

**WESTERN SYDNEY**  
UNIVERSITY



# **Language Mapping: A tool for exploring languages and literacies in educational settings**

SICLE Conference  
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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.



# Language Education through a Social Justice lens

Linguistic diversity in education raises specific social justice concerns based on the entrenched mismatch between schools as institutions with a monolingual habitus serving linguistically diverse societies this mismatch jeopardizes the quality of education received by students from both “traditional” and “new” minority backgrounds” (Piller, 2016 p.127)

## **Focused attention to these issues: (disrupt and reframe for change)**

\*monolingual/monocultural policy/curriculum/assessment (Clyne, 2005; Eisenclas et al. 2015)

\*language ideologies e.g., language as deficit (Cruikshank & Wright, 2016; Piller, 2016)

\*linguistic inequality (Lo Bianco & Slaughter, 2017; Erling & Moore, 2021)

\*language flexibility & innovation (Pennycook & Otsuji, 2015; Garcia-Sanchez & Orellana, 2019)

\*health and wellbeing of the nation (Romaine, 2015; Singh, 2017)

\*teacher agency/activism for educational equity (Cross, 2010; Garcia, 2017)

What does it look like to **place linguistic (cultural) vitality and flexibility at the centre** of teaching and learning?

# Pedagogical Framing

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**Perpetuate, foster and sustain linguistic, literate and cultural pluralism as part of the school project**  
(CLSP: Paris & Alim, 2017)

**Critical sociocultural theory:** Equity, identity, agency and power in language and literacies learning (Lewis, Enciso, & Moje, 2007)

**Strengths based/ C & L responsive pedagogies**

**Multilingual & Multiliteracies** Pedagogies (Cummins, 1996; Cummins & Early, 2011; French, 2016)

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

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

**Cultural Responsive/Sustaining Pedagogy** (Castagno & Brayboy, 2008; Delpit, 1996; Gay, 2015; Ladson-Billings, 1995, 2017; Paris & Alim, 2014; 2017)

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

**Translanguaging Pedagogy** (Armitage & French, 2020; Choi, French & Ollerhead, 2020; Creese & Blackledge, 2010; Duarte, 2018, 2019; Dutton & Ruston, 2021; Garcia, 2014; Garcia & Kleyn, 2016; Lewis, Jones, & Baker, 2012)

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

تعلم  
learn  
aprender

# Linguistic and cultural diversity in Australia

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

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**

**Human Rights Commission Australia wide data (2019)**

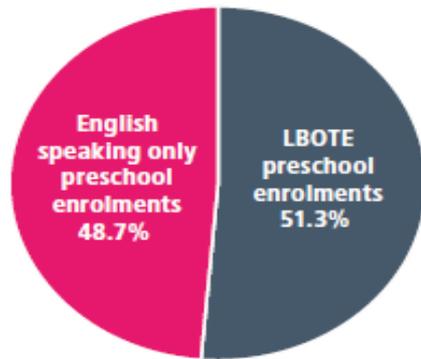
**42% of the GWS population speak a language other than Eng at home.**

**1 in 4 26% of Australians speak LOTE**

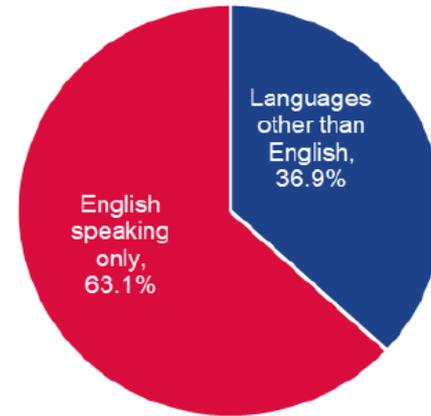
**Over 160 separately identified languages spoken**

