based on the stereotypes of their regional backgrounds, class, gender or ethnicity. Without even realising, we can use this to discriminate. This can make it hard for marginalised and minority speakers to find a job, gain an education, or even in find a home.

In one study, John Baugh, a sociolinguist at Stanford University, made repeated phone calls in answer to newspaper advertisements for apartments, using different accents, and recorded how many of those apartments were available or unavailable, depending on whether he used African American English, Chicano English or Standard American English accents.

When Baugh used a non-standard accent, suddenly fewer apartments were available to him. This is not because there's anything linguistically wrong with those accents, but that listeners judged them as markers of racial and ethnic traits that they found undesirable.

Since the 1960s, research has reinforced how listeners can attribute all kinds of unrelated personal traits to a speaker – from height, physical attractiveness, social status, intelligence, education, good character, sociability, even criminality – just based on how they sound. Like in Baugh's test, experiments present subjects with different “guises” or accents performed by the

same person. Listeners invariably respond differently when faced with different accents, even if the person speaking hasn't changed. In the real world, these biases can have far-reaching repercussions for those who speak with a socially stigmatised accent.

It's thanks to these language attitudes that for some, an accent becomes a source of cultural pride, but for others, a secret source of shame. But these attitudes about the way we sound are so pervasive that even non-standard speakers may judge their own dialects and accents just as harshly as others do, perpetuating the erroneous belief that their native speech is "incorrect" and needs to change.

If you can't beat 'em

This ingrained linguistic prejudice has led to studies showing that people consistently rate those with standard accents or 'prestige' accents as being more competent, intelligent, effective communicators and better suited to high status professional jobs. Those with non-standard accents are often rated as better employed in lower status, less desirable jobs.

These findings can have a major impact on our working lives and careers, especially if you speak with a non-standard accent. A recent ITV/Comres survey on UK language attitudes found that over a quarter of Britons feel they have encountered accent discrimination. The more people change their accents to fit in with prevailing attitudes and stereotypes, the more those views are reinforced.

This has had some real life impacts. For example, there are fewer academics who have kept their regional accents, because students somehow just don't find them as effective if they have one – and often rate them accordingly – regardless of their actual expertise.

Even in job interviews it's easy for an interviewer to fall into the trap of believing that a person's mere accent is enough to indicate their ability. A surprising 80% of employers admit they do discriminate based on accent, according to recent research. In extreme (though not uncommon cases), people have lost their jobs thanks to these prevailing attitudes, even when their accent had no bearing on the actual work.

With such a linguistic minefield to navigate, is it any wonder people consider making their accents over for an easier life?

Easier said than done

Before you call that speech and dialect coach, consider that even if you do successfully change your accent, it may not matter. Experiments have shown that listeners can still have problems cognitively processing information from a speaker when their accents don't seem to match up with their perceived background.

In one test, subjects were shown two different pictures, one of a Caucasian person and one of an Asian person. The same audio of a native speaker talking in standard American English was played as participants looked at each image.

Subjects had significantly more trouble understanding the speech when looking at the Asian “speaker”. Some even went so far as to identify a non-existent foreign accent, showing how social biases bleed into our cognitive interpretations of language. So, it’s clear there are other social factors that play into how job candidates and employees are judged, even if you end up sounding posher than the Queen.

But practically speaking, if you look the part and find it necessary and productive to lose a stigmatised accent it’s possible to do successfully on an individual level. Many people have, but at what cost? Rather than advising people to change a core part of their identity, it’s important that all of us become more aware of our hidden linguistic prejudices. On a wider community level, for many, changing an accent isn’t a viable solution to dealing with discrimination in the workplace. In the long run, tweaking how we sound to improve our career prospects? It just doesn’t work.

BBC Capital 23 May 2017

Chi Luu is a computational linguist and contributor to JSTOR Daily's *Lingua Obscura* column.

TEXT 3

What's the best way to teach languages?

How do students best pick up languages? **Martin Williams** talks to academics, teachers and multi-lingual speakers to find out about the science of learning a language

I love you in 311 languages: how can teachers help their students learn languages and develop a passion for the subject? Photograph: Alamy

Alex Rawlings was a language teacher's dream. He fell in love with languages when he was eight and learnt Greek, then German, then Dutch.

Now, an undergraduate at Oxford, he is the UK's most multi-lingual student, speaking 11 languages. So what's his secret?

"I remember seeing people on the beach in Greece when I was a kid and not being able to talk to them," says Alex. "I thought it'd be nice to be able to talk to anyone in the world in their language. That has always stayed with me."

Such enthusiasm is rare: a report by the British Academy this year found there was a growing deficit in foreign language skills. Increasingly, children are choosing not to study languages beyond the compulsory stage – and only 9% of pupils who take French GCSE progress with it to A-level.

"We're failing to inspire people," says Alex. "I had a mix of good and bad teachers – the most inspirational ones just focused on giving you the confidence to speak. Then I'd pursue it outside the classroom. I would watch films, find out new words and read things."

Language pedagogy has come a long way since the days when repetitive grammar-translation methods were regarded as the only way to learn. Today, task-based approaches are widespread in British schools, emphasising communication and the practical uses of language.

For Christelle Bernard, a French and Spanish teacher at St Gemma's High School in Belfast, these methods of teaching allow her to cast aside the textbook whenever she can. "You need a little bit of grammar, but my approach is much more topic based with as little grammar as possible," she explains.

Her task-based teaching embraces ideas which range from lessons using computers, to

audio-visual and kinesthetic learning. She explains: "For instance, if I'm teaching pets, I'll bring in soft toys to use in the lessons."

"I hardly ever use a textbook – I use Twitter much more," she says, describing lessons where pupils discuss tweets written in French. "ICT allows them to collaborate with others. So they can work together, but it gives them a choice of medium. And because they know how to use computers, it creates a comfort zone where they can focus on the language."

Task-based learning typically involves an information gap: students may have to share knowledge to communicate effectively, or look for language rules themselves before re-applying them. It's an approach favoured by Huw Jarvis, a senior lecturer in the School of Humanities, Languages and Social Science at the University of Salford. He says: "We know that people learn better when they struggle to communicate – so that needs to be at the core of the kind of delivery and the methodology."

"The primary purpose of language is communication – grammar is important, but there's a bigger picture. Language is no longer seen as being learnt through mechanical exercises, it's developed through students interacting and engaging."

