



WESTERN SYDNEY
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Shifting linguistic landscapes: A new terrain for multilingual and transcultural pedagogies

Reframing Language in Teaching and Learning: Building on Plurilingual Repertoires in Mainstream Classrooms

University of Calgary & the Calgary Board of Education 2021

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Tree of Knowledge

Painted for the University of Western Sydney by **Mrs Janice Bruny** in support of the Aboriginal and Torres Strait Islander Education initiatives. It provides an Aboriginal perspective of education at the University of Western Sydney and it is about the university, what they do and where they are situated.



Global reforms and educational studies

Multilingual Turn (May, 2014), multilingualism as a dynamic, flexible repertoire; new lens to examine local and global multilingual meaning making and challenge monolingual bias

Global educational policy and practice initiatives: **promotion of cultural diversity, intercultural dialogue and a broad international commitment to multilingualism.**

UNESCO (2017) COUNCIL OF EUROPE (2018) The Salzburg Statement for a Multilingual World (2017). Sydney Institute for Community Languages Education, 2017; The Australian Government Action Plan Indigenous Languages (2019).

International Year of Indigenous Languages (UNESCO, 2019)

Longitudinal socio-cultural, critical language research

Dynamic multilingual, multimodal practices and experiences

(Bloommaert, 2010; Chik, Benson & Moloney, 2019; Choi & Ollerhead, 2018; Cox, 2015; Cummins, 2015; Dutton & Rushton, 2021; D'warte, 2014; 2018; Eades, 2013; Fielding, 2016; French, 2016, 2019; Garcia, 2014; Lytra, Volk & Gregory, 2016; Oliver et al, 2017; Orellana, 2012, 2016; Orellana & Garcia-Sanchez, 2019; Pennycook & Otsuji, 2015; Slaughter & Cross, 2021; Somerville, 2013; Woods & Comber, 2016; among others)

Enhanced cognitive capacity

(Adescope et al, 2010; Athanasopoulos et al., 2015; Bialystok, 2011; Bialystok, Craik and Luk, 2012; Cummins & Early, 2011; Lee, 2007, 2017; Kovacs, 2009; Klein, Mok, Chen & Watkins, 2013; Rymes, 2012; 2020; Turner, 2019)

Identity, agency, power, academic achievement, social benefits in using L1

(Cummins & Early, 2011; Cummins et al, 2015; Gibbons, 2019; Heugh, 2018; Jing & Benson, 2013; Lewis, Enciso, & Moje, 2007; Moll et al, 2013; Norton, 2000; 2014; Ollerhead, 2018; Orellana & Garcia-Sanchez, 2019; Paris, 2012; Pacheco, 2018)

Low expectations & deficit perspectives

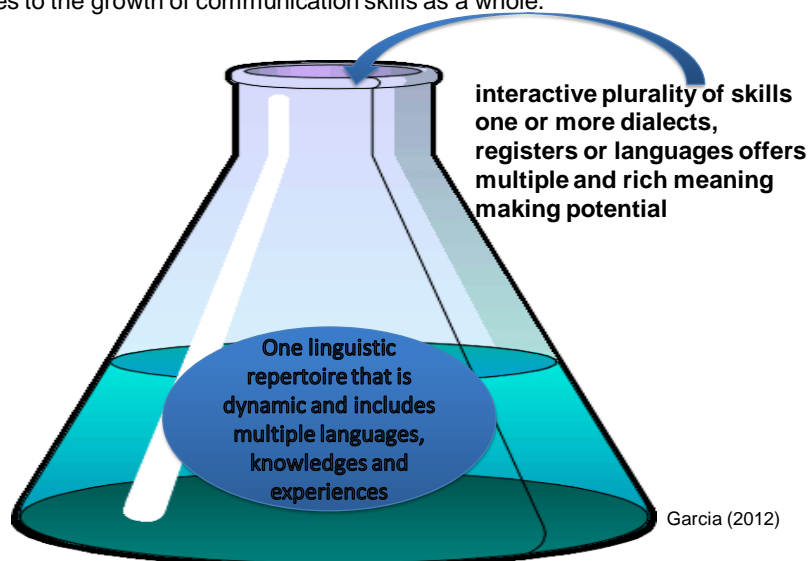
(Comber, 2016; Cross, 2016; de Jong, 2013; Heugh, 2018; Garcia, 2009; Gutierrez et al. 2014; Hattam & Prosser, 2008; Lee, 2017; Luke, 2009; Rosa & Flores, 2017; among others)

