

Beyond Complementary, More than Integration:
Towards a Vision of Community Language Maintenance as the Transformation of
Communication

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Communication Today: Context and Change

What's happening in the world of communication has exposed some limits of schooling.

It isn't just that schools, and education systems generally, can't accommodate multilingualism (many still teach 'foreign languages'), but a much more widespread reality of dynamic communication. Boundaries between languages, and multimodality, are radically changing how all communication occurs.

Translanguaging, mixed communication and multilingualism but also that schooling continues to entrench inequality of outcomes, narrow concepts of literacy and narrow ideas of identity. Apart from innovative literacy educators, who deal with multi-modality increasingly well, for the most part challenge of communication today, multiple Englishes and multiple languages, mixed repertoires and so on, appear to defy the way that traditional schooling is structured.

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Observations and premises for a new imagining of C/HLE

A conference of this scope gives us the opportunity to reimagine our subject matter, C/HLE, in the context of MLE. Compare with MTB MLE, Bangkok, draw some comparisons.

Issues of provision: it is clear that public education cannot deliver and therefore isn't fully responsive

It is clear that MLE is international, and intergenerational

It is clear that the generational context is critical

It is clear that linguistic ecology tells us a great deal

It is also clear that attrition is strong, but it is not inevitable

It is clear that what counts as literacy, knowledge and learning are being dramatically overturned INDUSTRY 4.0 and the new worlds of work and learning

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Superdiverse linguistic contexts

Upsurge of academic interest in contemporary language studies Stephen May described multilingualism as a "*topic du jour*" (May, 2014, p. 1) with "*terminological proliferation*".

Many competing explanatory notions:

Multivocality, plurilingualism, translanguaging, metrolingualism and polylinguaging.

All lay claim to pedagogy, programming, curriculum writing, how we understand the communicative choices and behaviours of individuals and groups, and all seek to impact on public policy formulation.

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In the past 24 hours...What texts have you read/viewed/listened to?
 What texts have you written/created?



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Imagining a new
 cooperative
 enterprise of
 education for
 Literacy 4.0
 multilingualism
 and cultural
 literacy

A new vision of integrated education, not just as a complementary providers, but an overall conception of seamless and integrated learning opportunities, reinforcing each other and responding to children's needs and family education plans.

No mainstream and no side stream

No centre and no periphery

No core and afterthought

Instead, a cohesive vision

Not dividing the Australian and citizenship and career-oriented experience from the privatised ethnic identity

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Concept/perspective	Focus	Emphasis applies to
Translanguaging	Complex fused language practices	The informal process. The activity of enacting one's language assets.
Dominant Language Constellation	Set of selected languages and skills. A model of language practices	Selected languages and their acquisition and use
Language Repertoire	Complete scope of full or partial languages and skills of an individual or community	Totality of languages or skills

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“A Common Writing: Whereby Two, Although Not Understanding One the Others Language, Yet by the Helpe thereof, May Communicate Their Minds One to Another, 1647”

Francis Lodwick

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A millennial communication dream

1640s and 1650s attempts to produce universal, real or philosophical characters and universal languages. John Wilkins 1641.

Advances in shorthand writing from the late sixteenth century, and in cryptography, as well as the discovery Chinese writing encouraged people to believe in a breakthroughs.

