

**Chair: Gorter, Durk** (University of the Basque Country - UPV/EHU, IKERBASQUE, d.gorter@ikerbasque.org)

**Discussant: Shohamy, Elana** (Tel Aviv University, elana@post.tau.ac.il)

*Education and multilingualism: Navigating policy and assessment*

This invited colloquium revolves around education and multilingualism and looks into challenges for language education policy and evaluation of multilingual competences. Multilingual education is here understood as schools where competences in multiple languages are a goal. The focus is on settings where there is a combination of the official state language, minority language(s), English and sometimes, other languages. Recent approaches consider students as multilingual speakers in their own right and not as deficient monolinguals. Two major challenges are the assessment of multilingualism and the development of multilingual approaches to assess academic competences.

We want to explore challenges posed for the appropriate evaluation of students who are multilingual. A full evaluation of the language skills of a multilingual student needs to include assessment of all languages.

This colloquium brings together researchers who demonstrate in different ways how policies give shape to the teaching of two, three or more languages in educational systems where language diversity is present. In all cases the schools aim at developing proficiency in multiple languages. The cases make available interesting examples for other multilingual contexts because they face similar challenges. The study of language education policy and its outcomes in the context of multilingual education has much to offer the fields of language policy and educational research.

Central questions are:

- How can language education policies draw upon multilingualism as an asset instead of a problem, in order to achieve better outcomes?
- Which links exist between language policies regarding multilingualism in education and the assessment of outcomes in terms of language proficiencies and multilingual practices?
- What are the major findings and the specific challenges that multilingualism, as an aim, poses for assessment of multilingual students?
- What does the agenda for future research on the topic look like?

Group: *Bilingual/immersion education, Sector: Other - all levels*

**Symposium Papers**

**Van Avermaet, Piet** (Ghent University, Piet.VanAvermaet@ugent.be)

*Schools as laboratories for exploring multilingual assessment policies and practices*

The increased linguistic diversity in Flemish (Belgium) schools is assessed in many different ways. At least two dimensions can be identified: the assessment of children whose linguistic functioning in educational spaces is being subjected to evaluation; and the assessment by different educational stakeholders of children's multilingual realities in contexts of school. In this paper the dynamic interactions between these two dimensions will be discussed. How are the multilingual realities in different urban spaces assessed? How does this affect the assessment of people's (language) proficiencies and practices? What are the implications of the contemporary multilingual realities for assessment in education and in (language) learning? Can alternative approaches to assessment succeed in giving a more complete picture of students' linguistic repertoire and contribute to better achievement, a higher sense of self-efficacy, and more well-being? On the basis of a longitudinal study conducted in schools in Flanders, these questions will be discussed.

**Heugh, Kathleen** (University of South Australia, Kathleen.Heugh@unisa.edu.au)

*Multilingual education policies and assessment practices: A politics of innovation and resistance*

This paper offers a discussion of how system-wide and multilingual assessment tasks conducted by the Human Sciences Research Council have revealed finely grained data which permit analysis of achievement and gaps in learning which have not been possible in monolingual or bilingual assessments more commonly administered in South Africa. The reporting of the data was deliberately designed to be used productively and to feed back into each classroom in the Western Cape Province, and also to be taken home with diagnostic information to guide parents and students in their home languages about strategies that could be used to strengthen achievement where necessary. The paper also draws attention to administrative blockages and recalcitrant behaviour of officials intent on undermining their more innovative colleagues in an effort to resist change. It concludes with a brief analysis of the prospects of multilingual assessment alongside contemporary understandings of the nature of language/s.

**de Mejía, Anne-Marie** (Universidad de los Andes, Bogotá, annemariemejia@hotmail.com)

*Language education and multilingualism in Colombia: Crossing the divide*

Despite Colombia's official recognition of its multilingual and pluricultural nature (in 1991), it has yet to develop in practice an inclusive educational vision involving the recognition of diversity, as well as promoting the country's insertion into the global market. Garcia, Skutnabb-Kangas, & Torres-Guzmán (2006) acknowledge the importance of 'cultivating' students' diverse languages and cultural resources and their use as teaching languages, as well as the possibility of translanguaging in evaluations. In this presentation I argue that the official Ethno-education and National English Programme policies need to be rethought as an inclusive National Language Education Policy in order to enable speakers of ethnic community languages and speakers of Portuguese in border areas to have access to appropriate teaching and learning opportunities in other languages available in the local language ecology. This is in addition to providing for international language speakers who wish to learn an Indigenous language to enrich their intercultural and cognitive experience.

