



WESTERN SYDNEY
UNIVERSITY



**Building on and extending
Harmony Day**

Exploring, thinking, and
learning about languages and
literacies with young people

Strategies from linguistic
repertoires research

ATESOL March 2021

Dr Jacqueline D'warte
Western Sydney University

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

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

Enhanced cognitive capacity

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

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

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

Low expectations & deficit perspectives

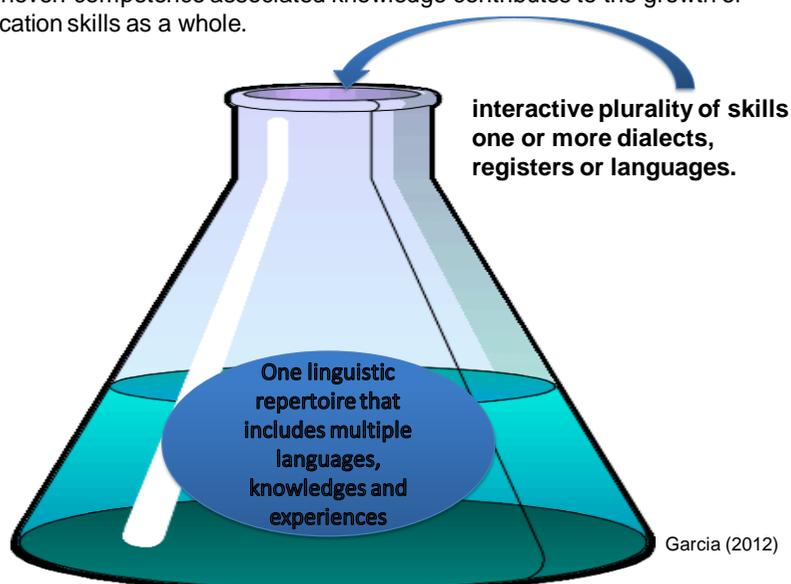
(Comber, 2016; Cross, 2016; de Jong, 2013; Heugh, 2018; Rosa & Flores, 2017; Lee, 2017; Garcia, 2009; Gutierrez et al. 2014; Hattam & Prosser, 2008; Luke, 2009 among others)

Dynamic Bilingualism (Garcia, 2012)

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

Plurilingual Competence (Moore & Gallo, 2009)

Despite uneven competence associated knowledge contributes to the growth of communication skills as a whole.



Pedagogical Framing



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)

Critical Place-Conscious Pedagogy (Comber, 2016)

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 students' linguistic resources



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**



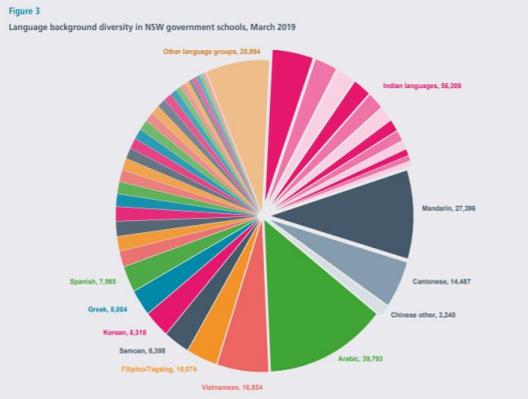
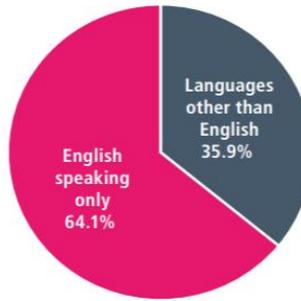
49% of people born overseas or have at least **one overseas-born parent**

120 surviving Indigenous Languages (AIATSIS, 2018)

