

Chair: Baker, C.M. Kaliko (University of Hawai'i at Mānoa, cbaker@hawaii.edu)

Ho'okahua: Using Hawaiian-medium theatre and performance aesthetics as a means to develop Hawaiian language curriculum

The development of Hawaiian-medium theatre combines Hawaiian performance aesthetics with the Western stage. Within the past 20 years, the productions by Ka Hālau Hanakeaka, a Hawaiian-medium theatre project of the Kawaihuelani Center for Hawaiian Language at the University of Hawai'i at Mānoa, have toured internationally and throughout the Hawaiian archipelago performing for *Kula Kaiapuni* 'Hawaiian Immersion' and *Pūnana Leo* 'Hawaiian Immersion preschools.' In addition to the community outreach performed by Ka Hālau Hanakeaka taking the productions to the various Hawaiian-medium schools, their productions are also a means for furthering the language acquisition of the university students who perform in the productions. Each play features primarily Hawaiian figures and are focused on perpetuating the Hawaiian language and inspiring our people, *kamali'i* and *kupuna*, to tell our tales.

In our presentation, we will address how these Hawaiian-medium theatre productions: (1) honour our ancestors through their stories; (2) honour our 'ōlelo by staging productions in it; (3) provide entertainment and support for our local community of Hawaiian language speakers; (4) expose our non-Hawaiian-speakers to Hawaiian and motivate them to learn it; and (5) develop and support the Hawaiian language curriculum for *kula kaiapuni* and *pūnana leo*.

Specifically, our presentation will focus on *hana keaka* as a means of developing curriculum that will familiarise our youth and community with Hawaiian *ka'ao* 'folklore' and how *ka'ao* function as a vessel of socialisation information, cultivating unfamiliar grammar and language, and fostering traditional Hawaiian customs and art. To illustrate the use of Hawaiian-medium theatre as a base for curriculum development, live performance segments will be included in the symposium accompanied by Hawaiian language curriculum.

Group: *Bilingual/immersion education*, Sector: *Community*

Symposium Papers

Baker, C.M. Kaliko (University of Hawai'i at Mānoa, cbaker@hawaii.edu)

Baker, Tammy Haili'ōpua (University of Hawai'i at Mānoa, tbaker@hawaii.edu)

Waiau, Kameha'ililani (Ke Kula 'o S.M. Kamakau Laboratory Public Charter School, kamehaililani@kamakau.com)

Reppun, Ke'alohi (College of Education, University of Hawai'i at Mānoa, kealohik@hawaii.edu)

Kaina, Kau'i (University of Hawai'i at Mānoa, puakahik@hawaii.edu)

Using Hawaiiia- medium theatre and performance aesthetics as a means to develop Hawaiian language curriculum

(1) Honour our ancestors through their stories; (2) honour our 'ōlelo by staging productions in it; (3) provide entertainment and support for our local community of Hawaiian language speakers; and (4) expose our non-Hawaiian-speakers to Hawaiian and motivate them to learn it.

Our *hui*, or group, presenting will touch upon each of the points raised in our symposium abstract. We each work in different capacities within our Hawaiian language community.

Inasmuch as we bring different experiences to the table, those experiences are best expressed through our own words.

Within this symposium we will discuss the current status of the Hawaiian language and some the historical factors that contributed to its current status. Our language is what connects us Native Hawaiians, Kānaka Maoli, to our ancestors and ancestral knowledge. As the conduit connecting us to our past, our language grounds us in who we are today. Therefore, our language is critical in defining and indexing, Kānaka Maoli as Kānaka Maoli. In this brief presentation, we will illustrate examples of empowered identity through language by looking at how having access to primary source materials written in Hawaiian establishes a position of authenticity.

By telling our stories based on research in primary, authentic resources through the medium of theatre, we not only communicate our traditions to our new and old audiences, but we also, as performers, writers, and choreographers, embody these histories and the ancestors that are mentioned and focused on in the stories we bring to stage. By our embodiment of the stories, we project a sense of pride in being Kanaka Maoli. This projection of pride is experienced by our audience, thus, empowering their identity.

Being grounded in who we are as Kānaka Maoli and knowing where our knowledge comes from, we are able to confidently produce curriculum that finds its ways into various levels of education. For example, Kameha'ililani Waiau will speak to using curriculum developed out of Lā'ieikawai at Samuel M. Kamakau Public Charter School, a Hawaiian-medium lab-school at which Ms. Waiau is the Vice Principal. Kaliko and Haili'ōpua Baker will speak to how curriculum developed out of past and present hana keaka are used at the University of Hawai'i at Mānoa in both the Department of Theatre and Dance and Kawaihuelani Center for Hawaiian Language.

Chair: Barkhuizen, Gary (University of Auckland, g.barkhuizen@auckland.ac.nz)

Power narratives: Migrant brides, rural primary schools, and home tutoring

This symposium presents three papers which explore the power of narrative inquiry to make visible the language learning conditions of the disadvantaged. Doing so increases the possibility of influencing change in their favour (Hayes, 2013). Narrative inquiry is a way of doing research that focuses on the stories people tell about their life experiences. Recent interest in narrative has been linked to a turn towards the idea that research should both involve and empower the people whose experiences are the subject of research. Narrative inquiry expands the range of voices that are heard in research reports, therefore, often highlighting the experiences of marginalised groups. The papers in this symposium report on different approaches to narrative data-collection and analysis conducted in three very different contexts. The first, through in-depth interviews, explored the Korean language learning and related identity experiences of 10 Southeast Asian migrant brides in Korea. The second demonstrates and problematises the use of narrative frames, a data-collection tool which has become widely used in recent years. It does so within the context of a research project which explored the experiences of migrants and refugees learning ESOL in one-on-one home tutor situations in New Zealand. The third is a narrative ethnography which explored the language perceptions, preferences, and practices of six teachers at three rural primary schools in northwest Pakistan that follow different languages as media of instruction. Taken together, these papers aim to demonstrate the power of narrative data and its analysis for revealing and documenting the experiences of collaborating research participants. They also show how crucial the position of the researcher is for representing and reporting these experiences.

Group: *Language education planning and policy*, Sector: *Other - Research methodology, multi-sector*

Symposium Papers

Park, Mi Yung (University of Auckland, my.park@auckland.ac.nz)

Exploring language learning and identity in the context of migration: Migrant brides in Korea

This narrative study of 10 Southeast Asian migrant brides explores their Korean language learning and related identity experiences in Korea. Migrant brides account for more than 15% of all foreign residents in Korea, their numbers having risen dramatically from 111,834 in 2007 to 235,947 in 2013, an increase of 110%. Although successful socio-cultural adjustment of new migrants has become a major social issue in Korea, little is known about their lived experiences. In this presentation, I discuss how migrant brides resisted the identities imposed on them as incompetent L2 speakers and manipulative opportunists who moved to Korea for financial gain. The findings demonstrate that, despite their marginalisation, they exercised their agency to construct alternative, empowered identities, while challenging the dominant ideologies that perpetuated disparaging attitudes toward migrant brides. The study suggests that narratives can be a powerful means for revealing the processes of marginalisation and its impact on L2 learning.

Barkhuizen, Gary (University of Auckland, g.barkhuizen@auckland.ac.nz)

Revisiting narrative frames for investigating ESOL home learning experiences

Narrative frames are written story templates consisting of a sequence of incomplete sentences and blank spaces of various lengths. When completing them, respondents fill in details of their life stories and, in so doing, make meaning of those experiences. Researchers also make meaning of these experiences when they analyse and interpret the frames. Narrative frames have become widely used in the past few years, particularly in language teaching and learning. This presentation discusses the strengths and limitations of narrative frames as a research tool and provides an update on recommendations for their design and use. It does so within the context of a research project which explored the experiences of migrants and refugees learning ESOL in one-on-one home tutor situations in New Zealand. A sample frame will be provided and one approach to analysis will be illustrated. Questions will be asked about how effective narrative frames really are.

Khan, Aziz (University of Auckland, akha125@aucklanduni.ac.nz)

Re-storying Pakistani rural primary school teachers' experiences

This presentation reports on a narrative ethnography which explores the language perceptions, preferences, and practices of six teachers at three rural primary schools in northwest Pakistan that follow different languages as media of instruction. In this presentation I focus on three levels of the teachers' stories (Barkhuizen, 2008): the *story* that took shape in their immediate context; the *Story* that was influenced by their wider work environment; and the

STORY that represented the macro socio-political context which influenced their teaching and learning. As a way of reporting findings, I synthesise and arrange the various elements of data content into a coherent whole in a way that the outcome is a story. The re-storying of the teachers' experiences reveals the power of narratives in making visible the English language teaching and learning conditions on the ground in this underprivileged region of Pakistan, creating possibilities for influencing change in a rural educational context.

Chair: Brooking, Keren (Ministry of Education, keren.brooking@minedu.govt.nz)

Discussant: Thorne, Steven (Portland State University and University of Groningen, sthorne@pdx.edu)

Early impact findings from a pilot of dual language texts used with Samoan new entrant children

Students from Pasifika backgrounds who begin compulsory schooling with a wide range of language knowledge, skills, and experiences, are one of the New Zealand Ministry of Education's target groups. Evidence shows that some Pasifika children make less-than-expected progress in reading and writing in English in their first years of school. Evidence also shows that drawing on a child's diverse cultural capital, especially that related to language and literacy, can support and strengthen English language and literacy learning, and school success.

The pilot programme sought to examine the impact of teachers learning and applying second language acquisition pedagogy using dual language texts with five-year-olds from a Samoan background. Impact was determined through quantitative and qualitative evidence of children's English language and literacy progress, as well as attitudinal and practice shifts in relation to teachers and parents.

Implementation of the pilot involved three aspects:

- Developing dual-language emergent reading books in the Samoan and English languages to use with new entrant children;
- Developing teacher support materials in English for new entrant teachers and providing professional development; and
- Developing support material and providing facilitated fono (meeting to share and discuss) for Samoan parents

The symposia team will outline the rationale and design of the project from a Ministry of Education perspective, followed by details of the implementation phase, including monitoring and feedback loops and subsequent findings by Auckland University staff.

