Chair: Disbray, Samantha (Charles Darwin University, samantha.disbray@cdu.edu.au)

Multilingual learning in and out of school in remote indigenous Australia

Since the 1970s, many Indigenous Australians have been advocating for recognition and inclusion of their languages, language backgrounds, cultures and identities in school settings, to revitalise and maintain language and cultural knowledge and to take an active role in the education of their children. The contexts for languages in schools are diverse. Bilingual education programmes in Indigenous languages and English began during a period of enormous education innovation and engagement, though most were relatively short lived. Across the country in urban, rural and remote settings, 'part-time' programmes have operated, while others have emerged as components of community language revitalisation projects. In separate states and territories, policies and curricula have been formulated. Now a national curriculum for Australian languages is under development with the potential for expansion of languages teaching. In remote parts of Australia Indigenous students have complex and dynamic language repertoires and the potential for multilingual learning is striking.

This symposium brings together educators, practitioners, researchers and academics working in remote Indigenous Australia to explore some of the latest developments in policy, practice and projects fostering multilingual education, language maintenance and linguistic diversity.

The Aboriginal Child Language Acquisition project has gathered child language data from settings across Australia. It draws implications related to best practice and policy responses to the diverse set of English language learners. One important response to the multilingual context in the Northern Territory (NT) of Australia was the Bilingual Education Programme. Established in 1973 with eight core goals spanning English and first language literacy, conceptual development, language maintenance and community development, the programme ran in some 26 schools before its closure in 2008. A small set of NT schools continue to teach in and through students' first language, despite ever-increasing pressures associated with national benchmarking programmes. National testing results were given as grounds for closure of the programme in 2008; however, appraisal of the academic outcomes, along with the wider goals of the programme, provides a window for reflection on past and current education policy and practice. In the Warlpiri schools in Central Australia for example, with the help of new technologies, the Warlpiri curriculum and associated teaching resources are being consolidated and made more accessible, promoting the continuation of a Warlpiri–English programme.

New and innovative ways to teach, learn and promote language and cultural knowledge have emerged. The Living Archive of Aboriginal Languages, for instance, is providing electronic access to Indigenous text materials created in the Bilingual Education Programme and other sites. We also look outside of schools, where communities and various partners are working in innovative ways to support multilingual teaching and learning beyond the narrow education policy space. Such multilingual affordances emerge in collaborations on Caring for Country, arts-based and technology projects. Overall, digital technologies play an increasingly important role in language maintenance and education.

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

Symposium Papers
Vaughan, Jill (University of Melbourne, j.vaughan@unimelb.edu.au)
Wigglesworth, Gillian (University of Melbourne, g.wigglesworth@unimelb.edu.au)

Codes and classrooms in four Aboriginal communities

In Aboriginal Australia, children typically enter school with a wide range of linguistic codes and are usually expected to adjust to the Standard Australian, English-dominant environment of the classroom. This paper presents insights from four Aboriginal communities in Central and Northern Australia – communities which represent diverse language ecologies and which exemplify the sociolinguistic variation that typifies Aboriginal Australia. We first consider the linguistic codes that children in each of these communities use at home, and how these 'pattern' onto expected code-use in the classroom. We further discuss the effect of children's linguistic repertoires on their ability to participate effectively in the classroom, and the key issues faced by children in each community during and beyond this transition. This research provides a clearer picture of the ways in which the child's linguistic repertoire (which may include acrolectal/basilectal creoles, mixed languages, traditional languages) impacts on language behaviour and integration in the school environment.

Martin, Barbara (Yuendumu Community, Barbara.Martin@ntschools.net)
Anderson, Sharon (Lajamanu Community)
Oldfield, Nancy (Yuendumu School, Nancy.Oldfield@ntschools.net
Kitson, Maisie (Willowra School, Maisie.Kitson@ntschools.net)
Gibson, Fiona (Warlpiri Education and Training Trust)
Warlpiri educators from the four Warlpiri schools

Teaching our culture – the Warlpiri theme cycle

For over 30 years, Warlpiri educators, elders and community members in four Central Australian Schools have been developing a Warlpiri curriculum, or theme cycle, as part of the Bilingual Programme. The curriculum cycle is divided into 12 themes, important areas of Warlpiri culture and knowledge. It is a three-year cycle, and as the cycle goes round, children learn about each theme at their level and then return to the same theme after three years to further develop their knowledge. In 2013 we created the electronic database 'Warlpiri Pina-jarrinjaku', designed around the Warlpiri curriculum cycle. Here, teaching materials, over 600 objects (books and songs in Warlpiri, handbooks, units of works and lessons) are safe kept, shared and updated across the four remote schools, Yuendumu, Willowra, Nyirrpi and Lajamanu. Keeping our resources safe and having a strong curriculum with the new database is important for our programme.

Disbray, Samantha (Charles Darwin University, Samantha.disbray@cdu.edu.au)
Devlin, Brian (Charles Darwin University, Brian.Devlin@cdu.edu.au)

Northern Territory bilingual education program – evaluation criteria, evidence & legacy

The Northern Territory Bilingual Education Programme began in 1973 and sparked a period of remarkable creativity, educational engagement and innovation. The programme set out a long and ambitious list of goals, which increasingly came to be shaped by the Indigenous practitioners and leaders in schools. The goals included language, literacy and numeracy outcomes, conceptual learning, language and cultural maintenance, community development and Indigenous leadership. In 2008 the Northern Territory government drew on national literacy and numeracy testing results to declare the programme a failure and to justify withdrawing support. Yet there were a number of systemic problems with its evidence and appraisal. Analysis of the evidence of academic outcomes, as well as recognition of the broader criteria in line with the programme goals, provides insight into the complexities, achievements, and future for the Bilingual Programme.

Bow, Cathy (Charles Darwin University, Cathy.Bow@cdu.edu.au)
Devlin, Brian (Charles Darwin University, Brian.Devlin@cdu.edu.au
Christie, Michael (Charles Darwin University, Michael.Christie@cdu.edu.au)

New life for indigenous language materials

Thousands of resources in dozens of Australian Indigenous languages are finding new digital life online through the Living Archive of Aboriginal Languages (www.cdu.edu.au/laal). Many of these resources were developed in bilingual school programmes in remote schools across the Northern Territory over several decades, and more materials continue to be added from other communities and languages. The affordances of such a wealth of written and illustrated texts in these endangered languages are still emerging, as opportunities are created for teachers, students and researchers to engage with authentic texts. The potential for revitalisation of language and language materials in the communities of origin is an important outcome, especially as students begin to produce e-books, sound files and animations of their ancestral stories. The texts also have value more widely, in fields such as linguistics, anthropology, corpus analysis, multimedia and education.

Disbray, Samantha (Charles Darwin University, Samantha.disbray@cdu.edu.au)

Multilingual affordances in remote Australian communities

Many schools in remote Indigenous communities have had, or continue to operate, Bilingual Education programmes and Indigenous Language and Culture programmes; however, collaborations with partners outside of schools are providing new affordances for multilingual teaching and learning. The burgeoning domains of digital technology, cultural and land management embrace and enhance local knowledge in remote contexts and programmes in these areas are linking with schools. Here educators and community members, through collaborations, are finding and occupying spaces that allow innovative language and cultural teaching and learning practices. To provide a

framework to explore these dynamics and recent developments, such as the pending introduction of the national curriculum for Australian languages, the paper casts an ethnographic lens on education policy and practice and examines impacts and the local responses.