**Dagenais, Diane** (Simon Fraser University, dagenais@sfu.ca)

**Toohey, Kelleen** (Simon Fraser University, toohey@sfu.ca)

*Multilingualism online: The case of ScribJab and emergent writing*

We present some findings from a study of *ScribJab*, a free iPad application and website that allows users to compose, illustrate, narrate and publish online stories in two languages. The application was launched in January 2014 and has enjoyed a good deal of traffic over the first year of its life. *ScribJab* provides language learners with a tool for expression in multiple modes and diverse languages at their level of development. We examine how it is taken up by students and teachers in classrooms and learners at home, and consider its affordances as well as reactions from those who believe that online 'publishing' must be error-free and that the application should include editing for linguistic and sociolinguistic accuracy and appropriateness. We explain the perspective on emergent writing (Sulzby, 1989), linguistic repertoires (Blommaert & Backus, 2013) and multiliteracies (Cope & Kalantzis, 2000) that underpin our work on *ScribJab* and propose that production pedagogies (de Castell & Jenson, 2007; Hoechsmann & Poyntz, 2012) might provide a theoretical basis for understanding how and why language learners engage in multilingual composing online.

**Gorter, Durk** (University of the Basque Country - UPV/EHU, IKERBASQUE, d.gorter@ikerbasque.org)

*Translanguaging, experimenting and assessing: The case of a multilingual Basque school*

This paper reports on a project in one school in the Basque Country (Spain) where teaching and learning is done multilingually. The goal of the project is to investigate pedagogical and spontaneous translanguaging practices of teachers and students. The minority language, Basque, is the overall medium of instruction, Spanish and English are taught as subjects. The school aims at a high level of multilingualism as an outcome for all students and thus far, their school policy is to separate languages in teaching and assessment. This paper focuses on a pedagogical intervention of purposeful translanguaging between Basque and Spanish and between Basque and English, moving between existing classroom policies and experimental teaching modules. Language proficiencies and multilingual practices of the students were assessed in different ways and multilingual testing of academic skills has been tried and evaluated. Some major findings will be discussed and future developments outlined.

**Chair: Grin, François** (Université de Genève, francois.grin@unige.ch)

*Diversity management at different scales: Operationalising compatibility between the micro, meso and macro Levels*

Ensuring the compatibility (and simultaneous practical relevance) of propositions addressing social reality at different scales is one of the perennial problems of the social sciences. This theoretical and empirical difficulty is much in evidence in the management of linguistic diversity. At the micro level, individual actors learn and use languages given the specific constraints that they face, while exercising their agency in the pursuit of certain goals. At the often overlooked meso level, formal institutions and other types of organisations pick linguistic strategies that do not necessarily align with the interests of the individuals who are part of these organisations, nor with the principles of the common good. At the macro level, the language policies of states (even when the latter are not captured by sectorial interests), may pit the common good against individual interests. Being promulgated for jurisdictions, public policies are necessarily calibrated at the macro level; at the same time, they are reinterpreted by micro- and meso-level actors in accordance with specific conditions, and such reinterpretations need to be taken into account. Managing linguistic diversity through language policy, therefore, raises complex problems of consistency between different levels, highlighting the generic fact that the nature of a problem changes as one changes the scale at which it is approached.

The papers presented at this colloquium investigate the issue of compatibility between interlocking levels. The first paper proposes a theory-based discussion of the problem of multiple scales in language policy selection and design. It is followed by three papers investigating the operationalisation of this compatibility in three different classes of situations: syllabus development in multilingual settings, where the concerns of national level language policy and local educational conditions meet; the correlation between creativity and multilingualism in persons and their implications for the study of such a link at the level of teams; and the use of the legal principle of proportionality in implementing the complementarity between individual and collective language rights.

The panel is strongly interdisciplinary, with four speakers from economics, sociolinguistics, psychology, and law.

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

**Symposium Papers**

**Grin, François** (University of Geneva, francois.grin@unige.ch)

*Multiple scales in language policy selection and design: Towards an integrated approach*

This paper proposes a general framework for the handling of the problem of scale in language policy. The main focus is on: (i) the identification of discrepancies between the objectives of actors at micro, meso and macro levels; (ii) the implications of such discrepancies for the language choices and the patterns of language use practised and/or encouraged by these various classes of actors; (iii) the specific role of structural factors, such as network externalities, in explaining such discrepancies; (iv) considerations regarding reasonable language policy responses to the problems stemming from these discrepancies. The paper builds on insights from the network externalities literature (Church & King, 1993; Dalmazzone, 1999) combined with (non-converging) approaches to the identification of optimal language regimes (May, 2015; van Parijs, 2011) and recent advances in the evaluation of language regimes (Gazzola, 2014).