# Language Diversity NSW Government Schools

## Language Backgrounds Pre-school students in NSW government schools 2019

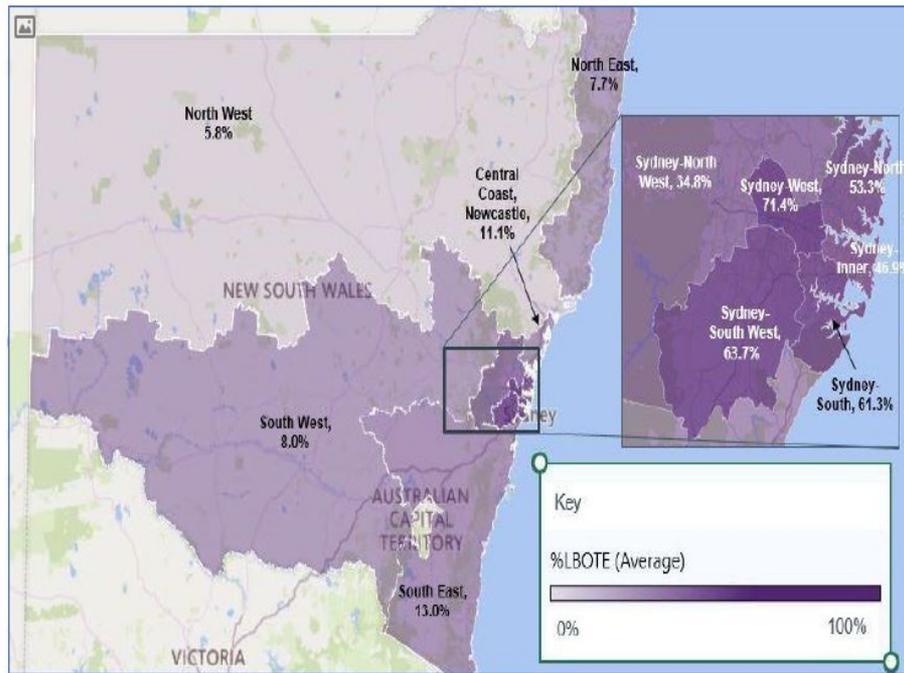


## Language Backgrounds students in NSW government 2020



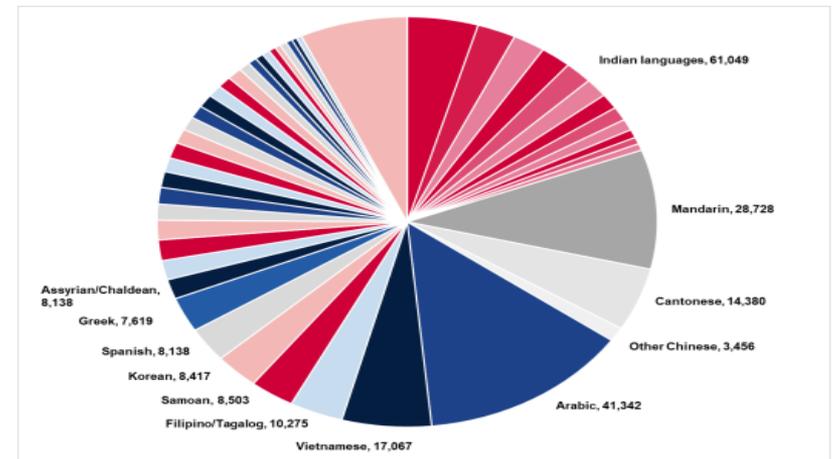
LBOTE students 29.4% in 2010, 36.9% in 2020, 7.5% in 10 years

Diversity in language background 217 languages in 2010 to 243 in 2020.



71.4% in Sydney West, 63.7% Sydney South West

Figure 2: Language Backgrounds in NSW



For more information visit ['Enrolments of LBOTE government school students by largest language groups'](#) on the NSW Education datahub.

# 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, 900+ 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?



# Participant researchers

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## Teachers

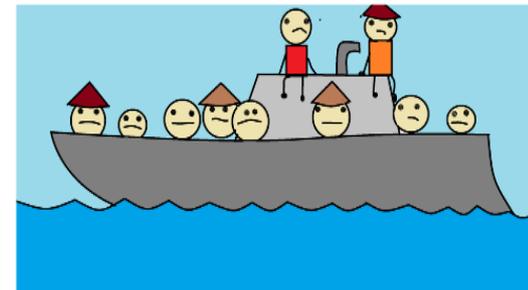
- How and in what ways can I learn about the linguistic and cultural “funds of knowledge” of my students and community?
- What will be learned?
- How can I use this knowledge to support teaching and learning and meet (English) curriculum outcomes?