There will be an opportunity to view some of the resources developed, as well as question time.

Group: *English language education*, Sector: *Primary*

Symposium Papers

Glogowski, Sonia (Ministry of Education, sonia.glogowski@education.govt.nz)

New Zealand's educational and linguistic context

This presentation provides an overview of the educational and linguistic policy background within which this project sits, and it will outline the rationale of the project within that context.

Brooking, Keren (Ministry of Education, keren.brooking@education.govt.nz)

Design and description of project

This presentation describes the design of the project including the three key levers that have been developed and are used to meet the learning objects we are aiming for with young Pasifika children.

Si'ilata, Rae (University of Auckland, r.siilata@auckland.ac.nz)

Implementation and findings of the pilot

This presentation provides a brief overview of the pilot design, including the professional learning and development programme for teachers, and the fono/support meetings for parents/families. The enactment of linguistically and culturally responsive practices in English-medium classrooms will be described by drawing on the stories of teachers involved in the pilot. The facilitation practices that supported teachers in implementing bilingual approaches to teaching and learning will be discussed. The impact of the utilisation of dual language texts in English-medium classrooms will also be explained and validated through the voices of the teachers, parents and children who participated in the pilot.

Chair: Bruskewitz, Nicole (Universidad de los Andes, nbruskew@gmail.com)

Discussant: de Mejía, Anne Marie (Universidad de los Andes Colombia)

Language practices and equality in Colombia: Towards a preferred future

With 65 indigenous languages, two Creoles, as well as various immigrant languages, Colombia is one of the world's linguistic hotspots, and consequently it is no surprise that language practices and policies, and issues of social justice that arise from them, have been a concern after 500 years of European conquest and settlement. To familiarise conference attendees with this context, this Symposium begins with a brief portrayal of the different sociolinguistic and educational settings, both urban and rural, present in the national language ecology. Then, it provides a descriptive overview of two recent educational policy initiatives, firstly, the National Bilingual Programme created by the Colombian Ministry of Education in 2004, aimed at offering all students in the country the possibility of becoming bilingual in English and Spanish as part of a vision of increased productivity in a globalised world. Secondly, the National English Programme (2013) which focuses specifically on English as part of the Policy for Relevance and Innovation which aims at strengthening the communicative competences of teachers and students in the public sector to encourage the inclusion of human capital within the knowledge economy and the globalised labour market. The effects these policies have had in primary and secondary schools and teacher education will be discussed. There will then be an examination of the university context documenting which languages are privileged through language proficiency requirements, instructional offers, at 10 major universities. Finally, considering the importance of the many indigenous languages in Colombia, we conclude with a discussion of the established legal policies that provide language rights to these speakers, as well as recent educational efforts aimed at identifying successes and challenges in collaborative, intercultural projects.

Group: *Language education planning and policy*, Sector: *Secondary and Tertiary*

Symposium Papers

Tejada, Isabel (Universidad de los Andes, mi.tejada10@uniandes.edu.co)

Fostering language teacher education for Colombia's EFL classrooms: A critical action research project

Even with the still prevalent association of Language Teacher Education (LTE) with the teacher-learners' (TLs') development of the target language and pedagogic skills (Freeman, 2009), many language teacher educators from around the world are progressively embracing an integrative understanding of LTE. Conceiving LTE as a set of multiple, ongoing complex processes has brought increasing attention to how TLs carry out their practice, build multiple identities and understandings of how local relations of power operate, and develop their notions of language teaching, learning and literacy (Bartels, 2009; Ellis, 2009; Gagne & Valencia, 2013; Norton & Toohey, 2011; Richards, 2011). In Colombia, recently implemented government language policies for EFL skills in public education (MEN, 2014) have focused on LTE including official support in TLs' further academic training. This paper will discuss the preliminary findings of a critical action research project (Bath, 2009) carried out with TLs from Bogota District Schools pursuing a Master's in Education. The project aims to study the impact of two courses: Bilingual Literacy Practices and Second Language Acquisition (SLA) on their participants' evolving notions of literacies, SLA, and their own teacher identities. In these courses, TLs were introduced to critical readings and activities to: 1) challenge traditional notions of literacy (Cummins, 2009); 2) present them with alternative identity options to those commonly assigned to them in LTE (Varghese et al., 2005). Data-collection tools including questionnaires, forum discussions, interviews and narrative assignments. Only those TLs who voluntarily chose to participate had a follow-up interview to further discuss their assignments. Lessons from TLs' findings and ideas on how to facilitate reflection in LTE will be presented.

Bruskewitz, Nicole (Universidad de los Andes, nbruskew@gmail.com)

Revitalising Sikuani: Collaborative grassroots language planning and curriculum for a preferred future

With 65 indigenous languages, Colombia is one of South America's language hotspots. Yet, it has suffered centuries of oppression and 'linguicide' (Stuknabb-Kangas, 2000) perpetuated by educational policy and practice. Thus, Colombian governmental and judiciary entities have: recognised the multilingual and pluri-ethnic status of the country (1991 Constitution); declared co-officiality of indigenous languages with Spanish in indigenous territories; (Law 1381, 2010) provided for the protection of Colombia's linguistic patrimony; acknowledged communities' rights to define culturally/linguistically appropriate educational practices and guaranteed government support for these (Ley 115, 1994).

Nevertheless, recognition and reparation (Landaburu, 2014), communities still face challenges in realising their autonomous educational projects (López, 2000). The Sikuni community in Colombia is no exception. Intergenerational transmission of Sikuni is threatened by Spanish since Spanish is the language of instruction in the school where students study 10 months a year. Following Hornberger (2008), who states schools play an important role in language vitality and that collaboration between indigenous communities and outsiders can aid this, Sikuni leaders identified the need for a school-based language vitality project to re-position Sikuni's status for youth. They sought the collaboration of the NGO Profesionales Amigos, an interdisciplinary group of professors and students from two private universities.

This paper contributes to a body of case studies and reflections portraying successes and challenges in such collaborative, intercultural projects (e.g., Hamel & Francis, 2008; Hornberger, 2008). Primarily, we discuss the difficulties in achieving solidarity and empowerment and avoiding colonising dynamics in cross-cultural collaboration with indigenous communities (de Sousa Santos, 2011); Smith, 2012). We discuss the 'metaphor as method' approximation which emerged from the Sikuni leaders' oral tradition and facilitated intercultural dialogue. Additionally, we consider how this contested suppositions about otherness, knowledge production, vertical power relations, and literacy for the actors.

Janssen, Gerriet (Universidad de los Andes, gjanssen@uniandes.edu.co)

Standard-setting: A mixed-methods protocol for challenging exclusionary university entrance policies

Recently, universities in Colombia have prioritised policies concerning the development of coursework supporting English language proficiency. One such language course series is an EAP programme dedicated to PhD publishing and presenting skills. During this programme's development, a language proficiency assessment instrument was created and administered ($n = 80$) to describe the different English language proficiencies of many PhD students at this school. In the original classification scheme, test-takers were placed into one of four courses. Thereafter, a PhD-programme advisory committee established that the first course level would now be a minimal requirement for entrance to all PhD programmes: applicants placing below the intermediate-level 'first' course were to be denied admission. Sadly, a programme designed to support all PhD students had been turned against many of them, though no formal standard-setting exercise had described what 'minimally acceptable English proficiency' is for successful PhD study in this Spanish language context, nor had there been any translation of this description of minimum proficiency onto the exam scoring scale.

Following Cizek and Bunch (2007), Hambleton and Pitoniak (2006), and Zieky, Perie, and Livingston (2008), and using the Body of Work method (Kingston, Kahl, Sweeney, & Bay, 2001) this paper reports on how university policymakers negotiated several standard-setting tasks: understanding the exam's current uses using reality data; deciding whether the uses of the exam are appropriate in this context; deciding whether a cut score for English proficiency is needed for university entrance; describing what minimum English proficiencies are necessary for PhD study in this context; translating these minimum proficiencies onto the exam scoring scale. This paper reports on this mixed-methods, standard-setting exercise, reports the cut score assigned, and describes how an ongoing conversation based in research helped policymakers better understand and make decisions about the exclusionary exam use they had previously sanctioned.

Chair: Cox, Robyn (Australian Catholic University, robyn.cox@acu.edu.au)

Multilingual classrooms, language and literacy learners: Global childhoods

Globalisation processes have resulted in a complex diversification in the group of young language learners in classrooms throughout the world. From Denmark to Australia, learners from multilingual and multiliterate backgrounds are part of everyday life in the classroom, and these global childhoods pose challenges to the educational systems.

The papers in the symposium are based on research studies conducted in classrooms in Australia and Denmark, combining insights from two different national contexts and bringing together qualitative and quantitative data. All papers report on the global childhoods of young multilingual and multiliterate learners, but explore globalised classrooms from various perspectives: the perspectives of learners, teachers and policymakers. In combination, the papers in the symposium offer a nuanced description of the tensions and dilemmas in contemporary multilingual classrooms across the globe and a multifaceted analysis of the multilingual nature of global childhoods.

The first paper reports on research study conducted in primary schools in Sydney, Australia which investigated how multilingual children understand their own linguistic practices and how they report this practice. The children were asked to consider the role of their multilingualism in their daily classroom experiences.

The second paper, based on a linguistic ethnographic case study in Denmark, explores language ideological aspects of global childhoods as they are negotiated in and around 'mother tongue teaching' in Dari and Pashto for Afghan children in a Danish primary school.

The third paper is based on a Danish intervention study aiming at raising the learning outcomes of multilingual children through mother-tongue-based literacy activities.

As part of the intervention, systematic quantitative data on language proficiency were collected, and the paper focuses on how these quantitative data contribute to the understanding of global childhoods.