But there could be a danger in focusing too heavily on task-based methods of language teaching, according to Richard Hudson, emeritus professor of linguistics at University College London. He explains: "There was a strong reaction against grammar-translation. Instead, there was the idea that you could make languages available to less academic children by focusing on communication."

"But what happened is that they got rid of the grammar and the translation. It was a classic case of throwing out the baby with the bath water. It's not fair on children to leave them to work out the rules of language themselves."

"What we're moving towards now is teaching which still has the aim of producing fluent language speakers, and still has a lot of emphasis on realistic situations, but with a lot more emphasis on making children aware of how the language actually works."

So could a conjunction of different ideas within language pedagogy be the secret to learning and teaching? Michael Erard studied hyperpolyglots (multi-lingual speakers) in his book Babel No More and says they used a variety of methods. He explains: "They use a mix, with a focus on accomplishing tasks, whether it's communicative tasks or translation tasks."

"What unites them is that they've learned how to learn, and each one has learned how he or she learns best. There is no uniform method or single secret that any one of us can

duplicate."

Luca Lampariello, a hyperpolyglot and language consultant who speaks twelve languages, says: "The best method is the method you like".

"Languages cannot be taught, they can only be learnt. The best way is to tell students right away that they are responsible for their own learning process, and the teacher is just a guide who has to motivate them."

Another hyperpolyglot, Richard Simcott, 36, is one of the most multi-lingual people in the UK. he has studied more than 30 languages and can converse in around 20 of them. "My interest in languages started at a very young age," he says. "I would tend to find a book for a language that works for me and then I would try to find additional materials that interest me, like TV, DVDs, music and websites."

"Many students fail to see the relevance, so we would certainly need to inject that into the classrooms now. I would love to see more schemes set up where the language classes in various countries could link up to bring the reality of speaking a language home to kids."

But although Brits have long been famed for being lazy when it comes to learning foreign languages, the problem may partly lie in the number of hours of language education children are given. "We only give about half the amount of time to language teaching that they do in continental countries," says Prof Hudson.

A report by the European Commission in 2011 listed the UK joint-bottom in major rankings showing the number of languages learnt in each country. National curriculum reforms set to be introduced next year - which will see foreign languages taught from the age of seven - may help, but figures show the UK has a long way to catch up with other European countries.

On average, pupils across Europe start learning languages between the ages of six and nine, but for many it starts even younger. In Belgium, learning starts in pre-primary education at the age of just three, and is compulsory until 18. And for children in Spain, Italy and Norway, language classes begin at six. Meanwhile, in Luxembourg, students on some education pathways have to learn up to four languages in secondary education.

Chistelle Bernard says that while methods of language teaching in continental Europe are often still grammar-based, it's the realisation that languages will be useful in later life that helps motivate students. "If we don't tackle the vocational side of languages, it doesn't seem to be that relevant to UK children," she says.

But for all the innovation of language pedagogy, foreign language teaching in the UK may ultimately be hindered by students' lack of understanding of their mother tongue. Alex Rawlings says: "In a lot of European countries they spend more time studying the grammar and structure of their own language - and they do that from a very young age. So by the time they come to learn foreign languages they are aware of the terms and how they're used."

Prof Hudson agrees: "The move towards communicative, task-based syllabuses in foreign languages was driven by the fact that teachers couldn't talk about grammar because it had stopped being taught in English lessons. The two subjects are so tightly interconnected."

Martin Williams The Guardian

Tue 14 May 2013 08.00 BST

Text 4

How to Discipline Students Without Turning School Into a Prison

New guidelines from the U.S. Departments of Justice and Education urge schools to abandon "zero-tolerance" policies.

For years a body of troubling evidence has been building that reveals racially discriminatory practices in school disciplinary measures. Black and Latino children are more likely to be disciplined, be more severely disciplined, and are more frequently suspended or expelled or sent to special alternative schools. "Zero-tolerance" policies that presume all explanations for infractions as small as being late to school are excuses and there's no such thing as mitigating circumstances have been particularly hurtful to poor black and Latino students. Supporters of zero tolerance say the policies are designed to teach accountability and maintain order in some of the country's most dangerous schools; critics say they push at-risk kids who need the most help and attention out of school and send a message that they're not wanted. Simultaneously, schools have over the years more heavily relied on law enforcement and courts to deal with problem students, creating the so called "school-to-prison pipeline" that for many perpetuates into adulthood.

Now the civil rights arms of both the Departments of Education and Justice have jointly set guidelines for school discipline. These guidelines are meant to help schools avoid racially discriminatory disciplinary practices as outlined in the Civil Rights Data Collection, a survey of all public schools that's been regularly conducted by the DoE since 1968. Among the discouraging findings the study outlines:

African-American students without disabilities are more than three times as likely as their white peers without disabilities to be expelled or suspended. Although African-American students represent 15% of students in the CRDC, they make up 35% of students suspended once, 44% of those suspended more than once, and 36% of students expelled. Further, over 50% of students who were involved in school-related arrests or referred to law enforcement are Hispanic or African-American.

The study goes on to say that these findings aren't explained by more frequent or serious infractions by minority students. The consequences for students are severe, leading to an array of negative outcomes from increased juvenile criminal justice involvement to drug use to lower academic achievement.

Some may feel, despite the voluminous data that black and Latino kids are too frequently

targeted for harsh punishment, that disciplining black and Latino children less frequently and less severely can only lead to more chaotic and dangerous schools. In fact, there is considerable advocacy in the wake of Sandy Hook and other school tragedies to expand security practices typically found in inner city schools, including metal detectors and on-campus police, to predominantly white, middle-class, and affluent districts. But the Department of Education outlines in a separate release called “Guiding Principles, A Resource Guide for Improving School Climate and Discipline” what it sees as the way forward for maintaining order and safety in schools without relying on correctional-setting security tactics.

Among the many alternatives to automatically suspending or expelling students or making rushed referrals to juvenile criminal justice, the DoE’s 37-page-long Guiding Principles mention restorative practices no less than nine times. This approach evolved from the restorative justice movement that seeks to make both victims and offenders whole and productive again through mediation and amends-making. Restorative practices in schools aim to prevent the spread of violence through non-punitive conflict resolution and peer support and to resolve problems that do occur peacefully through communication among victims, perpetrators and facilitators. Skeptics may think that this sounds like some hippy-dippy nonsense that’s doomed to fail when it hits the streets in a predominantly black inner-city school, but that’s not the case.