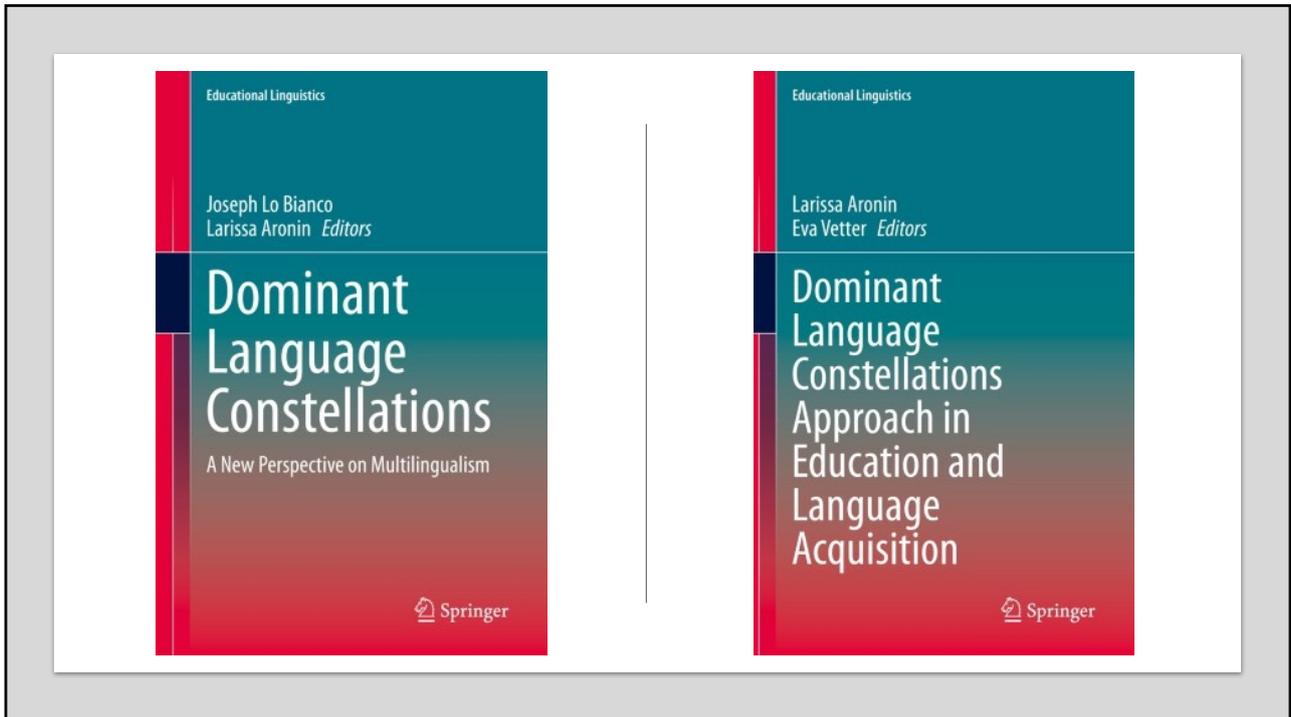
Also underlying conviction that human beings had once all spoken the same language, and that in Biblical terms Adam had named nature and all things in a perfect nature language. Restore this past unitary state.

Francis Lodwick recorded at Dutch Church of London, (1619-94), a refugee merchant published a design for a universal character (the *Common Writing*) and for a universal language (*The Ground-Work or Foundation Laid for the Framing of a New Perfect Language*, in 1652).

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SINGAPORE
An economic super success DLC

4 languages, 4 different families, 3 orthographies.

Linguistic Genetics
Chinese Sino-Tibetan, English Indo-European, Malay Austronesian, Tamil Dravidian

Script Literacy
Malay <> English (2 X alphabetic roman),
Mandarin <> English (logographic [Complex & Simplified] with alphabetic roman)
Tamil <> English (syllabic (with diglossia) with alphabetic roman-diglossic).

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Independen Stet bilong Papua Niugini

~ 600 islands ~ 6.7 million people of Melanesian ethnicity, with coastal zones of Polynesian settlement.

Ethnologue lists 836 living languages, English and Tok Pisin “national” languages.

English unassailed position for elite functions, in national formal politics, higher education, high level and international commerce, mainstream media, and most professions, especially the judiciary and legal domain generally, except policing.

Only varieties of English represent any challenge, indigenous languages serve localised identities uniquely and not the “the nation.” Two English based creoles Hiri Motu, around Port Moresby and Tok Pisin in most other parts of the country.

Tok Ples oral programs widely established as beginning point of most children’s education.

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Independen Stet bilong Papua Niugini

Tok Ples initiatives are of worldwide significance. National DoE website, *Students: Basic Education*, states:

At 6 years of age all children begin their basic education in an elementary school in a language that they speak. For the next three years they develop the basis for sound literacy and numeracy skills. ... At 9 years of age children continue their basic education in a primary school. After six years of primary education that begins with a bilingual program. ...[they] use English to understand basic social, scientific, technological, and personal concepts and value learning after grade 8.

The formative years devoted to vernaculars, the primary years to bilingual transition, upper primary transition to English medium. The four years of secondary schooling are divided into upper and lower segments and language guides are progressively fewer with syllabus stipulations replaced by subject guides, assumed to be delivered in English, frequently supported by Hiri Motu or Tok Pisin.

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Independen Stet bilong Papua Niugini

Secretary of Education, PNG *"is the only country in the world to recognise over 800 languages as official languages of the education system"* (Baki, 2005).

Early 1980s decentralization of education administration postponed children's entry into English-medium streams, permitting initial literacy in vernaculars or locally used pidgins in village schools, with a locally designed curriculum and locally engaged teachers selected by villagers.

By 1995 major progress towards nation-wide MT MLE (Malone & Paraide, 2011), with over 400 languages used.

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Solving Problem of Multilingual Provision: Integration

1. Decentralization of Curriculum
2. One Campus, Different Schools: 'Vision' School
3. One School, Different Streams: (Bi-Lingual Medium)
4. One Grade, Different Themes: (CLIL)
5. Special Language Schools (VSL) & Integrated Providers



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One Campus, Different Schools

Initiative of Malaysian Government for racial harmony.