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

Mainstreaming languages and cultures in national curricula: The cases of Norway and Aotearoa/New Zealand

In this symposium we bring together colleagues from Norway and Aotearoa/NZ to consider the place of languages and cultures within our respective national curricula. We will examine what still needs to be achieved in each system to weave our diverse languages and cultures into the curriculum mainstream. Although geographically very far apart, our two countries share a similar population size as well as specific features which make comparative analyses in languages education potentially productive. These features are: Indigenous populations whose languages and cultures have been marginalised in our national education systems; relatively large migrant populations whose languages are attended to with different levels of success in each country; and dominant languages, proficiency in which acts as a litmus test for how well people are regarded in society, what jobs they can consider and what services they have access to. While the place of English is different, it nevertheless raises issues of dominance, power and language displacement in each country. Moreover, as both countries integrate further with their respective adjacent regional economic powerhouses, Norway with Europe and New Zealand with the Asia Pacific region, strong plurilingualism and intercultural competency will be vital qualities for those currently in the education system. In our symposium we look comprehensively at what will be required to coherently and ethically engage with, and address, Indigeneity and diversity in our education curricula. We will examine the place of the Sami language and culture in Norway, and we will consider how Te Reo Maori and Pacific languages have fared in the New Zealand curriculum. Finally, policy initiatives will be suggested to structure the mainstreaming of intercultural and language education to promote an engaged, reflective and tolerant citizenship to prepare our young people for their future lives in diverse communities at home and abroad.

Group: *Language education planning and policy,* Sector: *Other – Compulsory education*

Symposium Papers
Harvey, Sharon (Auckland University of Technology, sharon.harvey@aut.ac.nz-)
Sollid, Hilde (University of Tromsø, hilde.sollid@uit.no)

Contextualising languages and cultures for curriculum mainstreaming in Norway and New Zealand

In this presentation we will provide a comparative history of the development of languages and cultures in our respective mainstream curricula, highlighting the areas of Indigenous languages, majority languages, community languages and subject languages. We will then examine the specific challenges diversity is presenting in both Norway and New Zealand, considering who is losing out and who is gaining from current curriculum arrangements. By analysing where current languages education is located in curricula we hope to also be able to identify how to improve levels of multilingualism and interculturality in schools. Our interest is in suggesting curricula that can engage more productively with the ethnically and linguistically diverse contexts young people in both countries come from, and face, at home and abroad. Following this introduction to our symposium we will explain how each of our presentations further builds our case for mainstreaming languages and cultures.

Sollid, Hilde (University of Tromsø, email: hilde.sollid@uit.no)

Mainstreaming Sámi in Norway

During the second half of the 20th century Norway shifted its educational policies concerning the indigenous Sámi in Norway. After a long period of state-driven cultural and linguistic suppression and assimilation, came a fragile process of emancipation and revitalisation. As many other indigenous groups have experienced, schools were given divergent roles during the two phases. Throughout the assimilation period, schools promoted the state's 'Norwegianisation' policy and thus more or less banned Sámi from classrooms. Today schools are valuable in the state's official support of Sámi language and culture. Part of this process are initiatives to increase the level of knowledge about Sámi issues among the Norwegian majority population through the national curriculum and textbooks. This presentation focuses on what mainstreaming Sámi language means, and I ask what children in Norwegian schools are expected to learn about the Sámi language.

Lourie, Megan (Auckland University of Technology, email: melourie@aut.ac.nz)

Māori language in mainstream education

School students who are Māori have a legal right, conferred by the state as part of its obligation to honour the Treaty of Waitangi, to learn either through the medium of Māori, or to learn Māori as a subject. However, the

purpose of Māori language education for non-Māori students in mainstream education, as articulated in curriculum documents, is unclear. This paper will explore reasons for this lack of clarity, which include resourcing challenges, the influence of views that privilege Māori-medium education, and ideological disagreement about whether Māori/English bilingualism is an ideal for all New Zealanders or for those of Māori ethnicity only. These factors combine to create a number of challenges which play out differently in the compulsory education sectors and have potentially negative effects on the future survival of the language. This points to a need to open up robust discussions about Māori language education policy and implementation.

Olsen, Torjer (University of Tromsø, email: torjer.olsen@uit.no)

Indigenous infidels: On conflicts in school textbooks

In grand narratives, stories about minority peoples and religions have a tendency to be overlooked or told with a certain bias. This presentation looks into Norwegian textbook presentations of colonisation and conflicts related to the Sami, the Indigenous peoples of northern Finno-Scandinavia. In particular, I will analyse the presentations of the Christianisation process in the 18th century and the so-called 'Kautokeino' rebellion of 1852. The Kautokeino rebellion has almost mythical status. Here, a group of Sami Christians brutally attacked representatives of the local authorities. Two were killed in an act of violence. The way textbooks treat incidents such as these can be seen as an articulation of the relationship between majority and minority when it comes to both religion and ethnicity. The major focus of the presentation is textbooks used in today's public schools. In addition, I will look at presentations of the same incidents in older textbooks.

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

Pacific languages in the New Zealand curriculum: Neoliberalism and language education policy

Since 1984 and the election of a fourth Labour Government, New Zealand has been characterised as one of the most neoliberal countries in the world. Neoliberal theory frames most policy, including educational language policy. In this paper I report on the effects of neoliberalism on Pacific languages in schools, focussing on several policy positions the current National-led government has taken over the last three years. These include the *Inquiry into Pacific Languages in Early Childhood Education,* the *Pacific Education Plan* and the *Pacific Languages Strategy*. These policies present community language maintenance and language decline and even extinction as private matters to be dealt with at individual, family and community levels, rather than as issues that should be explicitly addressed and supported within the education system. The paper examines Pacific languages in New Zealand in their historical context and problematises the government's privatised and individualised approach to Indigenous languages of the Pacific.

Chair: Heugh, Kathleen (University of South Australia, kathleen.heugh@unisa.edu.au)
Discussant: May, Stephen (University of Auckland, s.may@auckland.ac.nz)

Approaching 'southern' practices of ,multilingualisms and education

Apparently unprecedented and increasing heterogeneity, with claims of 'super' or 'complex' diversity in Europe, has reanimated earlier, forgotten, European considerations of diversity evident in Plato's Republic. Such claims are met with growing astonishment amongst linguists and scholars who work with multilingualism and linguistic diversity in Latin America, Asia and Africa about the ways that knowledge of, and expertise in, multilingualism have come to be portrayed as if these emerge from recent or new theorisation in North America and Europe. Heterogeneity has, after all, endured in ongoing practices of contestation, investigation and theorisation, and knitted into epistemologies in many parts of the world. Concepts of 'southern theory' (Connell, 2007) and 'southern epistemologies' (Comaroff & Comaroff, 2012; Santos, 2012) coincide with recent interest in linguistic diversity (e.g., 'the multilingual turn' (May, 2013) and 'current multilingualism' positioned as 'a new linguistic dispensation', Singleton et al., 2013. These views, together with recognition of 'suppression of diversity' in North America (Wiley, 2014), (re)turn attention towards experiences of and practices in Africa, Asia, Latin America, the Pacific and historically marginalised communities elsewhere. Panellists will consider and illustrate ways in which contemporary northern discourses of diversity impact on, or are resisted in, practices and policies of multilingualism and education in selected southern contexts (the Philippines, India, Australia and South Africa). The first purpose is to invite debate on 'southern' perceptions of multilingualisms and the extent to which contemporary discourses draw upon, veil or suppress enduring experiences of multilingualisms in marginal settings. The second purpose is to initiate debate of 'southern' practices that may enrich global understandings of multilingualism and southern theory/ies in non-formal and formal education. The discussants will consider the suppression of diversity in other (northern) marginal contexts in relation to southern experiences and offer a critique of discourses of diversity and their implications for education.