Last year I wrote for *The Atlantic* about a notorious North Philadelphia junior high school known for years as the “Jones Jail.” Its rambunctious students wreaked such terror on the neighborhood that the police put the streets surrounding the school on lockdown every day at dismissal. Nearby shop-keepers locked their doors and porches as 800 of the city’s poorest kids streamed out the doors, often reportedly climbing over parked cars in their unruly rush to get out of school. When the John Paul Jones Middle School was taken charter and reopened as the Memphis Street Academy, the new administration decided, to the mystified dismay of the police department, that they would strip the school of metal detectors and window gratings, get rid of the security guards, and instead utilize nonviolence based restorative practices.

The number of violent incidents dropped 90 percent in a single year.

Of course, many readers were skeptical of such a precipitous drop in such a short time. Maybe the school under-reported violent incidents. Maybe with no security guards violent incidents aren’t getting reported at all. But since the story ran more corroborating information has come from the police department to support the school’s claims. Since

Memphis Street Academy initiated restorative practices, the police department says they no longer need to send the 11 patrol officers they used to send every day to oversee the hectic and potentially explosive dismissal time. The police department has been able to begin serving other schools in the area, which used to get barely any resources even when reporting something as serious as a student being hit by a car because the need for security at the old Jones Jail was so great. Juvenile crime rates in the immediate area are down, as are truancy and curfew violations. Officers are freed up to focus on the considerable amount of violent crime that can jump off at any time of day in this drug- and gun-ridden part of the city. At neighborhood town halls citizens reportedly praise students and the school for having solved a persistent neighborhood nuisance. Memphis Street Academy CEO Christine Borelli says the school's restorative practices continue having a major impact. "We only have 2 serious incidents that require police involvement thus far this year."

Now imagine if Jones Jail had decided to go with harsher enforcement instead of restorative practices. Of course, that's disregarding the fact that many Philadelphia schools have long had very martial approaches to discipline and extremely tight security with linkages to school police, truant officers, and juvenile probation and still suffered a tremendous violence epidemic over the years. But if Jones Jail had instead taken on some of the harsher zero-tolerance policies that predominate, such as automatic suspensions for minor infractions like tardiness, in order to forcibly impose order? Then the school would only send more of the most at-risk children home, where they would be deprived of instruction time and exposed to more social pathology that predominates in their neighborhood.

Junior high kids hanging out in the West Kensington neighborhood that feeds into Memphis Street Academy instead of being in school are more likely to be recruited as look-outs and runners by the older kids who sell drugs on nearly every block. If there is violence in their homes, which considering the rates of domestic violence in the neighborhood are not unlikely, they're more likely to be exposed to even more of it. If there's no food in the house, which is distinctly possible, considering that food scarcity is a major problem in North Philadelphia, they'll go without the school lunch they would have received. And receiving punitive messages from an institution you're already ambivalent about can be enough to push a struggling student away from school altogether—from any school.

As a social worker I've worked both in public schools and in the criminal justice system, so I've seen what it's like at both ends of the pipeline. I remember arriving for the first time at the probation department and immediately thinking that it was uncannily similar to the public high school I worked in just before I took the job. The metal detectors, the barking security demanding removal of items of clothing and access to bags, beeping wands waved

around in people's personal space and the long line of black and Latino men and women stretching out the door all could have been transplanted from one institution to the other. The bigger picture, from my perspective, concerns America's continued struggle to get beyond its racially based fears and the impulse to monitor, control, discipline and punish black and Latino men for even the smallest infraction or else chaos will break loose in our cities. It starts as early as the first day of elementary school and for some will last until they get off parole. It makes one wonder how much of the problem we're creating through the solutions we've crafted.

In schools, like in adult society, there are serious crimes that deserve serious punishment. But as the Departments of Education and Justice demonstrate with their Civil Rights Data Collection survey, the generalizing of the misbehavior of some black and Latino students has become so broad that it's out of control. The policies crafted in their bias are arbitrary and damaging. And, as the Guiding Principles outline, there are many other ways to provide safety and security in every school without using force or threats. That is, if we can finally let go of the impulse to overly condemn and punish black and Latino students.

From *The Atlantic*, Jeff Deeney, Jan 9, 2014

ABOUT THE AUTHOR

JEFF DEENEY is a social worker and writer based in Philadelphia. His work has also appeared in *Newsweek*, and he is columnist at *The Fix*.

TEXT 5

Language learning, what motivates us?

What happens in the brain when we try to learn a language can tell us a lot about what drives us to learn it in the first place. Lauren Razavi unpacks the science.

What does science tell us about language learning motivation?

"Where's your name from?"

I wasn't expecting to be the subject of my interview with John Schumann, but the linguistics professor had picked up on my Persian surname. Talking to me from California, where he is one of the world's leading academic voices on language learning, he effortlessly puts my own Farsi to shame.

Schumann learned Farsi in Iran, where he was director of the country's Peace Corps Teaching English as a Second Language (TESL) programme. He then went into academia, becoming a professor at the University of California (UCLA), where he specialises in how we learn languages and its neurobiology.

Schumann's work and that of his colleagues in UCLA's Neurobiology of Language Research Group, is concerned with the processes that happen within the brain when we learn a language. Such work holds the answer to the holy grail of languages: what motivates learning?

In 2009, Schumann published The Interactional Instinct: The Evolution and Acquisition of Language. The work marked a crucial development in the study of language learning.

"We've developed a theory called 'the interactional instinct'," Schumann says. "We show that children are born with a natural tendency to attach, bond and affiliate with caregivers. They essentially have a drive to become like members of the same species. The child becomes motivated to learn their primary language through this innate interactional instinct."

Could this interactional instinct, then, be the key to learning additional languages? Schumann argues that the situation is different in the case of foreign languages. "The motivation for second language acquisition varies across individuals, the talent and aptitude for it varies across individuals, and the opportunity for it varies across individuals," he says. "Therefore we don't get uniform success across second language acquisition as we do – generally – in primary language acquisition."

For more than 50 years, two terms have categorised motivation in language learning: integrative and instrumental. Though distinct, these types of motivation are closely linked.

"Integrative motivation is the motivation to learn a language in order to get to know, to be with, to interact with and perhaps become like the speakers of the target language," Schumann says. "Children have integrative motivation in acquiring their first language. Instrumental motivation alongside this characterises second language acquisition."

"Instrumental motivation is language learning for more pragmatic or practical purposes," he explains. "Such as fulfilling a school requirement, getting a job, getting a promotion in that job, or being able to deal with customers."

