

# **Symposium on Bilingualism & Multilingualism in Schools in the Oceania-Pacific Region**

**Monday October 17, 2016**

**Bilingualism,  
Neuropsychology,  
Technology**

**Bilingualism and  
European and  
Asian languages**

**Multilingualism  
and Social  
Impact**

**Bilingualism and  
Vernacular  
Languages**



**Symposium 8.30am-4.30pm, Hedley Bull Theatre,  
The Australian National University**

**Public Lecture 5.30pm-7.30pm, Auditorium,  
China in the World Building,  
The Australian National University**



## **Introduction**

**9.00am-9.30am**

**Arrivals and Registration (from 8.30am)**

**Welcome to Country**

Glen Freeman  
Ngunnawal Elder

**Official Opening Address**

Professor Marnie Hughes-Warrington  
Deputy Vice-Chancellor (Academic), Australian National University

**Embassy Address**

Bertrand Pous  
Head of Culture, Education, Science & Technology, Embassy of France

**Introduction Address**

Professor Nicholas Evans  
Director, ARC Centre of Excellence for the Dynamics of Language

## **Session One: Bilingualism & Vernacular Languages**

**9.30am–2.00pm**

**Dhäruktja Dhuwala Djambulu-mäypa, Bulal' Dhukarr**

**Our Language has Many Layers - Two Learning Pathways**

Yalmay Yunupingu (Teacher Linguist, Yirrkala School) & Robin Beecham (Teacher Linguist, Yirrkala School)

**The Use of NAPLAN in remote Indigenous Schools**

Professor Gillian Wigglesworth  
Deputy Director, Research Unit for Indigenous Language, University of Melbourne

**Technology and Bilingual Education: App development for phonological awareness**

Gemma Morales (Graduate Student, School of Languages & Linguistics, University of Melbourne) & Professor Gillian Wigglesworth (Deputy Director, Research Unit for Indigenous Language, University of Melbourne)

**11.00-11.20am Morning Tea**

**Kanak language programs in New Caledonia**

Dr Claire Colombel (in absentia)  
Head, Pasifika Department, Teacher Training Institute of New Caledonia  
Professor Serge Tcherkezoff, Founder of the French center for Pacific Studies (CREDO), Visiting Professor ANU, College of Asia and the Pacific

**Bilingual Maori-English programs in the New Zealand education system**

Professor Stephen May  
Professor, School of Māori Education, Faculty of Education & Social Work, University of Auckland

**Foreign languages & New Zealand educational language policy**

Associate Professor Sharon Harvey  
Head, School of Language & Culture & Deputy Dean (Research), Faculty of Culture & Society, Auckland University of Technology

**Session reflexion**

**1.00-2.00pm Lunch**

## **Session Two: Bilingualism & European & Asian languages**

**2.00– 3.45pm**

**Overview of bilingual education in Australia: European/Asian languages**

Dr Peter Brown

School of Literature, Languages & Linguistics, Australian National University

**From Telopea Park School/Lycée franco-australien's bilingual model to The Agency for French Education Abroad (AEFE)'s language policy**

Emmanuel Texier

Proviseur, Telopea Park School (Canberra)

**French-English bilingual education in New Zealand: FRENZ experience**

Ania Sbai

Teacher Leader, L'Etoile du Nord/Birkdale North School (Auckland)

**Involving parents & parental support: The example of the Chinese bilingual program in Canberra**

Dr Mandy Scott, Secretary

ACT Bilingual Education Alliance

**3.30-3.45pm Afternoon Tea**

## **Session Three: Bilingualism & Neuropsychology**

**3.45pm-4.30pm**

**A more resilient brain speaks multiple languages: Neuroimaging findings across the lifespan**

Associate Professor Nicolas Cherbuin

Director, Neuroimaging & Brain Lab, Centre for Research on Ageing, Health & Wellbeing, Research School of Population Health, College of Medicine, Biology & Environment, Australian National University

**A new approach to the study of bilingualism: Local versus global processing of hierarchical figures**

Associate Professor Anne Aimola Davies

College of Medicine, Biology & Environment, Australian National University

**Close Summary**

## **Public Lecture**

**5.30pm-7.30pm**

**Securing the Future: Multilingualism as a Social Resource**

Professor Joseph Lo Bianco

Professor, Language & Literacy Education, Melbourne Graduate School of Education, University of Melbourne