## 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?



My mum and dad were born in Vietnam and took refuge on a boat. They travelled to Australia and I was born there. Since my sisters are around 10 years older than me, they were born in Vietnam.



# 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)

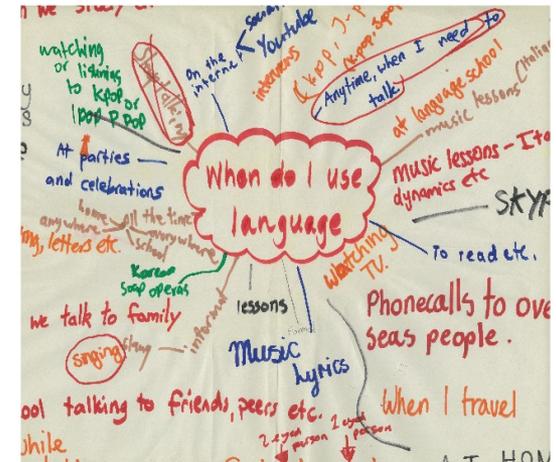
- talking, listening, observing, asking questions, interviewing, audio recording, internet research, video, archival material

### How do we collate and present our data?

- graphs, tables, audio visual presentations, posters

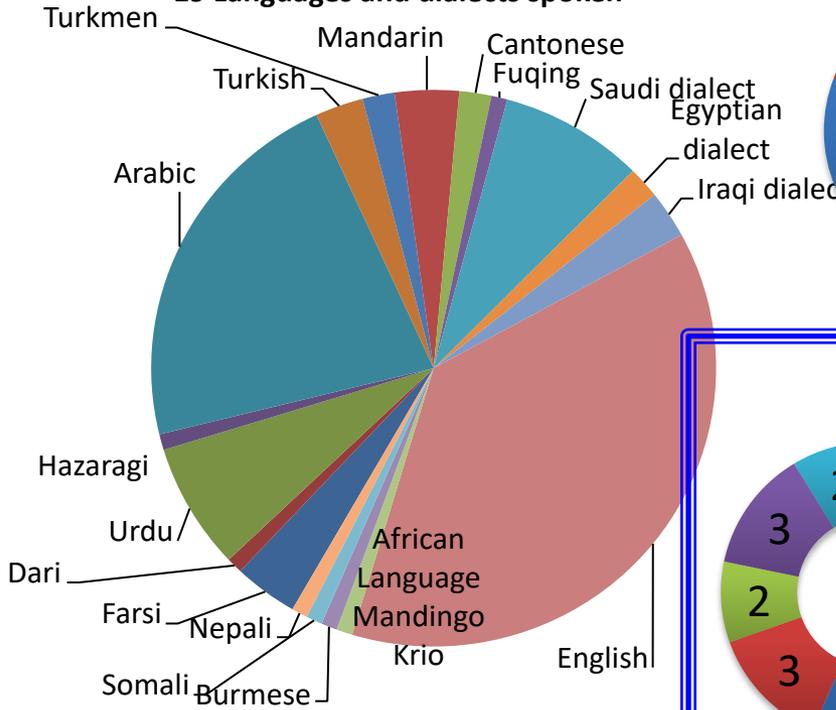
### What does the information tell us about our class?

- 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?



## Languages and Dialects

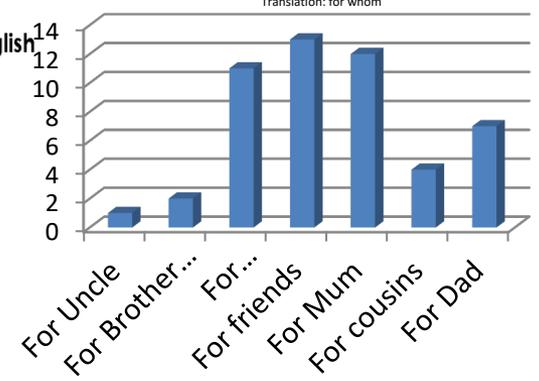
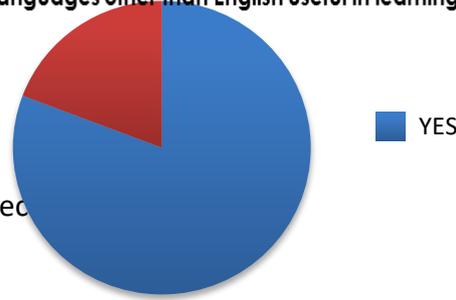
### 19 Languages and dialects spoken