So then, for an aspiring language learner, which kind of motivation might see them achieve the most success? "I wouldn't argue for the supremacy of one over the other in second language acquisition," Schumann says. "In most cases of language learning motivation, we have a mixture of integrative and instrumental influences."

Closer to home, significant research into language acquisition and language learning motivation is taking place at the University of York. Its Psycholinguistics Research Group is a collaborative effort engaged with a variety of elements connected to language acquisition.

Danijela Trenkic is a member of this group and a senior lecturer in the Department of Education at York. She highlights the importance of socialisation in staying motivated to learn a language. "The social relevance and social aspects of learning seem hugely important for sustaining motivation and so determining the outcome of learning," she says.

Alongside Trenkic, student Liviana Ferrari conducted a study into language learning motivation as part of her PhD. Her research investigated what kept adult English learners of Italian motivated during a beginners' course. Though the students joined the classes for a variety of reasons and were taught by different teachers using different approaches, it quickly became apparent that maintaining motivation was closely connected to the social elements involved.

"We found that those most likely to stick with it were the ones who developed a social bond within a group," Trenkic explains. "For them, learning Italian became part of their social identity: something they do one evening a week with a group of pleasant and like-minded people. For both groups [in the study], social participation was the driving force for sustaining motivation."

Native English speakers continue to be notoriously bad at mastering foreign languages. This example of integrative motivation at work could demonstrate a way that learners might see more success in their language learning efforts. But the English language is different from other languages.

Both Trenkic and Schumann believe that native English speakers are at a unique disadvantage in trying to learn other languages. The key issue in motivating English-speaking language learners is the prevalence of English as the world's lingua franca, an issue that has been explored and debated by experts for more than a decade.

"We speak natively the language that the world is trying to learn. For us, it's never clear that we need to learn a second language, and if we decide to, it's hard for us to pick which one," Schumann asserts. "It's also very difficult to maintain a conversation with a German if your German isn't good, because they'll quickly switch to English, and they're often more comfortable doing so."

"One of the main reasons there are more successful learners of English than of other languages is that there's more 'material' out there, and it's more socially relevant in the sense that people you know are likely to share your enthusiasm for the material – films and music, for example," Trenkic adds.

Does this mean that all hope is lost for native English speakers learning foreign languages? Not necessarily. Schumann argues that many European states are successful in cultivating bilingual societies because of active societal support and the national-level importance placed on it. "In countries like Holland and Sweden, the society has realised they have to learn a more international language. They start teaching English very early but with no magic method," Schumann says. "The Dutch put on a lot of television in English with Dutch subtitles. In the entertainment media, they give a preference to English. Nationally, they give their communities a language they can use in the world." English's role as a global lingua franca might make foreign language acquisition more of an effort, but the motivation – as Schumann puts it – "to get to know, to be with, to interact with and perhaps become like the speakers of [a] target language" remains intact. For English speakers, the focus must be on the cultural and social benefits of learning languages – on the symptoms of integrative motivation, which go beyond employment prospects and good grades.

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TEXT 6

Children's Health

Learning English as a second language in public schools

The melting pot metaphor is stronger than ever in American schools today.

With 40 million foreign-born residents currently in the U.S., 17 percent of whom have entered the country between 2005 and 2012 – English as a Second Language (ESL) programs in are booming in public schools.

The National Center for Education Statistics cites an increase in students speaking a language other than English at home, from 4.7 million in 1980 to 11.2 million in 2009.

Students who are learning to speak English are called English Language Learners and often referred to as ELLs. Students who qualify for ESL programs are between three and 21 years of age, are enrolled in an elementary or secondary school, were born in another country and do not speak English as their native language. Their English proficiency skills prevent them from accessing the grade-level curriculum and correlated standardized tests administered each year.

When foreign-born students first enter the school system, they are assessed for their current level of English language proficiency. Schools often have families fill out a Home Language Survey to establish the child's native language and the language currently spoken at home. Instructors will also conduct an informal interview with the student in both English and the native language, if possible, with the parent present, if need be. A formal assessment, such as the ACCESS for ELLs, will be administered to assess the student's skills in the areas of reading, writing, listening, and speaking.

Maryland elementary school gets rid of homework for students

There are many strategies ESL teachers use to assist their students in learning English and familiarizing them with American culture. The use of visual cues is a tremendous support, as students may see the item or action being described. Technology has grown ESL instruction by leaps and bounds, as students can watch videos, engage in online language games, and gain hands-on practice hearing, watching, and speaking the English language. ESL teachers often work closely with other members of the school community to share their knowledge and to assist general education and special area teachers in fostering English language development in the classroom and throughout the school day.

Many ESL teachers also cite the importance of the home-to-school connection. Though many students learning English as a second language maintain their native language at home, it is important parents understand and be involved in their child's learning process.

In recent years, curriculum standards for ESL instruction have evolved, just as they have for general education instruction. The focus on ESL standards has been to connect students' English language skills to the content they are taught in the classroom and tested on each year. Now, educators have correlated English language proficiency standards to standards in areas such as language arts and math, which are assessed through state-implemented standardized tests each year.

In accordance with mandates from the No Child Left Behind Act, ESL goals must be aligned with general education content, and students must score in the proficient range on standardized tests by the 2013-2014 academic year.

The 2001 reauthorization of the Elementary and Secondary Education Act, then entitled No Child Left Behind, brought more changes to ESL education. NCLB included Title III, officially named the English Language Acquisition, Language Enhancement, and Academic Achievement Act, which consolidated older federal programs, set clear benchmarks for ESL instruction and provided funding to programs based on enrollment. This act also mandates teachers receive high-quality professional development to foster their skills. The ultimate goal of Title III is to increase English language learners' academic success through these measures.

In September 2011, President Obama announced that schools could receive waivers for some aspects of No Child Left Behind in exchange for approved reform proposals. Some states have looked to take advantage of this opportunity.

The Center for American Progress released a paper by Theodora Chang on August 31 entitled "Using No Child Left Behind Waivers to Improve English Language Learner Education." The paper examines the need for advances in ESL instruction and the states who are aiming to find creative and effective solutions for this need.

New York is cited as an example of a state changing or adding elements to its approach to ESL instruction, such as developing ESL and language arts standards in tandem, generating curriculum modules in the five most spoken foreign languages in the state, and creating Network Teams, groups of educational experts whose purpose is to provide direct and consistent professional development for classroom teachers.

The continuously growing field of ESL instruction has demanded national attention and has generated a great need for highly qualified educators in public schools across the country. With some estimates saying one in 10 students in classrooms today are English language learners, there

is no doubt this group of students has changed the landscape of education in America. As education reform remains a prominent issue at both the local and national level, the topic of English as a Second Language instruction will continue to be part of the conversation.