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

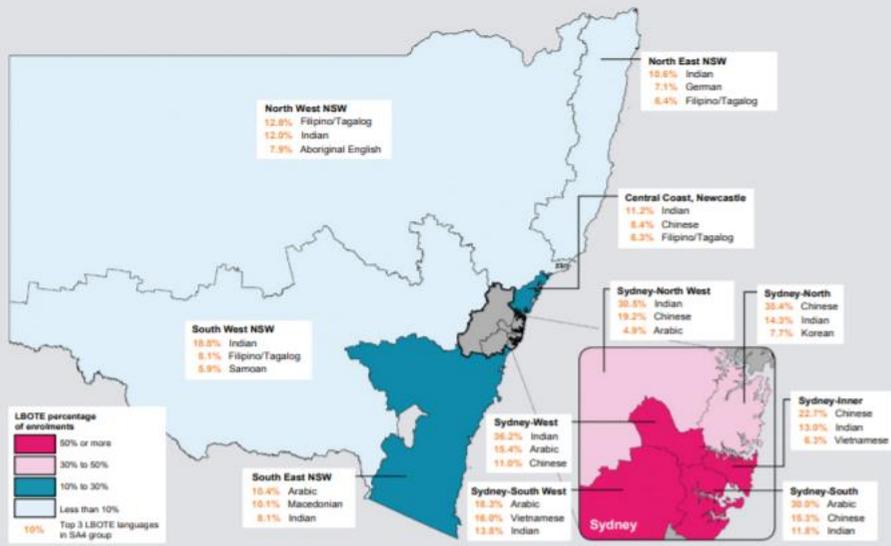
Australian Bureau of Statistic (2016) Cultural Diversity: Who We Are Now. Retrieved
<http://www.abs.gov.au/ausstats/abs@nsf/Latestproducts/2024.0Main%20Features22016>

Figure 1
Language background of students in NSW government schools, March 2019



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

Map 1
LBOTE as percentage of enrolments in Statistical Area 4 groupings, March 2019



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

Teacher concerns: Multilingualism in the classroom

(Gogolin, 2002; Dooly, 2007; Duarte, 2019; D'warte, 2014; 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

Building on children's linguistic repertoires

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

Research Design

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

- **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: 13 Schools, 28 teachers, 850+ students 6-15 years old (65-99% multilingual)

Research Questions

- What happens when young people are positioned as researchers own 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?



Aims

- Engage **students as linguistic and cultural ethnographers mapping their everyday language practices, skills and experiences.**
- **Develop pedagogies based** on that mapping to **address curriculum outcomes**
- **Trial pedagogy and practices** that incorporate **multilingual material** and dual reading practices
- **Evaluate the impact** of these practices and processes on **student learning** across the curriculum

Data Sources

- Interviews: Entry and exit with teachers
- Focus groups with students (supported by L1 speakers of students languages)
- Focus groups with parents
- **Language Maps (visual mapping)**
- Lessons, activities using maps
- Dual Book Reading practices and processes
- Observations: field notes audio and video
- Linguistic landscape walks
- Assorted lesson and activities
- Units of work
- Students work samples



Teachers as researchers

Recognize what students bring and build on it in school

- 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?

AITSL Australian Teaching Standards

- 1. Knowing students and how they learn
- 1.3 Design and implement **teaching strategies that are responsive to the learning strengths** and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- 4.1 Identify strategies to **support inclusive student participation and engagement** in classroom activities.
- 7.3. Understand **strategies for working effectively, sensitively and confidentially with parents/carers.**

Becoming researchers linguistic ethnographers

What is research?

What do we want to know? (data- brainstorming)

- How and in what ways do we communicate inside and outside school?
- How many languages do we speak?
- When and where do we speak those languages?
- With whom do we speak those languages?
- Do we use technology to communicate? How, why and in what ways?
- Do we change the ways we communicate with different people in different places?
- What languages are we learning? Where and when?
- What is the relationship between using language at home and at school?



