

Intensive Intercultural English Language Pedagogy among Parents from Culturally and Linguistically Diverse Backgrounds (CALD)

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Abstract : Using Standard Australian English with confidence is a cultural expectation of parents of primary school aged children who want to engage effectively with their children's teachers and school administration. That confidence in support of their children's learning at school is seldom experienced by parents whose first language is not English. Sharing language with competence in an intercultural environment is the common denominator for meaningful communication and engagement to occur in a school community. Experience in relevant, interactive sessions is known to enhance engagement and participation. The purpose of this paper is to identify a pedagogy for parents otherwise isolated from daily use of functional Australian cultural language learned to engage effectively in their children's learning at school. The outcomes measure parents' intercultural engagement with classroom teachers and attention to the school's administrative procedures using quantitative and qualitative methods. A principled communicative task-based language learning approach, combined with intercultural communication strategies provide the theoretical base for intensive English inquiry-based learning and engagement. The quantitative analysis examines data samples collected by classroom teachers and administrators and parents' writing samples. Interviews and observations qualitatively inform the study. Currently, significant numbers of projects are active in community centers and schools to enhance English language knowledge of parents from Language Backgrounds Other Than English (LBOTE). The study is significant to explore the effects of an intensive English pedagogy with parents of varied English language backgrounds, by targeting inquiry-based language use for social interactions in the school and wider community, specific engagement and cultural interaction with teachers and school activities and procedures.

Keywords : engagement, intercultural communication, language teaching pedagogy, LBOTE, school community

Conference Title : ICLL 2019 : International Conference on Language Learning

Conference Location : Paris, France

Conference Dates : July 18-19, 2019