Jennifer is an educational consultant who works with families and educators to establish healthy and productive routines in the home and school. Adapting behavior management techniques she implemented for years as a special educator, she helps parents and teachers adopt these tools to fit their unique needs and priorities. Jennifer also speaks to parent and education groups on current topics in education and children's health. Visit www.jennifercerbasi.com

By Jennifer Cerbasi

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Fox News

Text 7

Cyber Bullying Of Teachers – A Growing Problem For Schools?

There has been a great deal of press coverage over recent weeks about the problems associated with the growth of social networking websites and increasing technological sophistication amongst children. One prominent issue is 'cyber bullying': the use of text messages, emails and websites to hurt, upset or embarrass another person.

The focus has been on the dangers faced by school pupils from cyber bullying. One 15 year old girl, Megan Gillan, committed suicide after being bullied through the social networking site Bebo. However, a survey carried out in April by the Association of Teachers and Lecturers and the Teacher Support Network suggests that teachers are also increasingly at risk of being the victims of cyber bullies. It found that one in seven teachers have been cyber bullied and of those, 68% had received unpleasant emails, 26% had been the subject of abuse on websites and 28% had received abusive text messages.

The problem is compounded by teachers' relative lack of technological sophistication compared to their pupils, the difficulty in identifying the perpetrators and the range of methods which have been used to cyber bully teachers. Obvious methods include setting up 'hate groups' on Facebook or MySpace, posting negative reviews on the *bête noire* of many teachers: Rate My Teacher, or sending abusive text messages. But there are other equally damaging methods such as hacking into a teacher's email account, sending viruses or using the school's own Virtual Learning Environments (VLEs) to disrupt or delete a teacher's work.

The survey highlighted the effects of cyber bullying upon teachers with 39% saying they suffered a blow to their confidence, 25% saying they felt the standard of their teaching was affected and 6% reporting that they were signed off work with stress or other related illness. Such statistics will be especially worrying to school leaders because they indicate a heightened risk of employment claims from teachers whose professional lives and health have been damaged as a result of cyber bullying.

Teachers who are minded to bring a claim cannot make a complaint to an employment tribunal for cyber bullying alone. They would need to link the abuse they suffered to the existing discrimination legislation or to show that the school has failed in the duty of care owed to its employees. This can be difficult, as demonstrated the case of *Campbell v Falkirk Council* in which a teacher unsuccessfully argued that he fell within the ambit of the Disability Discrimination Act 1995 because he had been bullied by pupils on account of his baldness. Despite this, where cyber bullying takes the form of racist, sexist or homophobic abuse, schools should be particularly vigilant towards the risk of a discrimination claim.

There is currently a legal hurdle for teachers who wish to bring claims under the discrimination legislation. Whilst a school will have liability for the acts of staff members who cyber bully other teachers in the course of their employment, as the law stands it will not have liability for discriminatory acts such as racist or homophobic abuse carried out by pupils. The 2003 House of Lords case of *Pearce v Governing Body of Mayfield School* involved a teacher who was harassed and bullied by pupils because she was a lesbian. The court found that the school was not liable for failing to act where a third party, such as a pupil, discriminates against or harasses its employees, unless the reason why the school failed to act was itself discriminatory. However, the law is changing and the forthcoming Equality Bill will make employers explicitly liable, in some circumstances, for harassment by third parties in the workplace.

Where a school fails to take steps to address cyber bullying, a teacher who falls victim to cyber bullies may consider that the school has broken the duty of trust and confidence which it owes to all employees and may decide to resign and claim constructive dismissal. If the school is aware that the teacher has been cyber bullied by pupils, it could be liable if it was in a position to prevent the cyber bullying from occurring but did not take steps to do so. Employers also have an implied duty to provide a suitable working environment and if, for example, a school should fail to prevent pupils from filming teachers in class with mobile phones, it could be in breach of this duty, enabling the teacher to resign and claim constructive dismissal. To avoid the risk of a constructive dismissal claim, school leaders should take reports of cyber bullying seriously and implement school policies to ensure all wrongdoing is dealt with thoroughly and consistently.

Teachers also may consider taking action under the law of defamation if a pupil makes a libellous allegation on a website, although this can be difficult where comments are made anonymously or using a pseudonym. In order to succeed in such a claim, the teacher must show that the allegation was defamatory: that it lowers the individual in the estimation of right-thinking members of society generally by exposing the victim to hatred, contempt or ridicule. Insults or offensive rants such as "Mrs Jones is fat and ugly" will generally not be defamatory, but a statement that "Mr Smith is a pervert" is likely to fall within the definition. School leaders should assist the teacher with informing the website that they are hosting defamatory content. This will put the website at risk of liability for claims and should increase the speed with which such statements are removed.

Where a teacher finds themselves the victim of cyber bullying, rather than heading straight for the courts, they will generally turn in the first instance to the school for assistance. It is crucial at this point that school leaders respond appropriately to avoid the risk of future claims arising from the school's failure to adequately address the problem.

So how should the school respond? Firstly, the teacher concerned should be encouraged to keep any evidence of cyber bullying by saving text messages, printing out emails and using the 'print screen' function to keep a permanent record of website content. Such evidence will form the basis

of any disciplinary action or referral to the police. Should the school decide to take disciplinary action against pupils who are responsible for cyber bullying it should do so in accordance with the school disciplinary policy. If the problem persists, pupil exclusion should not be ruled out.

Where a school is faced with a cyber bullying incident which is so serious as to potentially constitute a criminal offence such as stalking, harassment, illegal content or threats of a physical or sexual nature, the school should inform the police and seek their involvement in identifying the perpetrators. It can be difficult to take meaningful action to prevent cyber bullying from reoccurring without police involvement. Phone companies and internet service providers may not be willing to disclose the identity of someone sending anonymous messages without a request from the police under the Regulation of Investigatory Powers Act 2000.

As prevention is generally better than cure, school leaders must ensure that they have appropriate measures in place to guard against cyber bullying. Effective policies and reporting procedures and proper training of staff are particularly important. All schools should have an anti-bullying policy which covers teachers as well as pupils, and which includes specific information on cyber bullying. Any anti-bullying policy should set out clear disciplinary sanctions for cyber bullying and specify the member of staff to whom incidents of cyber bullying should be reported. A member of the senior management team should be designated to deal with cyber bullying issues and should receive training in new technologies, the possible dangers and how to deal with them.

