

Danping Wang

*Translanguaging as a pedagogy in University-based Language Classrooms in New Zealand*

This project explores the complexities and controversies of classroom language policies and practices in university-based Chinese language programmes in New Zealand. The use of English, students' first language (L1) in teaching and learning Chinese as a second language (L2) has been a highly debatable issue among course developers, teaching professionals and students. Research on the challenges faced by L2 language teachers and students has found that the monolingual classroom language policy is not well-suited to the diverse learning needs of multilingual students. The prevalent monolingual ideologies have also resulted in demotivation and anxiety in learning Chinese, and the high student attrition rate in language programmes over the years in New Zealand universities.

This two-year research project aims to answer two research questions: (1) What are teachers' and students' perspectives towards the monolingual ideologies? (2) How are L1 and L2 actually used? The project began with a survey to explore students' attitudes towards L1 use in Chinese classrooms. A total of 207 valid questionnaires were analysed. While some favoured a Chinese-only paradigm in principle, others found it merely an ideal. Following this, the study interviewed seven teachers and observed their classroom teaching. Interview data analysis reveals a continuum of perspectives towards the monolingual approach. Notably, they were well aware of the tensions created by overarching monolingual policies and overwhelmingly concerned with their own English ability to use translanguaging as a pedagogy. The analysis of classroom discourse also showed a multilingual reality, where specific functions of L1 can be categorised for further research. The study ends by calling for an immediate update of perceptions of L1 in L2 education, and an urgent action to develop innovative pedagogies to accommodate learners' needs. It also suggests that knowledge about and the ability to apply pedagogical innovations to deal with multilingual classrooms should be integrated into Chinese language teacher education. It is important for professional Chinese language teachers to know how to use their students' linguistic knowledge of English to support Chinese learning.

# Embracing Multilingualism across Educational Contexts



## TRANSLANGUAGING AOTEAROA 2019 SYMPOSIUM

Victoria University of Wellington  
28 June 2019

## Schedule

9:00	On-site registration opens
9:15	Symposium opening
9:30	1st Plenary: Dr. Tauwehe (Sophie) Tamati
10:15	Morning tea
10:30	Angela Bland & Juliet Kennedy (Translanguaging in Pasifika studies: A model for critical multilingual education in secondary schools)
11:00	Nicola Daly (Translanguaging in dual language Māori-English picturebooks)
11:30	Saida Radjabzade (Language Policy at WIUT: Conflicting Views)
12:00	Lunch
12:45	2nd Plenary: Dr. Kerry Taylor-Leech
13:30	Him Ibro, Josiah Murphy, & Tsukuru Kamiyama (Tiếng Việt or française: Translanguaging in the writing of a Vietnamese multilingual)
14:00	Corinne Seals and Vini Olsen-Reeder (Creating translinguistic materials for Māori and Samoan communities)
14:30	Afternoon tea
14:45	Brittany Hoback (Translanguaging as a Resource for Multilingual Education and Indigenous Language Maintenance: Ethnographic Experience from Southeast Malekula Island, Vanuatu)
15:15	Danping Wang (Translanguaging as a pedagogy in University-based Language Classrooms in New Zealand)
15:45	Symposium closing

Corinne Seals and Vini Olsen-Reeder

### ***Creating translinguistic materials for Māori and Samoan communities***

This presentation describes the analytical process of understanding how translanguaging is naturally used in a bilingual environment and then adapting this translanguaging grammar to materials creation. We explain in this presentation how we created translinguistic children's books and other teaching materials that are able to embody translinguistic practice in a culturally embedded way. Our materials creation for the puna reo and a'oga amata were based on over 200 hours of audio and video recorded data as well as over two months of classroom ethnographic research. Based on our in-depth discursive, thematic, and syntactic analyses, we were able to identify core linguistic and cultural features of translinguistic and transcultural practice that we embedded into the materials. After discussing the materials and their development, this presentation ends with an analysis of the materials' effectiveness as well as guidelines for researchers and educators who wish to likewise develop translinguistic materials.