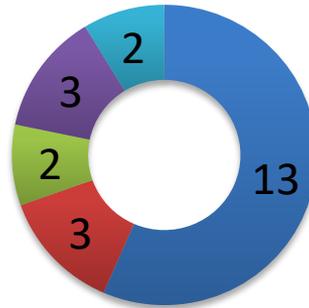
WE STUDY LANGUAGES OTHER THAN ENGLISH OUTSIDE OF SCHOOL



## Are languages other than English useful in learning English?



## Who do we Translate for and When/Where?



- Mum and Dad**- Conversations, school letters, e-bay, gumtree, instructions to fix TV home or grandma's house
- Cousins**-conversations, home or grandma's house
- Grandparents**- Conversations with my cousins
- Aunties and Uncles**-bills and taxes

### Saturday School

- Arabic School - 7
- Vietnamese - 1

### Sunday School

- Greek and Arabic

### Study after school

- Arabic Monday after school
- Arabic Monday to Thursday after school
- Arabic Friday after school

### AT HOME

- Auntie
- With Dad
- With Grandma

## How Do We Use Language Outside School?



- Skype-2
- Movies with Subtitles-9
- Music-1
- Facebook-1
- FaceTime-1
- Phone-1
- Texting-3
- TV-1
- Reading books-1
- Computer-2
- Emojis-1

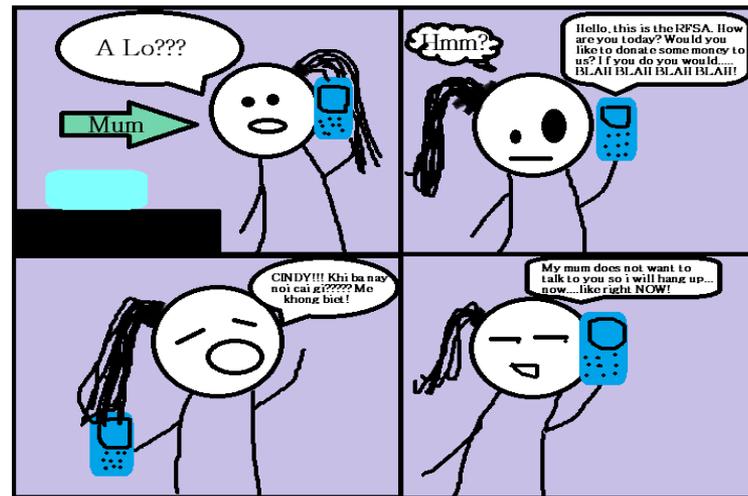
# Language Mapping (Dwarte, 2012)

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**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**