Dynamic Bilingualism (Garcia, 2012)

Plurilingualism (European Union, 2001; Council of Europe, 2009)

Plurilingual Competence (Moore & Gallo, 2009)

Rather than uneven competence - associated knowledge, understanding and skill contributes to the growth of communication skills as a whole.



Pedagogical Framing



Identity, agency and power in language learning: (Lewis, Enciso, & Moje, 2007)

Perpetuate, foster and sustain linguistic, literate and cultural pluralism as part of the school project (Culturally sustaining pedagogy Paris & Alim, 2017)

Culturally and Linguistically Responsive Pedagogies

Multilingual & Multiliteracies Pedagogies (Cummins, 1981, 1996; Cummins & Early, 2011)

Funds of Knowledge (Moll et al., 1992; 2013; Gonzales et al, 2005)

Cultural Responsive Pedagogy (Castagno & Brayboy, 2008; Delpit, 1996; Gay, 2015; Ladson-Billings, 1995, 2017)

Productive Pedagogies (Lingard et al, 2001; Luke, 2000)

Critical Place-Conscious Pedagogy (Comber, 2016; Comber & Nixon, 2011)

Australian Culturally Responsive Pedagogy (Morrison, Rigney, Hattam & Diplock, 2019; Rigney & Hattam, 2017)

Culturally Sustaining Pedagogy (Paris, 2012; Paris & Alim, 2014; 2017)

Translanguaging Pedagogy (Choi, French & Ollerhead, 2020; Creese & Blackledge, 2010; Duarte, 2018, 2019; Dutton & Rushton, 2021; Garcia, 2014; Garcia & Kleyn, 2016; Lewis, Jones, & Baker, 2012; Williams, 1996; Ollerhead, 2019; Poza, 2017)

- affirming/ valuing multilingual identities
- cross linguistic/ metalinguistic awareness
- developing and extending students' linguistic resources

Teacher concerns: Multilingualism in the classroom

(Dooley, 2007; Duarte, 2019; D'warte, 2014; 2018; Gogolin, 2002; Ollerhead; 2018; Van Der Wildt, Van Avermaet, and Van Houtte, 2015; Wiggelsworth et al, 2011)

- Students lack of proficiency in the L1
- Low proficiency does not support learning/academic interaction
- Disrupting inter-language and social friendship
- Marginalizing/excluding monolinguals
- Off task behaviour
- Limits time for English curriculum/testing
- Parent concerns
- Teacher monolingualism
- Inadequate resources/practices/expertise

Linguistic funds of knowledge and teacher education

Monolingual, monocultural orientation

International research (Anderson & Stillman, 2013; Cho, 2014; Darling-Hammond et al., 2019; DeNicolò, 2011; Martin, 2009; Franquiz, Salazar, Rodriguez and Hye-Sun, 2011; Marshall, 2009; Nunez & Espinoza, 2017; Nieto, 2018; Safford & Kelly, 2010; Santoro & Kennedy, 2016; Van Der Walt, 2013; Villegas, SaizdeLaMora, Martin, & Mills, 2018)

Australian research (Coleman, 2014,2015,2016; Heugh, 2019; Moloney, 2016; 2018; Moloney & Giles, 2015; McDevitt & Kurihara, 2017; Ortlipp and Nuttall, 2011; Reid & Major, 2017; Reid, Diaz, Alsaiari, 2016)

Linguistically diverse Pre-Service teachers' knowledge and skill rarely leveraged in HE

- erasure of the pre-service teachers' diversity and/or linguistic strength
- deficit orientations towards diverse students across institutions
- little acknowledgment of students' linguistic diversity in developing identities as teachers
- limited understanding of the pedagogical potential of students' language resources
- Pre-service teachers adopting deficit views about their own practices
- Pre-service adopting dominant language ideologies: English supremacy



Australian Census Data (2016) Population 24,577,297

2.8% of Australians are Aboriginal and Torres Strait Islander peoples

26 % of Australia's population were born overseas.