One campus, with semi-autonomous schools for Malays, Chinese and Indians.
Separate in L-1 with shared activities (sport, English etc)



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Primary schooling in Malaysia

National Schools
SEKOLAH KEBANGSAAN
(Malay-medium)

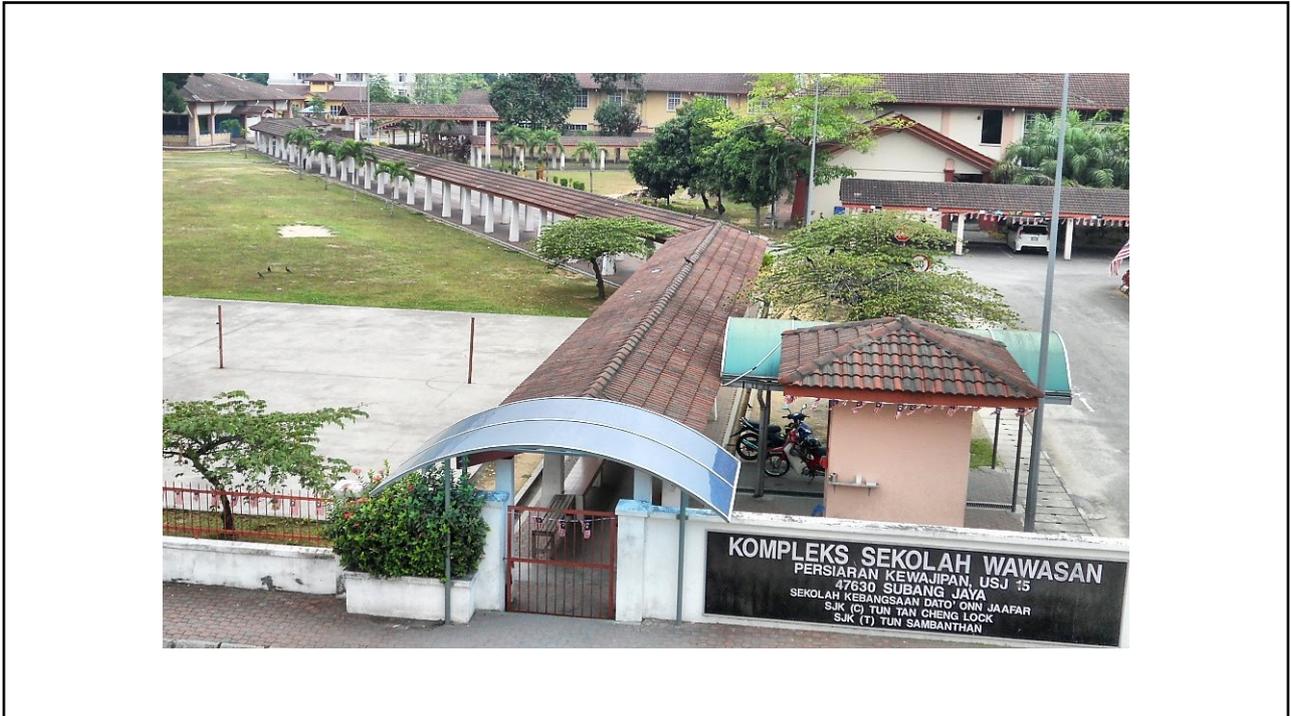
Vernacular Schools
SEKOLAH JENIS KEBANGSAAN
(Non-Malay-medium)

CHINESE
(Sekolah Jenis Kebangsaan, Cina, Mandarin & simplified characters)

TAMIL
(Sekolah Jenis Kebangsaan, Tamil medium)

>> REMOVE CLASSES >>SECONDARY

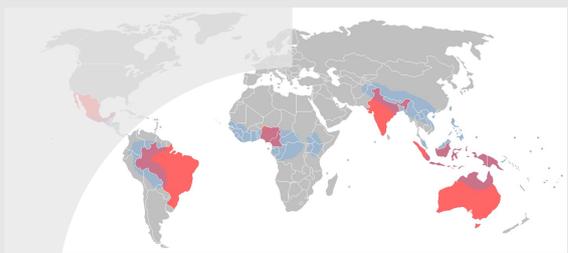
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2022-32 International Decade of Indigenous Languages

UN General Assembly Resolution (Ref. A/RES/71/178) on 'Rights of Indigenous Peoples', made 2019 the International Year of Indigenous Languages.



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language revitalisation efforts and successes

Ainu Language in Hokkaido, Japan
 Manchu Language in China
 Hebrew in Israel and Europe
 Quechua in Peru
 Barngarla, Kurna, Noongar in Australia
 Hawaiian in Hawaii, through Pūnana Leo strong
 revitalisation

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Users and uses need more of both

Overall, from home and education, what is needed is to generate new speakers.