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

Symposium Papers
Heugh, Kathleen (University of South Australia, kathleen.heugh@unisa.edu.au)

Introduction to symposium

Kirkpatrick, Andy (Griffith University, a.kirkpatrick@griffith.edu.au)

Official multilingualism in the Philippines: Rhetoric or reality?

Its colonial history has privileged the place of English in the Philippines, a country with 170 languages. The 1974 Bilingual Education Policy (BEP) mandated English as the medium of instruction for science, maths and English, and the newly 'created' national language, Filipino, the medium of instruction for the other subjects. Despite repeated arguments over many decades for the introduction of mother-tongue-based education, it was only in 2009 that the order 'Institutionalising mother-tongue-based multilingual education' (MTB-MLE) was issued. This move to MTBMLE has been strengthened by the 2013 Enhanced Basic Education Act, which states: 'For kindergarten and the first 3 years of elementary education, instruction, teaching materials and assessment shall be in the regional or native language of the learners.'

Panda, Minati (Jawaharlal Nehru University, minatip@gmail.com)

A historiography of Indian multilinguality, knowledge and learning?

A historiography rooted in Indian epistemic practices reveals a long history of immense linguistic fluidity and that the exchange of knowledge and learning has always been multilingual. The history of Buddhist monasteries, Jain temples, traditional Gurukuls and Mughal courts records complex heterogeneous learning and knowledge traditions resulting from multilingual practices and the narrative continuity of Indian consciousness. The pragmatics of the nation-state introduced along with colonial rule was accompanied by borrowed models of transitional bilingual, and more recent mother-tongue-based bilingual/multilingual education (MTB-B/MLE) programmes that replaced indigenous multilingual practices. The inability of MTB-MLE to depart from limited transitional models reflects a continuing dominance of Western concepts, ideas and theories that suppress linguistic fluidity, cultural diversity and pedagogic knowledge. This paper shows how a critical paradigm can transform MTB-MLE in India by deriving its core organising principles from a historiography rooted in Indian, rather than Western, epistemologies of language and learning.

Wigglesworth, Gillian (University of Melbourne, g.wigglesworth@unimelb.edu.au)
Heugh, Kathleen (University of South Australia, Kathleen.heugh@unisa.edu.au)

Reinventing and regenerating languages and knowledge systems in Australia and Southern Africa

Indigenous languages are in rapid decline with predicted losses of over 40% of current global diversity by 2100. In this paper we turn towards knowledge systems of two southern contexts, Australia and Southern Africa, where marginalised communities inhabit the geographic interiors or centres. In Australia, children in some communities are regenerating or (re-)inventing what appear to be new languages; in Papua New Guinea, parents prefer to speak the local Tok Pisin to their children, rather than their local languages because they consider Tok Pisin offers educational advantage. In Africa, Khoe and San youth attempt to re-appropriate old knowledges yet hide languages with marked phonologies to circumvent stigma. In this paper we consider what these changes mean for the nature and ownership of traditional knowledge of culture, medicine, flora and fauna. We also attempt to explore community agency and what this might signify for education and emerging theories of the south.

Discussant: May, Stephen (University of Auckland, s.may@auckland.ac.nz)

The Discussant will contextualise the papers with other contexts that are positioned, or realised, as marginal and in which diversity has been obscured. He will also comment on the relevance and implications of 'southern' views of diversity and how these may have bearing on the role, use and practices of language/s in education.

Chair: Smala, Simone (The University of Queensland, Australia, s.smala@uq.edu.au)
Discussant: Cross, Russell (The University of Melbourne, Australia, r.cross@unimelb.edu.au)

CLIL: Teacher and teaching experiences in global contexts

This symposium involves researchers from 4 countries – Sweden, USA, Spain and Australia – with a focus on socio-cultural contexts and stakeholder perceptions in bilingual education settings, in particular Content and Language Integrated Learning (CLIL) programmes. These countries have implemented different forms of additive bilingual education under varying conditions that have led to hybrid forms of CLIL. The first contribution from Australia takes a sweeping look at how CLIL programmes across the globe have taken such hybrid forms responding to their local societal and linguistic conditions, and then focusses on Australia as a case study.

The gaze on teachers' experiences is continued in the American contribution, which focusses on professional development that positively impacts CLIL/immersion teachers' practices. In a similar vein, one Swedish contribution investigates teacher epistemology and subject-specific metaphors in biology and history teachers' narratives about CLIL teaching.

The Spanish contribution and a second Swedish contribution also focus on CLIL teaching experiences. The Spanish contribution investigates a longitudinal study on a reading strategy intervention implemented at a primary school with a trilingual (Basque-Spanish-English) programme, and the second Swedish contribution examines the relationship between motivational profiles of CLIL students (as compared with their non-CLIL peers) and second language proficiency.

Group: Bilingual/immersion education, Sector: Primary and secondary

Symposium Papers
Smala, Simone (The University of Queensland, Australia, s.smala@uq.edu.au)

Teaching in hybrid forms of CLIL – transnationalism and multilingual schooling

This paper engages with teaching contexts in multilingual school options in a global sphere. Drawing from globalisation concepts such as transnationalism (Gogolin & Pries, 2004; Vertovec, 2009), and the interaction of local/global spheres (Beck, 1997; Giddens, 1999; Ritzer, 1993; Robertson, 1992; Sloterdijk, 2005), this paper contributes to the re-theorising of local educational practices as responses to global pressures.

Data were collected as part of research projects between 2005 and 2014 (mixed methods, qualitative and quantitative) that focussed on the social context in Content and Language Integrated Learning, or CLIL/Immersion programmes in Australia and worldwide.

The paper concludes that CLIL has developed into a multitude of hybrid forms, catering for diverse populations with sometimes diverging interests, including second language learning, mother-tongue-language maintenance, and external government curriculum compliance. Transnational communities and discourses of global competitiveness are driving changes in second language learning models, and CLIL teaching contexts reflect the increasing hybridity of schooling options.