Most schools have an existing Information and Communication Technology (ICT) policy, but school leaders should review these to ensure that they contain clear acceptable use guidelines with specified consequences for non-compliance or abuse. It is sensible to monitor pupils' use of the internet and school email systems but in order to do so schools must have pupils' consent to avoid falling foul of the Data Protection Act 1998. It is also prudent to obtain pupils' consent in the policy to permit a senior member of staff to search the contents of their mobile phone if they reasonably suspect it has been used for bullying. The Education and Inspections Act 2006 grants school staff the right to confiscate a mobile phone which is causing a disturbance in class or which contravenes behavioural or anti-bullying policies, but they may not search the phone without the pupil's consent. A pupil who has been using their phone to film a teacher in class is most unlikely to give such consent, and it is therefore important to obtain it in advance by ensuring pupils sign up to school policies.

It is an unfortunate truth that watertight policies and vigilant monitoring of IT systems will not completely prevent cyber bullying from occurring. Legal action is usually a last resort but teachers who have been the victims of cyber bullying will often approach their union for advice on the legal options available to them under existing employment legislation. If school leaders have a working knowledge of the possible claims which could be brought against the school they can take steps to limit their liability where incidents of cyber bullying do occur.

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e-Learning Today.2018

Text 8

School exclusion of autistic boy unlawful, judge rules

The exclusion of an autistic boy after he hit a teaching assistant with a ruler, punched her and pulled her hair, was unlawful, a court has ruled.

Following the incident in February 2016, the child, known only as "L", was given a one-and-half day exclusion.

But a judge in the Upper Tribunal has ruled that "aggressive behaviour is not a choice for children with autism".

Campaigners say the ruling will have a major impact on future generations of children on the autism spectrum.

The Department for Education says it will consider the implications of the ruling.

What was the case about?

The case, which was funded by the Equality and Human Rights Commission, centred on the fact that children with disabilities that mean they have "a tendency to physically abuse" are not protected by the Equality Act 2010.

This means that children like L are not treated as "disabled" in relation to their physically aggressive behaviour and so cannot challenge decisions to exclude them from school.

Judge Rowley, who examined whether this rule was in breach of L and other children's human rights, found that this rule came "nowhere near striking a fair balance between the rights of children such as L on the one side and the interests of the community on the other".

Judge Rowley said that "aggressive behaviour is not a choice for children with autism".

"In my judgment the Secretary of State has failed to justify maintaining in force a provision which excludes from the ambit of the protection of the Equality Act, children whose behaviour in school is a manifestation of the very condition which calls for special educational provision to be made for them.

"In that context, to my mind it is repugnant to define as 'criminal or anti-social' the effect of the behaviour of children whose condition (through no fault of their own) manifests itself in

particular ways so as to justify treating them differently from children whose condition has other manifestations."

Polly Sweeney, human rights partner at Irwin Mitchell, which represented the family, said: "We are delighted with this outcome and pleased that the Upper Tribunal has recognised, in strong terms, that the profound and severe discriminatory impact that these rules have on vulnerable children such as L when accessing education, is unlawful.

"As has been made clear in the judgment, this decision does not mean that schools are prevented from excluding children where it is necessary and proportionate to do so.

"However, it will ensure all disabled children are afforded the same safeguards, protections and rights under the law, regardless of whether their disability gives rise to challenging behaviour."

What do the child's parents say?

L's parents said they were "both delighted by this ruling".

"We have always believed passionately that our son and other children in his position should have equal rights to be able to go to school and receive the support they need to achieve the best possible outcomes.

"L's autism means that he will grow up in a world where he will face challenges and adversity throughout his life. School should be somewhere he can go without fear of discrimination or exclusion for actions which he has no control over.

"Knowing that one of the key rules that prevented that has now been found to be unlawful is of great comfort to us, and we hope, many other families."

Melanie Field, executive director at the Equality and Human Rights Commission, said: "We funded this case as we were concerned that children whose disability can result in them being more likely to be aggressive were being unfairly denied access to education.

"We are delighted with this judgement, which will require schools to make reasonable adjustments to try to prevent or manage challenging behaviour and justify that any exclusion in these circumstances is proportionate."

How has the Department for Education responded?

A DfE spokesman said: "The government is fully committed to protecting the rights of children with disabilities, as well as making sure schools are safe environments for all pupils.

"We will be carefully considering the judgment and its implications before deciding the next steps."

Earlier this year, the government launched an external review of exclusions to look at how schools are using exclusions and why some groups are disproportionately excluded.

What do unions make of this?

Paul Whiteman, general secretary of the National Association of Head Teachers, said the decision to exclude a student was "never taken lightly and always as a last resort".

"But school leaders do need the autonomy to decide when and how to exclude students to protect the health, safety, education or well-being of other pupils and staff in the school.

"Schools can't do it on their own. To avoid exclusions, they need support from the other local services around them. The issues that underpin exclusions reach far beyond the school gates, so schools need access to expert resources to help them support at an early stage those students who need more help."

Karen Leonard, from the GMB union, which represents thousands of teaching assistants, said: "GMB's school staff members are attacked at work on a daily basis – from verbal abuse, to being spat at, kicked and punched.

"But they love their jobs, love the kids and want to carry on doing their best for the children. They understand these pupils can lash out and violent incidents can occur."

She added: "All they ask is their school backs them up when it does happen – and takes the common sense steps needed to protect them.

"Throughout this year we have been asking schools to sign up to GMB's code of conduct to ensure attacks on members, when they happen, are dealt with properly."

What does the National Autistic Society say?

Jane Harris from the National Autistic Society, said the verdict could transform the prospects of future generations of children on the autism spectrum.

"The government should recognise this decision and act immediately to make sure that autistic children are no longer unfairly excluded from school.

"We intervened in this case to try to close a legal loophole, which saw far too many children excluded from school. Before this judgment, schools were able to exclude pupils who have a 'tendency to physical abuse', even if the school had made no adjustments to meet their needs" she added.

"Exclusions should only happen as a last resort, when schools have tried every other practical solution. But the loophole meant that there was not enough incentive for schools to make necessary reasonable adjustments. And some schools resort far too quickly to exclusions.

"This contributes to children on the autism spectrum being three times more likely to be excluded than children without special educational needs.

By Katherine Sellgren BBC News education reporter

August 14th 2018

Text 9

'The importance of great teaching on children's success'

We seem to be no closer to establishing what the most important factors are that make children succeed, apart from brilliant teachers, writes Peter Tait.