Group: *Language education planning and policy*, Sector: *Primary*

Symposium Papers

Cox, Robyn (Australian Catholic University robyn.cox@acu.edu.au)

Exploring global childhoods: Listening to children's voices

This paper reports on a study conducted in two highly multicultural schools in Sydney, Australia. This study seeks to investigate how children in these schools understand their use of different languages and how they report their own linguistic practices. The perspective taken in this research is that of 'child as co-researcher' which suggests that, by bringing children into the research as both designers and deliverers of research projects, is arguably a necessary and logical consequence of adopting a children's-rights-based approach to research (Alderson, 2008). These discussions were transcribed and analysed by using the ideas generated from the recent work of Blommaert (2010) which points to a shift in sociolinguistics from the sociolinguistics of *variation* to a sociolinguistics of *mobility* reflecting an increasingly globalised world. Hornberger and Link (2013) describe this as translanguaging and transnational literacies in multilingual classrooms while at the same time Cope and Kalantzis (2012) refer to new literacies and multiliteracies and global communicative contexts.

Møller Daugaard, Line (VIA University College, Denmark, lida@via.dk)

From Aarhus to Afghanistan: Global childhoods in mother-tongue teaching

This paper explores global childhoods as they are negotiated in and around 'mother-tongue teaching' in Dari and Pashto for Afghan children in a primary school in Denmark. The paper draws on a linguistic ethnographic case study of language teaching across the curriculum in a multilingual public primary school in Aarhus, Denmark. Applying a critical sociolinguistic lens, the paper argues that the teaching of Dari and Pashto in a suburban school in Denmark is inextricably connected to the current as well as to the historical sociolinguistic landscape in Afghanistan and the Afghan diaspora. The continuous negotiations of what counts as language and heritage in Dari and Pashto classes in Denmark both echo and transform salient language ideological tensions and hierarchies in Afghanistan. While mother-tongue teaching can, on the one hand, be considered a profoundly national construction, it is also an inherently transnational phenomenon, and therefore constitutes an apt case to shed light on global childhoods.

Vedsgaard Christensen, Mette (VIA University College, Denmark, mvc@via.dk)

What do we know about 'the bilingual students' in our classrooms?

Many minority children are experiencing the effects of globalised classrooms and childhoods firsthand; minority language students systematically underperform in, for example, Danish schools. Both educators and decision-makers demand more knowledge about how to close this learning gap. But, not only do we need to know more about how to teach in globalised classrooms, we also need to know more about the students of these classrooms, as so-called bilingual students cannot be understood and treated as a uniform group. This paper reports on an intervention introducing mother-tongue literacy teaching to (approximately 200) minority language students of Turkish, Arabic and Somali descent in year 1 classes across Denmark. For the first time, systematic quantitative data on language proficiency were collected. These quantitative data can – together with what we know from qualitative research – help to shed light on the linguistic nature of global childhoods.

Chair: Harvey, Nola (University of Auckland, n.harvey@auckland.ac.nz)

Children who learn in more than one Language; ECE teachers afloat in plurilingual seas

What experiences and outcomes for children who learn in more than one language in the early years do parents, teachers, and children value? How might teachers address the opportunities and challenges for children who learn in more than one language?

In this presentation we discuss the contexts and some implications of our TLRI* early years languages research. The research is intended to advance knowledge and practice about children learning in more than one language in the early years. Participating centres are: a Māori-medium centre, a Samoan-immersion centre, and a kindergarten and a centre with children from a wide range of heritage language backgrounds.

We provide an overview of the Auckland context and processes of the project as a whole. Findings from our partner early childhood centres are summarised with an emphasis on the valued experiences from within diverse research contexts. The collaborative presentation concludes with summary of highlights of the data, drawing on two theoretical ideas: additive bilingualism and funds of knowledge.

*Funded by the Teaching and Learning Research Initiative

Group: *Bilingual/immersion education, Sector: Early Childhood*

Symposium Papers

Harvey, Nola (University of Auckland, n.harvey@auckland.ac.nz)

Hedges, Helen (University of Auckland, h.hedges@auckland.ac.nz)

Charting the waters: Navigational tools

Learners in Aotearoa-New Zealand are increasingly likely to speak more than one language. This nation-wide trend is most evident in the Auckland region. This Teaching and Learning Research Initiative study explored the languages used, the experiences and learning outcomes that were valued by parents, teachers, children, and communities, and related opportunities and challenges, for children who learn in more than one language in the early years who participated in early childhood education (ECE) centres. This presentation introduces the 'maps' – literature and theory – that informed the project. Funds of knowledge and additive bilingualism framed the project consistent with the focus of *Te Whāriki* and recent notions of linguistically and culturally responsive pedagogy. The compass of the research design – a case study in four distinctive language–medium settings, with mixed methods where data were gathered in the languages of the centres – guided a large collaborative research team.

Keegan, Peter (University of Auckland, p.keegan@auckland.ac.nz)

Language diversity in context: Tides, currents and sea changes

The study collated and reported data that illustrated the diversity of the language experiences of children and their families. Our four participating partner centres represented the languages most prevalent within the Auckland region: English, Māori, Samoan (and Pasifika languages), Hindi, and Mandarin. The centres were: (1) *Te Puna Kōhungahunga*, a Māori-medium centre; (2) *The A'oga Fa'a Samoa*, a Samoan-immersion centre; (3) *Mangere Bridge Kindergarten*, an English-medium kindergarten with families who spoke Pasifika, Asian, and European languages; and (4) *Symonds Street Early Childhood Centre*, an English-medium centre with families who spoke a wide range of Asian, Middle Eastern, and Pasifika languages. Quantitative findings from each centre will be reported during this presentation, including an appraisal of the exploratory use of ObserverXT. In particular, at all four centres, te reo Māori was evident and being encouraged. However, the census findings showing a continuing decrease in te reo Māori are of continued concern.

Harvey, Nola (University of Auckland, n.harvey@auckland.ac.nz)

Hedges, Helen (University of Auckland, h.hedges@auckland.ac.nz)

Sea changes: Insightful journeys and landings

This presentation reports and exemplifies selected qualitative findings from the case study centres. Each centre's research findings were strongly rooted in their own philosophy and defining character. Overarching these, it was clear that the principle of empowerment guided the philosophy and practices of each centre. However, the findings also showed that each centre had their own priorities and pedagogical pathways, consistent with the shared, valued language and educational aspirations. Particular opportunities and challenges that arose for each centre, and ways

these might be addressed, will be shared. Across the four centres' learning and teaching contexts, this research shows strong and powerful images of children as they build identities and languages. These images support the benefits of children (and families and communities) learning in more than one language.

Chair: Harvey, Sharon (Auckland University of Technology, sharon.harvey@aut.ac.nz)

A languages strategy for Auckland: Why and what are the issues?

In March 2013 the Royal Society of New Zealand launched the *Languages of Aotearoa/New Zealand* issues paper at the Auckland Museum. *Languages of Aotearoa* examined New Zealand's diverse linguistic landscape and related research in areas such as multilingualism, the economy, and education. The paper called for a national languages policy as a way to strategically address issues of social wellbeing, equity, and economic development across all policy fields. It referenced *Aotearoa: Speaking for Ourselves* published by the Ministry of Education in 1992, a key report developed to provide a framework for a national languages policy. *Aotearoa* was never realised, although some piecemeal initiatives were taken around languages in the workplace, schools and for Māori over the ensuing years.

In order to move the languages agenda forward at a local level, a bipartisan and cross-sectoral group formed the Auckland Languages Strategy Ropu following the launch of the Royal Society paper. Our symposium describes the processes the group have undertaken over the last two years to develop a strategy. The strategy, as its name suggests is a plan for action around languages in New Zealand's most populous and ethnically and linguistically diverse region. Sharon Harvey and Susan Warren will firstly provide an overview of the process of development, the strategy itself and our vision for how we see it progressing in the future.

Urgent work in te reo Māori is the first pillar of our strategy and Hau Rawiri and colleagues will explain the place of te reo in a wider regional languages strategy.

One of the most important areas for languages initiatives are schools. There is currently no coherent planning for languages education and the study of subject languages is dropping rapidly. As a way to reverse this trend, Jeff Johnstone will present a model for developing subject languages in Auckland schools.

Group: *Language education planning and policy*, Sector: *Other - Language planning and policy*

Symposium Papers

Harvey, Sharon (Auckland University of Technology, Sharon.harvey@aut.ac.nz)

Susan Warren (COMET, Auckland, susanwarren@cometauckland.org.nz)

Developing an Auckland languages strategy

Since late 2012, a diverse group of individuals and organisations from across the languages spectrum has worked together to draft an Auckland Languages Strategy, which is intended to function as a working document to increase focus and coordination across the multiple groups working to support language use and acquisition in Auckland; and as a tool for advocacy towards a national languages policy. We outline: the process we used to build and maintain engagement; the challenges we faced in gaining consensus among potentially conflicting interest groups; our learnings from the consultation phase; the key principles and goals of the finished strategy; and how we have used the emerging strategy as a tool for advocacy and a means of increasing communication among language-related organisations.

Rawiri, Hau (COMET, Auckland, haurawiri@cometauckland.org.nz)

Te Reo Māori as the pillar in an Auckland languages strategy

Ko te reo te mauri o te mana Māori. Nā Tā Hemi Henare

Māori is an official language of Aotearoa and the language of the indigenous people. Te Reo revitalisation is the first pillar of the Auckland Languages Strategy. For the past three years COMET Auckland (an education trust linked to Auckland Council) has worked to establish the Tāmaki Makaurau Education Forum (TMEF) which provides a voice by Māori for Māori on education issues, and to drive collective action towards Māori aspirations. Based on the evidence, one of the Key Priorities for the TMEF is Te Reo Revitalisation. In this presentation we share our journey and what we have learnt along the way about how to effectively bring Māori in Auckland together to shape common goals. We outline the TMEF's plan for Te Reo Revitalisation in Tāmaki Makaurau and the place of Te Reo in a wider regional languages strategy.