Tedick, Diane J. (University of Minnesota, USA, djtedick@umn.edu)

CLIL/Immersion teacher development experiences: Exploring teacher perceptions

Language and content integration is at the core of CLIL and immersion teaching. It is well understood that the knowledge base and skill set needed to be effective in CLIL/immersion classrooms is unique (e.g., Coyle, 2011; Lyster, 2007; Tedick & Fortune, 2013) and complex, particularly given the growing diversity of students in CLIL/immersion classrooms. While there is a growing body of research on CLIL/immersion pedagogy (see Lyster & Tedick, 2014 for discussion), there is a dearth of research on the specific types of professional development experiences that positively impact CLIL/immersion teachers' practices. How do CLIL/immersion teachers learn to transform their classroom practices and address the needs of increasingly diverse students?

This paper will briefly review the literature on CLIL/immersion teaching and teacher professional development. It will then report on a recent study (in process) exploring immersion teacher perceptions of the impact of graduate-level, online professional development courses on their practices.

Sandberg, Ylva (Stockholm University, Sweden, ylva.sandberg@isd.su.se)

Subject-specific metaphors? Mixed-method analysis of CLIL teacher narratives

How common, and how subject-specific, are metaphors in biology and history teachers' narratives about CLIL teaching? The present study investigates CLIL teachers' use of metaphorical language – verbal metaphor and grammatical metaphor – as part of their CLIL teaching narratives. Swedish CLIL teachers from two subject disciplines – biology and history – were interviewed about their perceptions, values and practices regarding the teaching of their subject through the medium of English.

In quantitative and qualitative analyses, frequency and types of metaphors were estimated and identified. Results indicate that verbal metaphors are subject to individual variation whereas grammatical metaphor is shared within the community of practice, independent of school and geographical affiliation. Examples will be presented and discussed in light of teacher epistemology and curriculum documents.

Ruiz de Zarobe, Yolanda (University of the Basque Country (UPV/EHU), Spain, yolanda.ruizdezarobe@ehu.es)
Non-presenting author: Zenotz, Maria Victoria (Public University of Navarre, Spain, vicky.zenotz@unavarra.es)

The role of reading proficiency on strategy training in a content-based context

This paper presents an analysis of L2 reading proficiency on the effectiveness of strategy training in a CLIL programme. The first part of the paper focuses on concepts such as reading proficiency, reading strategies and critical literacy. The second part presents a longitudinal research study carried out at a primary school involved in a trilingual (Basque-Spanish-English) content-based programme in Spain (pre-test/post-test design, with a seven-week training procedure). Both quantitative and qualitative data were obtained by using different instruments, such as a metacognitive reading test, a metacognitive reading task and a critical reading test. These tests were part of a reading strategy intervention carried out with CLIL students to analyse how strategy instruction influenced their reading competence and how that can also influence metacognitive awareness.

Results revealed the effectiveness of the strategy intervention and the importance of learners' reading proficiency levels. The details of the longitudinal results will be discussed.

Sylvén, Liss Kerstin (University of Gothenburg, Sweden, lisskerstin.sylven@ped.gu.se)
Non-presenting author: Thompson, Amy S. (University of South Florida, USA, athompson@usf.edu)

How does motivation manifest itself in CLIL and non-CLIL students' L2 English proficiency?

Content and language integrated learning (CLIL) has widely been acknowledged as being inherently motivational (Dalton-Puffer, 2011; Doiz et al., 2013; Marsh, 2000). Many claims of this, however, are not based on empirical, but rather anecdotal, evidence. In a longitudinal study (Sylvén & Thompson, 2015), we were able to show that CLIL, over a period of three school years, indeed changes the motivational profiles of students as compared to their non-CLIL peers. The question addressed in this paper is what the relationship is between motivation and L2 English proficiency.

Scores on the Motivational Factors Questionnaire (MFQ, Ryan, 2009) will be analysed together with longitudinal proficiency measures on both receptive and productive L2 English knowledge. Proficiency is measured by students' (N=177) results on writing assignments, reading comprehension and vocabulary tests. The paper fills a void in CLIL research not only regarding the role of motivation, but also how motivation and actual proficiency gains interact.

Chair: Te Rito, Joseph (Ngā Pae o te Māramatanga, UoA, j.terito@auckland.ac.nz)
TWT – a Māori total immersion approach to developing fluent speakers and total immersion teachers

TWT is an officially accredited and approved provider of tertiary education services. The institution has evolved over a 25-year period and arose as an urgent (and hence proactive) response by Māori, to provide its own home-grown approach to developing fluent speakers and ultimately, teachers for total immersion schooling due to a severe (and continuing) shortage. TWT offers a total immersion environment of fluent speakers and teachers immersed in the protocols of their culture, and competent in the knowledge and skills of teaching. This is not a dream or a policy statement but a reality. TWT occupies a unique niche in tertiary education in Aotearoa New Zealand in that it places te ao Māori (the Māori world) as its source of tikanga Māori, mātauranga Māori, Māori pedagogy, epistemology and ontology. The total immersion paradigm at TWT ensures that all graduating teachers will have gained a competent understanding and fluent use of the Māori language. Furthermore, that they will be grounded in the following cultural competencies expected of teachers of learners in Kura Kaupapa Māori schools i.e., Whakaiti, Whanaungatanga, Matemateaone, Tiaki, Atawhai, Aroha, Whakaute, and Ngākau pono/Piripono. The overarching goal of TWT is to ensure that Māori learners achieve personal growth, relevant knowledge and education success as Māori. The symposium will be delivered in the Māori language with provisions for translations into English. It will be facilitated by the Academic Board Chair of TWT with presentations by eight Academic Staff Members on a range of aspects and experiences. These include: background and philosophy; the Library; the Year 1 immersion programme; and Māori perspectives on the teaching of research skills, colour in art, sport and recreation, and the language of laughter in the classroom.

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

Symposium Papers
Williams, Tawhiri (Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa, ttrw@twt.ac.nz)

E hao nei e tēnei reanga; Te toi huarewa o ngā tīpuna

I tīmata tēnei kaupapa whakaako i te tamaiti i roto i te reo Māori anake i te Kura o Ruātoki, hai tauira i te 1977, engari tūturu tonu i te 1978. He kura reo Māori nohinohi anō tō Ruātoki mō ā rātau pēpē. I muri iho i ara ake ngā Kōhanga Reo o Waiwhetū marae i te 1982, Hoani Waititi i te 1983, Te Awhireinga i te 1984. I tīmata te Kura Kaupapa Māori o Hoani Waititi Marae i te 1985. Nā te kore kaiako whiwhi rehitatanga mō roto i ngā kura kaupapa Māori, i hangaia e te Te Wānanga Takiura hai whakangungu tauira kaiako, i roto i te Kura Kaiako o te Whare Wānanga o Tāmaki. I tīmata tēnei wānanga Māori i te 7 o Huitanguru 1990.

A background on Te Wānanga Takiura and on total immersion Māori education

Māori-medium education and total immersion in the Māori language started unofficially at Ruatoki School in 1977 and given official approval in 1978. Ruatoki was also operating the first total immersion reo Māori preschool for all of its preschool children at the same time. In 1982, Waiwhetu Marae started the first Kohanga Reo, followed by Hoani Waititi Marae in 1983 and Te Awhireinga in 1984. The Kura Kaupapa Māori of Hoani Waititi Marae started in 1985. Due to the lack of registered teachers qualified and experienced to teach in Kura Kaupapa Māori, Te Wānanga Takiura, as a proactive response by Māori to fulfill that need, was developed and nurtured as a stand-alone institution within the Teachers Training College of Auckland University. Te Wānanga Takiura o ngā Kura Kaupapa Māori o Aotearoa commenced training its first intake of students on the 7 of February 1990.