Australians identify with over **300 different ancestries**
Speak over **200 languages**

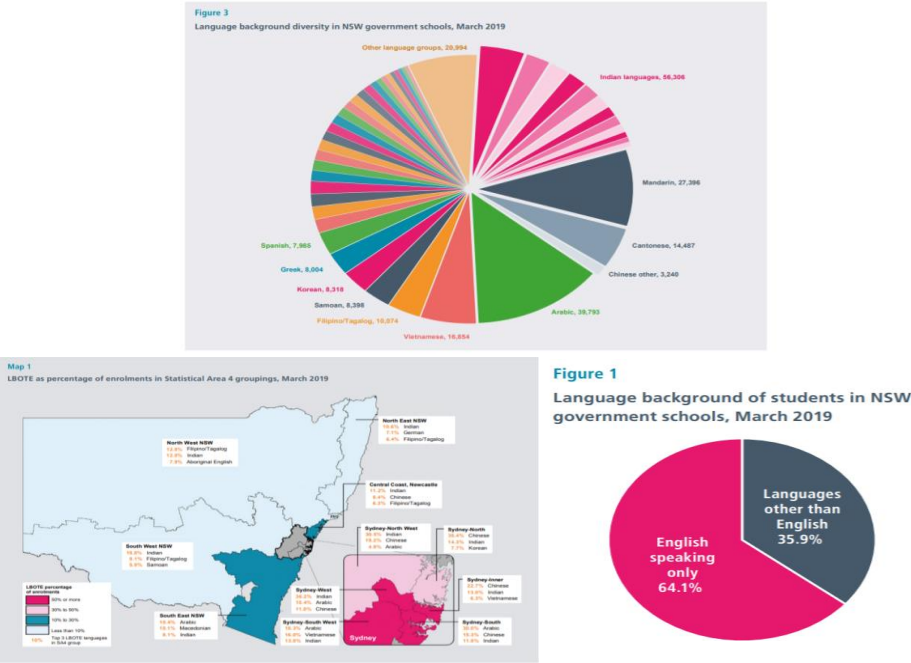


49% of people born overseas or have at least **one overseas-born parent**

120 surviving Indigenous Languages (AIATSIS, 2018)

21% of Australians **speak a language other than English at home**

Australian Bureau of Statistic (2016) Cultural Diversity: Who We Are Now. Retrieved
<http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/2024.0Main%20Features22016>



NSW Government Education & Communities Office of Education CESE BULLETIN ISSUE Language diversity in NSW government schools in 2019. Centre for Education Statistics and Evaluation. info@cese.nsw.gov.au cese.nsw.gov.au

Exploring linguistic repertoires

Research Partnership with NSW Department of Education (2012-2019)

Research Design

Ethnography (Rampton, Maybin & Roberts, 2014) combined with **Design Research** (Edelson, 2002)
Participatory research design:

- **Teachers as co-researchers** (Kincheloe, 1991; Munns & Sawyer, 2013)
- **Children as researchers** and linguistic ethnographers
(Bucknall, 2012; Bucholtz et al 2014; Christensen & James, 2008; Hasen & Yukhananov, 2006; Prasad 2013; 2014; Groundwater Smith, 2012; 16; Norton & De Costa; 2018; Rymes, 2010; 2014)

Data: Interviews and focus groups (students, teachers, parents, community), classroom observations, language *maps (visual mapping)*, lessons and activities, tasks, multimodal, multilingual project work/texts

Setting and participants: 15 Schools, 30 teachers, app 1000 students 6-15 years old (65-99% multilingual)

Research Questions

- What happens when young people are positioned as researchers of their own practices– studying the ways they talk, listen, read, write and view in one or more languages and or dialects inside and outside of school?
- What types of curriculum and potential learning are generated?
- What can teachers and young people learn from each other?