How do we collect this information? (fish bowl activity)

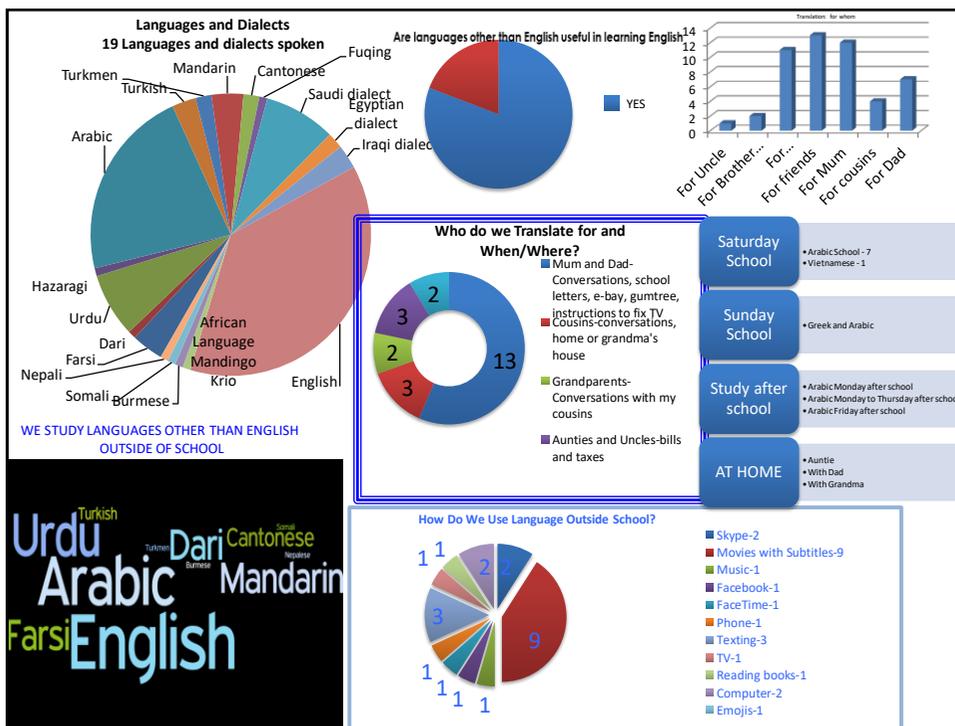
- talking, listening, observing, asking questions, interviewing, audio recording, internet research, video, archival material

How do we collate and present our data?

- graphs, tables, audio visual presentations, posters

What does the information tell us about our class?

- What can we see?
- What have we learned about each other?
- What does this tell us about our class?
- What are our similarities?
- In what ways are we different?
- What else should we research?

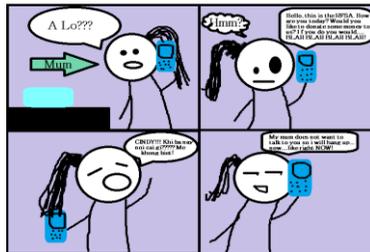


Language Mapping (Dwarte, 2012)