Williams, Reremoana (Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa, kimw@twt.ac.nz)

Ehara ahau i te rangatira, he ata ahau nō te tangata

He whakamārama tēnei i nga whakahaere o ngā āhuatanga rangahau i roto i ngā marautanga o TWT. Ko ngā mātauranga Māori me ngā mātauranga Mauri o te ao ōnamata, ngā ariā whakaū ki roto i te tauira i te ātaahuatanga o te reo Māori, te wairua Māori, te whakaaro Māori, te ao Māori me āna tikanga katoa. Ka tipu, ka puāwai te hihiri ki te rangahau i te ao tūroa me te taiao. Kei ngā mātāpuputu Māori ngā whakaaro toitupu, ngā huarahi mai i te ao tūroa ki te hinengaro. Ko tā te Te Wānanga Takiura he whakarei i te tino rangatiratanga o ngā iwi Māori katoa, me te whakatiketike, te whakahiamo i taua mana kia kaua e riro mā tangata kē atu, mā iwi kē atu e tohu, e whakataupoki rānei.

Model for teaching research skills in a Māori paradigm in Te Wānanga Takiura

'I am not a chiefly person, but rather the reflection of one.' This is a TWT genre for teaching research skills in a Māori paradigm at Te Wānanga Takiura. Māori epistemology and ontology are the knowledge and philosophical bases which imbue within the students, a sense for the beauty of the Māori language, the essence of its spirituality within the uniqueness of Māori thought, the Māori world and its teachings. The student becomes motivated and purposeful to participate in the research of the environment, and of the world. Our elders are the keepers of our Indigenous knowledge of the natural world and its intellect. Te Wānanga Takiura's role and responsibility is to uplift the knowledge, the authority and status of all Māori tribes such that no one else is able to reinterpret or reinvent their indigeneity, their uniqueness.

Dixon, Lorna (Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa, LornaD@twt.ac.nz)

Te putanga mai o ngā tae ki te ao

Ka āta whakahokia ngā kōrero ki te tīmatanga o te ao Māori, ki te Kore, ki te Pō, ki a Ranginui rāua ko Papatūānuku. Ka pupū ake ngā tautohetohe i waenga i ā rāua tamariki. Ko te wehenga tērā me te orokohanga mai o ngā tae ki te ao. Ka whakaakohia ngā tauira o TWT ki te ahunga mai o ngā tae matua, me te putanga mai o ngā tae hou ka ranua. Ka titiro ki ngā herenga ki te taiao me te mahi i ngā kōtuhituhi kōwhaiwhai me ōna whakamāramatanga. Ka tukuna ngā whakaaro pohewatanga o ngā tauira kia rere, i te wā ka whakairoiro i ā rātau hoe.

The land forms its own shapes. The sea moves in its own forms and shapes and kōwhaiwhai patterns are drawn from the unity of these images.

The story goes back to the beginning of Māori Creation, to the Nothing, to the Night, to Ranginui the Sky Father and Papatuanuku the Earth Mother. Arguments sprang up between their chidren who were squashed between them. They eventually separated Rangi and Papa giving light and new colours to the world. The students of Te Wānanga Takiura are taught to see these colours in the flowing forms of nature. These become intermixed into new and exciting colours to be used creatively in spiral kōwhaiwhai patterns of Māori art designs. The students are encouraged to be creative as they draw, paint and carve their canoe paddles to take them and the children they teach into this new and interesting world.

Williams, Moheka (Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa, Library@twt.ac.nz)

Huakina mai te tatau o tō whare

Ko te Whare Pukapuka, he whare kōrero e whakahaerehia ana i raro i te marumaru o TWT. Ko tā te Whare Pukapuka he tautoko, he hāpai i ngā mahi whakaako ā ngā kaiako. I roto i tēnei whare pukapuka, ka āhei te tauira ki te rangahau i tōna tuakiritanga, i ōna tātai whakapapa. Ko ngā mahi kei roto i tēnei whare, e hāngai pū ana ki ngā āhuatanga katoa o te mātauranga Māori, o te whakaaro Māori. He wānanga, he māramatanga kei roto i ngā kōrero tāukiuki, mai i ngā tuhinga o nehe rā. He reo ōkarakia, he reo ōkawa, he reo ōpaki, he reo ōao, he reo ōpanekākā hoki kei roto i ngā pukapuka. Otirā mā te rangahau, ka kitea he kōrero uruuru-matua, he kōrero uruuru-tawhito, he kōrero uruuru-aronui. Ko ngā painga mā te katoa, kia whai huruhuru ngā manu pī kia taea e te manu te rere. 'He manu hou ahau, he pī ka rere', te whakataukī mo tēnei kōrero.

Throw open the door to your house

The Library is a house of information under the umbrella of Te Wānanga Takiura. The Library aims to support and enhance the lessons that are taught by the teaching staff. Within this house, students are able to research their cultural identity and lineage. The endeavours of this house are aligned to all aspects of Māori lore, epistemology and ontology. There is learning and understanding in the esoteric knowledge of ancient times. The languages of prayer, the formal language of authority, the colloquial language of everyday communication, the developing language of the modern environment and that which is a mixture of Māori and Pākehā. These languages are contained within the books of our Library. Through research in our Library one is able to access that knowledge that Tāne was able to access from the heavens and return to man in the three baskets of ancestral knowledge. This knowledge is available to all and will enable the uninitiated to fly like a bird in its growth of Māori knowledge.

Turinui, Makereta (Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa, m.turinui@twt.ac.nz)
King, Betty (Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa, betty.king@twt.ac.nz)

Whāia te pae tawhiti kia tata, whakamaua te pae tata kia tīna

Ko te Rūmaki Reo tētehi huarahi whakaako i te reo ki te hunga e hiakai ana. Ahakoa te paku o te reo, te kore o te reo, te whakapakari tonu rānei, o te reo, koinā te take ka haere mai ngā tāngata mai i ngā tōpito o Aotearoa, o te ao anō hoki ki te whai i tēnei huarahi ako, hei whakatutuki i tērā o ō rātou wawata i roto i te tau kotahi. Hei te mutunga kua huri kē ō rātou whakaaro , ki te whakaaro Māori, ā, kua ahua mōhio ki te kōrero Māori. Ka tū pakari, ki te whāriki i ō rātau whakaaro mo ngā kaupapa maha.

Endure until your distant goals are near

Our Rumaki Reo programme is one of many avenues that teaches Māori language as a second language to those who are earnest and sincere in their need to find themselves and their heritage. Whatever the reasons, no matter how small or fluent in the Māori language the students are, the need to learn their ancestral language is the reason that we receive many people from different walks of life, from different races not only from around NZ but also from abroad into our programme for one year.   At the conclusion of that year, the student can think Māori, speak confidently in Māori and stand proud on their marae knowing that they will keep their traditions alive.

