

Multilingual pedagogies, action research and decolonial policy intervention in Higher Education

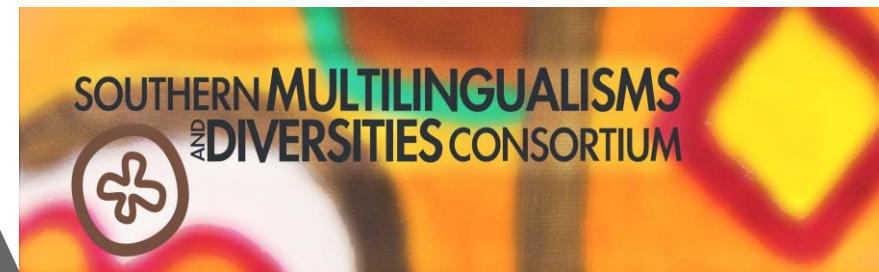
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Kathleen Heugh, University of South Australia



UniSA

Education Futures



Multilingualism in education: striving towards decolonial & pluriversal perspectives of knowledge, belief, being in an ethics of care

Research, Praxis &
Conversations of

multilingualism in education
engage with

tributaries decolonial
scholarship

in a growing body of work

in several volumes 2009-2021

Book Proposals invited for
Bloomsbury Series:

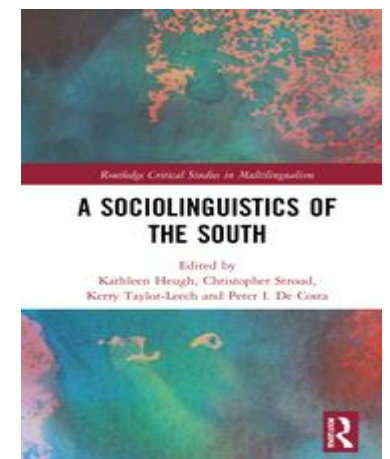
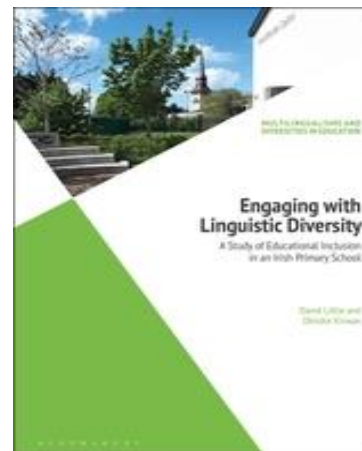
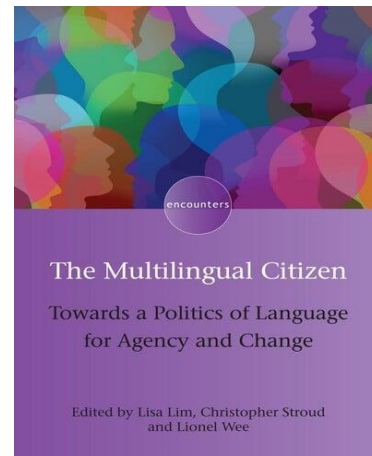
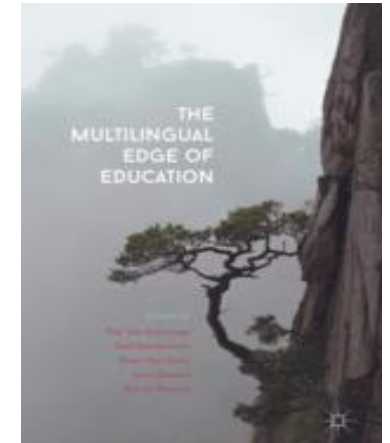
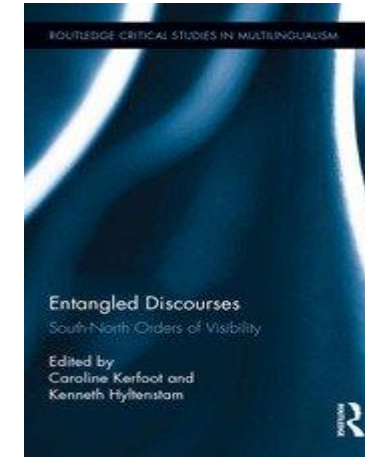
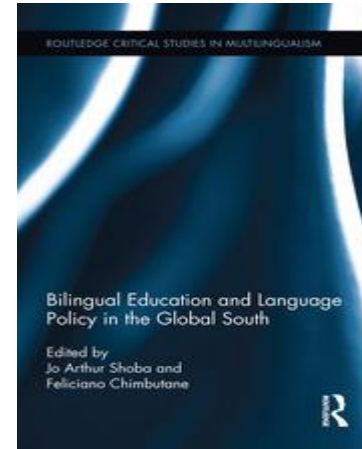
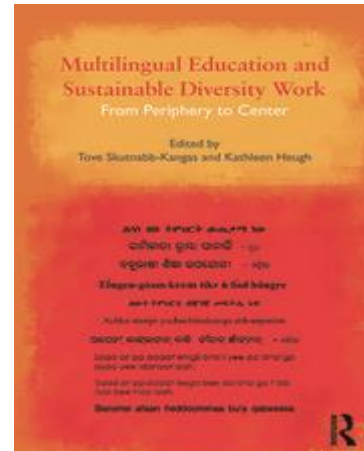
***Multilingualisms &
Diversities in Education***