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

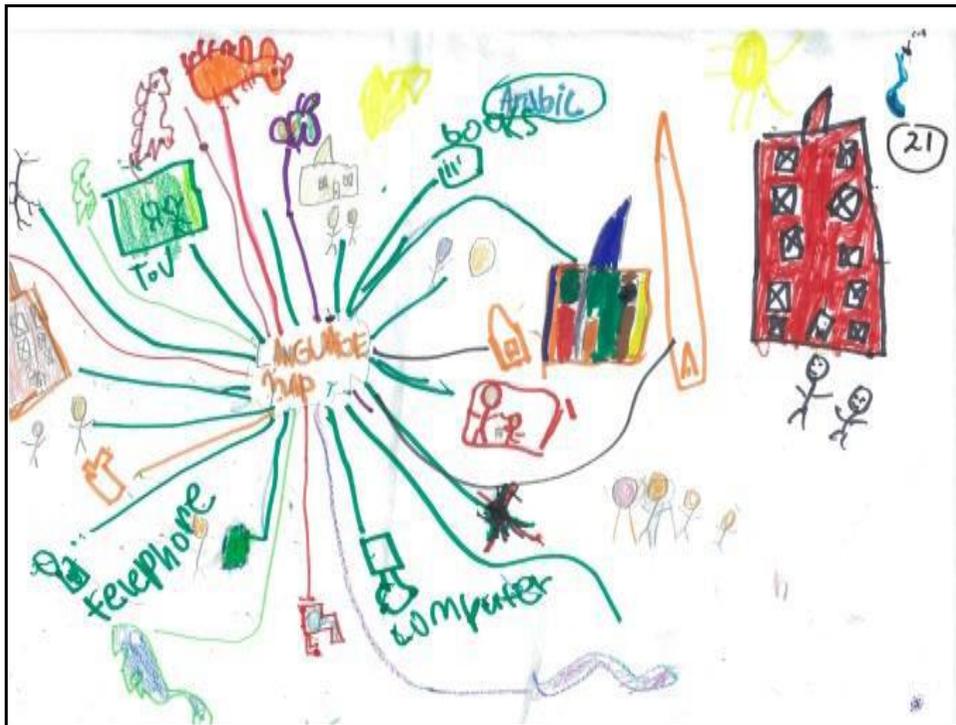


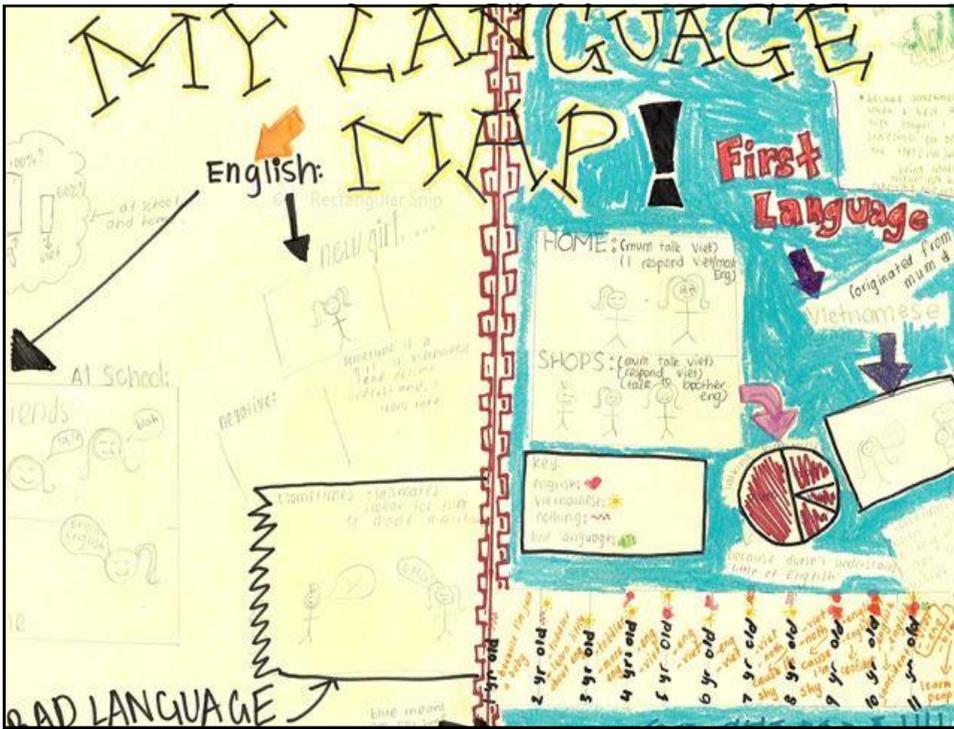
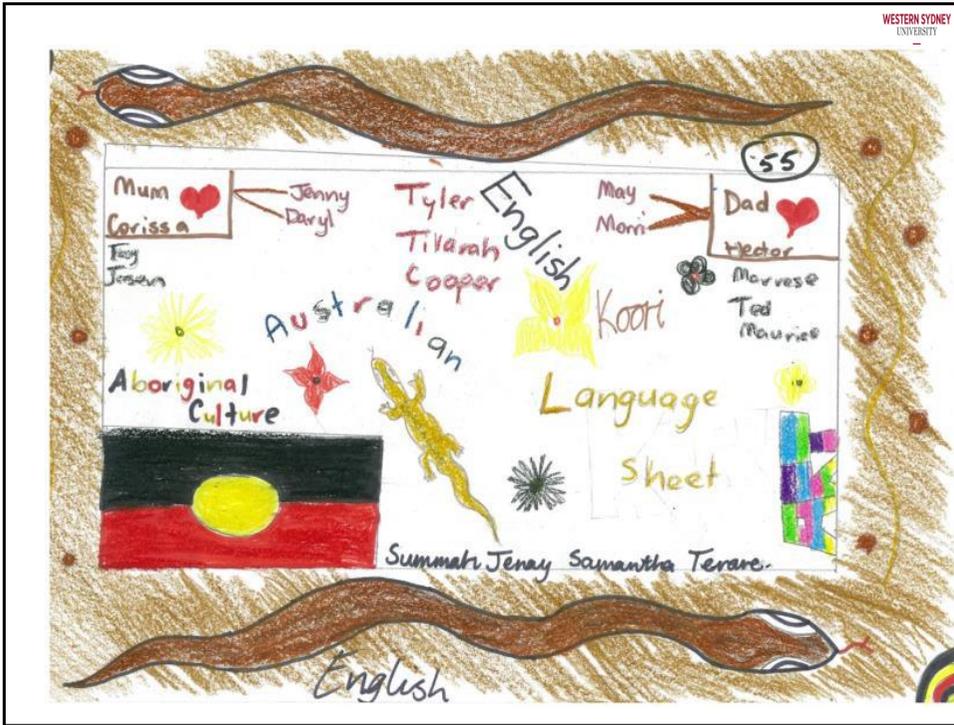
Qualitative visual and spatial methodologies