Williams, Tawhiri Jnr (Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa, tawhirijnr@twt.ac.nz)

He oranga ngākau, he pikinga waiora

Ka hauhaketia ngā kai, ka whakatō ki te rua, ka tau ngā mahi ā Rehia, a Hākinakina i heke iho i a Tānerore, i a Tūmatauenga. I tukuna kia ako i te mataharahara, i te harakoa, i ngā tākaro, i te kū, i ngā waewae nuku, i te mau rākau, hei whakakori i te tinana, hei whakakoi i te hinengaro, hei whakamataara i te mauri ohooho o te tangata. Kei TWT te mana ki te whakaako, ki te whakapakari i ēnei tākaro tuku iho hei akoranga ki ngā tamariki. "Waiho mā te mīharo tātau e ārahi."

The preparation of manual skill; of dexterity; of eye, hand and body co-ordination of a warrior in order to be skilled for warfare

The origins of Ngā Mahi ā Rehia and Hākinakina begin deep within the soil like a tōtara sapling that was first nurtured by Tanerore and Tūmatauenga. These games of past times, of hand, eye and body co-ordination must be performed with a clear heart and happiness so that a person's mind is sharp and ready to perform and succeed. Te Wānanga Takiura will uphold the mana, the mauri and tapu of Ngā Mahi a Rehia and Hākinakina so that these learnings will be passed on to our children and never be forgotten or lost. 'Let amazement guide us.'

Williams, Kaa (Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa, ttrw@twt.ac.nz)

Te mana o te reo kata

Ka whakaarahia ake ngā kupu kōrero kua roa e moe ana, ki te whakahū ake i te mana ororeka o te reo Māori o TWT. Ka tirikohu atu ki roto i ngā pūrākau, pakiwaitara, mōteatea, haka, whakataukī, waiata, kīwaha, mahi ā rehia, kia pakaru mai ai te hā o te reo. Ko tā TWT he whakatō, he whakapārekareka i ēnei kōrero tāwara hei akoranga mā ngā tamariki ahakoa te reanga. "Ka ora i te reo kata. Ka mate i te reo kata!"

The power of the language of laughter – laughter, the sunshine that drives sadness from the soul

Words that have slumbered too long will be awakened to give joy and shape to the Māori language used within Te Wānanga Takiura. This will be done by diving into the depths of traditional myths and legends, sacred songs, karakia, Māori proverbs and idioms and ancient games and pastimes, to reawaken those words that have their unique Māori vigour and essence. Activities such as the written and oral presentations of drama, skits and charades are fully encouraged. Underpinning all this learning and usage of the language will be the inherent pleasure of teaching it to the children of any age, to give them 'life through laughter' and satisfaction through laughter.

Chair: Van Avermaet, Piet (Centre for Diversity & Learning, Linguistics Department, Ghent University, piet.vanavermaet@ugent.be)

Conflicts and contradictions in language education policy

The process of globalisation has led to contradictory developments in terms of language diversity. On the one hand, an increase in language varieties and diversity in different geographical and social spaces can be observed while, on the other, greater uniformity and standardisation due to pre-determined hierarchical relations of static times and spaces. This conflict is especially noticeable in educational spaces where rigid disciplinary regimes impose strict policies as to the use of 'other' language varieties and exclusive legitimacy for standard languages. This leads to hierarchical power relations as language varieties are scaled down in school spaces hence creating inequalities, asymmetric divisions, contradictions and conflicts. In this symposium we address the ways linguistic varieties are scaled in language education policies and in the social spaces of schools as enacted by school agents: principals, teachers, students and parents. Each of the five papers of the symposium demonstrate how linguistic inequality operates and interacts with language education policies at society and school levels.

The first paper will sketch the broader perspective on ideological conflicts and tensions in language education provisions for language minority/migrant students. Papers two to five will present concrete examples from different countries of conflicting and contradictory language education policies and practices. Paper two explores the reasons for the contradictions between policy and practice in the provision of South Australia's first language education programmes for recently arrived immigrant groups. The third paper will draw on classroom observations and involvement in system-wide assessment to illustrate contradictions in South African language education policy. In paper four, it will be argued that monolingual policies impact on teachers' beliefs and teacher–pupil relations. In the final paper, with a school in Tel-Aviv, Israel as an example, the need for more negotiated education language policies will be discussed.

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

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

Languages for children from diverse language backgrounds– mainstream responses

The language learning needs of children from ethnically and linguistically diverse backgrounds have tended to be defined in terms of the dominant language in society. In the first part of this discussion I will draw on the experiences of a sample of education systems to provide a broad perspective on the language education provisions for language minority/migrant students in Europe. After that I will focus on a specific case of 'dominant language', and examine the ways in which English (as a curriculum subject), English as an Additional Language and minority community languages have been conceptualised in the past 50 years in England.   It will be argued that a dominant-majority language view of 'entitlement' has led to an exclusive emphasis on English (curriculum subject), and little support for English as an Additional Language and zero-funding for minority community languages. I will conclude by looking at some possible alternative approaches.

Curnow, Timothy Jowan (RCLC, University of South Australia, Tim.Curnow@unisa.edu.au)
Non-presenting author: Liddicoat, Anthony J. (RCLC, University of South Australia, Tony.Liddicoat@unisa.edu.au)

Contradictions between policy and practice in the provision of first language education programmes: South Australia's first language maintenance and development programme

This paper explores the issue of long-established programmes designed to aid recent migrants not evolving with changes in migration patterns, but rather becoming 'frozen', leading to a conflict between the stated aims of programmes and the practices of implementation. The paper takes as an example the First Language Maintenance and Development programme introduced in South Australia in 1986. The programme's aim is to give children who are not native speakers of English some access to early primary school education and literacy in their home language. However, current funding does not correspond to the distribution of home languages of primary-school-aged children. Rather, newer groups receive little if any funding, while languages now spoken by few children as their home language receive more. We explore the reasons for the contradictions between policy and practice, focusing on the historical changes and the impediments to more recently arrived groups receiving funding.

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

Contradictions in South African language education policy

Preparations for equitable and enabling post-apartheid language policy that might circumvent some of the frailties of post-colonial policies elsewhere in Africa began in the mid-1980s and followed a clear trajectory into the South African Constitution (RSA 1993, 1996) and education curriculum in 1995. However, 'habitus' as suggested by Bourdieu (1991) is resilient, and agents, formerly subaltern, often collaborate with administrative inequities. The structural scales of social and political inequality dating from British colonial rule, continued and expanded during apartheid, are amplified in post-apartheid, school-based practices and administrative apparatus. At the extreme edges of marginalisation, the provision of language education and assessment of Khoe and San children in the eastern semi-desert regions and of minority communities on the northern borders are in contradiction with constitutional and educational legislation. In contrast, education of speakers of English and Afrikaans recalibrates earlier divisions of class and, to some extent, also of ethnicity.