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Outline: of four intersecting tributaries of south-south (action) research

1. Brief history of Multilingualism in HE in South Africa 1988-2005 –

National Language Project (NLP)

Project for the Study of Alternative Education in South Africa (PRAESA) @ U Cape Town

In-service Teacher Education: Advanced Certificate in Multilingual Education

Key Pedagogy: use of teachers home languages in assignments; translation in learning & academic integrity

Training of trainers of Multilingual Education: Southern Africa Development & Economic Community – post-graduate certificate / Masters in Education (Applied linguistics)

Key Policy, Planning & Pedagogy: include senior education officials, and HE teacher educators

15 countries

2. Focus on Multilingualism in Dept. of Linguistics 2005-2021 @ U Western Cape

Largest cohort of students of linguistics in Africa [1400 – 2000 /yr]

3. South Africa ⇔ Africa ⇔ via UNESCO SE Asia ⇔ MTB-MLE

Mother-tongue-based multilingual education - e.g. E. Timor, India, Philippines, Thailand

4. South Africa ⇔ Africa ⇔ Australia ⇔ Asia-Pacific ⇔ Africa

Longitudinal action research in HE – multilingualism in EMI

Fieldwork in Australian Central Desert, remote First Nations / Aboriginal community - school

Fieldwork in India, Vietnam, Kazakhstan

Languages in Education for Refugees & Migrants in the Asia-Pacific

for UNESCO, UNICEF, Ministers of Education in Asia-Pacific & Africa

From post-colonial to decolonial theories, data & pedagogies

African countries achieved independence: 1959 – 1990

Post-colonial / neo-colonial period:

European, monolingual education systems largely retained

Foreign language education (EMI, French MI, Portuguese MI) for students & teachers with African languages (e.g. Bamgbose, 2000; Obanya, 1999)

⇒ Low enrolments, high rates of attrition, low rates of enrolment in secondary

⇒ Language education policy of exclusion replaces overt coloniality

Research for post-apartheid & decolonial language policy: 1983 - 2008

⇒ EMI accelerates inequality in independent Africa

⇒ Irony – apartheid 8 yrs mother-tongue medium plus Afrikaans & English ⇒ retention & highest rate of successful secondary completions – to date (e.g. Heugh, 1987; 2002; 2018)

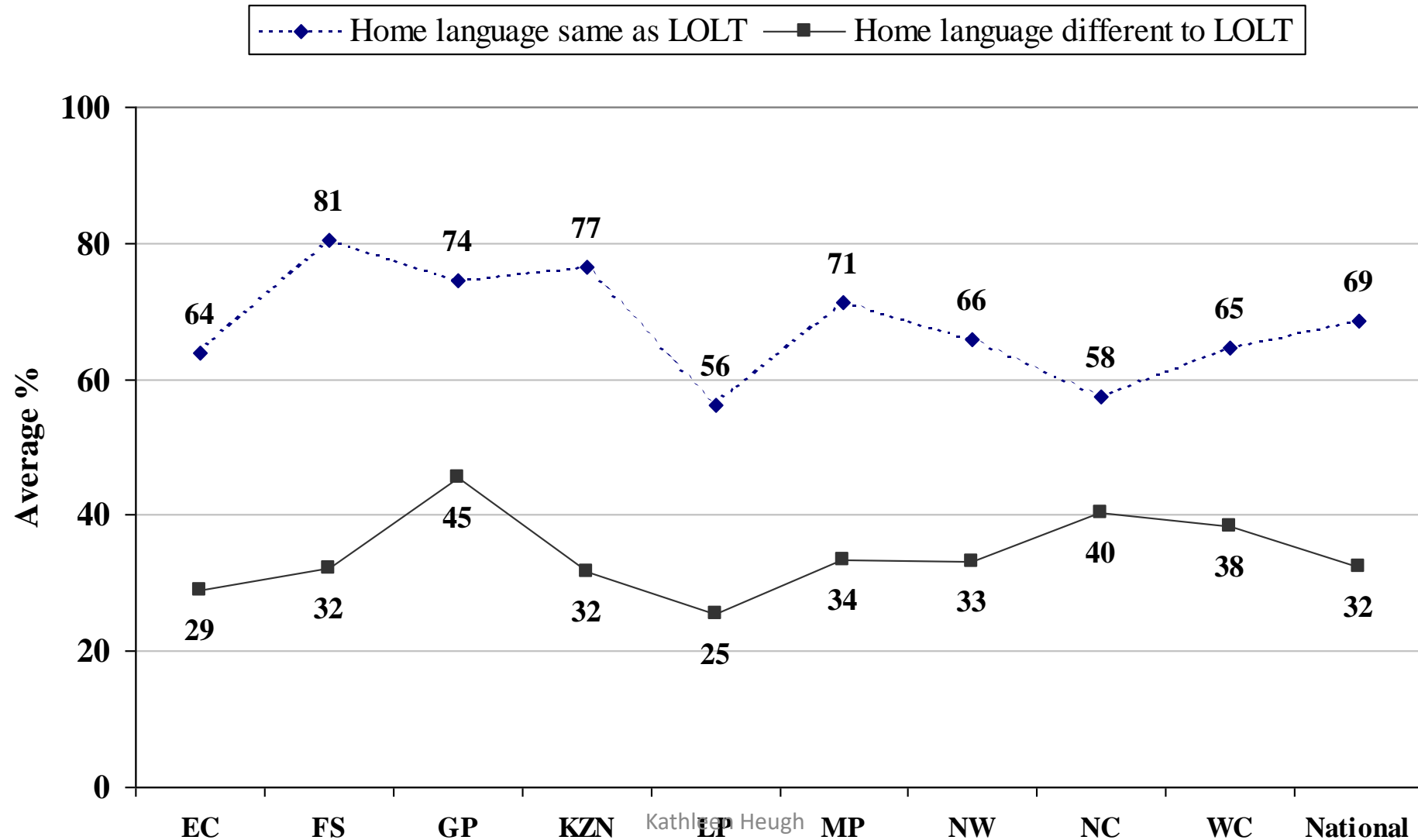
⇒ NLP – *Multilingual Education for South Africa* 1995 [‘flexible’ & ‘functional multilingualism’]