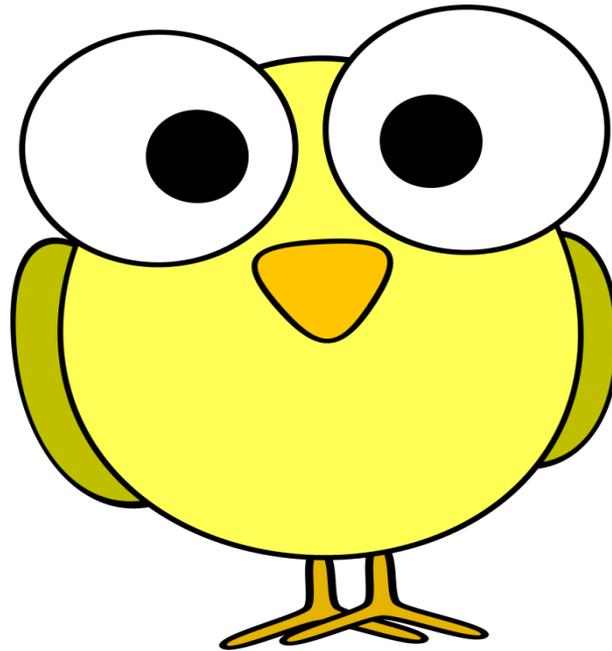


## Qualitative visual and spatial methodologies

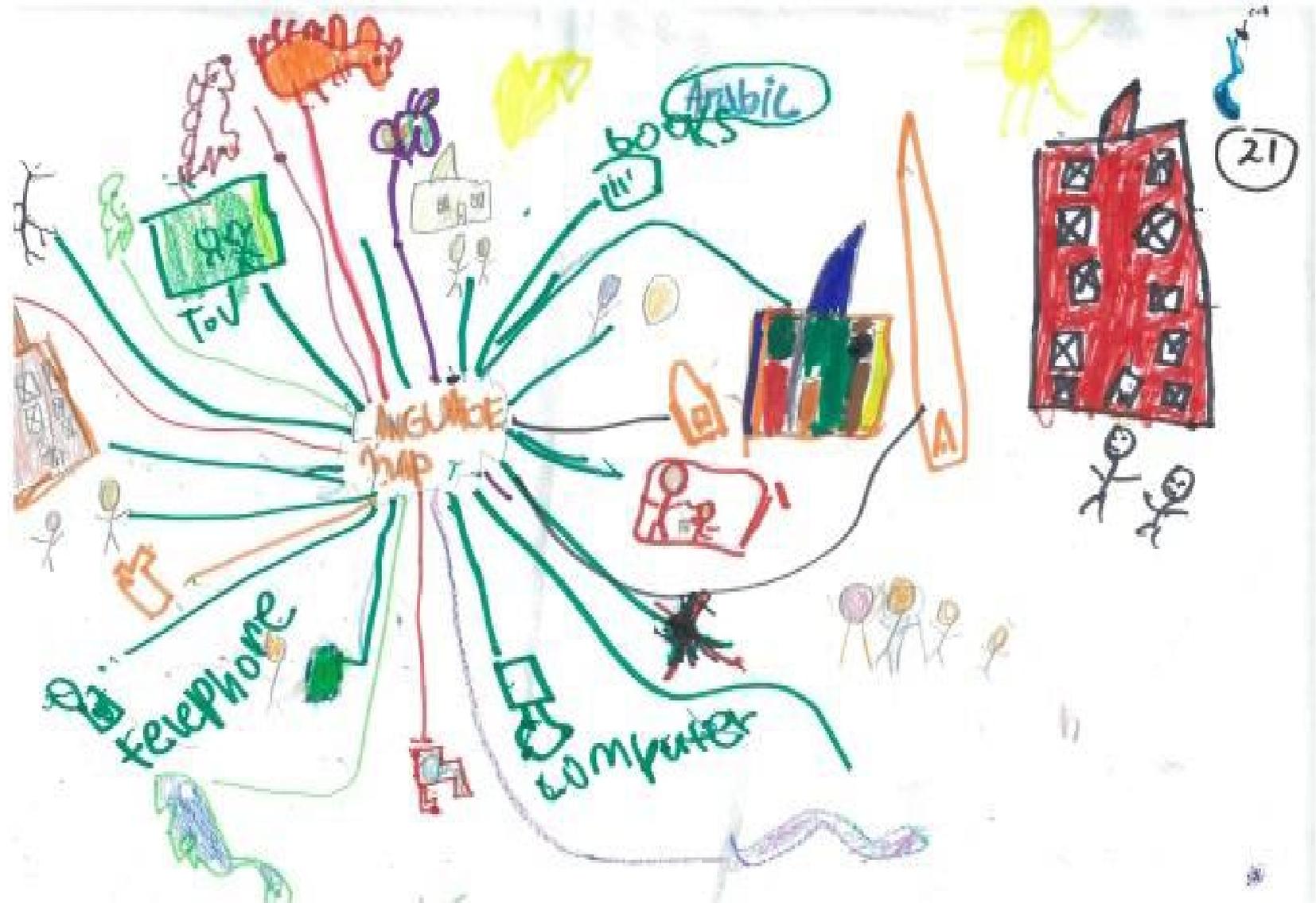
(Clark, 2005; Proser, 2017; D'warte & Somerville, 2014; Early & Cummins, 2011; Fendler, 2013; Hart, 1979; Kress & van Leeuwen, 2016; Kalaja, Dufva Alanen, 2013; Literat, 2013; Manchester & Bragg, 2013; Melo-Pfeifer, 2015; Massey, 2005; Orellana, 2010; Pain, 2012; Van Leeuwen & Jewitt, 2006)