This includes recovering the lapsed and the potential speakers, meaning those who have stopped using Greek because their low proficiency discourages them from seeking out Greek-speaking environments and those who lack confidence in speaking the language because they feel it is 'home' Greek.

Many examples of language revival in the world.

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1993-1995 14 PROFILES	2008-2009 AEF STUDIES and MGSE	2020-2021 BOTTOM UP PLANS
Arabic, June 1993	INDONESIAN 2009	VIETNAMESE
Chinese, July 1993		
French, March 1993		
German, July 1993		
Indonesian/Malay, Jan 1994	KOREAN 2009	ITALIAN
Italian, March 1994		
Japanese, March 1994		
Modern Greek, June 1993		
Spanish, July 1994	JAPANESE 2009	GREEK
Hindi-Urdu, June 1995		
Korean, June 1995		
Thai, June 1995	CHINESE (2008 and 2009)	
Vietnamese, June 1995		
Russian, June 1995		

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Welsh in the United Kingdom

Jenkins 2001: 'Welsh is in the process of irretrievable decline' 'cold facts ... point to language death'.

BUT NOW, accordin to the Welsh census December 2020, 29.1%, or 883,600, of the population of Wales aged 3 or more were able to speak Welsh, with 16.3%, or 496,300, reporting that they speak Welsh daily (Welsh Government 2021). At 2011 Census only 19%, or 562,016, of the population of Wales aged 3 and over were able to speak Welsh.

Improvement is steady rather than rapid, new speakers and new domains are being produced organically through general momentum of self-sustaining change. Welsh is being normalised in homes, schools and general life and though there are geographic disparities, occasional opposition and also complacency, it is a significant achievement.

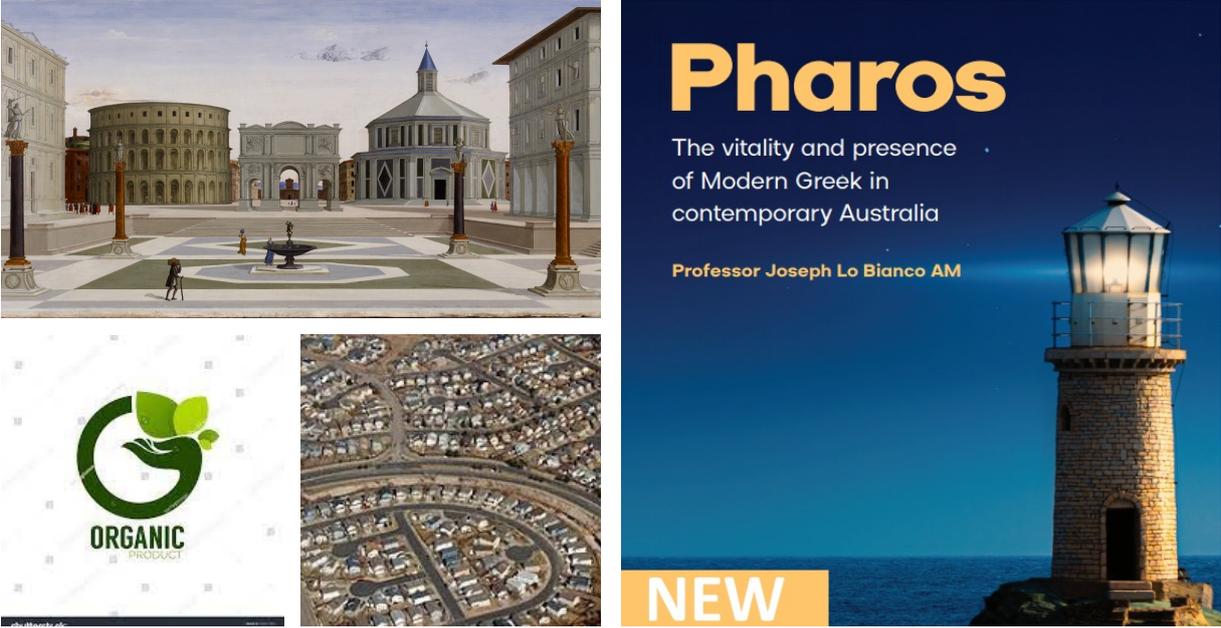
Since 2011, Welsh gained official status in Wales

Current aim of Welsh authorities is to achieve one million speakers by 2050 (Welsh Government 2017).

The 'cold facts' point to language regeneration and expansion.

Jenkins, North American Journal of Welsh Studies Jenkins (2001: 59).

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Pharos

The vitality and presence of Modern Greek in contemporary Australia

Professor Joseph Lo Bianco AM

NEW

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Integrated Language Planning: Decision-making at family, school and community levels to reinforce multilingualism