**Session One**  
**Bilingualism & Vernacular Languages**  
**Abstracts**

**Dhäruktja Dhuwala Djambulu-mäypa, Bulal' Dhukarr**  
**Our Language has Many Layers - Two Learning Pathways**  
**Yalmay Yunupingu (Teacher Linguist, Yirrkala School) & Robin Beecham (Teacher Linguist, Yirrkala School)**

Yirrkala School has run a Bilingual education program for over 40 years. There have been many achievements to celebrate along the way and challenges to face. Children come to school with knowledge of their own Yolŋu language and culture. The community has always felt strongly about the importance of valuing this and providing the opportunity for them to learn in both their own languages and in English and in an environment in which they are highly respected. This presentation discusses the current organisation of the school, delivery of bilingual education, development of curriculum and resources and the important influence of past and present Yolŋu elders and educators in guiding programs.

**The Use of NAPLAN in remote Indigenous Schools**  
*Professor Gillian Wigglesworth  
Deputy Director, Research Unit for Indigenous Language, University of Melbourne*

NAPLAN (National Assessment of Proficiency – Literacy and Numeracy) was introduced across Australia in 2008 and is administered to all children in Grades 3, 5, 7 and 9. Following its initial introduction, with the scores of Indigenous children below the norm, the NT government mandated the “first four hours of English” policy, effectively dismantling bilingual programs across the territory. In this presentation, based on interviews with teachers, and analysis of some early NAPLAN test papers, we examine the challenges the NAPLAN presents for the education of Indigenous children.

**Technology and Bilingual Education: App development for phonological awareness**  
*Gemma Morales (Graduate Student, School of Languages & Linguistics, University of Melbourne) & Professor Gillian Wigglesworth (Deputy Director, Research Unit for Indigenous Language, University of Melbourne)*

The paper reports on an assessment of children’s phonological awareness in Dhuwaya which was developed for Yirrkala school. The app-based program was developed in consultation with Yirrkala teachers, and trialled at the school. At the same time, a program designed to develop children’s phonological awareness in Dhuwaya was developed and this was administered to the children in several sessions over one term. The initial assessment was then administered again at the end of the term, and a further time six months later. In this paper we report on the process and, briefly, on the early outcomes.

## **Session One**

### **Bilingualism & Vernacular Languages**

#### **Abstracts**

##### **Kanak language programs in New Caledonia**

*Dr Claire Colombel (in absentia)*

*Head, Pasifika Department, Teacher Training Institute of New Caledonia*

*Professor Serge Tcherkezoff, Founder of the French center for Pacific Studies (CREDO), Visiting Professor ANU, College of Asia and the Pacific*

New Caledonia could be described as a postcolonial multilingual country with a single vehicular language “le français”. As a matter of fact, after 150 years of contact, French language contributes to the minorisation of the 28 indigenous languages as well as immigration languages; including the Polynesian languages: Reo Tahiti, Reo 'Enata, Faka Uvea, Faka Futuna; the Melanesian languages: mainly from Vanuatu; and the Asian languages: Bahasa Indonesia, Vietnamese, Mandarin and Cantonese Chinese. This diglossical context increases cultural, linguistic and especially political tensions by avoiding the pedagogical status of the Oceanian languages. The issue of “languages at school” has spanned the years mainly in political terms, but in the early 70's the turning point occurred raising Kanak languages as a medium of education. This symbolic revalorisation is recognised through the “Accord de Nouméa” (1998), which at last answers to this call from the deep as native indigenous peoples claim to shape equitable education. Since 2000, responsibility for primary education was delegated to local institutions along with the ability to instigate a bi/multilingual reform. The 2006 curriculum for preschool and elementary school constitutes the first step for the educational reform process. A 3 year survey (2004-2007) conducted by ELCK (Kanak languages and culture teaching) ensured that the preschools could officially integrate Kanak languages. Nevertheless this institutional acknowledgment of the Kanak languages does not confer any didactic or pedagogical legitimacy, all the more since the first language/French is still regarded as a possible source of difficulties for students and even school failure.