# Language Mapping

## What do you see?



# Language mapping: home and school



مجموع فارسی ایچی گفتی ہے

# Language Map

## Farsi فارسی



My Language name is Farsi.

I like my Language.

If the people is don't know how to speak Farsi

I can help the people.

very day i am going to shopping

I speak Farsi. I translate for my friend.

If she don't know how to speak Farsi

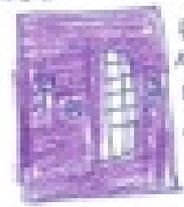
translate for my friend.

I am speak English with my friend.

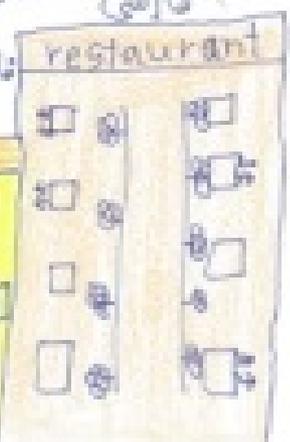


I help for what

School	Teacher
School	Structure
Name	Family



Playing with my friend  
structure  
فارسی



من فارسی  
را دوست  
دارم



# Language-Map

STREET

RESTAURANT

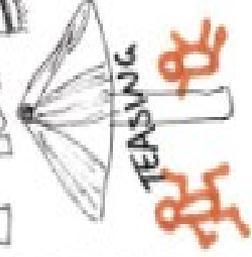
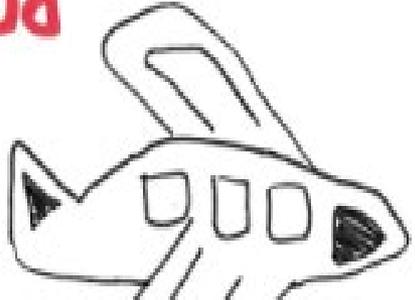
ROAD

YARD

HOUSE

SCHOOL

PARK w/PLAY-GROUND



**KEY**  
= person  
Teacher  
& = Child  
by  
P = Parent  
order

DAVE-ME!