⇒ PRAESA – lang educ policy 1997; Multilingual Teacher Ed [translation & interpreting key]

⇒ Training of Trainers (TOTSA) – teacher educators & education officials 15 SADC Countries

⇒ Human Sciences Research Council of SA – Research 2005 – 2008 – system-wide assessment indicates devastating gaps, impossible for students to overcome, in EMI – at school level, consequences for exclusion from HE; multilingual translation in assessment - promising (included in Heugh, 2006, 2011; Ouane & Glanz, 2010, 2011)

2005 Grade 6: Language of learning & teaching (LoLT / medium of instruction) & assessment (per 9 provinces & national data). **Note the difference in achievement of those who are assessed in their home language and those who are assessed in English, their second language.** (Department of Education, South Africa 2005: 77) Students below 50th percentile never catch-up, never complete secondary

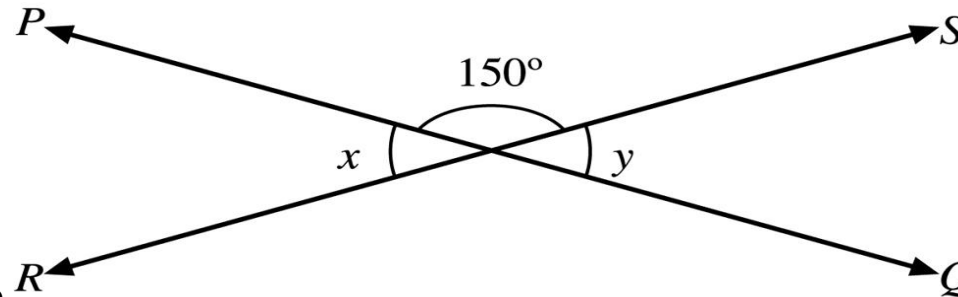


In the figure, PQ and RS are intersecting straight lines

Translation

Kulo mzobo, u- PQ no- RS yimigca ethe ngqo enqumlanayo.

In die figuur is PQ en RS twee reguit lyne wat sny.



What is the value of $x + y$?

Translation

Liyintoni ixabiso lika- $x + y$.

Wat is die waarde van $x + y$.

2006 Multilingual Assessment for 75 000 Grade 8 students in the Western Cape conducted by the Human Sciences Research Council for South Africa (Heugh et al.) – higher scores achieved for the multilingual items (approx. 45% items) compared with approx. 55% monolingual items in English or Afrikaans). Majority of students reported reading all 3 versions of these items (even L1 speakers of English).

Multilingual Education and Sustainable Diversity Work

From Periphery to Center

Edited by
Tove Skutnabb-Kangas and Kathleen Heugh

AN ANTHROPOLOGICAL
APPROACH TO
LANGUAGE AND
CULTURE
IN THE
AFRICAN
CONTEXT
EDITED BY
T. SKUTNABB-KANGAS
AND K. HEUGH
WITH
CONTRIBUTIONS
FROM
AFRICAN
SPEAKERS
AND
RESEARCHERS
IN THE
FIELD

LANGUAGE, SOCIETY AND COMMUNICATION

AN INTRODUCTION



ZANNIE BOCK | GIFT MHEHA
EDITORS

THE MULTILINGUAL EDGE OF EDUCATION



Why and how Africa should invest in African languages and multilingual education

An evidence- and practice-based
policy advocacy brief



Longitudinal English
language and Bi-
/multilingualism action
research at UniSA, 2010 –
2020 (on-going)

Informed by research in (South) Africa –

NGOs, HE, system-wide assessment, and longitudinal evaluations of language in education policies and outcomes for students in Africa (reported in Ouane & Glanz, 2010, 2011; Heugh, 2006, 2011; Heugh et al., 2007)

S-S conversations – pluriversal knowledges, diversities

UniSA - U Western Cape – Delhi & Jawaharlal Nehru - Collaborations HE teaching staff & students

N-S conversations – e.g. Ghent, Stockholm, Kings College – with UWC, UniSA

Teaching of English to bi/multilingual students (domestic & international) 2008 onwards led to a 10-year longitudinal series of studies reported on at the University of South Australia