Participant researchers

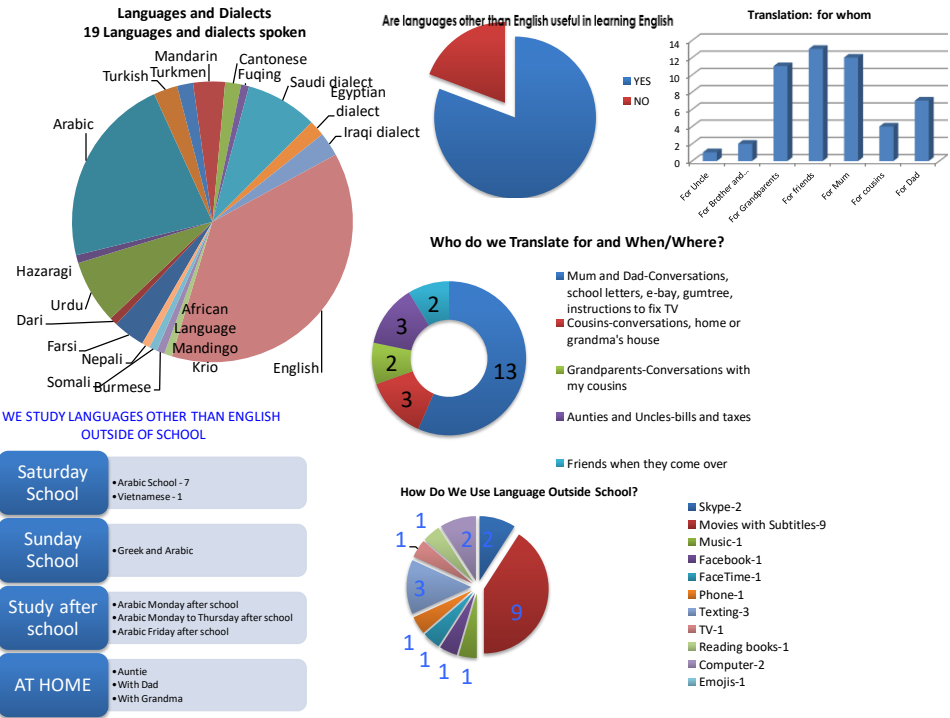
Teachers

- How and in what ways can I learn about the linguistic and cultural “funds of knowledge” of my students and community?
- What will be learned?
- How can I use this knowledge to support teaching and learning and meet (English) curriculum outcomes?



Students: Researchers linguistic ethnographers

- What can we learn about ourselves?
- What do we want (teachers) to know?
- How will we collect this information?
- How will we collate and present our information?
- What does the information tell me about myself/my class
- What does it tell my teacher/others?

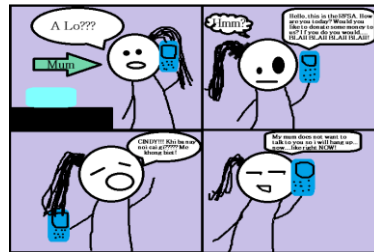


Language Mapping (Dwarte, 2012)

Identity texts Cummins & Early, 2011) **Narrative Inquiry, Visual Narratives** (Barkhuizen, Benson, & Chik, 2013; Melo-Pfeifer & Schmidt, 2012; (Benson, 2014; Melo-Pfeifer & Schmidt, 2012)

Think about how you use language everyday, who you communicate with, in what language or languages, what kind of language, when and in what places ...

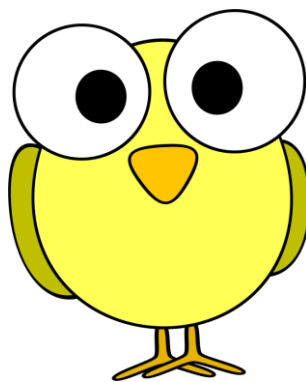
... show the ways you use language everyday make a language map, an image or picture that represents your experiences



Qualitative visual and spatial methodologies

(Clark, 2005; Proser, 2017; D'warte & Somerville, 2014; Early & Cummins, 2011; Fendler, 2013; Hart, 1979; Kress & van Leeuwen, 2016; Kalaja, Dufva Alanen, 2013; Literat, 2013; Manchester & Bragg, 2013; Melo-Pfeifer, 2015; Massey, 2005; Orellana, 2010; Pain, 2012; Van Leeuwen & Jewitt, 2006)

Language Mapping
What do you see?