*Claire Colombel-Teuira is doctor in linguistics and education at the “Aix-Marseille Université”. Her area of research is sociolinguistics, with emphasis on bilingualism, language policy, and Pasifika languages (object and medium of education). Since 2015, she is the head of Pasifika Department at the Teacher Training Institute of New Caledonia (IFMNC). In the French center for Pacific Studies that Serge Tcherkezoff founded with other colleagues in 1995 ([www.pacific-credo.net](http://www.pacific-credo.net)), his works bring together results of fieldwork in Samoa during the 1980-1990s with an ethno-historical critique of European arrival in Polynesia in 18th century. In ANU, College of Asia and the Pacific, CHL, he manages a French funded program that supports joint workshops between the Francophone and the Anglophone research institutions of Oceania ([www.pacific-dialogues.fr/home.php](http://www.pacific-dialogues.fr/home.php)).*

##### **Bilingual Maori-English programs in the New Zealand education system**

*Professor Stephen May*

*School of Māori Education, Faculty of Education & Social Work, University of Auckland*

In this presentation, I will chart the development of Māori bilingual/immersion in Aotearoa/New Zealand, along with current trends and challenges. I will also briefly situate these developments in relation to other Indigenous language education contexts internationally.

*Stephen May is a Professor in Te Puna Wānanga (School of Māori Education) in the Faculty of Education and Social Work. He is an international authority on language rights, language policy, bilingualism and bilingual education and critical multicultural approaches to education and, to date, has published 15 books and over 90 articles and chapters in these areas.*

### **Foreign languages & New Zealand educational language policy**

*Associate Professor Sharon Harvey*

*Head, School of Language & Culture & Deputy Dean (Research), Faculty of Culture & Society, Auckland University of Technology*

The mix of languages taught in schools reflects the histories, politics and values of societies and their constituent communities. This presentation will examine New Zealand's early language education history and then consider the status and development of languages other than English in the post WW11 period. In 1992 the publication and launch of a comprehensive national languages framework for New Zealand: Aotearoa: Speaking for Ourselves sponsored by The New Zealand Ministry of Education, was jettisoned. However, the undertaking was, that developments in languages education would proceed within the compulsory education sector. The work resulted in the introduction of a new learning strand for languages in the 2007 national curriculum: Learning Languages. The new strand included a government expectation that from 2010 all children from year seven onwards would have access to learning a language other than English. Part of the impetus for this push to learn languages was the perceived need to prepare New Zealand students to be interculturally competent at home in an increasingly multicultural New Zealand, as well as being effective social and economic actors in international contexts. The paper critically evaluates the effectiveness of New Zealand's approach to 'foreign' language education since 2007 in light of the country's unique bicultural framework embodied in the Treaty of Waitangi, immigration and its international responsibilities, particularly those in the Pacific region.

*Sharon Harvey was an ESOL and workplace literacy teacher for many years. Over the last 20 years she has been closely involved in the development of postgraduate programmes and a research culture at AUT. From 2007-2011 Sharon led three national Ministry of Education research evaluations in the areas of ESOL paraprofessionals and language teacher professional development. Currently, she is leading the Ministry of Education national evaluation of Asian Language Learning in Schools (ALLiS). Sharon's strong interest in languages equity and policy led her to initiate and co-write the 2013 Royal Society of New Zealand paper Languages of Aotearoa / New Zealand and she is currently a core member of the Auckland Languages Strategy Group which has recently succeeded in having a Languages Strategy endorsed by Auckland Council.*

## **Session Two**

### **Bilingualism & European & Asian Languages Abstracts**

#### **Overview of bilingual education in Australia: European/Asian languages**

*Dr Peter Brown, School of Literature, Languages & Linguistics, Australian National University*

This paper will present a synopsis of policies, practices and perspectives with regards to bilingual education across Australia.