ASIAN CROC

POOL

MUSIC  
DANCING  
BODY LANGUAGE

TEASING

INFORMAL  
SPANISH  
TRANSLATING

PORTUGUESE  
PATIENT  
STRICT

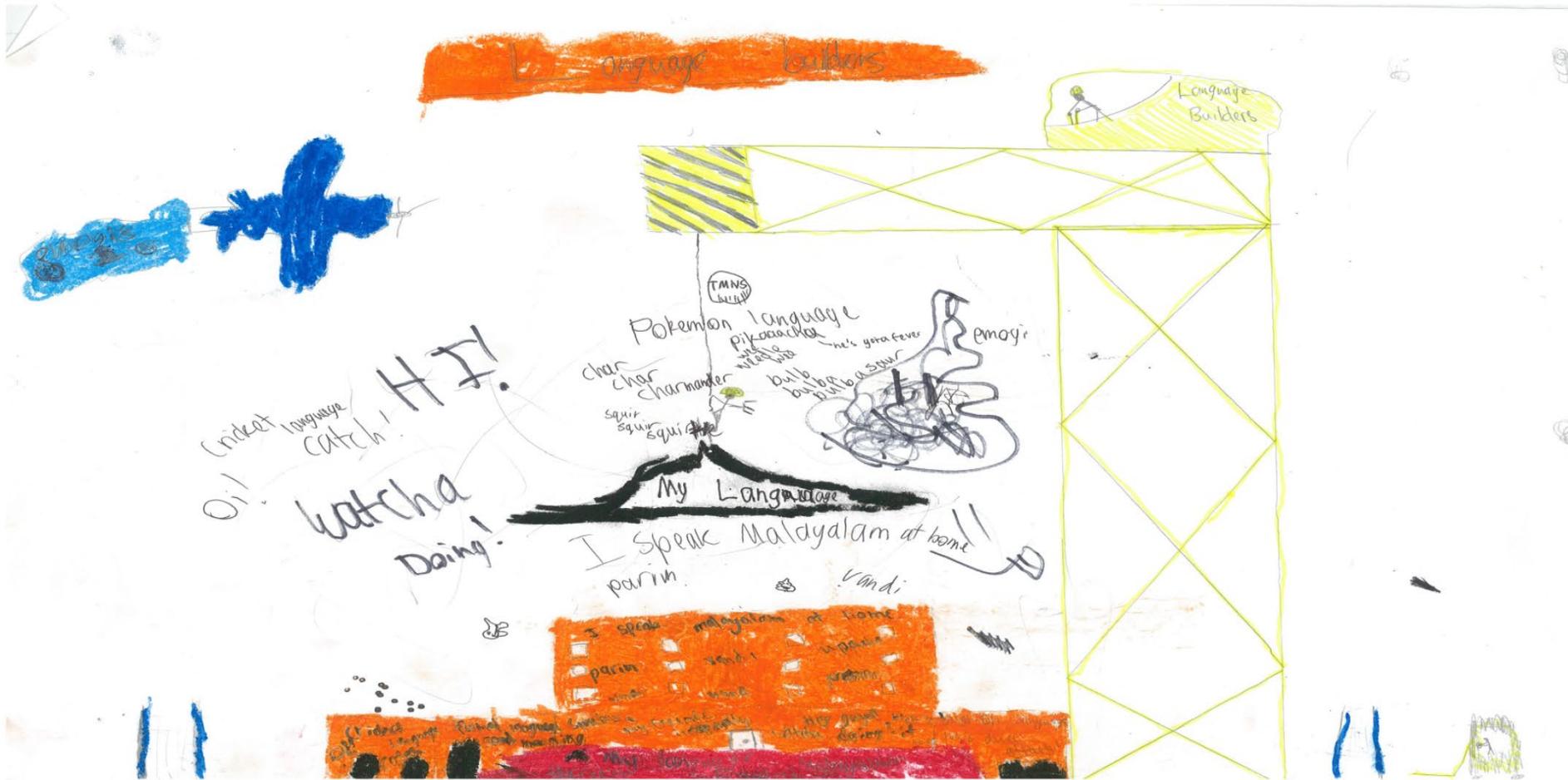
ENGLISH  
VIETNAMESE

INFORMAL  
SPANISH  
TRANSLATING  
SOCIAL NETWORKS

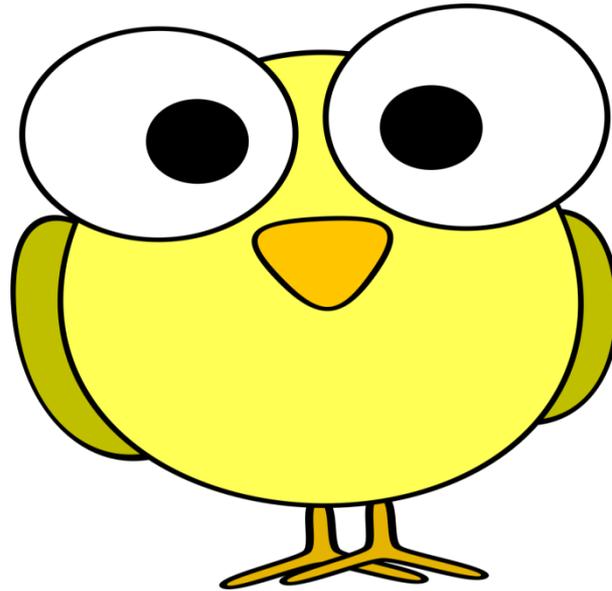




It's building a tower of language .....The roof is my language, it's establishing the whole building



What could you do with these maps?  
What lessons/activities could be generated  
from maps?