Language mapping: home and school
action orientated narrative

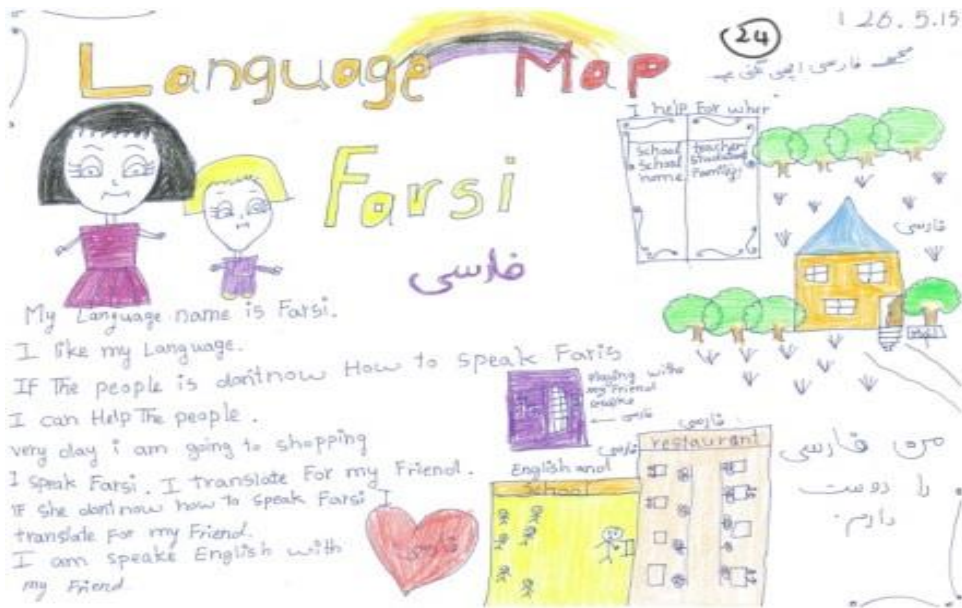


Home and school
separate multilayered repertoires
action orientated narrative



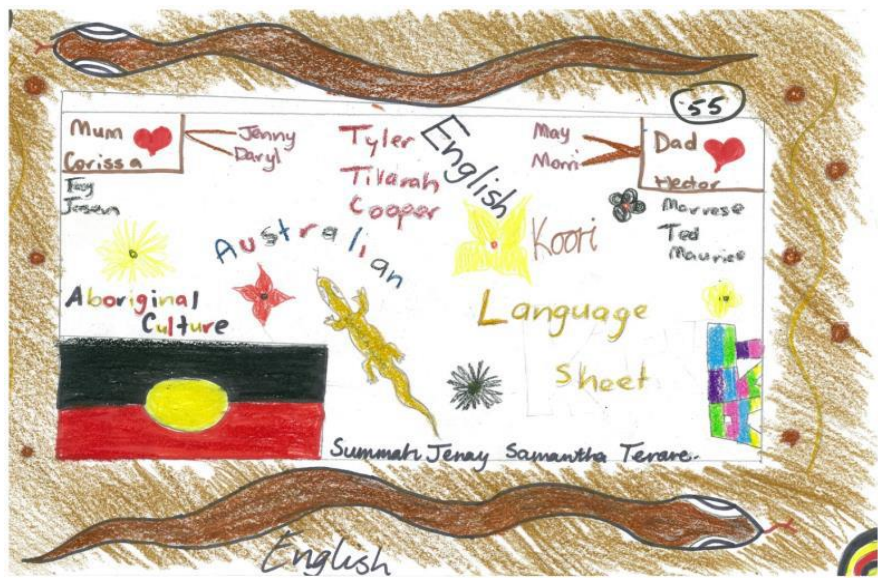
Multimodal (multilingual)