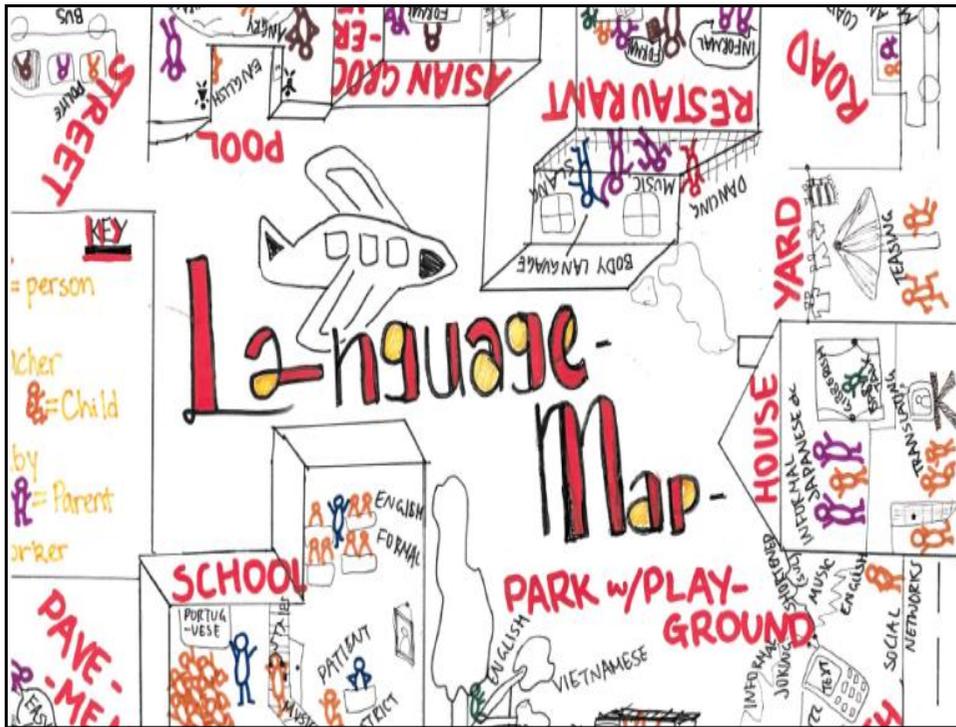
(Clark, 2005; Proser, 2017; D'warte & Somerville, 2014; Early & Cummins, 2011; Fendler, 2013; Hart, 1979; Kress & van Leeuwen, 2016; Kalaja, Dufva Alanen, 2013; Literat, 2013; Manchester & Bragg, 2013; Melo-Pfeifer, 2015; Massey, 2005; Orellana, 2010; Pain, 2012; Van Leeuwen & Jewitt, 2006)

Language Mapping What do you see?