**Heugh, Kathleen** (University of South Australia, Kathleen.Heugh@unisa.edu.au)

*Micro, meso and macro actors articulating multilingual education in Ethiopia and Uganda*

Multilingual education policies in Africa are characterised by a tension between centralised policy-making and administrative inertia. Bamgbose (1987) observed that local initiatives needed to operationalise state policies, giving rise to notions of 'language planning from below' (Alexander, 1992) with articulation between top-down and bottom-up planning. This paper draws attention to two examples in which this occurs: 1) a multilingual system in Ethiopia that has decentralised language policy from federal to regional to district and finally to village authorities; and 2) the implementation of national education policy in post-conflict north-western districts of Uganda. In Uganda an NGO facilitates a complex articulation among village/community-based, district and national government

interests. The intricacies of successful collaboration and implementation in unstable border conditions unexpectedly contribute towards implementation at the centre. Both the Ethiopian and Ugandan cases demonstrate opportunities and risks of articulation among micro, meso and macro agents of multilingual education policy.

**Fürst, Guillaume** (University of Geneva, Guillaume.fuerst@unige.ch)

**Grin, François** (Université de Genève, francois.grin@unige.ch)

*Do creative multilingual teams require multilingual individuals, creative individuals, or both?*

Recent research suggests a positive link between multilingualism and creativity at the individual level. However, it is unclear if this also applies to the meso level of teams. In this paper, we try to clarify this issue. Starting at the individual level, we argue that the relation between creativity and multilingualism can be explained through both improved general cognitive functioning and increased diversity of knowledge (as a probable consequence of higher multiculturalism, which is also strongly related to multilingualism). Then we discuss how these individual advantages could be transposed to the level of small collaborative groups. Specifically, we focus on whether the group's characteristics and, by extension, its potential innovative performance are simply equivalent to the sum of all individual attributes, or if more complex phenomena come into play (e.g., interactive effects, emergent processes). Arguing that the latter option is more likely to be true, we discuss it in relation with other relevant practical matters, such as group communication, impact of diversity of group members, and group productivity. We conclude by examining the possible transposition to still higher (macro) levels, along with a general reflection on the relations between multilingualism, creativity and complex diversity.

**Dunbar, Robert** (University of Edinburgh, Rob.Dunbar@ed.ac.uk)

*Proportionality as a means of mediating between the individual and the collective*

The articulation of language policy through legal regulation often gives rise to a tension between collective goals, as expressed in policy and its legal articulation, and individual interests and, in some cases, individual rights. Twenty-five years on, the litigation over the original provisions of Quebec's Charter of the French Language, in relation to language use in public signage, remains a well-known illustration. Both Canadian courts and an international tribunal, the United Nations' Human Rights Committee, used the concept of proportionality as a tool for balancing the individual right of English-speaking shopkeepers to freedom of expression against the societal interest in supporting French in Quebec. This presentation examines the potential of the principle of proportionality to resolve other similar conflicts thrown up by language policy choices, particularly those in relation to language in education policy – for example, those attendant upon the requirement that all non-anglophones in Quebec be educated through French, or that all students in Catalonia be educated through Catalan.

**Chair: Leung, Constant** (King's College London, constant.leung@kcl.ac.uk)

*Languages in a devolving UK*

The UK is going through a historic moment when the 'constitution' and the viability of the nation-state are being critically examined. As part of this scrutiny, the fundamental terms of engagement between the four home nations (England, Northern Ireland, Scotland and Wales), and between the UK (as a whole) and the European Union, are being re-negotiated and re-defined. Languages play a significant part in this process of re-formation of the home nations and the state. From the revitalisation of Welsh to the official recognition of Scots, from the promotion of Gaelic in Scotland to the teaching of Mandarin Chinese in English schools, language issues loom large in the re-configuration of education provisions and civil societies in the UK. In this colloquium we will explore some of the ways in which languages are being used as a set of emblems for (re-)defining nationhood and (re-)constituting the nation-state. Our discussions will, *inter alia*, pay attention to:

- the configurations of Gaelic, Scots and Welsh within the unfolding nationalist and UK-wide discourses and policies; and
- the public promotion of and educational provision for Modern Languages and ethnic minority community languages within the UK as a whole.

We will draw on relevant literature from studies on the relationship between language and education, language and nationalism, language and equality, and transnational supra-governmental policy declarations such as the European Charter for Regional and Minority Languages to inform our discussions.

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

**Symposium Papers**

**Leung, Constant** (King's College London, constant.leung@kcl.ac.uk)

*Introduction*

The opening statement will provide a brief description of the socio-political context in which many of the issues raised in this colloquium are situated. In particular, I will draw attention to the various nationalist and statist policy dispositions related to language(s) and language education.