action orientated narrative



Language mapping: language and Identity

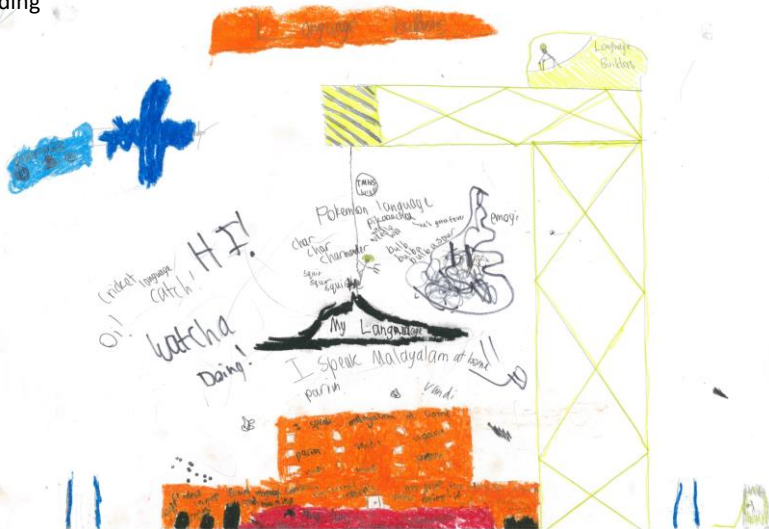
conceptual, symbolic



Language and identity

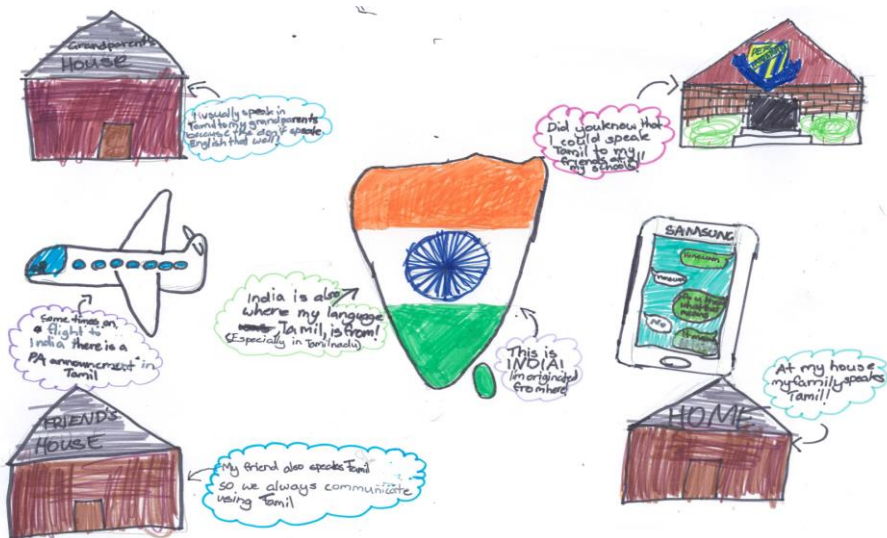
conceptual, symbolic, complex metaphors

I am building a tower of language. The roof is my language, it's establishing the whole building



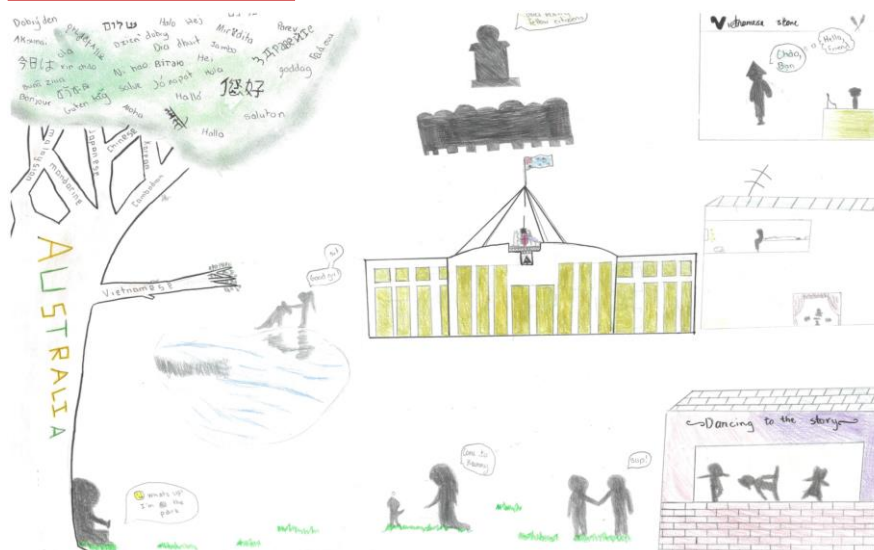
Language mapping: Migration, global and local mobility, flexibility, complexity