As a society, we spend an inordinate amount of time, resources and money looking at how to improve the quality of education in our schools.

The questions we ask ourselves are always the same. How do we improve the quality of teaching and learning? (and its corollary, our examination results?) How do we make our children more motivated and competitive? And how do we get children to value and 'own' their education?

And yet, after all the talk of new methodologies and curricula; after new and different methods of teaching and models of assessment; after all the time and money spent on technology; after the personalisation of education and differentiated teaching; after learning styles and habits of mind; after mindfulness and Every Child Matters; after the debates about continuous and formative assessment; and after all the constant tinkering, bureaucratic and legislative, with their greater focus on data and compliance, we seem to be no closer to establishing what are the most important factors that make children succeed.

The only consistent factor we can identify is the role of the teacher, whose abilities and skillset, knowledge and enthusiasm are crucial in determining the success or otherwise, of the children they teach.

Teaching, after all, is about engagement, about getting children to listen and switch on. The best investment any government can make is to get the most effective, the most talented, the best teachers they can in front of the children.

"One can only speculate what would have been the impact if all the money spent on technology had gone instead into lowering the teacher-pupil ratio"

By best, I don't mean those who are the best qualified, but those teachers who know how to enthuse and connect with children regardless of their own levels of education. I mean those teachers who can properly engage with children and teach them by inspiring and challenging them. Sometimes the pathway dictates that the process comes down to hard work rather than

inspiration, but teaching is all about the relationship between teacher and pupil more than anything else.

Children will work harder for a teacher they respect, even if they demand more and insist on discipline and high standards. One can only speculate what would have been the impact if all the money spent on technology had gone instead into lowering the teacher-pupil ratio and improving the identification, selection and training of the most effective and passionate teachers. Where would we be now? In a somewhat better place, I would suggest.

I look back at outstanding teachers from my own teaching career and remember, in particular, one woman, whose ability with children was legendary. She was strict, uncompromising, but children wanted her approbation.

One particular year she took on a particularly difficult class of Year 4 children, two of whom had considerable physical and intellectual difficulties and could not even print their names and yet finished the year with impressive cursive writing – achieved through repetition, practice, discipline and unwavering high expectations.

She made such a difference to their young lives and all who were fortunate enough to have her as a teacher.

Good teachers don't need the security of extra resources and technology that, evidence suggests, can detract rather than add to the learning process.

While they may use resources to embellish their lessons, they will not allow the resources to become the lesson. The best teachers are always wanting to do and find out more about their own craft, pushing out the boundaries of their learning and teaching, which is why many exceptional teachers re-work or even discard their teaching notes on a regular basis and look for new topics, and ways, to teach.

This lesson came home to me when I was asked to introduce art history into the sixth form in a New Zealand school and finding – after the subject had been offered, and places filled – that my knowledge of the period (Italian Art, 1300 – 1650) was almost as deficient as were my resources.

That year, with a few old text books and slides, I learnt alongside the students and at the year's end, we were the top performing department in the school with one student in the top 10 in national scholarships.

The next year, I went to Italy and soon had the best resourced art history department anywhere with videos and CD Roms, slides, a library of outstanding books of reproductions, computer programmes on every aspect of the course, but my students never did quite so well ever again.

"Teachers need to keep learning and growing – it is not a profession for the cynical or indifferent. The best can be identified by their enthusiasm and interest in pedagogy. »

I think they learned better, as I did, by having to think more, by having to eke out what they could from the meagre resources, by having to think and having a teacher learning alongside them. There was no hiding place for any of us. Teachers need to keep learning and growing – it is not a profession for the cynical or indifferent. The best can be identified by their enthusiasm and interest in pedagogy. They are not characterised by their own high academic performance, but by a thirst for passing on the benefits of education.

They may be unorthodox, idiosyncratic, employing a variety of approaches to get children to want to learn and to question what they are being taught. They are typified by their passion, their non-negotiable standards, breadth of interests, high expectations, understanding of how children learn, empathy, an insistence on greater self-discipline and by their relationship with their pupils. Interestingly, children know who the best teachers are, even if they try and avoid them in favour of the more popular variety who may make their lives easy. They often criticise them to their parents for being too demanding and only realise later the opportunity they have squandered. These are the teachers who entered the profession in order to make a difference. And they do.

The Telegraph/Saturday 01 September 2018

Peter Tait, former headmaster of Sherborne Preparatory School

Text 10

The American education system

The American education system offers a rich field of choices for international students. There is such an array of schools, programs and locations that the choices may overwhelm students, even those from the U.S. As you begin your school search, it's important to familiarize yourself with the American education system. Understanding the system will help you narrow your choices and develop your education plan.

The Educational Structure

PRIMARY AND SECONDARY SCHOOL

Prior to higher education, American students attend primary and secondary school for a combined total of 12 years. These years are referred to as the first through twelfth grades.

Around age six, U.S. children begin primary school, which is most commonly called "elementary school." They attend five or six years and then go onto secondary school.

Secondary school consists of two programs: the first is "middle school" or "junior high school" and the second program is "high school." A diploma or certificate is awarded upon graduation from high school. After graduating high school (12th grade), U.S. students may go on to college or university. College or university study is known as "higher education."

GRADING SYSTEM

Just like American students, you will have to submit your academic transcripts as part of your application for admission to university or college. Academic transcripts are official copies of your academic work. In the U.S. this includes your "grades" and "grade point average" (GPA), which are measurements of your academic achievement. Courses are commonly graded using percentages, which are converted into letter grades.

The grading system and GPA in the U.S. can be confusing, especially for international students. The interpretation of grades has a lot of variation. For example, two students who attended different schools both submit their transcripts to the same university. They both have 3.5 GPAs, but one student attended an average high school, while the other attended a prestigious school that was academically challenging. The university might interpret their GPAs differently because the two schools have dramatically different standards. Therefore, there are some crucial things to keep in mind:

- You should find out the U.S. equivalent of the last level of education you completed in your home country.
- Pay close attention to the admission requirements of each university and college, as well as individual degree programs, which may have different requirements than the university.

- Regularly meet with an educational advisor or guidance counselor to make sure you are meeting the requirements.

Your educational advisor or guidance counselor will be able to advise you on whether or not you must spend an extra year or two preparing for U.S. university admission. If an international student entered a U.S. university or college prior to being eligible to attend university in their own country, some countries' governments and employers may not recognize the students' U.S. education

ACADEMIC YEAR

The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, so it is a good idea for international students to also begin their U.S. university studies at this time. There is a lot of excitement at the beginning of the school year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year.