Van Avermaet, Piet (Ghent University, Piet.vanavermaet@ugent.be)
Non-presenting author: Pulinx, Reinhilde (Ghent University, Reinhilde.pulinx@ugent.be)

How are processes of globalised insertion of multilingual repertoires politicised and experienced in educational spaces

In Flanders, as in many other European countries, home languages are recognised as elements of identity building and cultural integrity. However, policy measures and practices demonstrate clear monolingual approaches to language in education. Regardless of mission statements in school-policy documents aimed at encouraging dialogue, fighting against prejudice and facilitating a critical and creative integration of all pupils into a multicultural society, a deficiency paradigm of teaching and learning – based on monolingual ideologies – has been constructed. The dynamic interaction between monolingual ideologies, a deficiency paradigm and current – national and international (e.g., PISA) – integration discourses and policies, impacts on monolingual school policies and classroom practices. In this contribution (data from 16 secondary schools) we will argue that these dynamics not only impact upon teachers' perceptions and beliefs, but also their trust in pupils and the inter-subjective relations, particularly teacher–pupil relations. This affects, in turn, pupils' beliefs, their self-esteem and motivation for learning.

Shohamy, Elana (Tel Aviv University, elana@post.tau.ac.il)
Non-presenting author: Inbar, Ofra (Tel Aviv University, ofrain@post.tau.ac.il)

Negotiating educational language policies in the city: The case of a Tel Aviv-Jaffa multilingual school

The multilingual city is a reality worldwide; the extent to which school language policies incorporate this reality is the topic of this paper in relation to the multilingual city of Tel Aviv-Jaffa. We examine the inter-relationship, complexities and conflicts regarding ideology and practice among agents who participate in formulating and enacting various dimensions of language policies in national, municipal and local schools. The research is contextualised within current approaches to language policies which call for greater interaction of top-down and bottom-up policies so that language policies better reflect the needs and practices of communities, rather than homogenous policies for all. In this paper we focus on a particular school consisting of refugees, asylum seekers and children of foreign workers from a variety of locations. The data include descriptions of language policies, the voices of local educationalists, community activists, and city and national agents responsible for language policy.

Chair: Wang, Qiang (Beijing Normal University, wangqiang@bnu.edu.cn)

Improving Chinese primary students' English literacy: Using authentic English picture books

English teaching in Chinese primary schools has been practised for more than ten years under the government's 2001 mandatory policy. In spite of its success in ever-increasing provision scales, there has been criticism of the low quality of students' learning, especially since the focus of teaching in a majority of primary schools has been based on various prescribed course books with limited and unauthentic materials. To enhance English literacy education and enable children's literacy, both educators and primary school teachers have been making efforts to establish various reading projects, such as class reading hours, class libraries, reading clubs with a variety of reading activities, such as Jigsaw reading, picture tours, and sustained silent reading, to provide children with opportunities to read more authentic and interesting English reading materials. Our project, *Developing primary students' English reading literacy through authentic picture books,* is one such effort made between university educators and local schools and communities. In the project, primary school teachers of English are encouraged and guided to use authentic picture books/graded readers to help children read, think, and connect to their own lives in addition to using their course books. With such efforts, children have not only improved in their reading ability and proficiency, but also have become enthusiastic, skilful and creative readers.

In this symposium, we report on the preliminary results of such reading projects. There are five parts including an introduction, the rationale of the reading projects and three reading cases: (1) English literacy education in Chinese primary schools; (2) Why English reading programmes?: Liberating children's minds through reading; (3) Improving students' English reading literacy through jigsaw and picture tours; (4) Fostering children's reading habits through sustained silent reading; and (5) Exploring the effectiveness of graded readers with students in rural areas.

Group: *Literacy education,* Sector: *Primary*

Symposium Papers
Wang, Qiang (Beijing Normal University, wangqiang@bnu.edu.cn)

Introduction: English literacy education in Chinese primary schools

English teaching in Chinese primary schools has been under way for more than ten years under the government's 2001 mandatory policy. In spite of its success in ever-increasing provision scales, there has been criticism for the low quality of students' learning, especially their reading literacy as the focus of teaching in majority primary schools has been based on various prescribed course books with limited and unauthentic materials. In this introduction, typical course books and classroom teaching routines are presented to illustrate the problems.

To enhance English literacy education, new reading projects are set up in some primary schools with the support of university educators. This symposium reports on three case studies in which more interesting and authentic picture books/graded readers are used to promote students' English literacy along with a variety of reading activities to improve students' English reading literacy.

Luo, Shaoqian (Beijing Normal University, sqluosheila@bnu.edu.cn)

Liberating children's minds through reading: The Chinese national English curriculum and whole-person education

Being a 'literate' person means one's capability to communicate and engage in a cultured society. Through reading, children learn not only the language and form reading habits from which they will gain life-long benefits, but also become culturally aware which will allow them to be open-minded, well-rounded citizens in the future.

To educate children to be well-rounded individuals, the Chinese National English Curriculum (CNEC) states that the goal of English education is to enable students to use language and to create favourable conditions for their future educational development (MoE, 2011). To respond to the CNEC and to cope with existing problems such as a focus on prescribed course books with limited language input in English teaching, a group of university educators started English reading projects in 2012. In the projects, different approaches (e.g., Jigsaw reading, picture tours, SSR) are applied and graded readers are used to accommodate children of different levels.

Ma, Xin (Beijing Normal University, maxin@bnu.edu.cn)

Improving students' English reading literacy through jigsaw and picture tours

This presentation details a study on how English literacy education is integrated in primary school English classrooms to improve primary students' reading literacy in one district in Beijing. Picture tours are used for first and second graders followed by some internalising activities such as matching and sequencing. For higher graders, jigsaw reading is used in order to promote more autonomous reading. Data are collected through classroom observations, students' written work, and interviews with both teachers and students. The analysis of the data is closely linked to how students' reading literacy is developed through picture tour and jigsaw reading; the preliminary findings indicate that through such reading programmes, children of different levels benefit from reading as they have become not only enthusiastic, skilful and critical readers, but also creative and autonomous learners.

Qian, Xiaofang (Beijing Normal University, qianxiaofang@bnu.edu.cn)

Fostering children's reading habits through sustained silent reading

This presentation reports on how EFL reading habits and ability could be fostered in primary English classrooms through Sustained Silent Reading (SSR). Forming good reading habits is an important goal in primary school students' literacy development, but it is by no means an easy task. This case shows how third graders' reading problems such as lack of interest and concentration is gradually solved by engaging them in SSR activities. The sources of data include class observations, interviews and documents such as students' reading logs, teachers' written reflections, and project reports. Findings suggest that SSR is conducive to, not only fostering young learners' English literacy and good reading habits, but also enhancing their reading ability. Their interest and motivation in English reading is also greatly boosted.

Chen, Zehang (Beijing Normal University, chenzehang@bnu.edu.cn)

Exploring the effectiveness of graded readers with students in rural areas of Beijing

Although primary English has been taught for more than ten years in China, English teaching in rural areas of China is often neglected. Classroom observations and interaction with teachers show that the following problems exist: 1) lack of language input; 2) mechanical training and practice of words and language structures; 3) inadequate contexts for learners to experience, understand and use language; and 4) lack of motivation and interest. This study aims to explore the effectiveness of using authentic English picture books to increase input, change the teaching focus, provide meaningful contexts, and boost interest to help solve the above problems. Forty children in two rural primary schools outside Beijing participate in this on-going project. The preliminary findings indicate that students' reading ability has greatly improved and their overall competence and learning interest has also improved.