Johnstone, Jeff (Asia New Zealand Foundation, jjohnstone@asianz.org.nz)

The subject languages strand of the strategy

The number of secondary students learning a language as a subject (excluding English) in New Zealand has dropped by 9.7% over the last 10 years. Asian languages, in particular, have experienced a 27% decline over this period while

New Zealand's exports to Asia have grown to over 40% of total exports and Auckland's Asian population is now predicted to be 30% by 2021. Turning the tide of language learning decline requires both top-down and a bottom-up approaches. In addition to promoting the call for a national languages policy, there is also the need for active collaboration to create, refine and trial sustainable models for language learning in schools. The government's Asian Language Learning in Schools Programme provides an opportunity to do this and show how these models could be used for all languages and sustainably rolled out across all schools in Auckland and beyond.

Chair: Henderson, Robyn (University of Southern Queensland, robyn.henderson@usq.edu.au)

Making the invisible visible in language and literacy research: Implications for teaching and learning

In today's globalised world, understanding cultural and linguistic diversity has become increasingly important. However, cultural and linguistic diversity is often marginalised and rendered invisible. Research notes that coercive power in the form of language or discourse (Cummins, 1997; Neito, 2010) or dismissal of difference leads to students leaving their virtual schoolbags outside (Thomson, 2002), because of pressure to be 'normal'. Cultural and linguistic diversity of students, regardless of their educational sector, is an important factor for success in learning experiences. Recognising, understanding and 'experiencing the known' are critical for student learning (Cope, Kalantzis, & the Learning by Design Project Group, 2005), as is the ability of teachers to comprehend students' different linguistic and cultural capabilities. The invisible or marginalised factors of exclusion, difference and assimilative, and normative language ideologies that result in students failing the system, need to be critically examined and theorised. A multicultural approach that values diversity and difference is only possible when sites that restrict or promote diversity and difference are studied, to question their practices.

Such thinking has led us to ask: 'How might the invisible be made visible, to ensure effective learning for both students and their teachers?' This symposium overviews this question, then explores the topic from the perspectives of three separate research projects and considers implications for teaching and learning. The first paper considers a research project that set out to make visible the concerns of culturally and linguistically diverse pre-service teachers. The second paper explores data from a study investigating linguistic capital. It highlights incidents where newly shared understandings between teachers and students influence teaching and learning in unexpected ways. The final paper draws on data from research about mobile students. It theorises how teachers might use particular pedagogical considerations in literacy education to uncover 'the invisible' that relates to students who have just arrived in a school.

Group: Literacy education, Sector: Other - Schools

Symposium Papers

Iyer, Radha (Queensland University of Technology, radha.iyer@qut.edu.au)

Making affirmative practices visible: Community of practice for culturally and linguistically diverse pre-service teachers

This paper discusses the significance of affirmative perspectives on diversity and linguistic difference within teacher training programmes in Australia. Semi-structured interviews with 60 culturally and linguistically diverse pre-service teachers illustrated how their cultural and linguistic diversities are often invisible or a site for prejudice. Using a community of practice theory (Lave & Wenger, 1991; Wenger, 1998; 2000), and the dimensions of engagement, imagination and alignment, this study examines the linguistic exclusions faced by these participants as they attempted to become members of the teaching community. Discourse analysis (Foucault, 1972) of data illustrates how power operates and the role academics at university or supervising teachers in schools have in adopting affirmative processes that can enable pre-service teachers to belong to the teaching community of practice. A model of a teaching community of practice is provided to discuss how various stakeholders can enable a productive community of practice.

Tualaulelei, Eseta (University of Southern Queensland, eseta.tualaulelei@usq.edu.au)

Knowing me, knowing you: Exploring the pedagogical value of cultural understanding

This paper explores data from a study which investigated the linguistic capital of a group of Samoan students and their teachers in an Australian primary school. Data comprised semi-structured interviews, *talanoa* and field notes. Incidents where teachers gained explicit knowledge of student realities are highlighted. The impacts of these newly shared understandings between teachers and students are presented and theorised using the conceptual framework of Bourdieu, which links educational achievement to cultural heritage. From this analysis, three things became apparent. Firstly, the linguistic capital of the Samoan students in this study was acknowledged but underutilised by teachers. Secondly, where there was a cultural divide between teachers and students, this was usually bridged through active and responsive inquiry. Finally, while teachers possessed some knowledge about the cultures of their students, the application of this knowledge to transform their pedagogy was often inhibited by factors beyond their control.

Henderson, Robyn (University of Southern Queensland, robyn.henderson@usq.edu.au)

Uncovering the invisible: Theorising literacy pedagogy for students who change schools

This paper revisits several research projects that investigated the literacy learning of mobile students and the actions taken by teachers and schools to cater for the learning of students who are newly arrived in a school. The research projects, which were conducted in Australia, Scotland and Ireland over several years, explored the actions of schools and individual teachers to ensure successful school experiences for 'new' students. It became evident that teachers found it easy to articulate how they assisted students to make the social transition into a new school, but they found it more difficult to explain how they managed the academic aspects of the process. Part of the difficulty for teachers was that students' prior experiences of life, learning and curriculum were often invisible in school contexts. The paper theorises how particular pedagogical considerations might be used to uncover the invisible and provide starting points for students' literacy development in a new school.

Chair: Hunter, Judy (University of Waikato, jmhunter@waikato.ac.nz)

International students in English-speaking countries: Examining dilemmas and success in academic practice and literacy

Study abroad has become popular in South Asian countries with students moving to countries with western education system in large numbers. The economic aspect of international education being a prime reason for most western countries like Canada, the UK, Australia and New Zealand to support an increase in quota for overseas students (Snow Andrade, 2006), there are multiple, well-documented challenges to overcome in terms of culture, educational context and social practices that exist in different countries. As Snow Andrade (2006), Eaves (2011) Kelly, Moores, & Moogan (2012) observe, attention to adjustment issues, community of practice and learning styles are required if successful learning programmes are to be designed. Postgraduate international students have academic settling-in concerns that often occur due to language issues (Ramburuth, 2001; Snow Andrade, 2006), with students reporting that such difficulties often lead to minimal participation (Robertson et al., 2000) and loss of 'belonging'. These studies highlight the importance of attending to participation and academic practice that involve revisiting and extending theory to establish more accountable, operative frameworks for communities of practice.

These issues have been undertaken for further study through our research question: 'What are the contextual and transnational factors that determine academic practice, identity and belonging for international students?' Three specific studies are undertaken to consider the overall contextual and transnational implications for pedagogic practices. The first paper examines the significance of a dialogic community of practice for international students to reaffirm their academic literacy. The second paper explores the dilemma of learning advisors who attempt to reaffirm and enhance academic practice and it suggests positive pathways for response. The third paper engages in an ethnographic study of NZ-employed international graduates to illustrate learning and belonging in the workplace with implications for education.

Group: *English language education*, Sector: *Tertiary*

Symposium Papers

Iyer, Radha (Queensland University of Technology, radha.iyer@qut.edu.au)

Establishing a dialogic community of practice: International master's students and academic practice

This study examines academic practice and academic literacy for international Master's in Education students at a university in Australia. Despite being proficient in academic literacy, international students are often at risk in a new learning environment, due to differences in curriculum offerings, learning and interactional style. Lave and Wenger's (1991) community of practice and the three dimensions of engagement, imagination and alignment are employed to study the academic literacy practices of 20 international Master's in Education students. Engagement assists in negotiating meaning and producing artefacts, while imagination provides significant links with identity and belonging and, alignment occurs when there are collaborative perspectives. Further, Bakhtin's (1981) dialogism and heteroglossia illustrate how different and diverse perspectives have a significant impact on academic practice. Semi-structured interviews and a survey were conducted with students to examine how academic literacy is promoted where there is a dialogic, heteroglossic community of practice that values the diversity of communication.

Strauss, Pat (AUT University, pat.strauss@aut.ac.nz)

We see the university through student eyes: Postgraduate academic writing advisors in New Zealand universities

New Zealand universities host linguistically and culturally diverse cohorts of students, many of whom have English as a second language and struggle to achieve their potential because their academic language skills do not meet the requirements of the academy. The learning advisors at each university who are tasked with assisting the improvement of all students' language skills, in particular, the ability to write clearly and cogently are not held in high esteem by the institutions they serve. This study sought to capture the perspectives of postgraduate learning advisors at universities around New Zealand, to examine their dilemmas when facilitating language skills. The paper concludes by suggesting how advisors might gain recognition for the contribution they make in the postgraduate sector. One such suggestion embraces the concept of Third Space where groups from different backgrounds and potentials of power meet in an environment that gives agency to those who are marginalised.

Hunter, Judy (University of Waikato, jmhunter@waikato.ac.nz)

University to workplace: Internationals learning and belonging

Much of the academic interest in international students focuses on the cultural, linguistic and pedagogical challenges they face in English-medium higher education. This presentation looks at the issues of those who have obtained undergraduate degrees and who have found employment in New Zealand workplaces. It draws on two ethnographic case studies to consider questions of learning, belonging, and context as shaped by and shaping international participants' experiences. While Communities of Practice (CoP) remains the dominant theoretical frame for analysing such workplace questions in applied linguistics, there have been critical calls to address shortcomings in CoP theory for some time. The presentation will show how concepts from broader social theories of learning contexts can be applied to findings from this ethnographic study. As well, it will address their potential implications for international tertiary students interested in NZ employment and for informing appeals to employment of diversity.

Chair: Ke, I-Chung (Yuan Ze University, ichungke@gmail.com)

English as a local repertoire: Going beyond linguistic boundaries

This symposium focuses on the permeation of English as communicative, linguistic, and semiotic resources into realms in different places and contexts in the world. The main argument is that English has gradually become a local repertoire. As new technologies help create innovative ways to carry meanings, language has increasingly been reconceptualised as one critical component of the interface between human mind and the social world. Instead of seeing individual languages as independent structural systems, we have become more aware of the reality that people do not use languages that way. The concept of multimodality by Kress and van Leeuwen (2001) reiterates the fact that all communications are multimodal in nature; we use language via certain mediums and together with other communicative channels.

In the field of applied linguistics, the ideas of translanguaging (Garcia & Li, 2013) and translingual practice (Canagarajah, 2013) also promote viewing language as resources rooted in real practices. Younger generations nowadays grow up equipped with multilingual repertoires, in which English is almost always involved. In students' realities they use linguistic resources to perform their tasks and identities. Thus it may be natural that they engage with English as a local repertoire.