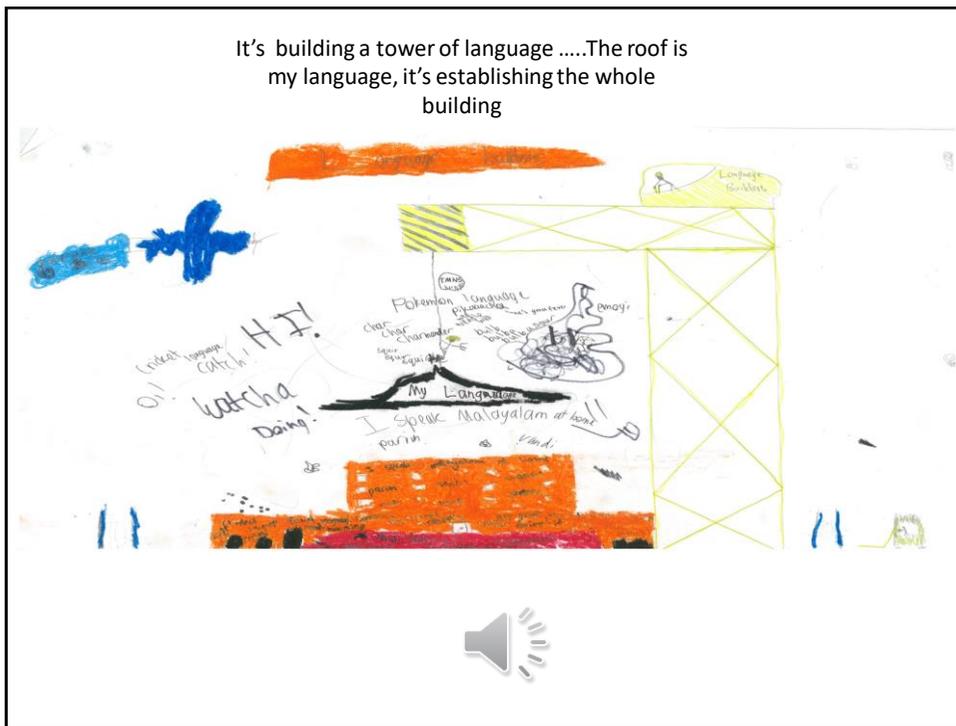








It's building a tower of languageThe roof is my language, it's establishing the whole building

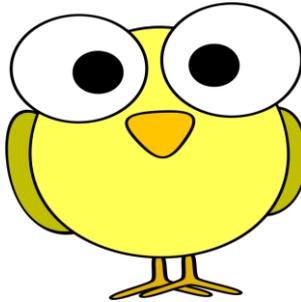


Language Mapping
Break out tasks

Pick one of these maps

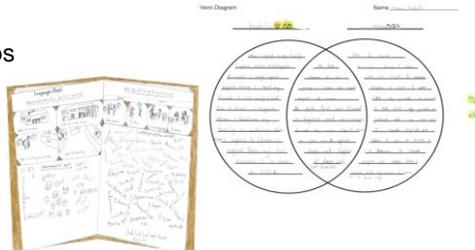
What could you do with this?