**Brittany Hoback**

### ***Translanguaging as a Resource for Multilingual Education and Indigenous Language Maintenance: Ethnographic Experience from Southeast Malekula Island, Vanuatu***

Models of translanguaging education have been suggested to be beneficial to minority language learning and in the incorporation of indigenous language learning in the classroom (García and Wei 2018, Moriarty 2017). In the Pacific archipelago of Vanuatu, where there are approximately 132 different recognized vernacular languages (François et al 2015), there is a long history of multilingual communication practices. Currently the Vanuatu Education Department is working to introduce the local vernacular languages into the primary school curriculum, and have done so successfully in nearly half of the country's languages (Republic of Vanuatu 1999, 2017). Yet for languages which do not yet have a writing system in place, the mandate for a vernacular education curriculum can be difficult. In Southeast Malekula Island, in the area of Banam Bay, we have just begun creating an orthography for the local language, Dengan. Recognizing the history and current practice of multilingualism within everyday communication practices, and recognizing that comfort with literacy in Dengan is still nascent, allowing for translanguaging educational practices in the classroom can help ease the transition into vernacular curriculums, and can help in the transition to the global languages of English or French past primary school. In this presentation I show how teachers and students in Banam Bay are already utilizing translanguaging practices in the classroom, and suggest that this could be a good model for multilingual education and language maintenance in Vanuatu and in similar polylingual nations.

## Saida Radjabzade

### *Language Policy at WIUT: Conflicting Views*

Westminster International University in Tashkent (WIUT) has been functioning for over 16 years and the growing number of students and staff members created a unique environment, specifically, rich language ecology. Consequently, it caused a lot of misunderstanding among students, academic and admin staff of the university in terms of language use in certain context. In order to solve this issue a collaborative project called "Language Policy at WIUT" was conducted together with a Professor Andrew Linn from the University of Westminster in London and Anastasiya Bezborodova from WIUT in 2017. The opinions of 1114 WIUTerians were studied through both online survey and group interviews. The findings reveal that students want only English zone, although they showed a great interest in learning other languages and stated that use of Russian/Uzbek or their mother tongue in group discussion or topic explanation helped them to understand the subject. In contrast, most teachers and admin staff were open to multiple language use at WIUT. The possible outcome of the discussion from the symposium may help to reconsider other factors and continue the research before establishing a Language Policy at WIUT.

## Him Ibro, Josiah Murphy, & Tsukuru Kamiyama

### *Tiếng Việt or française: Translanguaging in the writing of a Vietnamese multilingual*

Due to globalization, it is increasingly common to instruct multilingual students in the classroom. Historically, they have been restricted to writing schoolwork in the majority language of the community (Horner, 2002), discarding their considerable repertoire and losing their voice in forced monolingualism (Ortega, 2019). Translanguaging has been proposed as a way to enhance acquisition of the target language and content learning by utilizing L1 linguistic and domain knowledge (Garcia & Kleyn, 2016); furthermore, it can manifest their identity. Additional research is needed, especially outside of an English context (Canagarajah & Gao, 2019).

This qualitative case study looks for instances of translanguaging in writing revealed through information depth, topical relevance, lexical size, linguistic proficiency, and identity. The participant is a Vietnamese national, proficient in four languages, and currently studying at a Canadian university. She was tasked with writing six, 400-word essays. Four essays respond to prompts in various domains, each in a single language of her choice. Two essays respond to a personal experience in Vietnam and in Canada, in whichever language or code-meshing she chose. After each essay, a semi-structured interview was conducted about her linguistic strategies, affective experiences, and self-assessment of communication success.

We predict relatively less expressive facility and information depth in the monolingual essays, and relatively greater expression and information depth via complete utilization of linguistic repertoire in the translational essays. This study provides a window into SLA and translational practices of a multilingual Southeast Asian student. Implications for teachers include creating an inclusive classroom where students can maximize their multiple linguistic and domain repertoires for successful learning and communicating (DeCosta et al. 2017).

## Plenary Speakers

### **Dr. Sophie Tauwehe Tamati** (University of Auckland)



#### **TransAcquisition Pedagogy for cross-linguistic transfer in Kura Kaupapa Māori: A pedagogical framework to embrace multilingualism in mainstream education**