*Peter is a teacher and researcher in French and Francophone studies. He has been a member of a think tank for the Organisation Internationale de la Francophonie and of the Asia-Pacific team L'Observatoire de la Langue Française for the Agence Universitaire de la Francophonie. He was for several years a member of the Board of Telopea Park French-Australian Bilingual School (Canberra).*

## **From Telopea Park School/Lycée franco-australien's bilingual model to The Agency for French Education Abroad (AEFE)'s language policy**

*Emmanuel Texier*

*Proviseur, Telopea Park School (Canberra)*

In a more than ever global world, bilingual education is developing fast. International and bilingual schools are being created everywhere at a fast growing rate. If these schools all have in common the will to educate children into mastering more than one language, there are many different approaches. One example is bilingual and binational school Telopea Park School / Lycée franco-australien, established in Canberra in 1983. It is a very successful model which has proven, in 33 years of existence and evolution its strength and its capacity to educate children mostly coming from monolingual background in French and in English up to the end of Secondary studies. How is teaching and learning organized? What does the school population look like? What key factors have been identified as being essential? How does this school integrate the global language framework given by French education authorities and the Agency for French Education Abroad (AEFE)? This will lead us to what makes this school very special: the combination of both its binational and bilingual nature.

*Emmanuel Texier has been the Proviseur / Head of French Studies of Telopea Park School / Lycée franco-australien since 2012. Emmanuel is a French civil servant and French Ministry of Education Principal in France. He was appointed to lead this unique binational program along with the Australian ACT Education Directorate Principal in charge of the whole school, Ms Kerrie Blain.*

## **French-English bilingual education in New Zealand: FRENZ experience**

*Ania Sbai*

*Teacher Leader, L'Etoile du Nord/Birkdale North School (Auckland)*

Created in 1994, by a group of parent volunteers, Frenz School Inc.'s mission is to establish and support French-English bilingual education in New Zealand. In 1996, a bilingual primary unit was created in Auckland. The growing number of pupils has allowed a second bilingual unit to be established in Auckland. Today, almost 200 students have an opportunity to learn in French and in English. This presentation is about FRENZ: its goal, missions, key challenges and it is also about our bilingual units: their programme and class structure.

*Ania Sbai is bi-lingual French-Polish. She grew up in Poland, and did her Master Degree in France (Toulouse, Linguistics). After 10 years of teaching Linguistics and French as a Foreign Language, she decided to become a teacher in a bilingual class at a primary school. After one year at Richmond Road School, she has been privileged to start the new bi-lingual unit at Birkdale North School in Auckland in 2011.*

## **Involving parents & parental support: The example of the Chinese bilingual program in Canberra**

*Dr Mandy Scott*

*Secretary, ACT Bilingual Education Alliance*

This presentation will discuss a project in southern Canberra which is being conducted jointly by Mawson Primary School (MPS) and the Association for Learning Mandarin in Australia Inc (ALMA). Both the school and ALMA teach Mandarin, the former through LOTE or a partial immersion program (MIP), and the latter through the Chinese Australian Early Childhood Centre (CAECC), a bilingual centre which ALMA has operated in the school grounds for over 30 years. Many families enrol their children at the CAECC and/or MPS to take advantage of these Chinese programs. The aim of the project is to empower parents who have little or no background in Chinese to support and enrich their children's Mandarin learning and understanding of Chinese culture. The

presentation will outline the educational program which has been developed to meet this aim, and report on outcomes to date, including some of the feedback received from parents.

Mandy Scott has a PhD in Linguistics, with research interests in the areas of language policy and language education. Mandy is an adjunct with the School of Literature, Languages and Linguistics at the ANU, Secretary of the ACT Bilingual Education Alliance and Vice President of the Association for Learning Mandarin in Australia Inc. She is currently assisting the ACT government with its Review of the ACT Languages Policy 2012-16.

## Session Three Bilingualism & European & Asian Languages Abstracts

**A more resilient brain speaks multiple languages: Neuroimaging findings across the lifespan**

*Associate Professor Nicolas Cherbuin*

*Director, Neuroimaging & Brain Lab, Centre for Research on Ageing, Health & Wellbeing, Research School of Population Health, College of Medicine, Biology & Environment, Australian National University*

While much still needs to be learned about the way in which the acquisition of multiple languages might influence structural and functional brain development, it is clear that the cerebral organisation of bilingual differ from that of monolingual individuals in subtle but important ways. This talk will review some of the evidence suggesting that learning another language alters the course of brain development and that such effects are not only observed in childhood but also later in adulthood. Importantly, these differences have functional implications for ageing as bilingual brains appear to accumulate more brain reserves and be more resilient to the neurodegenerative processes which gather pace into old age.