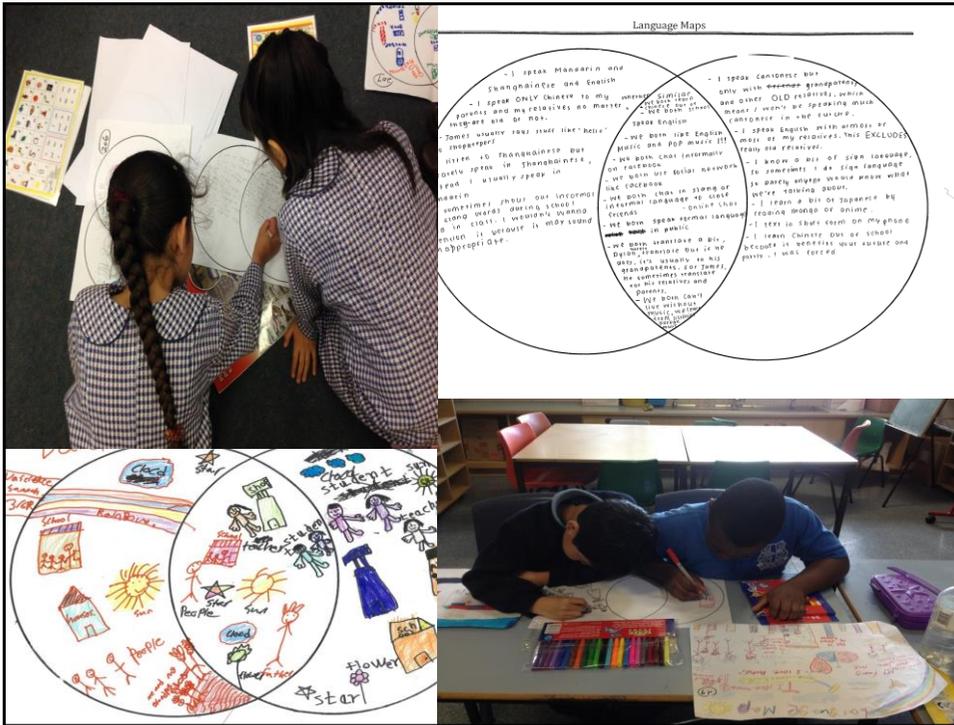
What lessons/activities could be generated from the map?



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 generate curriculum





Multilingual, multimodal literacies

Where does your first name and family name come from?
 What does your first and last name look like in your language?
 Does it have a special meaning?
 Does someone else in your family have that name?

1. The family name Kim come from the King of Kim
2. 김 (Kim Hee Jin) Hee Jin
3. Jin stands for treasure
4. My Sister's Korean name Corbin "Jin".

Read & Recall

Draw something that happens from each part of the story.

Beginning	Middle	End

NEW ENDING - LITTLE RED RIDING HOOD: HIM

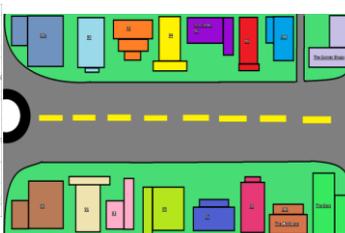
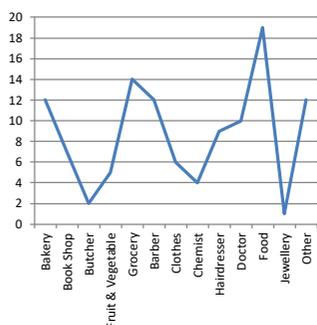
Augustus and His Smile

Spanish	Polish	Slovakian	Chinese
tigre	tygry	tiger	虎
Smile	uśmiech	úsmev	笑
huge	duży	ovoský	巨大
slap	kap	KVAP	唃
nose	nariz	nos	鼻子

Alliteration?

Place based studies and linguistic landscape walks

- 1- LCSS buildings
- 2- Big wide road
- 3- Most signboards in English because no Arabic People M. word to come to Australia
- 4- Less number of People
- 5- Not many People from
- 6- Other cultures cars look different
- 7- Lam Post and telegraph Post looks different.
- 8- Hubush Public had separate Boys and Girls School



We live in a place where people move quickly, listening, talking, and singing in multiple languages. Many people are new to Australia.

We are between the lands of the Dharug inland people and the Eora/Dharawal coastal people. This was an important market place for Aboriginal people

People come from many countries, speaking Arabic, Somali, Turkish, Farsi, Hindi, Urdu, Chinese, Burmese, English and other languages, heard and written in some places in the street.

Who are the people on the main street?

What types of shops or businesses are on the street?

What languages are spoken and written?

What is the main function or business of the street?

What is provided for whom?

What does the mapping tell us about the neighborhood?

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 [\(ACELY1655\)](#)

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. [\(ACELY1656\)](#)

NSW English 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



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*
- ### 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*

Thank you

Dr Jacqueline D'warte
j.d'warte@westernsydney.edu.au



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