In the symposium the presenters will discuss the reconceptualization of English as a local repertoire based on research in different contexts in different places: online real-time exchange between Taiwanese and Japanese students, multilingual daily life in Singapore, and the most popular online bulletin board in Taiwan. A change of orientation may bring great implications for ELT and prompt us to rethink our teaching goals as English educators.

Group: *English language education*, Sector: *Tertiary*

Symposium Papers

Ke, I-Chung (Yuan Ze University, ichungke@gmail.com)

From structuralist ELT to translanguaging: Reconstructing communicative repertoires and linguistic identities in ELF online exchange

The study aims to understand the influence of multilingual/multimodal communication activities on Taiwanese university students' L2 confidence, attitudes toward languages (English, Mandarin, and Japanese), and their self-perceived identity. 15 Taiwanese students participated in a six-week online real-time exchange project with 15 Japanese students. In the exchange students used English, Japanese, and Mandarin in voice and text chatting while other visual and multimedia resources also played a critical role. Data includes questionnaires, interviews, interaction records, and reflections. The results suggest that students' confidence in using English has enhanced. They have realized the benefits of utilizing multiple languages together and have been more willing to accept the fact that real language use is quite different from those in textbooks. Some with higher proficiency in languages have started to reflect on their identities and tried to develop a proper relationship with their linguistic repertoires in English and Japanese.

Seilhamer, Mark Fifer, (Nanyang Technological University, mfseilhamer@gmail.com)

Travails of conducting sociolinguistic research with antiquated assumptions about the nature of language

This talk expounds upon the argument put forth by Jørgensen, Blommaert, and others that sociolinguists should approach their investigations with linguistic features as the basic units of analysis, focusing attention on the particular indexical meanings of the features in given contexts. To illustrate the validity of this argument in the Singapore context, the speaker will discuss difficulties he encountered as part of a research team investigating multilingual accommodation with a study design in which distinct bounded codes served as the fundamental analytical units. Problems were repeatedly posed by the fact that in the Singaporean context, restricting one's speech to only those features typically associated with specific 'languages' is often a marked choice and the unmarked norm is instead to employ a variety of linguistic resources to index locality. These difficulties highlight the inadequacy, for both research and language policy, of clinging to a conceptualization of languages as separate bounded entities.

Lin, Shumin (National Chiao Tung University, shumlin10@gmail.com)

Non-presenting author: Guo, Yan-Jun (National Chiao Tung University, vanilla311@hotmail.com)

Translanguaging and political engagement: Collaborative transgression of language and political norms in social media

Recent sociolinguistic studies on multilingualism have developed the concept of translanguaging to highlight how multilingual speakers deploy all resources in their linguistic repertoire to communicate regardless of how proficient they are with each language. Little of this research has examined multilingualism in computer-mediated discourse (CMD). In addition, few scholars of CMD have examined the role of multilingualism in online political engagement. Linking these two lines of work, this study examines translanguaging in CMD for social engagement and political protest. Focusing on a popular bulletin board system (BBS) in Taiwan, this study analyzed around 3000 postings about a recent public safety disaster. Members of this community engaged in collaborative translanguaging and trans-scripting across Mandarin, Taiwanese, Taiwanese-accented Mandarin, English, and Japanese to comment on the event's development. The findings suggest that today's youths have crossed and cut through language boundaries to creatively and collaboratively engage in political discourse online.

Chair: Lowman, Chris (Auckland University, Faculty of Education, c.lowman@auckland.ac.nz)

He manu parirau rua: Implementing a simultaneous bilingual programme in Māori-medium education

In light of recent thinking around the importance of two-way transfer in Bilingual education, teachers in a Māori-medium immersion in an inner-city school outline their exploration of the theory underpinning the redesign of their programme and describe the changes in pedagogy which have resulted. This paper outlines the changes from a strict immersion-only programme in Years 1-3 with English being introduced sequentially in Years 4-6, to a simultaneous programme where English is used strategically from Yr 1 on to expedite learning in Māori through the process of transfer. These changes have challenged teachers to develop new teaching strategies to maximise the benefits of accessing children's total literacy resources while maintaining the focus on the revitalisation of Māori as an everyday language. The resulting deliberate acts of teaching will be described and their effectiveness reported on.

Group: *Bilingual/immersion education, Sector: Primary*

Symposium Papers

McCaffery, John, (University of Auckland, j.mccaffery@auckland.ac.nz)

Non-presenting author: Lowman, Chris (University of Auckland, c.lowman@auckland.ac.nz)

He whawhati pāpaha: Linking the theory and the practice of simultaneous language acquisition

In an environment where Te Reo Māori, in the face of threatened loss, has begun the process of revitalisation there has been many misgivings over the place of English. The latest thinking internationally is that the learning of an L2 can be accelerated through the use of a student's knowledge of their L1. This presentation will explore this in the context of Māori language education in NZ.

The theoretical basis for a re-think on the place of English, and the way that it may be incorporated in an immersion Māori programme to best effect is discussed and the design of such a programme outlined, with consideration of the potential benefits for the revitalisation of Te Reo Māori.

Attention will be given to the links between theory and pedagogy, with suggested courses of action and a proposed framework presented for the simultaneous acquisition of Māori and English.

Henare-Aperehama, Erina (Newton Central Primary School, erina.ha@newton.school.nz)

Non-presenting author: Lowman, Chris (University of Auckland, c.lowman@auckland.ac.nz)

He pīpī paopao: The potential of simultaneous acquisition in English and Māori in yrs 1/ 2 programmes

Where English is the L1 of the majority of students in a Yr 1/2 Māori-language-medium programme the application of the principles of two-way language transfer presents significant challenges as well as potential benefits. This presentation by a junior class teacher will explore ways in which English may be used strategically to facilitate and strengthen the use of Māori language without undermining its status as the primary language of instruction. The benefits and challenges of the approach will be discussed and effective teaching strategies described.

Muller, Natalie (Newton Central Primary School, natalie.muller@newton.school.nz)

Non-presenting author: Lowman, Chris (University of Auckland, c.lowman@auckland.ac.nz)

He pīrere: Tensions around Māorimedium immersion teaching and the place of English

Tensions surrounding the use of English in Māori-immersion settings are prominent in many Māori-immersion schools and Kura. The understandings around these tensions are not always the same as those which underpin mainstream thinking. Although immersion settings have proven benefits and produce fluent speakers of Māori, lack of recognition or the 'banning' of English has negative impacts on the student continuing to speak the target language (Māori) when older. Providing successful English language strategies is needed to support and grow the understanding and cognitive competence in a student's Māori language.

This presentation will explore the tensions particular to the use of English as a tool to develop a student's Māori language in an immersion Māori setting and a range of strategies for the use of English will be discussed.

Chair: Lowman, Chris (University of Auckland, c.lowman@auckland.ac.nz)

He waka whaorua: Redesigning a language learning programme to meet today's student needs

Recognition of the strong reliance that students entering the Māori language programme of this state primary school placed on English in their everyday communications has led these practitioners and their support team to investigate the relationship between the students' first and second (heritage) language as a pathway to increased success in both the acquisition of the second language and the enhancement of literacy in their first. Through a deeper understanding of the process of language transfer and the potential of students being able to use their total language resources in the acquisition of Māori as their second (heritage) language the unit undertook a major redesign of their teaching programme. This presentation documents the process the unit is going through in establishing a programme which embodies the latest thinking in language transfer, and outlines the design of that programme. The presenters will describe and discuss a range of teaching strategies developed both in planning and time allocation, and in the teacher-to-student interactions taking place in the classroom. Members of the support team will report on the change process, the assessment practices developed, the teacher professional development undertaken and the various challenges met and overcome. Tentative conclusions about the effectiveness of the new programme will be discussed.

Group: *Bilingual/immersion education, Sector: Primary*

Symposium Papers

Lowman, Chris (University of Auckland, c.lowman@auckland.ac.nz)

Non-presenting author: Chapman, Lovey (Ranui Primary School, lchapman@ranui.school.nz)

He takai waka reo: Designing a bilingual programme around the principle of language transfer

This presentation will recap recent thinking about the principles behind two-way language transfer, and how this influenced the redesign of the bilingual programme being implemented in an urban Maori-medium unit. A detailed outline of the programme will be given discussing the links between the theory and the practice, the challenges and the pedagogical shifts found to be necessary for successful implementation.

Rau, Cath (Kai ata mai Trust, cath@kiaatamai.org.nz)

Non-presenting author: Tate, Ruth (Evaluation Associates, R.Tate@evaluate.co.nz)

Manini waka, tere waka: Making effective changes in a heritage language learning programme

Practitioners from a Māori language unit in a suburban West Auckland primary school and their support team will describe the development of the change process and the outcomes from a collaboratively designed project that sought to evaluate and reconfigure the instructional programme to maximise opportunities for language transfer. They will cover issues around the assessment practices and their appropriateness for the programme, and highlight the need for alternate assessments of bilingual students.

Lowman, Chris (University of Auckland, c.lowman@auckland.ac.nz)

Non-presenting author: Paratene, June (Ranui Primary School, j.paratene@ranui.school.nz)

He whakatere waka reo: The development of teaching for transfer pedagogy

The implementation of a bilingual programme in this urban Māori-medium unit required the development of explicit strategies for teaching for transfer. The teachers needed to be competent and confident that the pedagogy was consistent with the underlying principles of teaching for transfer, and the students needed to be familiar with the strategies they are being taught to use. As a result a tentative list of teaching strategies has been developed and trialled. These will be shared, along with teacher evaluation of their effectiveness and the challenge to the teacher of inclusion of these strategies in their daily interactions with students.

Chair: Maihi, Shirley (Auckland Samoan Bilingual Education Cluster, smaihi@finlaysonpark.school.nz)

Nurturing first languages

‘O la’u gagana o lo’u faasinomaga, O la’u gagana o le faamalama o o lo’u agaga’

‘My language is my awakening, my language is the window to my soul’

The journey of 10 schools in Auckland who dared to challenge the status quo, choosing to *perform* rather than *conform*, by using evidence-based expectations of bilingual education practices which did not fit the mould.