**Foley, Yvonne** (University of Edinburgh, yvonne.foley@ed.ac.uk)

*Language education policies in Scotland*

The post-devolution arena in Scotland has provided opportunities for debates around language education policies that seek to reflect the increasingly diverse nature of Scottish society. In the last decade, language policy reforms have given official recognition to Scots and significantly invested in the revitalisation of Gaelic in school settings. More recent policy initiatives have focused on widening opportunities for the development of Modern Foreign Languages (MFL) (e.g., Spanish, German and French) in primary and secondary schools, while opportunities for learning the heritage languages of migrants is limited. First, I will analyse the ideologies that underpin language education policies in Scotland. Following this I will explore the impact of these policies on young people in terms of provision, practices and experiences within mainstream schooling, where English is the medium of instruction. The implications for schooling and the wider society will be discussed.

**Leung, Constant** (King's College London, constant.leung@kcl.ac.uk)

*Language equalities and rights in projections of nationhood*

Languages are playing an increasing visible part in the unfolding re-configuration of the UK as a nation-state within the wider European Union polity. The focus of this discussion will be on the ways in which the notions of language equality and language rights are taken up in policy dispositions in England and Wales. I will first provide a brief descriptive account of the predominant 'English-first' assumptions underpinning policy discourses in England, and the Welsh Language in the consolidation and projection of Wales as a distinct nation. After that I will explore the different approaches and conceptualisations of language equality and rights embedded within recent English and Welsh education (and other related public) policies. Relevant international and European charters and conventions regarding language protection and promotion will be brought into the discussion where appropriate.

**Coffey, Simon** (King's College London, [simon.coffey@kcl.ac.uk](mailto:simon.coffey@kcl.ac.uk))

*Languages for all or some languages for some? Modern languages and social stratification in the UK*

In this paper I review the problem of modern languages uptake in English schools, in particular how the issue has become an increasingly divisive emblem of social opportunity. I also present a qualitative study for which groups of 14-year-olds from different socio-economic backgrounds were asked to discuss their choices either to continue studying or to drop modern languages. Findings suggest that we need to rethink the way languages are perceived as opportunity by different stakeholders: students most favourably disposed to language study perceive languages in more holistic ways, embedded across actual and projected networks of family, peers and educational and career pathways. Most significantly, the value of language study as an asset is articulated as a form of cultural capital in a liberal, humanistic tradition of education rather than purely as an instrumental goal. This has implications for the way modern languages are promoted within schools and at policy level.

*Joint discussion*

In the final part of the symposium, the three presenters, all with long-term research interests in the topics presented, will first join together and share some of key conceptual, theoretical, and/or methodological issues that they have encountered in the course of their work. They will also comment briefly on the papers given by their co-presenters from a theoretical and/or methodological perspective. The issues raised in this exchange and from the presentations will form the backdrop for an open discussion with all the participants.

**Co-chairs: McCarty, Teresa** (UCLA, Teresa.McCarty@ucla.edu), and **Nicholas, Sheilah** (University of Arizona, sheilahn@email.arizona.edu)

**Discussant: Smith, Linda T.** (University of Waikato, tuhiwai@waikato.ac.nz)

*Indigenous culturally sustaining/revitalising pedagogy – humanising, decolonising, and carrying the agenda forward*

This session expands on recent scholarly and practitioner dialogue around the concept of culturally sustaining pedagogy (Paris, 2012; Paris & Alim, 2014), and its extension in Indigenous contexts to include culturally revitalising pedagogy (Lee, 2015; McCarty & Lee, 2014). Building on prior work on culturally based, culturally relevant, and culturally responsive schooling (Beaulieu, 2006; Demmert & Towner, 2003; Ladson-Billings, 1995) culturally sustaining/revitalising pedagogy (CSRP) is: (1) defined as attending directly to Indigenous sovereignties and asymmetrical power relations; (2) aimed at reclaiming and revitalising what has been displaced by colonisation; and (3) prioritising accountability to Indigenous communities (McCarty & Lee, 2014, p. 103). Taking up the concept of CSRP, presenters explore its implications and potential adaptations in Native American, Māori, and Australian Aboriginal settings.

The goal of the session is to advance Indigenous cultural and linguistic sustainability and revitalization. We train an 'Indigenous gaze' on these issues, taking into account Indigenous political, cultural, educational, and linguistic sovereignty. Toward that end, the session is organized into three parts to allow time for small- and whole-group reflection and dialogue. Part 1 begins with a brief introduction followed by three 20-minute presentations. Part 2 includes 25 minutes for small-group roundtable reflection and discussion of the papers and CSRP, followed by 10 minutes for whole-group debriefing. Part 3 includes two 20-minute papers, a discussant commentary, and whole-group reflection and dialogue. In this latter discussion, we hope to arrive at recommendations for carrying an Indigenous pedagogic agenda forward.