Phases of Research & Consultation 2010-2020

Phase 1: Pilot English Language Project 2010-2014

Phase 2: English Language & Intercultural Capabilities Learning Project 2015-2016

Two case studies: English Language & Intercultural Learning 2015 Research

Two reports 2016:

Case Study 1 The English Language Project (2014 pilot and 2015 study)

Case Study 2 The Intercultural Learning Project (2015)

English Language and Intercultural Learning Project Launch, Division of EAS, November 2016

Phase 3: Drafting the English Language & Intercultural Learning & Teaching Framework 2017-2018, for Division Education, Arts & Social Sciences

Small-scale study, student interviews 2017 – introduced new evidence – led to

Phase 4: English language, intercultural learning & knowledge exchange Study 2018-2019

Phase 5: Using human language technology... (Digital learning strategy, T&L) 2019 - 2020

Phase 1: Pilot English Language Project 2010-2014

A multilingual & translanguaging approach to teaching & learning English

Shifting the goal from:

Building **academic proficiency in English** for L2
or foreign language learners of English

To:

Building **academic proficiency in English and
primary language**

Expanding whole linguistic repertoire

Principle:

Value in **academic knowledge available in
English**

Expanding principles:

Value **academic knowledge** in English, other
languages, **& international contexts** known to
students

Involving students, PhDs, tutors & co-ordinator
in on-going research & reflexive processes

Research findings & what they mean

- Developing academic proficiency in English takes longer than previously indicated
 - bilingual research indicates 6-8 years
- Strong positive correlation between writing proficiency in L1 & English

$$r = .736, p < .01$$

- Strong positive correlation between translation and proficiency in L1 and in English

$$r = .643, p < .01$$

- Negative correlation between (weak) translation skills (L1 to English) & achievement in English

$$r = -.454, p < .05$$

(Heugh, Li & Song, 2017)

- At enrolment, most EAL students at UniSA
 - have 8-10 years of learning English before entering university
 - do not have the necessary academic literacy in English
- Academic literacy in L1 influences academic literacy in English
 - strong(er) proficiency in L1 & strong(er) proficiency in English
- Students who develop metacognitive & metalinguistic expertise in translation, demonstrate increased proficiency in L1 and English
- Students best & most enthusiastic work came from tutorial & assessment invitations to introduce knowledge from their home country / communities

What did this imply for teaching, learning & assessment

Student awareness of:

- linguistic repertoires
academic proficiency in L1 & English
- epistemological (knowledge) repertoires

Student expertise

- In translanguageing
 - translation
 - interpreting
 - code-switching
- As **language-knowledge brokers**
 - in tutorials/peer learning

Systematic use of translanguageing & ...?

Formative tasks built into summative assessment

- 1 task in primary language built into each assignment
- Translation: L1 to English; &/or English to L1

Academic sources

- English + 25-30% in L1

Reflective / research dimension

Students draw on full linguistic & knowledge repertoires in tutorials & assignments

Horizontal & Vertical Translanguageing (Heugh, 2015)



Functional Multilingual Learning (Sierens & Van Avermaet, 2014; Van Avermaet et al., 2018)

Phase 4: English Language, intercultural learning & knowledge exchange – 2 stages of Data Collection: survey, interviews
95 students, 21 primary languages (2018-2019)

Languages	Academic English	Intercultural Learning	Knowledge Exchange
Multilingual students use their languages to support learning	Developing and using academic English can be challenging for all students (L1 & bi-/multilingual students)	Students seek effective and meaningful intercultural learning	Students place high value on (epistemic) knowledge exchange

What do students say?

Languages	Academic English	Intercultural Learning	Knowledge Exchange
<p>72% of multilingual students want academic materials in diverse languages, including:</p> <ul style="list-style-type: none"> • Indigenous Languages • Mandarin Chinese • French • Japanese • Vietnamese <p>Such materials support:</p> <ul style="list-style-type: none"> • diverse perspectives • understanding content • understanding tasks and text types • peer collaboration. 	<p>72% of all students have experienced challenges with academic English.</p> <p>Main challenges:</p> <ul style="list-style-type: none"> • academic writing • subject specific terminology • general writing academic activities • comprehending assignments • speaking tasks. 	<p>Students gave mixed and negative assessments of intercultural pedagogy.</p> <p>Students perceived:</p> <ul style="list-style-type: none"> • IL generally limited to specific courses • course content and readings biased towards Anglo perspectives • IL not incorporated into core content and assessments. 	<p>92% of students believe knowledge exchange benefits everyone.</p> <p>Students seek to learn from the diverse experiences of staff and peers.</p> <p>Students seek purposeful, planned knowledge exchange:</p> <ul style="list-style-type: none"> • purposeful grouping • facilitated discussions • in-class, online and social forums.

What needs does this imply [for university policy]?