A strong philosophy of encompassing student learning through nurturing and teaching through first language from entry into school. The Auckland Samoan Bilingual Education Cluster is a group of 10 schools with approximately 1100 students in Samoan Bilingual Units and each is servicing densely populated urban and low socio-economic areas.

This cluster was formed to support Samoan teachers to seek specific professional development for them and to promote best bilingual practice through a Teacher as Inquirer approach. Our experiences, with surmountable obstacles will be invaluable for those who are considering bilingual unit establishment.

Group: *Bilingual/immersion education*, Sector: *Primary*

Symposium Papers

Maihi, Shirley

Diamond, Trevor

Waikato, Debbie

Principals of low-decile, multicultural schools – Representing 11 urban schools in the ‘Auckland Samoan Bilingual Education Community of Schools’

Chair: Major, Jae (Charles Sturt University, jemajor@csu.edu.au)

Successful learning experiences for diverse learners: The role of identity

This symposium explores the role of identity in learning experiences for students from diverse language and cultural backgrounds. Since the 1990s there has been increasing interest in the ways in which identity shapes and is shaped by language and culture in learning contexts. The three studies presented in this symposium use poststructuralist notions of identity as a lens through which to consider the learning experiences of diverse students in three different educational contexts – early years, primary and tertiary. In this framework, identity is understood as multiple, dynamic, contingent and contextualised; formed and re-formed within the discursive practices of education contexts.

The first paper considers the role of identity in academic success for Aboriginal and Torres Strait Island students in higher education. While current policies have been successful in increasing participation in tertiary education, attrition rates are high and completion rates low for Indigenous students in Australia. This paper looks beyond the statistics to the lived experiences of Indigenous students as they encounter and respond to the cultural and language demands of university study. It considers what counts as academic success, and the role of identities in this process. The second paper explores the experiences of two young emergent bilingual children entering formal schooling for the first time. The notion of multiple identities helps us to understand the ways the children negotiated identity in home and school contexts as they engage with English literacy in the classroom. The third paper considers bilingual identities of older children in the context of the primary classroom. It interrogates the hegemony of English as the language of success, and the implications of this for language learning and identity negotiation of culturally and linguistically diverse children.

Group: *English language education*, Sector: *Primary*

Symposium Papers

Singh, Myra (Charles Sturt University, msingh@csu.edu.au)

Identity and success in higher education for Aboriginal and Torres Strait Islander students

Increasing numbers of Aboriginal and Torres Strait Islander students are accessing higher education in Australia. However, success and completion rates have not increased proportionally to the increased access. Research exploring these discrepancies have focused on 'success' and factors that impact on success, pedagogical practices, and the importance of Indigenous perspectives in the curriculum. This presentation discusses a study that investigates the relationship between identities and success of Aboriginal and Torres Strait Islander students in higher education. Of particular interest is how academic success shapes the identity construction and positioning of these students and conversely, how shifting identities shape their academic success. A qualitative case study methodology underpins the findings from individual interviews of current and past Aboriginal and Torres Strait Islander university students. Preliminary findings are discussed in the light of poststructuralist notions of identity, encompassing culture, language and power relations.

Mathieu, Peta (Charles Sturt University, pmathieu@csu.edu.au)

Major, Jae (Charles Sturt University, jemajor@csu.edu.au)

Embracing a space for bilingual identities in the transition to school

Transition to school is characterised by a period of social, linguistic and academic adjustment. This presentation discusses emergent bilingual children's experiences as they transition to school, and engage with English literacy. An ethnographic case study approach was used to examine the experiences of two 5 to 6-year-old children, living in a country town in regional Australia, who spoke a language other than English as their primary language. Data such as observations, interviews, field work journals, children's work samples and hand-drawn images/pictures were gathered in home and school contexts. This paper focuses on the experiences of the emergent bilingual learners as they adjusted to a classroom context with largely monolingual English language expectations. This presentation will consider some preliminary findings and offer a discussion of how the two children negotiated their identities as bilingual learners in a monolingual context.

Major, Jae (Charles Sturt University, jemajor@csu.edu.au)

Bilingual identities in monolingual classrooms

Despite the growing level of linguistic diversity in the classrooms of many English-speaking countries, monolingualism remains the dominant paradigm underpinning policy and practice in relation to language and additional languages education. In both New Zealand and Australia, approaches to teaching English as an additional language (EAL) by both regular and specialist EAL teachers are 'uniformly monolingual' (May, 2011), and subtractive in nature. This presentation draws on data from a qualitative case study investigating the identity construction of eight culturally and linguistically diverse children in two regular classrooms in a large urban centre in New Zealand. A poststructuralist analysis informs the discussion of data that illustrate the silences, ambivalence and sometimes active discouragement of bilingualism and bilingual identities in the classrooms. This paper seeks to open a conversation about how to challenge the hegemony of English and monolingual discourses in teaching.

Chair: Morales, P. Zitlali (University of Illinois at Chicago, zitlali@uic.edu)

Recognising the linguistic landscapes multilingual students inhabit: Mediating plurilingual landscapes

This symposium brings together research from the two coasts of the United States, along with New Zealand. The authors examine how contextual factors such as state policy, school programme models, and neighboring communities play a role in what languages students use, value, develop, and maintain in different educational settings. The first paper offers interview data from 10 students of Mexican descent and their parents who participated in a Spanish–English dual immersion programme in California. While the school encouraged students to develop and maintain both Spanish and English, the Indigenous language of *Zapoteco* was unacknowledged in the school curriculum, even though it was many students' heritage language. The second paper compares two schools in New York with similar stated language policy with different language practices enacted inside each of them. The author suggests that an examination of each community in which the school is embedded may help explain the differences between them. The third paper draws from a study examining the impact schooling has on the development of political awareness and participation and civic engagement among secondary school students. The author highlights how secondary school students in Aotearoa/New Zealand (ANZ) defined and redefined socially acceptable times and places for the respective use of te reo Māori and English. The three presentations together examine both language use by students in particular educational settings and the impact of place on language practice, as well as featuring students from indigenous or immigrant backgrounds.

Group: *Language education planning and policy*, Sector: *Secondary*

Symposium Papers

Morales, P. Zitlali (University of Illinois at Chicago, zitlali@uic.edu)

More than two: Recognising the linguistic resources of Zapoteco heritage speakers

This paper offers interview data from 10 fifth grade students of Mexican descent, and their parents, who participated in a Spanish–English dual immersion program in California. While the school encouraged students to develop and maintain both Spanish and English, the indigenous language of *Zapoteco* was unacknowledged in the school curriculum, even though it was many students' heritage language. While dual immersion programs arguably elevate the status of the native language of emergent bilinguals in a way that transitional bilingual programmes do not (Lindholm-Leary, 2001), they are founded on the premise of developing and distinguishing between two distinct language systems. This view of languages contrasts with how speakers actually speak (Zentella, 2002) and overlooks students' use of other minority languages in their transnational lives. This coincides with parents' and students' own value for developing and maintaining Spanish over Zapoteco and highlights the language hierarchies present across the Americas.

Malsbary, Christine (Vassar College, chmalsbary@vassar.edu)

Examining the linguistic landscapes of multilingual schools in New York and the impact on enacted policy

This work compares two schools in New York City that had the same explicit translanguaging policy by which teachers' leveraged youths' native language practices for learning purposes. In Chrysler School, translanguaging emerged as an instructional norm, but in Empire School, teachers focused on English grammar. Sociolinguists and educational anthropologists have presented explanations for the lack or presence of translanguaging in schools, including formal school policy (García & Flores, 2013), high-stakes testing (Menken, 2006), and racialised ideology (Patel Stevens, 2009). In this work, I posit that the linguistic landscapes (Gorter, 2006) surrounding the schools may influence differences in teacher and youths' practices. In the neighbourhood surrounding the school where translanguaging emerged, playful and creative multilingualism was present on store signs, in writing, and on walls. Where education practice leaned more towards English-only, neighbourhood semiotics were entirely in English. Implications of education geographies are discussed.

Webb, Torica (University of Illinois at Chicago, tlwebb@uic.edu)

Language in a box: Secondary students negotiate socially acceptable use of dominant and heritage languages

Taking a sociolinguistic perspective on the relationship between language, belonging and identity development, I interrogate how language and language use configure, reconfigure, and are configured by, multilingual landscapes in secondary school spaces. I draw my findings from ethnographic research conducted over a 15-month period in Aotearoa/New Zealand (ANZ) on the impact schooling has on the development of political awareness and participation and civic engagement among secondary school students to discuss two issues: first, I present specific

examples of how secondary school students in ANZ defined and redefined socially acceptable times and places for the respective use of te reo Māori and English. Second, I discuss these examples as instances of institutional, cultural and individual factors that students used to define socially acceptable use of the two languages.

Chair: Nordstrom, Georganne (University of Hawai‘i, georgann@hawaii.edu)

Whose story? Power, reflexivity, and responsibility of non-Indigenous researchers in South Pacific indigenous contexts

Non-Indigenous researchers conducting research in Indigenous contexts face several significant challenges. Questions arise such as: Who benefits from our representations, and are they valid? Whose story is it, the researched or the researcher’s? Who is the research for, and what difference will it make? (Cram, 1997; Pillow, 2003; Smith, 1999). Smith (1999) notably argues that too little research benefits research subjects in Indigenous contexts. Hill and May (2013) further point out that, not only does the researcher often benefit most in research focusing on Indigenous peoples and/or issues, participants, along with their languages and cultures, are frequently misrepresented. Moreover, when working in Indigenous contexts, failing to interrogate positionality can result in non-Indigenous researchers, despite their best intentions, reifying perceptions about the research community that serve colonising agendas. This symposium examines these issues, exploring notions of power, reflexivity, and responsibility through discussions of research conducted by non-Indigenous researchers working in three different South Pacific contexts: the first presenter discusses strategies she implemented to overcome the challenges of interviewing children in rural Vanuatu; the second presenter examines issues that arise for non-Māori researching second language learning of the Māori language; and the third presenter discusses how she used Performance Theory to interrogate her ideological framework to foster collaboration and reciprocity when investigating Pidgin language use by Hawaiians. Considering that language has been manipulated as a tool of colonisation – acting as both ‘lens’ and ‘subject’ – reflexive considerations regarding the position of non-Indigenous researchers in relation to Indigenous languages and their speakers demands constant interrogation. Moreover, as little scholarship by non-Indigenous researchers negotiating language issues in the South Pacific specifically answers the concerns of Indigenous scholars, such as Smith (1999), this panel contributes to understandings of conducting ethical and responsible research by focusing on the benefit to Indigenous research participants.

