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

ECSPM Symposium
Konstanz University
28-29 June 2021

Kathleen Heugh, University of South Australia
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
Series editors:
Kathleen Heugh, Piet van Avermaet, Christopher Stroud
Maria Brauzzi
Maria.Brauzzi@bloomsbury.com

Heugh, ECSPM 2021
   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

Heugh, ECSPM 2021, June 28-29
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
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 education.

Students assessed in their home language generally perform better than those assessed in English. The chart below shows the average percent of students achieving at least 50th percentile in their home language vs. students assessed in English. The difference is particularly evident in provinces such as EC, FS, and GP, where students assessed in their home language consistently achieve higher average scores.
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).
Informed by research in (South) Africa –
NGOs, HE, system-wide assessment, and longitudinal evaluations of language in education polices 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
  \[ r = .736, \quad p < .01 \]
- Strong positive correlation between translation and proficiency in L1 and in English
  \[ r = .643, \quad p < .01 \]
- Negative correlation between (weak) translation skills (L1 to English) & achievement in English
  \[ r = -.454, \quad p < .05 \]
  (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 translanguaging
  • translation
  • interpreting
  • code-switching
• As language-knowledge brokers
  • in tutorials/peer learning

Systematic use of translanguaging & …?
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 Translanguaging (Heugh, 2015)

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

Heugh, ECSPM 2021, June 28-29
Phase 4: English Language, intercultural learning & knowledge exchange – 2 stages of Data Collection: survey, interviews
95 students, 21 primary languages (2018-2019)

<table>
<thead>
<tr>
<th>Languages</th>
<th>Academic English</th>
<th>Intercultural Learning</th>
<th>Knowledge Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multilingual students use their languages to support learning</td>
<td>Developing and using academic English can be challenging for all students (L1 &amp; bi-/multilingual students)</td>
<td>Students seek effective and meaningful intercultural learning</td>
<td>Students place high value on (epistemic) knowledge exchange</td>
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### What do students say?

<table>
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<tr>
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<tbody>
<tr>
<td>72% of multilingual students want academic materials in diverse languages, including:</td>
<td>72% of all students have experienced challenges with academic English.</td>
<td>Students gave mixed and negative assessments of intercultural pedagogy.</td>
<td>92% of students believe knowledge exchange benefits everyone.</td>
</tr>
<tr>
<td>• Indigenous Languages</td>
<td>Main challenges:</td>
<td>Students perceived:</td>
<td>Students seek purposeful, planned knowledge exchange:</td>
</tr>
<tr>
<td>• Mandarin Chinese</td>
<td>• academic writing</td>
<td>• IL generally limited to specific courses</td>
<td>• purposeful grouping</td>
</tr>
<tr>
<td>• French</td>
<td>• subject specific terminology</td>
<td>• course content and readings biased towards Anglo perspectives</td>
<td>• facilitated discussions</td>
</tr>
<tr>
<td>• Japanese</td>
<td>• general writing</td>
<td>• IL not incorporated into core content and assessments.</td>
<td>• in-class, online and social forums.</td>
</tr>
<tr>
<td>• Vietnamese</td>
<td>• comprehending assignments</td>
<td></td>
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<tr>
<td>Such materials support:</td>
<td>• speaking tasks.</td>
<td></td>
<td></td>
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<tr>
<td>• diverse perspectives</td>
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<tr>
<td>• understanding content</td>
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<td></td>
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<tr>
<td>• understanding tasks and text types</td>
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<tr>
<td>• peer collaboration</td>
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</table>
### 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