Think differently about language and culture in learning:

- **academic English is just one form of language amongst many**
- current and possible use of language in learning and teaching
- **rethink knowledge beyond** static notions of disciplinary content or the **Western canon**
- **rethink culture beyond static notions** limited to ethnicity, nationality, cuisine and customs
- **all students and staff bring different resources** to teaching and learning
- **knowledge exchange is multidirectional**, involving students and staff
- linguistic, cultural and faith-based **diversity does not guarantee (epistemic) knowledge exchange**

Develop approaches for using diverse linguistic, cultural & epistemic resources in teaching:

- scrutinise, adjust and **explicitly teach language demands** in courses
- provide language support and pathways to support programs and resources
- the **diverse perspectives of language, culture, knowledge systems** that students bring to their learning
- strategies for facilitating **purposeful and effective knowledge exchange**
- students and staff reflexivity towards developing **bilingual & transknowledging** learning capability

What should we do? *See also ELILT framework, Section 4 & Appendix A*

Languages	Academic English	Intercultural Learning	Knowledge Exchange
<ul style="list-style-type: none">• Incorporate academic materials in a range of languages into course content and reading lists• Promote opportunities for language learning• Develop a diverse campus linguistic landscape (signage, print, art, design & soundscapes)• Include bi-/multilingual inward and outward facing UniSA websites	<ul style="list-style-type: none">• Audit academic English language demands of courses and assessments• Explicitly teach academic language within courses• Provide helpful feedback to students on English• Promote EAL courses, learning support and online resources• Provide staff training in multilingual and English language teaching approaches	<ul style="list-style-type: none">• Incorporate intercultural content into core curriculum and assessment• Develop staff training in intercultural learning• Support exchanges and other intercultural experiences for students and staff• Promote intercultural campus ecology & events	<ul style="list-style-type: none">• Address class size and composition to support knowledge exchange• Develop staff training on grouping and facilitating exchange interactions• Purposeful use of tutorial tasks & assessment to facilitate interaction & knowledge exchange• Promote peer study groups & online forums• Promote services to support student participation

Phase 5: [Linked to University Digital Learning Strategy](#) - Using Human Language Technology (HLT) to enhance academic integrity, inclusivity, knowledge exchange, student diversity and retention, 2019-2020

3 stages of data collection – survey, interviews; teaching, learning & assessment practice

Stage 1: Survey		Linguistic status		Visa status		Year of study	
<ul style="list-style-type: none"> 96 students (from 8 courses) Multilingual & monolingual International & domestic Art, Architecture & Design Commerce Creative Industries Education Undergraduate & postgraduate 		Monolingual	41	Domestic	64	First year	53
		Bilingual	36	International	32	Non first year	43
		Multilingual	18				
		No response	1				

In brief

Use of HLT	Students' use of HLT is widespread , purposeful and carefully considered.
HLT supports learning	HLT supports language learning, content learning and critical thinking.
Knowledge from beyond Australia	Students value gaining additional perspectives and valuing their own languages and knowledges , and value staff who can access international information in diverse languages .
Academic integrity	Students would benefit from learning how to apply academic integrity strategies to translated information.
Wellbeing	Students gain confidence by using HLT to improve academic English and interaction. Students seek more support with academic English.

Students' use of HLT is ...

Widespread & supported	Varied	Personal
<p>Over 75% of all students have used HLT to access information in another language (Q7).</p> <p>60% of students believe the use of HLT should be encouraged at UniSA (Q12).</p> <p><i>“Students told me that whether it is allowed by their teachers or not, they definitely use translation tools for their studies” (Researcher)</i></p>	<p>Most popular tool:</p> <ul style="list-style-type: none">• Google Translate <p>Other tools include:</p> <ul style="list-style-type: none">• Browser extensions• Online dictionaries• Dictionary apps• Websites• Text scanning apps• Language exchange apps• Texting apps	<p>Outside of study, students use HLT for:</p> <ul style="list-style-type: none">• Communication in person• Communication online• Accessing a range of media• Travel

Students' use of HLT is ...

Purposeful	Considered
International & multilingual students Reading <ul style="list-style-type: none">• Reading in home language to understand or supplement studies• Support to read English texts Writing – writing in English Research – searching for information Listening – understand teacher without interrupting Class discussion – participate and contribute Domestic & English-speaking students Writing – Students of languages: writing in target language	Is HLT unreliable? <ul style="list-style-type: none">• 20% of students agree• 20% disagree (Q13)* Considerations of use include: <ul style="list-style-type: none">• Appropriateness of translations for purpose and context• Length of text being translated• Languages which can be usefully translated

Monolingual & a singular view of knowledge /epistemology in education, including HE **is a high risk enterprise**

Global shifts in diplomacy, economics, mobility & security

Make monolingual (and universalist view of knowledge production) education in English – **highest and most short-sighted educational risk for any country**

Possibly mostly for Anglophone countries at this time

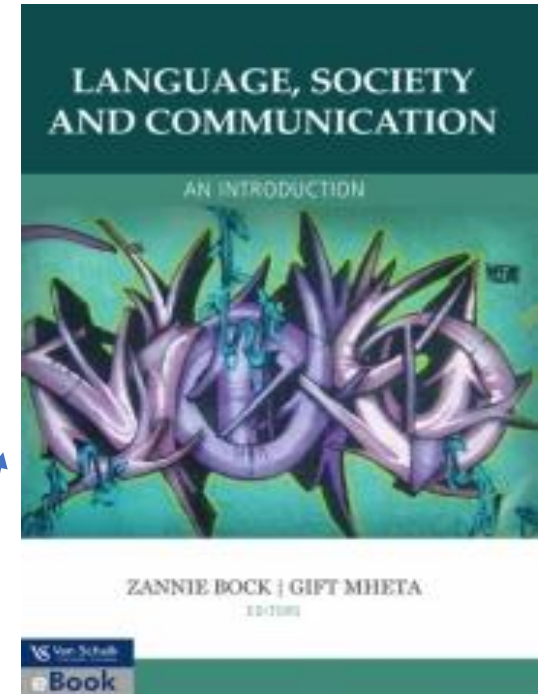
For reasons of:

Internal / domestic inclusion, wellbeing, security [example HE Southern knowledge production]

External negotiations, concerns relating to balances of power and global security

Ethnographic, action research & longitudinal studies in HE in Australia, and in school education in Africa, minority education in Central Asia, & Indigenous education in remote Australia point towards

Multilingual Education with purposeful & systematic use of (horizontal & vertical) translanguaging & transknowledging –in UNESCO, UNICEF policy recommendations for the Asia-Pacific (Heugh & Mohamed, 2020) – illustrated in the following slides



Implications – incl. Teacher Education – in HE: Multilingualism in Education includes translanguaging & transknowledging

Translating knowledge from one language to another
involves both
language & knowledge

Knowledge developed in one language may not be known in another language.

Two-way exchanges of knowledge between community and the school



And between the school & community

involve transknowledging – ‘learning to read the world’

HE & School Teachers who think about both translanguaging and transknowledging
especially for students from Indigenous, minority, and refugee communities
are likely to strengthen inclusion, social cohesion and the wellbeing of all students
(both the migrant or minority students and the more settled mainstream students).

Summary – decolonising discourses of multilingualism in HE

Research on multilingualism in education:

colonial ⇔ post-colonial ⇔ southern-decolonial

S-S, S-N, N-S collaborations

Multilingualism in education - through longitudinal studies in Africa and Australia, incl. in HE - includes

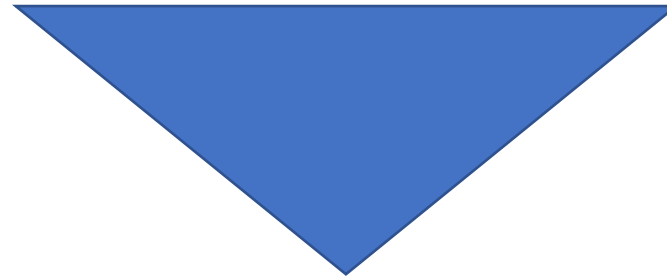
languages and knowledges (& belief systems, ways of being)

Transknowledging & Translanguaging [both horizontal & vertical translanguaging]

Close proximity with Functional Multilingual Learning (Van Avermaet et al., 2018)