*Associate Professor Nicolas Cherbuin is an ARC Future Fellow in the Centre for Research on Ageing, Health and Wellbeing at the Australian National University where he leads the NeurolImaging and Brain Lab (NIMBL). His research interests focus on investigating the factors that contribute to cognitive and mental health, and wellbeing across the adult lifespan, in identifying their cerebral correlates, and in developing tools and interventions to decrease risk in the population.*

**A new approach to the study of bilingualism: Local versus global processing of hierarchical figures**

*Associate Professor Anne Aimola Davies*

*College of Medicine, Biology & Environment, Australian National University*

In the visual attention literature, hierarchical Navon (1997) figures are typically used to study global versus local levels of information processing. These figures are most commonly made up of letters (e.g., a large 'global' S made up of small 'local' Ts), but the figures can also be made up of objects (e.g., a large 'global' heart made up of small 'local' umbrellas). The degree of global versus local preference can be measured by: (1) the speed and accuracy with which participants respond to objects presented rapidly (<150ms) and unilaterally to the left or right of the computer screen; and (2) the ability of participants to resist interference from the global object when responding to the local objects, or from the local objects when responding to the global object. The first measure concerns information processing in the two hemispheres of the brain (right hemisphere processing for global and left hemisphere processing for local), while the second measure concerns the executive functions required for the resistance of interference and the monitoring of conflict. In this study, we used three kinds of

hierarchical figures (letters, verbalisable objects, or non-verbalisable objects) and two kinds of global-local attention paradigms (focused or divided attention), to investigate not only hemispheric processing in bilingualism but also the controversial question of whether bilingualism brings benefits to executive functions.

*Anne Aimola Davies is Associate Professor in the Research School of Psychology at the Australian National University, having recently returned from an extended period in the Department of Experimental Psychology at the University of Oxford. Her clinical neuropsychology interests are in patients following stroke. Her research interests in the neurologically healthy include: spoken word recognition in infants, vision touch synaesthesia, inattentional blindness, and hemispheric specialisation in global versus local levels of processing across the lifespan and across cultures.*

## Public Lecture

### Abstract

#### Securing the Future: Multilingualism as a Social Resource

*Professor Joseph Lo Bianco*

*Language & Literacy Education, Melbourne Graduate School of Education, University of Melbourne*

In this talk I will argue that there is a ‘container’ within which language policies are imagined, and language politics occurs. I think of this container as either an institutional setting, such as the education ministry of a state, or even of ‘the state’ itself, since in the Pacific what counts as a ‘state’ is a question of substantial importance. So much of the theory of sociolinguistics as it has emerged from North American and Western European research in recent decades takes for granted assumptions of a bounded space within which society and language interact with each other. However this assumed container, for reasons of scale, but also historical inheritance and language ideologies, is inapplicable to some parts of the world and represents a major obstacle to language planning. The themes of ‘security’ and the assumption that our future is insecure dominate a lot of public discussion because of the deep transformations to the taken for granted world most adults living today inherited, of western cultural and political dominance at the military and economic levels, and therefore at cultural and ideologically also. To truly ‘secure’ the future, however, is to re-think all the assumptions we have inherited, one of them being the naturalisation of monolingualism as a more stable, normal and necessary state. Most of the world, and many of the world’s peoples, have lived in and with multilingualism as the ‘normal’ state for much longer. Not just multilingualism, but also mixed and hybrid communication forms are needed to produce better education outcomes in Pacific Island countries, more secure ‘national’ futures, and more ‘intact’ cultural systems. The multilingualism of Pacific island futures, and the containers within which they are conceived, will include languages of wider communication, of immigration and global space, but also the multiple languages and codes of locality.

*Joseph Lo Bianco is professor of Language and Literacy Education in the Melbourne Graduate School of Education at the University of Melbourne. Currently he is completing a four year project in SE Asia on language – policy and peace building in conflict zones in SE Asia. Recent publications include: Learning from Difference: Comparative Accounts of Multicultural Education, (Springer, 2016) and Conflict, Language Rights, and Education: Building Peace by Solving Language Problems in Southeast Asia.*