Group: *Bilingual/immersion education*, Sector: *Community*

Symposium Papers

Caukill, Emma (Queensland University of Technology (Australia), emma.caukill@qut.edu.au)

Interviewing children in indigenous contexts: Building effective reflexive practice

For non-Indigenous researchers working with Indigenous children, taking a culturally reflexive and sensitive approach when collecting data is vital (Pillow, 2003; Smith, 1999). In rural Vanuatu, significant challenges included the need to diminish power relations between the children and myself, stimulate their interest and cognition, and facilitate effective communication on difficult topics. An additional challenge was to create a secure, comfortable, and enjoyable environment that enabled the children to voice their own perspectives freely, reduce communicative pressures, and counter social and cultural barriers. These issues were addressed through the use of activity-oriented interviews designed using a culturally sensitive, self-reflexive approach. The children were engaged, seemingly able to voice their opinions, and left appearing happy and relaxed. This paper reports on the strategies involved in this process, and suggests a number of self-reflexive and innovative approaches for non-Indigenous researchers working with Indigenous children, particularly in the South Pacific context.

Duder, Elisa (AUT University (NZ), eduder@aut.ac.nz)

Knowing what we know: Pākehā researchers and Māori language research

This paper explores how Pākehā researchers can contribute meaningfully to Māori language acquisition and revitalisation research by heeding the call to remain cognizant of *how* researchers know what they claim to know about the groups they are researching (Pillow, 2003). As language is both ‘lens’ and ‘subject,’ language researchers have a heightened responsibility in terms of representation. This means acknowledging how Pākehā researchers affect the process of describing and interpreting and the implications for the communities they work with. In this presentation, I respond to the challenges and uncertainties identified by other Pākehā researchers, such as Moorfield (2006), Hill and May (2013), and Jones (2012). I will discuss key strategies that respond to the challenges of second language research to ensure that such research is responsible and respectful, prioritises Māori access to quality language instruction, and supports the revitalisation of New Zealand’s endangered language.

Nordstrom, Georganne (University of Hawai‘i at Manoa (USA), georgann@hawaii.edu)

Conducting fieldwork in Hawai'i: Performance theory in participant observation for the non-indigenous researcher

Discussing non-Indigenous researchers working in Indigenous contexts, Smith (1999) advocates a 'culturally sensitive approach' to counter the potential effects of the researcher's positional power. She notes an uninterrogated positionality can result in 'assumptions, hidden value judgments, and often downright misunderstandings' that lead to representations absent of significant cultural information (p. 176). This presentation documents research conducted in Hawaiian communities examining Hawai'i Creole English (Pidgin) as a Hawaiian linguistic resource to challenge perceptions of it as solely a minority language. I explain how I used Performance Theory during fieldwork to: 1) examine interlocutors' language forms and non-verbal cues to gauge response to my presence and acceptance in the research community; and 2) analyse adaptations I implemented in my performance. I discuss the ways performance assessment facilitates interrogation of ideological positioning resulting in richer representations of both the researcher and research community and the potential implications for realising educational benefits in language research.

Chair: Read, John (University of Auckland, ja.read@auckland.ac.nz)

The complement to post-entry language assessment: Promoting effective academic language enrichment in the university

English-medium universities need to come to terms with the increasingly diverse language backgrounds of their students amid clear indications that many students' academic language skills may not be sufficient to cope with the linguistic demands of their degree studies. One response in Australia and New Zealand has been to introduce post-entry language assessment (PELA), designed to identify incoming students who would benefit from some form of academic language enrichment. The most comprehensive PELA programme in Australasia is the Diagnostic English Language Needs Assessment (DELNA), introduced at a major New Zealand university in 2002 and now compulsory for all first-year students and all doctoral candidates, regardless of their language background. Students who score low on an initial computer-based screening take a two-hour diagnosis of their listening, reading and writing skills. The diagnosis identifies students who are at risk of poor academic performance and they attend an individual advisory session to review their assessment results and discuss options for language enrichment that they are either recommended or required to undertake, depending on the policy of their faculty. Thus, the assessment is not an end in itself but the prelude to meaningful steps to ensure that students' language needs are addressed – not least by the students themselves. This symposium includes three presentations which discuss the procedures for following up the assessment with the targeted students. Even if they have to take a compulsory course, it is important that, through the advising process, students gain insights into their strengths and weaknesses as academic language users and preferably should take personal responsibility for enhancing their language skills. Thus, a major focus of DELNA-related research has been to conduct follow-up surveys of students to evaluate the effectiveness of the advisory sessions and of the language enrichment activities which the students engage in.

Group: English language education, Sector: Tertiary

Symposium Papers

Read, John (University of Auckland, ja.read@auckland.ac.nz)

DELNA at the University of Auckland: An overview

This introductory presentation will give a brief account of the rationale for DELNA and how it operates in practice.

Read, Siew Hean (University of Auckland, s.read@auckland.ac.nz)

The role of the DELNA academic English language adviser

The DELNA programme employs two language advisers on the City Campus, who jointly conduct more than 800 advisory sessions with students who have completed the Diagnosis. The major aim of the advising is to support the development of academic language proficiency in general, and to help students understand their individual language learning needs in particular. It is a process of shared knowledge construction, in which both adviser and student negotiate a suitable and sustainable language learning pathway. Thus, this presentation will discuss the conceptual basis for the language advising as well as the way that a typical session is conducted. It will also report on the range of responses from students to the assessment results and the advice given.

Bedford, Jenni (University of Auckland, j.bedford@auckland.ac.nz)

Barriers and bridges to student uptake of English language enrichment

The Faculty of Education at the University of Auckland has its own dedicated team of advisers for students diagnosed by DELNA as needing to develop their academic English language skills. Students are required to access a range of language enrichment options which are tailored to their needs, both as undergraduate students and as prospective teachers. An ongoing research project is evaluating the effectiveness of the language enrichment programme by means of student journals and retrospective interviews. This presentation will include an analysis of the interview data, with a focus on factors that make a difference in their level of motivation, engagement and self-regulation in accessing such enrichment.

von Randow, Janet (University of Auckland, j.vonrandow@auckland.ac.nz)

Doctoral candidates experience DELNA and language development

Doctoral candidates whose DELNA Diagnosis reveals language needs meet with a language adviser in a more extended session than for undergraduates. In collaboration with the School of Graduate Studies and the English Language Enrichment centre, the DELNA team has developed a process to construct, for each student, a language-

enrichment programme which must be satisfactorily completed as one of the goals for their provisional year of registration. After outlining the process, this presentation will discuss the experiences of a group of 20 candidates in responding to this requirement, based on results from an online questionnaire, a one-on-one interview and the student's exit report.

Chair: Tedick, Diane (University of Minnesota, djtedick@umn.edu)

Teacher preparation for indigenous language immersion: Challenges and successes

Efforts to maintain indigenous languages have existed as long as the colonising forces that have sought to extinguish them. Most notable among these efforts has been the establishment of community-based, bottom-up Indigenous language medium or immersion programmes initiated by Indigenous communities with the goal of maintaining or revitalising their oft-endangered Indigenous languages and cultures (e.g., Hermes & Kawai‘ae‘a, 2014; May, 2013; Peter, 2014). The availability and preparation of teachers who are proficient in Indigenous languages and cultures represent significant areas of concern for communities with Indigenous-immersion programming.

Myriad challenges are unique to the preparation of teachers for immersion programmes in marginalised, endangered Indigenous languages. There are very practical reasons to ensure that teachers develop high levels of proficiency in the Indigenous language and culture and the ability to enact culture-based pedagogy while emphasising an important focus on strategies to promote students' academic achievement. At the same time, it is necessary to prepare teachers for more abstract challenges, such as the need to strike a balance between 'traditional' and 'contemporary' pedagogical and curricular approaches, to maintain cultural and linguistic integrity in the face of standardisation, and to address tensions related to conflicting ideologies and agendas.

The overarching goal of this symposium is to examine the challenges and successes in current Indigenous-language-immersion teacher education programmes and to explore with symposium attendees persistent issues and possible directions for the future. The symposium showcases three examples of teacher-preparation initiatives in three distinct indigenous communities: the Māori of Aotearoa/New Zealand and the Hawaiian and Cherokee communities in the USA. Each 20-minute presentation will include five minutes for clarifying questions from the audience. Presentations will be followed by a 10-minute discussion from the perspective of an immersion teacher educator, and the remaining 20 minutes will be devoted to discussion with the audience.

Group: *Bilingual/immersion education*, Sector: *Tertiary*

Symposium Papers

Hohepa, Margie K. (University of Waikato, mkhohepa@waikato.ac.nz)

He puna marau: Addressing curriculum requirements in Māori-medium teacher education

The 1970s saw the emergence of schooling initiatives to support Māori language and culture regeneration in Aotearoa/New Zealand. The emergence of what became known as Māori-medium education brought its unique demands to teacher preparation. The development of first, state bilingual schools, then independent immersion schools was quickly followed by the development of bilingual and kaupapa Māori initial teacher education programmes. Given their relatively recent history, that some of these teacher education programmes have been part of New Zealand's teacher education landscape for over 20 years is cause to celebrate. This presentation draws on an 18-month project that identified areas of strength and development across Māori-medium teacher education programmes. It examines challenges presented by the existence of Māori, English and tribal curriculum imperatives. It also highlights the importance of community and tribal transformational agendas for strong Māori-medium education and student achievement.