The academic year at many schools is composed of two terms called "semesters." (Some schools use a three-term calendar known as the "trimester" system.) Still, others further divide the year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the summer session, the academic year is either comprised of two semesters or three quarter terms.

THE U.S. HIGHER EDUCATION SYSTEM. LEVELS OF STUDY

First Level. Undergraduate

A student who is attending a college or university and has not earned a bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a bachelor's degree. You can either begin your studies in pursuit of a bachelor's degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study.

Many students choose to study at a community college in order to complete the first two years of prerequisite courses. They will earn an Associate of Arts (AA) transfer degree and then transfer to a four-year university or college.

A “major” is the specific field of study in which your degree is focused. For example, if someone’s major is journalism, they will earn a Bachelor of Arts in Journalism. You will be required to take a certain number of courses in this field in order to meet the degree requirements of your major. You must choose your major at the beginning of your third year of school.

A very unique characteristic of the American higher education system is that you can change your major multiple times if you choose. It is extremely common for American students to switch majors at some point in their undergraduate studies. Often, students discover a different field that they excel in or enjoy. The American education system is very flexible. Keep in mind though that switching majors may result in more courses, which means more time and money.

Second Level. Graduate in Pursuit of a Master’s Degree

Presently, a college or university graduate with a bachelor’s degree may want to seriously think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education.

Furthermore, international students from some countries are only permitted to study abroad at a graduate level. You should inquire about the credentials needed to get a job in your country before you apply to a postgraduate university in the USA.

A graduate program is usually a division of a university or college. To gain admission, you will need to take the GRE (graduate record examination). Certain master’s programs require specific tests, such as the LSAT for law school, the GRE or GMAT for business school, and the MCAT for medical school.

Graduate programs in pursuit of a master’s degree typically take one to two years to complete. For example, the MBA (master of business administration) is an extremely popular degree program that takes about two years. Other master’s programs, such as journalism, only take one year.

The majority of a master’s program is spent in classroom study and a graduate student must prepare a long research paper called a “master’s thesis” or complete a “master’s project.”

Third Level. Graduate in Pursuit of a Doctorate Degree

Many graduate schools consider the attainment of a master’s degree the first step towards earning a PhD (doctorate). But at other schools, students may prepare directly for a doctorate without also earning a master’s degree. It may take three years or more to earn a PhD degree. For international students, it may take as long as five or six years.

For the first two years of the program most doctoral candidates enroll in classes and seminars. At least another year is spent conducting firsthand research and writing a thesis or dissertation. This paper must contain views, designs, or research that have not been previously published.

A doctoral dissertation is a discussion and summary of the current scholarship on a given topic. Most U.S. universities awarding doctorates also require their candidates to have a reading knowledge of two foreign languages, to spend a required length of time “in residence,” to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

CHARACTERISTICS OF THE U.S. HIGHER EDUCATION SYSTEM

Classroom Environment

Classes range from large lectures with several hundred students to smaller classes and seminars (discussion classes) with only a few students. The American university classroom atmosphere is very dynamic. You will be expected to share your opinion, argue your point, participate in class discussions and give presentations. International students find this one of the most surprising aspects of the American education system.

Each week professors usually assign textbook and other readings. You will be expected to keep up-to-date with the required readings and homework so you can participate in class discussions and understand the lectures. Certain degree programs also require students to spend time in the laboratory.

Professors issue grades for each student enrolled in the course. Grades are usually based upon:

- Each professor will have a unique set of **class participation** requirements, but students are expected to participate in class discussions, especially in seminar classes. This is often a very important factor in determining a student’s grade.
- A **midterm** examination is usually given during class time.
- One or more **research or term papers**, or laboratory reports must be submitted for evaluation.
- Possible **short exams or quizzes** are given. Sometimes professors will give an unannounced “pop quiz.” This doesn’t count heavily toward the grade, but is intended to inspire students to keep up with their assignments and attendance.
- A **final examination** will be held after the final class meeting.

Credits

Each course is worth a certain number of credits or credit hours. This number is roughly the same as the number of hours a student spends in class for that course each week. A course is typically worth three to five credits.

A full-time program at most schools is 12 or 15 credit hours (four or five courses per term) and a certain number of credits must be fulfilled in order to graduate. International students are expected to enroll in a full-time program during each term.

Transfers

If a student enrolls at a new university before finishing a degree, generally most credits earned at the first school can be used to complete a degree at the new university. This means a student can transfer to another university and still graduate within a reasonable time.

Types of U.S. higher education

1. STATE COLLEGE OR UNIVERSITY

A state school is supported and run by a state or local government. Each of the 50 U.S. states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word "State" in their names. for example, Washington State University and the University of Michigan.

2. PRIVATE COLLEGE OR UNIVERSITY

These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state schools. Often, private U.S. universities and colleges are smaller in size than state schools.

Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

3. COMMUNITY COLLEGE

Community colleges are two-year colleges that award an associate's degrees (transferable), as well as certifications. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce straightaway. University transfer degrees are generally associate of arts or associate of science. Not likely to be transferrable are the associate of applied science degrees and certificates of completion.

Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending community college, they can complete their bachelor's degree program in two or more additional years. Many also offer ESL or intensive English language programs, which will prepare students for university-level courses.

If you do not plan to earn a higher degree than the associate's, you should find out if an associate's degree will qualify you for a job in your home country.

4. INSTITUTE OF TECHNOLOGY

An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

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Compréhension orale/Textes audios

1-Finland's education success BBC News

<https://www.youtube.com/watch?v=isbyqwhDqyo>

2-New security guards and school entry procedures

<https://www.youtube.com/watch?v=DG7Ngp1PccY>

3-Self-Assessment: Reflections from Students and Teachers

<https://www.youtube.com/watch?v=CkFWbC91PXQ>

4-Tackling the back-to-school checklist

https://www.youtube.com/watch?v=ppCGR4_JqSg

5-Releasing the Potential of outdoor Learning

<https://www.youtube.com/watch?v=edtWYcJuZaI>

6-School for tired teens - BBC News

<https://www.youtube.com/watch?v=pJY0mBWHPw4>

7. A quoi sert l'éducation/ Everyone agrees education is important

<https://www.youtube.com/watch?v=HndV87XpkWg>

8. Early childhood education in Japan

https://www.youtube.com/watch?v=mFP_vaC7cz0