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

**Symposium Papers**

**Rau, Cath** (Kia Ata Mai Educational Trust, cath@kiaatamai.org.nz)

**Bird, Pem** (Ngā Kura ā Iwi o Aotearoa, pem.tawhiuau@gmail.com)

**Murphy, Te Waimatao** (Ngā Kura ā Iwi o Aotearoa, w.m@xtra.co.nz; wai@kuraaiwi.org.nz)

*Ngā Kura ā Iwi o Aotearoa (NKAI)*

'Culturalcy' is a term coined by Ngā Kura ā Iwi o Aotearoa, an organisation of tribal (iwi) schools committed to realising tribal aspirations in education. Culturalcy (language, culture and identity) is expressed and nurtured through an iwi-based curriculum and a graduate profile that captures the values, principles and behaviours desired by a school's community for its children. While the achievement of learners in kurā ā iwi using national measures compares very favourably with that of other learners in Aotearoa/New Zealand, NKAI are also highly interested in creating broader definitions of what constitutes success through culturalcy.

**Nicholas, Sheilah** (University of Arizona, sheilahn@email.arizona.edu)

*Itaatumalmakiwa, our lifework: Reclaiming our inherent community responsibility*

A tribal community, university, and local community school partnership in the Southwest United States provided para-educators, teachers, and community members with a rigorous summer programme of coursework and practicum experiences in heritage language teaching for school-based tribal initiatives. This paper takes a reflective examination of the process of evolving programme development and implementation over the course of seven institutes (2004–2010) to highlight a foundation grounded in self-determination and culturally sustaining/revitalising pedagogy (CSRP). I maintain that sustaining the cultural map that informs the response and adaptation to contemporary situations of change and revitalising the inherent responsibility of community educational practitioners exemplifies CRSP in practice.

**Hobson, John** (The University of Sydney, john.hobson@sydney.edu.au)

*Teacher education as a subversive activity: Developing culturally sustaining/revitalising programmes for indigenous Australian languages and their teachers*

With limited recognition of Indigenous rights at any level and multiple, small, widely distributed languages universally under threat from an obsessively monolingual, 'post'-colonial culture, Australian language revival is a very tall order indeed. Activists must exploit the dominant society's institutions to assert their linguistic and cultural

sovereignty, including through the provision of languages in schools and training teachers for the task. This paper examines the ways in which marginalised Indigenous Australian communities and their allies within the system are destabilising the dominant policy discourses of Australian school education and teacher-preparation regimes to implement culturally sustaining/revitalising pedagogies to this end.

**Lee, Tiffany** (University of New Mexico, tslee@unm.edu)

*To spark your ancestral spirit: Connecting wellness and language revitalization for native youth in the Southwest United States through self-determination and CSR*

Teachers, community members, and administrators situated in a school for Native students in the Southwest United States have enacted a language programme that is rooted in self-determination and culturally sustaining/revitalising pedagogy (CSR). This paper will highlight how they have confronted the challenges of revitalising Keres, Lakota, Navajo, and Tiwa in a tribally diverse school setting and urban community. They utilised their wellness philosophy rooted in core values identified by the school community to express their mission, goals, and practices in language revitalisation. Their work powerfully clarifies the significance of self-determination in Indigenous educational settings and provides a foremost example of CSR in practice.

**Hermes, Mary** (University of Minnesota, mhermes@umn.edu)

**Haskins, Michelle** (Waadookodaading Ojibwe Immersion School, hask0047@d.umn.edu)

*Domestic dependent or sovereign nation? Ojibwe language immersion curriculum in tension with state standards*

In this presentation, the authors explore four examples of curriculum activities (from literacy, math, social studies) at an immersion school that have been developed from the language and culture. While conceptually these activities have a firm basis in an Ojibwe epistemology, they run counter to Minnesota or Wisconsin state standards. These examples show how the state standards, framed as Universal, act as 'straightening devices' (Ahmed, 2006), furthering a settler-colonial agenda and impeding sovereignty of Indigenous Native American nations. While the examples of tension are common, this presentation makes visible the ways in which the state superimposes an epistemology through curriculum that is not neutral. Drawing on experiences at the Waadookodaading Ojibwe Immersion School, the authors show the ways in which Indigenous communities assert sovereignty in the face of state-level constraints, enacting a culturally sustaining and revitalising curriculum.