Kawai‘ae‘a, Keiki (University of Hawai‘i - Hilo, keiki@hawaii.edu)

Non-presenting author: Alencastre, Makalapua (University of Hawai‘i - Hilo, kaawa@hawaii.edu)

Addressing the challenges of indigenous teacher preparation: A critical strategy for Hawaiian language revitalisation

In the mid-1980s, with fewer than 50 Native Hawaiian children under the age of 18 speaking the Hawaiian language, concern for the endangered status of the Hawaiian language catapulted the revitalisation of the Hawaiian language through an educational platform. Beginning with preschool-age children, Hawaiian language medium/immersion schools have been developed to include early childhood through secondary programmes. As community interest continues to increase, meeting the demand for well-prepared teachers remains a challenge. This paper will discuss pressing issues relating to the preparation and licensure of Hawaiian language medium/immersion teachers. The Kahuawaiola Indigenous Teacher Education Programme will be presented as a distinct teacher\ - preparation model addressing the revitalisation of the Hawaiian language through linguistic development, cultural growth, and professional learning experiences. Additionally, the findings of a recent multi-methods study informed by the experiences and perspectives of programme stakeholders will highlight practices aimed at cultivating essential cultural and professional proficiencies.

Peter, Lizette (University of Kansas, lpeter@ku.edu)

Reconciling teachers' funds of knowledge with Cherokee immersion realities

The establishment of *Tsalagi Didelequasdi*, the Cherokee Immersion School in Oklahoma, USA, has created a demand for teachers who are not only fluent in this severely endangered language, but also possess the commitment and capacity to transmit both language and academic content. This presentation explores these teachers' transition to careers as elementary immersion teachers using a 'funds of knowledge' (Moll & González, 2004) approach with respect to their personal sociolinguistic histories and professional development. It illustrates how their identities as Cherokee immersion teachers have evolved as they strive to reconcile their own understandings of Cherokee language use, teaching, and learning with the unique challenges they face in this contemporary domain for Cherokee transmission. I show that teachers often find themselves caught in the middle of ideological tensions over the priorities of the school, including what should be taught and how; tensions that shape their perspectives and attitudes toward Cherokee's future.

Chair: Wilde, Judith (beta Group Consulting, judithwilde@gmail.com)

The effects of poverty and English learner status on academic achievement

The United States does not have a national examination for students but, since 1969, the National Assessment of Educational Progress (NAEP) has provided a continuing and nationally representative measure of achievement in various subjects. NAEP has assessed ages 9-10 and 13-14 in reading and mathematics for over 40 years; biennial assessments have been comparable since 2004. In 2013, over 300,000 students in each age group were tested.

English learners (ELs) often are concentrated in schools serving students living in poverty (defined as eligible for free/reduced price lunches), leading to hypotheses about the effect of poverty on education and its increased effect on ELs. In addition, federal law requires that students who are identified as EL receive services to help them become English proficient; they must be monitored for at least two years after such services cease.

We have used NAEP math and reading tests (last four biennial administrations) to represent academic achievement and analysed the data with respect to poverty levels of students' schools (three levels) and students' English skills (never identified as EL [nonEL], formerly EL, currently EL).

This symposium will focus on the following:

- 1 – Identification of students as EL. In the US, 36 states use the same test of English language proficiency to identify and follow ELs. The author will discuss the development of the assessment and its relationship to academic achievement.
- 2 – The results of the NAEP analyses. Former ELs tend to score higher than nonELs and students not living in poverty score better than those living in poverty. The interactions are more interesting – nonEL students attending high-poverty schools have lower scores than EL students attending low-poverty schools. The author will provide more in-depth results and discussion.
- 3 – The discussant will identify and discuss policy issues related to the findings.

Group: *Language education planning and policy, Sector: Primary*

Symposium Papers

Boals, Timothy J. (World-class Instructional Design and Assessment [WIDA] Consortium, Wisconsin Center for Educational Research, University of Wisconsin-Madison, tjboals@wisc.edu)

The relationship between English language proficiency and academic achievement

Various documents report that children classified as English learners (ELs) when they enter kindergarten already are considered at-risk for low academic achievement and reading failure. To break this cycle of low achievement, the academic strengths of these students must be enhanced. Further, there is empirical evidence that literacy and the mastery of academic language is the single most important determinant of academic success and that the proficient use of academic language is critical to content-area learning.

The author will discuss the development of a widely used English-language proficiency assessment that focuses on academic language. Using data from over 2 million students, he will report on trends in student performance, including the relationship between English language proficiency and academic achievement.

Wilde, Judith A. (beta Group Consulting, judithwilde@gmail.com)

The effects of poverty and English language proficiency on NAEP reading and mathematics assessments

The common assumption is that ELs' achievement scores are lower than nonELs' scores and, because ELs often are concentrated in schools serving students living in poverty, poverty has an increased effect on ELs. This study indicates that ELs aged 10-11 are more than twice as likely as their nonEL peers to score below 'basic' on NAEP tests of reading and mathematics. Further, looking at ELs and nonELs in schools that serve students living/not living in poverty, data show that EL students living in poverty receive lower scores on both reading and math than any other groups and that ELs not living in poverty score about the same as their nonEL peers who are living in poverty.

The author will discuss these results, and those from students aged 13-14, based on analyses from the last four biennial administrations of the NAEP, and surveys of students taken in conjunction with the NAEP.

Finkelstein, James H. (George Mason University, jfinkel@gmu.edu)

Discussion

The discussant will provide commentary regarding the overall topics of the appropriate identification of ELs, the relationship between English-language proficiency and achievement, and the effects of poverty. The importance of increasing the achievement of ELs is highlighted by a recent report from the Pew Hispanic Center which found that 41% of Hispanic adults age 20 or older were high-school dropouts, compared to 23% of African-American adults, 15% of Asians, and 14% of white (nonHispanic) adults. The remarks of the discussant will provide deeper understanding of the topics covered, but also will encourage questions from the audience and a broader discussion between audience and presenters.

Chair: Wilde, Judith (beta Group Consulting, judithwilde@gmail.com)

The effect of leadership teams on the education of English learners

Since 2007, staff from a state-funded university have been working with teams of educators and administrators from schools and school districts to:

- (1) increase assessment literacy for educators through the systematic use of data, coaching, and collaboration to make informed decisions related to instructional and programmatic improvements for English Learners (ELs); and
- (2) develop a 12- to 18-month programme to build the capacity of trained Coaches (district EL specialists) to guide Leadership Teams (school-based teams of educators and administrators) through a continuous improvement cycle for the education of ELs.

The context: a demonstrated need for teachers prepared to teach K-12 EL students. In 2009, a United States Government Accounting Office report indicated that 'no more than 20 percent' of teacher education programmes required even one course entirely focused on ELs. Further, a January 2013 online *EdWeek* decried the 'deluge of data that teachers are increasingly supplied with' although 'not many states have effectively cracked the nut of inservice training on effective data use'.

Key elements of the project included developing district-based coaches and building school-based leadership teams of 5-8 educators (at least an administrator, an ESL/bilingual/dual language teacher, and a content teacher). These individuals, with project-based facilitators, embark on the 12- to 18-month programme cycle. The cycle stages include setting a foundation for the programme based on local inputs, understanding and analysing school/district data, developing and implementing an action plan for the school/district based on the data analysis, and reflecting on and extending or revising the actions.

This symposium describes the key programme elements of this effort, the research supporting it, and the findings of the evaluation of the project's first five years. We hope that this will spark interest and discussions not only about this project, but also in data-based decision-making and support for ELs.

Group: *English language education*, Sector: *Secondary*

Symposium Papers

Boals, Timothy J. (World-class Instructional Design and Assessment [WIDA] Consortium, Wisconsin Center for Educational Research, University of Wisconsin-Madison, tjboals@wisc.edu)

Developing a long-term professional development programme for teachers

A number of professional development (PD) programmes have been created to provide the necessary training for teachers working with EL students. While the majority of PD still tends to be a one-time 'shotgun' approach, with many different topics covered in any given year, research has supported a constructivist approach to PD that precludes the didactic presentation of decontextualized knowledge and skills. This project focuses on on-going PD with breadth and depth.

What is the programme? The presenter will describe its five overlapping purposes: (1) to train district EL specialists in team coaching and work with them; (2) to guide school-based leadership teams in reviewing data and modifying curricula and classrooms; so that (3) educators improve their teaching skills and behaviours with regard to all students, but especially ELs; (4) EL content area achievement and English language development are increased; and (5) data-informed decision-making becomes habitual.

Wilde, Judith A. (beta Group Consulting, judithwilde@gmail.com)

Evaluating the professional development programme

Does the programme work? First, it has a strong base in existing research on data-informed decision-making, team leadership, and coaching – all within an EL education context. The project reflects the most effective type of PD activities and educational experiences for adults. Second, evaluation data have been gathered from participants to inform its development and refinement.

The project that began in 2007-08 was unusual in that, rather than focusing solely on the number of teachers receiving endorsements and/or improving EL students' language proficiency and content-area achievement, it sought to identify a process by which inservice teachers could improve their attitudes, behaviours, and knowledge about educating ELs. Evaluation data included pre/post surveys, workshop surveys, and focus groups as well as

feedback from a Technical Advisory Committee and the evaluator. Overall, the project is a success; the results from all eight years of the project will be presented by the evaluator.

Finkelstein, James H. (George Mason University, jfinkel@gmu.edu)

Moving forward and maintaining the momentum

What is next for the project? It has built a PD programme that helps districts and schools improve teaching and learning for their ELs through continuous, data-informed decision-making. The programme has been studied during each of eight years, and has shown positive results for participants who also have reported positive outcomes for their ELs. Thus far, over 15,000 students in three states have been affected by the project. Now, just as schools/districts continue to revise and implement their action plans based on new data, the project will continue to evaluate the programme and to revise it as needed to meet new challenges. We can only hope that the programme will be embraced by more districts and schools, and will improve the educational outcomes for more students. The discussant will look further at the programmes' effects and suggest how its effects can be enhanced and expanded.