The bilingual focus of Kura Kaupapa Māori was first reported in 1989 by the Kura Kaupapa Māori Working Group (Ministry of Education) which was tasked to advise government on the establishment of kura (see also Reedy, 1990; Nepe, 1991; Sharples, 1992; McKinley, 2000). The bilingual focus is reiterated in the foundation document of kura, the Te Aho Matua (2008), which highlights "bilingual competence with the expectation of full competency in Māori and English" for all students (p. 742). The kura context was therefore ideal to evaluate the effectiveness of TransAcquisition Pedagogy (Tamati, 2016) in developing Māori-English biliteracy in the students. This presentation examines the innovative features of TransAcquisition Pedagogy (TAP) for cross-linguistic transfer. The first innovative feature is the kahikatea metaphor, which is underpinned by Kaupapa Māori principles. This metaphor is used to reinterpret Cummins' (1981, 1991) idea of developmental language interdependence as an Interrelational Translingual Network (ITN). The ITN concept is the second innovative feature of TAP. It functions as an evolving organic web of complex interconnected linguistic and conceptual interrelationships that expands when a new language and literacy is being learned. The third innovative feature is the 'transacquisitional tasking' process which involves the Read-to-Retell-to-Revoice-to-Rewrite instructional sequence. As an example of epistemic ascent (Winch, 2013) and conceptual progression (Rata, 2015), transacquisitional tasking promotes the reciprocal transfer of semantic knowledge between the languages for understanding of the meaning messages in both languages. These innovative features had a statistically significant effect on developing and improving the kura students' academic language and reading comprehension in English. The magnitude of the improvement was large and the rate of improvement very fast, well beyond typical expectations for similarly abled English-medium students. These findings support the use of TransAcquisition beyond the kura context as a Culturally Sustaining/Revitalising Pedagogy (Lee & McCarty, 2017) for multilingual students in mainstream education.

## Plenary Speakers

### Dr. Kerry Taylor-Leech (Griffith University)



#### A good start to learning: The experience of a Samoan a'oga amata in Queensland

Logan is a highly diverse, fast-growing city in southeast Queensland. It has a large population of Pacific Islander people, the majority of whom claim Samoan heritage. Past government housing policies have created pockets of persistent social disadvantage in Logan. The 2015 Australian Early Development Census identified 32% of children in Logan commencing their first year of full-time school as vulnerable in one or more key areas of early childhood development. In 2015, a ten-year plan called *Logan Together* was launched to improve life chances and opportunities for young children in Logan City.

In 2018, under the auspices of Logan Together, Hosanna Logan City Church took the opportunity to establish a Samoan a'oga amata in partnership with Goodstart Early Learning, with the aim of encouraging Samoan parents to enrol their children in early childhood education.

This presentation reports on a seven-month qualitative study, developed in collaboration with Hosanna and Goodstart, which captured the lived experience of the children, families and educators involved in the a'oga amata. Using talanoa, observations, photos and video recordings, we explored the extent to which the a'oga amata was meeting its aims to support heritage language and culture, build a positive Samoan identity, and enhance children's school readiness. The Samoan children in the a'oga amata fit the broad sociolinguistic profile of heritage language learners, whose parents primarily use English at home. I therefore reflect on the role and functions of Samoan in the a'oga amata and on the sustainability of a heritage language programme in a monolingual, English-dominant environment.

## Speaker Abstracts

### Angela Bland & Juliet Kennedy

#### *Translanguaging in Pasifika studies: A model for critical multilingual education in secondary schools*

Research within the fields of applied linguistics, sociolinguistics and education has established that involving and developing students' languages, cultures and identities is essential for overall student wellbeing (Milne, 2017; Seals & Kreeft-Peyton, 2016). Although New Zealand educational policy documents recognise the importance of developing students' heritage languages, cultures and identity, research shows that student cultural diversity is not sufficiently reflected in mainstream schools (Salesa, 2017). This is often the case for students of Pacific heritage, who, in spite of living in a Pacific nation, increasingly grow up not speaking their heritage languages (McCaffery & McFall, 2010). In order to determine how mainstream secondary schools might provide more opportunity for Pacific students to learn, maintain and develop their heritage languages and cultures through school, this paper looks at Pasifika Studies at Riccarton High School in Christchurch, a class in which students of different Pacific heritage are able to speak and study their different languages together. Participatory action research and interviews, focus groups, and observations from two separate studies explore how multilingual education can provide a platform for heritage language learning and maintenance. Findings provide emic and etic perspectives from the students, teachers and families in the class and show students in Pasifika Studies constructing positive, relational cultural identities together as well as becoming more aware of how and why heritage language can and should be maintained. The research shows the benefits of Pacific heritage language education and provides a model of multilingual education that might become more widely available within mainstream secondary schools.

### Nicola Daly

#### *Translanguaging in dual language Māori-English picturebooks*

Canagarajah (2011) defines translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p.401). The use of languages in dual language children's picturebooks follows a spectrum of forms from interlingual picturebooks which tell a story using a dominant language which borrows from another language, through to parallel dual language picturebooks which tell the story completely in two languages, often on the same page. Hadaway and Young (2013) suggest that dual language books have the potential to support indigenous language revitalisation. In this presentation dual language Māori-English picturebooks written and published in Aotearoa New Zealand will be discussed in terms of the concept of translanguaging and potential language revitalisation (Hadaway & Young, 2013).