action orientated narrative



Language mapping: Linguistic supremacy and language ideologies

Conceptual and action orientated



Language mapping

- After class data is collected and discussed language maps are created
- Language maps are shared within the classroom
- Language maps are taken home and discussed with parents, family members
- Student pairs compare and contrast language maps and use Venn diagrams to identify similarities/ differences
- Teachers analyse language maps
- Students analyse class maps
- Teachers used them to generate curriculum



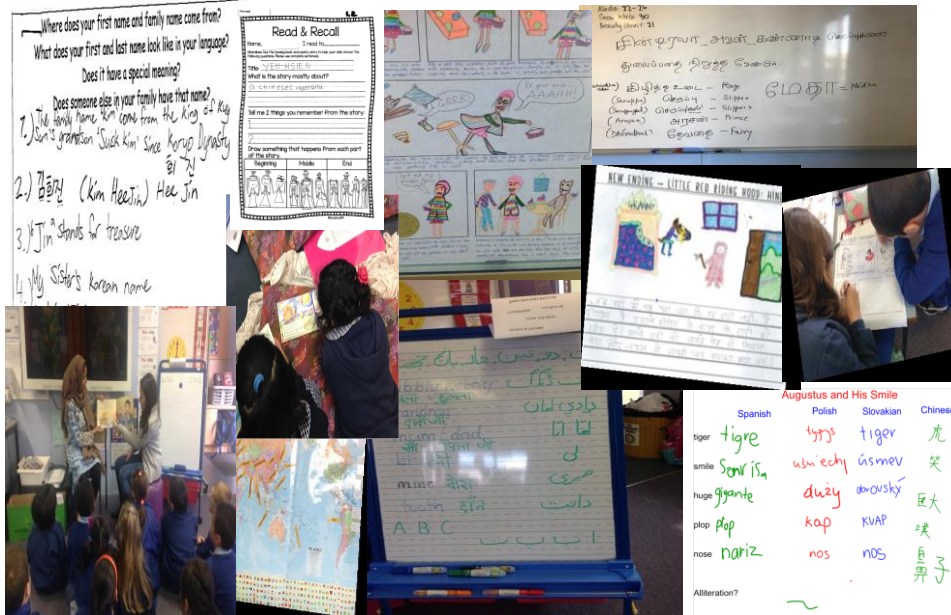
Language Mapping

What could you do with these maps?