Chair: Willans, Fiona (University of the South Pacific, fiona.willans@usp.ac.fj)

Reshaping language policy in Vanuatu education: Complexity, challenges and chances

This symposium addresses recent language policy developments in Vanuatu's education system. Planners in Vanuatu must contend with immense linguistic diversity, comprising around 100 vernacular languages, Bislama (a pidgin/creole that serves as national language and co-official language), and English and French (former colonial languages, co-official languages, and 'principal languages' of a dual-medium education system).

Language debates have featured in the socio-political landscape since Independence, reflecting pressures towards tradition (the importance of the vernaculars, and recognising Bislama as a unifying force and token of national identity), and also modernity (the rise of Bislama as an urban creole, the growing importance of English, and reactions against the perceived decline in the significance of French). Bislama's place within formal education has been particularly controversial and, while desires to include the multiplicity of small vernaculars are growing, just asking exactly how this might happen has usually served to stifle discussion. However, numerous initiatives around 'rethinking' education in Vanuatu have resulted in significant steps towards 'reshaping' this sector.

A new education language policy was endorsed in 2012 which mandates the use of the vernaculars (including Bislama) as medium of instruction during formal pre-school and the first two primary years, and which recommends the continued use of these languages to then support the transition to English or French. The implementation of this policy has been incorporated within the remit of the Vanuatu Education Support Programme, which focuses on strengthening the quality of the early stages of education.

In this symposium, we bring together multiple perspectives on these developments. We present insights from the Ministry of Education and Training, the Vanuatu Education Support Programme, the Curriculum Development Unit, the international donor community, and two universities from the Pacific region. Drawing on this range of expertise, we offer a window into the realities of such a complex innovation.

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

Symposium Papers
Early, Robert (University of the South Pacific, robert.early@vanuatu.usp.ac.fj)

The state of play in educational language planning in several multilingual polities

This opening presentation sets the scene for our discussion, by introducing some of the central debates, and examining how these have played out in a number of comparable contexts. Language-in-education policies in many countries, in contemporary times, are undergoing challenge and change. The older paradigm, solely legitimating prestigious international languages, has largely broken down, and new understandings of language rights, national identity, and educational efficacy have led to enthusiastic embracing of other languages within education systems. Reticence towards the incorporation of vernacular languages, and their use as, at least, initial teaching languages at elementary levels, is rapidly dissipating, but implementation challenges remain.

This presentation takes a comparative approach, and seeks to derive lessons that can be learned from an analysis of education language policy developments and roll-outs in Samoa, Vanuatu, Marshall Islands and, outside the Pacific region, Nepal.

Tamtam, Helen (Vanuatu Ministry of Education and Training, Curriculum Unit, Helen.Tamtam@espvanuatu.org)

Relief and acceptance: Initial response and feedback from stakeholders to the new language policy

The new language policy for education in Vanuatu results from a process that included community consultation and evaluation of options. Before the new curriculum and other changes reflecting the new policy are rolled out in 2015, the Ministry of Education undertook a national programme of awareness-raising during 2014.

This presentation describes the awareness programme (covering curriculum reform, new language policy, revised assessment policy, and literacy and numeracy kits provided to schools). During the awareness activities, feedback, comment and response were forthcoming from teachers, school authorities, parents and community leaders. The presentation discusses the nature and content of these responses. Also considered are: What are the main questions still being asked? What is being said by the few who still question the new directions? Why do the large majority welcome these changes with relief and acceptance? Was there a difference in response in rural/urban areas, or in francophone/anglophone communities?

Vandeputte-Tavo, Leslie (University of New Caledonia, CNEP, leslievdp@gmail.com)

Let Bislama come (officially) in: Impacts of a new policy on usage and representations

Since Bislama became the national language at Independence in 1980, it has remained controversial. For a long time, policymakers have not considered Bislama an educational or useful tool in class, and its lack of standardisation has often been used as an argument to not accept the national language as a valid medium of instruction (or even a subject). Calls have long been made to legitimise Bislama in education (Vandeputte-Tavo, 2013). A new language policy has finally endorsed Bislama as a medium of instruction, but has given no consideration to its standardisation. As with Corsican, Bislama is a polynomic language (Jaffe, 2005; Ottavi, 2010; Colonna, 2013), being characterised by graphic variation dependent on individual speakers. This presentation analyses the use of Bislama from two perspectives: firstly, in terms of its variation; and, secondly, in terms of teachers' and pupils' representations of Bislama, now that it is a medium of instruction.

Willans, Fiona (University of the South Pacific, fiona.willans@usp.ac.fj)

Corpus development of Bislama for Anglophone and Francophone education: Bae yumiyusumblakbod o tablo?

Bislama has been used to conduct awareness about the new policy and to prepare resources that can later be translated into other languages. However, Bislama has hitherto had no official role in formal education, so a new lexis has had to be developed. Since Bislama is an English-lexified pidgin, new terms would be expected to come from English. However, due to Vanuatu's dual-medium education system, Anglophone teachers are used to writing *tests* and *homework* on their *blackboards*, while Francophone teachers write *les contrôles* and *les devoirs* on *leurs tableaux*. Understandably, Francophones resent adoptions such as *blakbod* rather than *tablo* as new Bislama terms, perceiving this to constitute Anglicisation. Language policy has long been extremely sensitive in Vanuatu, so decisions need to be taken very carefully if all parties are to accept the new language-in-education policy. This paper considers the options available for the lexical development of Bislama in this context.

Thieffry-Cumbo, Christelle Department of Foreign Affairs and Trade, Australian High Commission in Vanuatu, christelle.thieffry@dfat.gov.au)

A donor perspective on literacy: Investment in education as a poverty-reduction strategy

Along with the Ministry of Education and Training (MOET), development partners in Vanuatu have, in recent years, been closely monitoring literacy outcomes. While Millennium Development Goals (MDG) Goal 2 focused on access, a key component of the development provision for education was targeted toward improving the quality of primary education. The Vanuatu Education Support Programme is assisting MOET to develop and implement an operational strategy for the endorsed education language policy, which advocates the use of the mother tongue in the early years of schooling. The policy aligns with international research on best practice for enhancing children's social, cultural and cognitive development. This paper will outline the Australian Aid programme's approach to supporting MOET, reflecting Australia's values and commitment to reducing poverty and lifting standards through sustainable economic growth.

Robert, Charley (Vanuatu Ministry of Education and Training, Curriculum Unit, crobert@vanuatu.gov.vu)

Reshaping language policy in Vanuatu education: Where are we now?

Our final presentation reflects on the chronicles of language in education policy as they have unfolded since Independence. It presents the view from within the Ministry of Education and Training, examining the multiple influences that have shaped our progress and decision-making. These include the social, bureaucratic, political and cultural forces that have often pulled us in different directions, as well as the input from various donors and advisors.

The paper charts the developments that have led up to the current education language policy, considering the problems experienced during earlier pilot projects, impediments that had to be overcome in the formulation of a clear policy, the key factors that have been most influential in helping us move forward, and the capacity considerations that the Ministry is having to look at in order to be able to fund and administer the new policy into the future.