<table>
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<tbody>
<tr>
<td>• Incorporate academic materials in a range of languages into course content and reading lists</td>
<td>• Audit academic English language demands of courses and assessments</td>
<td>• Incorporate intercultural content into core curriculum and assessment</td>
<td>• Address class size and composition to <strong>support knowledge exchange</strong></td>
</tr>
<tr>
<td>• Promote opportunities for language learning</td>
<td>• Explicitly teach academic language within courses</td>
<td>• Develop staff training in intercultural learning</td>
<td>• Develop staff training on grouping and facilitating exchange interactions</td>
</tr>
<tr>
<td>• Develop a diverse campus linguistic landscape (signage, print, art, design &amp; soundscapes)</td>
<td>• Provide helpful feedback to students on English</td>
<td>• Support exchanges and other intercultural experiences for students and staff</td>
<td>• <strong>Purposeful use of tutorial tasks &amp; assessment to facilitate interaction &amp; knowledge exchange</strong></td>
</tr>
<tr>
<td>• Include bi-/multilingual inward and outward facing UniSA websites</td>
<td>• Promote EAL courses, learning support and online resources</td>
<td>• Promote intercultural campus ecology &amp; events</td>
<td>• Promote peer study groups &amp; online forums</td>
</tr>
<tr>
<td></td>
<td>• Provide staff training in multilingual and English language teaching approaches</td>
<td></td>
<td>• Promote services to support student participation</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th><strong>Stage 1: Survey</strong></th>
<th><strong>Linguistic status</strong></th>
<th><strong>Visa status</strong></th>
<th><strong>Year of study</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>96 students (from 8 courses)</td>
<td>Monolingual 41</td>
<td>Domestic 64</td>
<td>First year 53</td>
</tr>
<tr>
<td>Multilingual &amp; monolingual</td>
<td>Bilingual 36</td>
<td>International 32</td>
<td>Non first year 43</td>
</tr>
<tr>
<td>International &amp; domestic</td>
<td>Multilingual 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art, Architecture &amp; Design Commerce Creative Industries Education</td>
<td>No response 1</td>
<td></td>
<td></td>
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</tbody>
</table>
## In brief

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

<table>
<thead>
<tr>
<th>Widespread &amp; supported</th>
<th>Varied</th>
<th>Personal</th>
</tr>
</thead>
</table>
| Over 75% of all students have used HLT to access information in another language (Q7). | Most popular tool:  
  • Google Translate  
  Other tools include:  
  • Browser extensions  
  • Online dictionaries  
  • Dictionary apps  
  • Websites  
  • Text scanning apps  
  • Language exchange apps  
  • Texting apps | Outside of study, students use HLT for:  
  • Communication in person  
  • Communication online  
  • Accessing a range of media  
  • Travel |
| 60% of students believe the use of HLT should be encouraged at UniSA (Q12).          |                                             |                                                    |
| “Students told me that whether it is allowed by their teachers or not, they definitely use translation tools for their studies” (Researcher) |                                             |                                                    |
Students’ use of HLT is ...  

<table>
<thead>
<tr>
<th>Purposeful</th>
<th>Considered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International &amp; multilingual students</strong></td>
<td>Is HLT unreliable?</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>• 20% of students agree</td>
</tr>
<tr>
<td>• Reading in home language to understand or supplement studies</td>
<td>• 20% disagree (Q13)*</td>
</tr>
<tr>
<td>• Support to read English texts</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong> – writing in English</td>
<td>Considerations of use</td>
</tr>
<tr>
<td><strong>Research</strong> – searching for information</td>
<td>• Appropriateness of translations for purpose and context</td>
</tr>
<tr>
<td><strong>Listening</strong> – understand teacher without interrupting</td>
<td>• Length of text being translated</td>
</tr>
<tr>
<td><strong>Class discussion</strong> – participate and contribute</td>
<td>• Languages which can be usefully translated</td>
</tr>
<tr>
<td><strong>Domestic &amp; English-speaking students</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong> – Students of languages: writing in target language</td>
<td></td>
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</tbody>
</table>
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
- 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

Heugh, ECSPM 2021, June 28-29
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 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 $\Rightarrow$ post-colonial $\Rightarrow$ 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

Cosmologies

Ontologies

for well-being, educational & social inclusion (high level development of bi-/trilingualism)
Multilingualism in education (MLE): Translanguaging & Transknowledging – action research informed framework

- **L1/linguistic repertoire + L2/Language of the school (translanguaging) to increase metacognitive language learning between L1 & L2**

- **Evidence-based principles**
  - Knowledge & expertise: mainstream, minority & Indigenous systems
  - Access through students’ language & knowledge repertoires

- **Bi-/ multilingual translanguaging principles**

- **Culturally sustaining & responsive CSP-CRP principles**
  - Knowledges (epistemologies) exchange principles

- **MLE includes: Translanguaging**
  - Translation
  - Interpreting
  - Code-mixing
  - Code-switching

- **CSP-CRP**
  - Two-way exchange of knowledge systems

- **Transknowledging**

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Heugh
References


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:

كتيب بڠسا لاین ـ سيتواسى اين امت مديهكن تتناقى ايتله رياليتي سماس يڠ هاروس دترىما اوليه اورع ـ ملايو
بربڠك دغن توليسن مريك، توليسن جاوي مغالمي نصيب بربيذا

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)

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
“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.

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)