Restoring balances among plurality of

Epistemologies

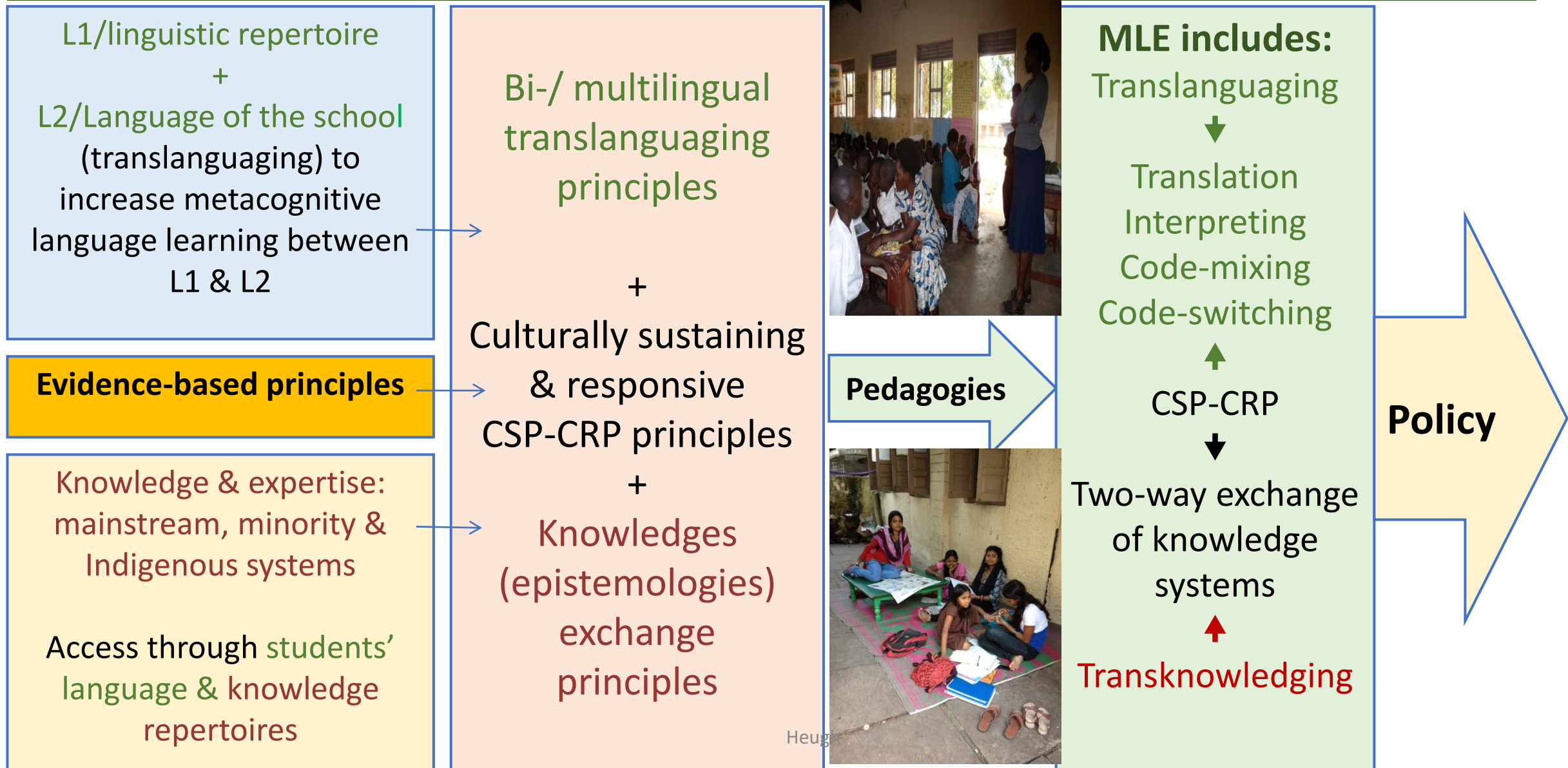


Ontologies

Cosmologies

for well-being, educational & social inclusion (high level development of bi-/trilingualism)

Multilingualism in education (MLE): Translanguaging & Transknowledging – action research informed framework



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Following slides – in case anyone asks for examples

Translanguaging & Transknowledging: sample tasks –undergraduate English course – part of instructions assessments – using 2 or more languages to access knowledge internationally

A: research for an oral presentation.

- *Each student should consult 5-6 sources. Two or three of these could be in your home language or strongest language. At least three should be from sources written in English.*

B: conducting an interview and writing a biography of someone:

- *Prepare the interview questions in English & the language in which you will conduct your interview*
- *When taking notes during the interview, these can be in the language of your choice, not necessarily in English, or they can be a mix of English and other languages*
- *Edit your draft biography, so that you translate as much as possible of the interview quotations that you include into English.*

Examples of systematic translanguaging in assessment - 4th year university BA Honours Thesis on Jawi script in Malaysia, excerpt 1:

While conducting an analysis of the document, I noticed that the author expresses his concern over the fate of Jawi script in the current world. An excerpt from the newspaper article can be found below:

كتيك بغسا لاین .سیتواسی این امت مپدیهن تتافی ایتله ریالیتی سماس یغ هاروس دتریما اولیه اورغ ملایو
بربغك دغن تولىسن مریك، تولىسن جاوی مثالمی نصیب بریذا

The situation is very sad but this is the current reality that the Malays are facing. When other people [of other ethnicities] are proud of their own scripts, Jawi, however, has met with a different fate. (Student translation, 2017)

....

جوسترو، چابرن تربسر سكارغ .ماله، تیدق باپق فنربیتن دان فرچیتقن بوکو اتاو مجله دحاصیلکن دالم تولىسن جاوی
بوکن سهاج اونتوق ممرتبتکن تولىسن جاوی تتافی ممبودیاکن ای دالم دالم کهیدوقن سهارین

In fact, not much publishing or books or magazines [are] available in Jawi. Therefore, the biggest challenge now is not only to revitalise Jawi but also to make Jawi [writing] a culture.

Some interviewees mixed their English & Malay when responding to the interviewer, & the student recorded the responses as follows

Interviewee W from FGD:

It's different [Jawi and Rumi], because Jawi *tu hanyalah tulisan* (is just a writing script), and in Qur'an, for certain words, when we pronounce we have to know *dia punya baris* (the diacritics). So *kalau kita tak faham baris* (if we don't understand the diacritics) then how are we going to read? *Jadi* (so) my point is it's different, Qur'an is different than Jawi.

(Zulkifli, Muhammad Syafiq, 2017)

Decolonising processes of reciprocity – multilingual pedagogies have travelled from S Africa to Australian HE, then to Training of Teacher Educators in India, Central Asia, S Australia – and back to S Africa

- Using the materials (wise sayings; multilingual children's stories) can you develop two multilingual resources suitable for young children in your group?
- Try to develop a task for high school students in which you make provision for at least one minority language and one regional / dominant language

HLT - Purposeful and complex use – an example

Chinese Proverbs through Google Translate

有缘千里来相会

Fate to meet thousands of miles

My translation: Those fated will meet regardless of distance

家家有本难念的经

Every family has its cupboard

(verified tick on Google Translate)

My translation: Every family has its difficulties

水滴石穿·绳锯木断

Water drops through stone, rope saw wood break

My translation: Water drops pierce stone, rope saws through wood

“What I did with the proverbs is very much just break down the characters one by one from how I understood it. With a bit of help from Rikaikun on my Google Chrome. And tried to put meaning together from there. Then I put it into Google Translate to see how close my understanding of it was.”

(LANG 3038 multilingual student, studying Japanese as Additional Language)

A sociolinguistics of the south invites conversations

In which understanding is co-produced and co-revealed.