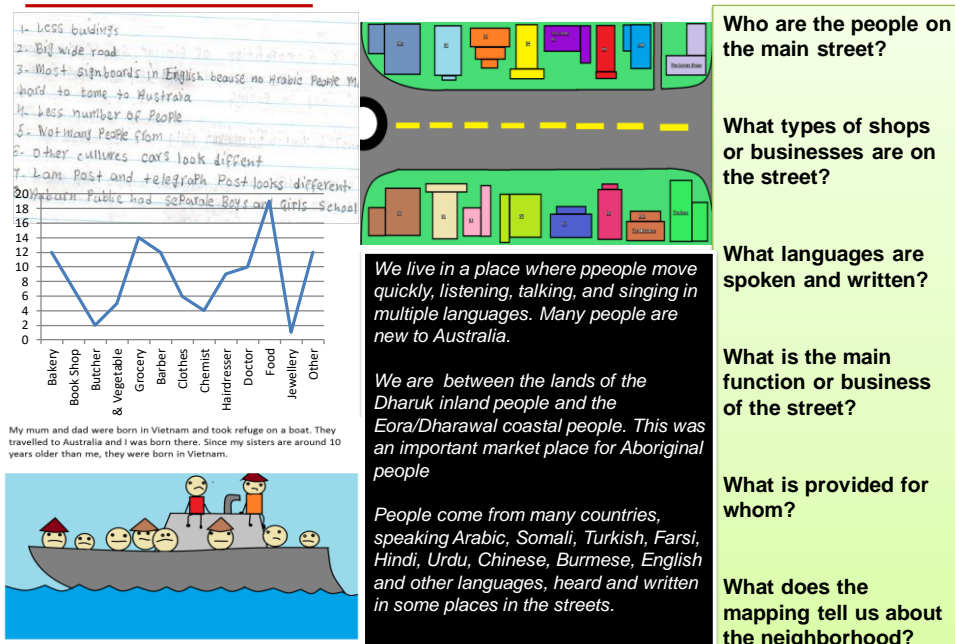
What lessons/activities could be generated from data collection/mapping?



Multilingual, multimodal literacies



Place based studies and linguistic landscape walks



Working towards Standards and Outcomes

Australian Professional Standards for Teachers

1 Know students and how they learn

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

2. Know the content and how to teach it

2.1.2 Apply knowledge of the content and teaching strategies to engage

3. Plan for and implement effective teaching and learning

3.7 Engage parents/ carers in the educative process

Australian Curriculum

Respond to texts drawn from a range of **cultures and experiences**

Engage in **conversations and discussions**, using active listening behaviours, showing interest, and contributing ideas, information and questions

NSW English K-12 Curriculum

EN2-11D responds to and composes a range of texts that **express viewpoints of the world** similar and different to their own

EN2-6B identifies the **effect of audience and purpose**, distinguishes between different **forms, patterns features**

EN3-5B discusses **how language is used for a widening range of purposes**, audiences, contexts

EN3-8D responds to and **composes a range of texts about familiar aspects of the world** and their **own experiences**

EN3-9E recognises, **reflects on and assesses their strengths** as a learner

I learned



- *what I can do and my friends can do we have never talked about this before*
- *language is not just about communicating it is a part of who you are*
- *a way to show my teacher what I can do in pictures and not just words*
- *mum and dad were excited that I am doing this*
- *I got to hear other languages and respect about other languages and if you respect people you feel safe*

- *my language helps me think and understand English meanings better*
- *that English is hard but I am not stupid, now I think I am clever*
- *how to write better In English*
- *my language is not really important in school – just English*



Reflections



Parents

- *For multiculturalism we attend many programs but not like this, parents are invited to really be a part in a way that really means something*
- *I thought it was wrong to speak my language at home, but I learned about my child and all the others too*
- *It gave me such confidence, people in my community were excited about this*

Teachers

- *I recognised the rich understandings of my students*
- *I had no idea about the richness of their multilingual worlds, what they know and can do*
- *I was amazed by the creativity they have gained a lot of confidence, but so have I.*
- *The teaching and learning in my classroom got better for my students. I met learning outcomes and children, teachers and parents benefited*
- *It made me re-examine my own views about language and culture and intercultural understanding in my everyday life*

Affordances



- Hearing student voice
- Developing and expressing views (in alternative modes)
- Student agency in their own learning
- Self confidence, engagement, **cognitive challenge**
- Ongoing **languages development**
- **Wider community participation**
- Authentic and engaging cross curriculum work
- **Improved student outcomes** (metalinguistic awareness and extended writing)
- Increasing use of multilingual material/resources
- Increase in **enrolment in community language programs** (after school/Sat programs)

Challenges



- Transformation may not always be positive and constructive
- Time constraints/ assessment/ accountability
- **Listening and really hearing**
- Empowerment? Can we empower young people/teachers?
- Power dynamics: Privacy/coercion
- **Sustainability (outside of the classroom)**
- Facilitating change – **translating perspectives into policy** (school/department level).

my language is not really important in school – just English

Thank you
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