# Bilingual Reading & Writing

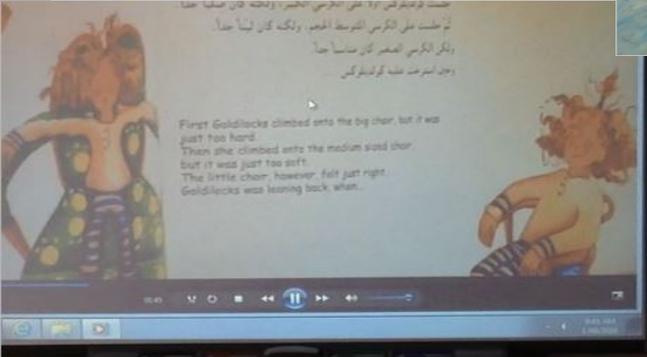
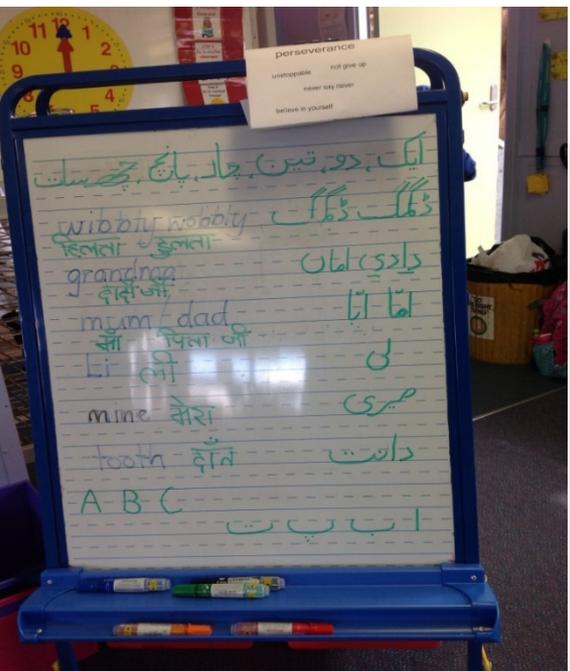
## Augustus and His Smile

	Spanish	Polish	Slovakian	Chinese
tiger	tigre	tygrys	tiger	虎
smile	Sonrisa	uśmiech	úsmev	笑
huge	gigante	duży	obrovský	巨大
plop	plop	kap	KVAP	噗
nose	nariz	nos	nos	鼻子

Alliteration?   
 ~~~~~



Urdu helps me in the house to learn English  
 because  
 When mum speaks English I learn new words in English.  
 Pharsi helps me learn English because  
 I help mum understand the meaning of English words.  
 Arabic helps me learn English because my mums tells me words in Arabic  
 and I tell her the words in English.  
 Arabic helps me in the mosque because I translate  
 Arabic words into English.





# Reflections



## Students

- *I learned what I can do and my friends can do we have never talked about this before*
- *English is hard but I am not stupid, now I think I am clever*
- *my language helps me think and understand English meanings better*
- *I got to hear other languages and respect about other languages and if you respect people you feel safe*
- *my parents were excited I learned more about my language*
- *my language is in my heart and my head*
- *my language is not really important in school – just English*

## Teachers

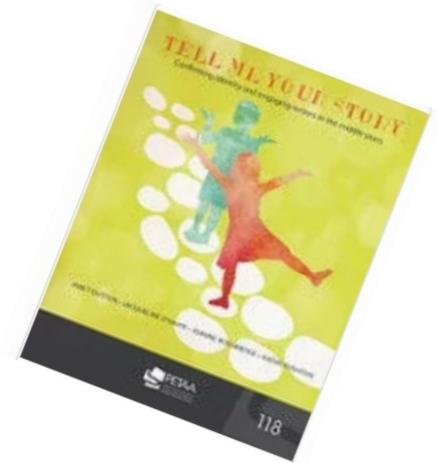
- *I recognised the rich understandings of my students*
- *I saw the richness of their multilingual worlds, what they know and can do*
- *I was amazed by the creativity they have gained a lot of confidence, but so have I.*
- *Teaching and learning in my classroom got better. I met learning outcomes everyone benefited*
- *I re-examined 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

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