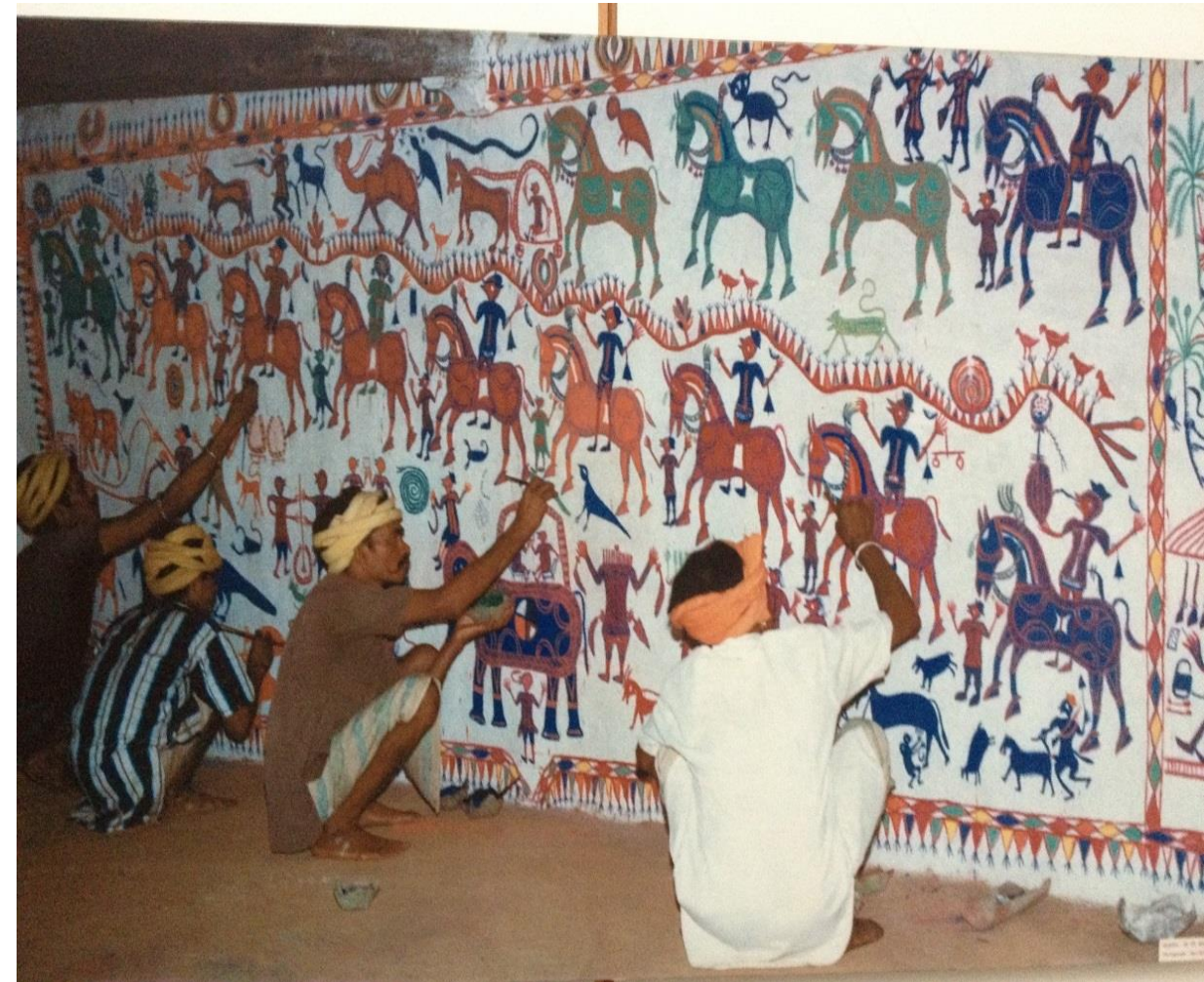
Understanding seeps slowly through

- the forgetting of cacophonies of the metropole
- the bruising of our sentient beings and
- the recognition of irrelevance.

Ideas don't necessarily come from our individual selves.

Rather they come from an anchorage of cosmologies, epistemologies and ontologies – from intimate associations and affiliations with particular places and the ecologies that these places support – living and non-living, including human beings, ancestors and those who are yet to be.

Pic. Heugh, 2012. Indira Gandhi Rashtriya Manav Sangrahalaya (National Museum of Humankind), Bhopal, India





Intimate associations and affiliations,
anchorage, communalities

Tjukurpa Tjuta: The 100 Languages
Katrina Tjitayi (2018)

‘Before the baby is born, she hears the mother’s voice and the relationship is the number one language. The language and stories are carried inside...they’re already there. **If I see a person, I can see language in their *kurunpa* (spirit).** When children are moving around and playing, they have language. **Language is talking, singing, story wire, painting, hunting, *inma* and dancing, storytelling...it is all connected – *tjungu*.** I have a relationship with trees, country, land and **when I see something like a tree, my *kurunpa* hears its language** – the relationship is already there. Many languages make us rich and *proud*.’

Further elaborated in the:

Early Years Painted Philosophy Project, Ernabella 2020
(Series of 3 works of philosophical art-texts, developed and translated in oral and written texts co-constructed by three sisters: Janet, Katrina and Umatji Tjitayi)