Developing English Language and Intercultural Learning Capabilities

Case Study 1: The English Language Project

Li Xuan, Kathleen Heugh, Fiona O'Neill, Ying Song, Angela Scarino and Jonathan Crichton

University of South Australia

Research Centre for
**Languages
and Cultures**

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Authors:

Xuan Li, Kathleen Heugh, Fiona O'Neill, Ying Song, Angela Scarino & Jonathan Crichton

Project Team:

Kathleen Heugh, Angela Scarino, Jonathan Crichton, Fiona O'Neill,

Reference Group:

Jo Cys, Rowena Harper, Shashi Nallaya, Ruth Fazakerley

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What are the findings?

- There is a strong positive correlation between students' writing proficiency in the primary language and English.
- There is a strong correlation between students' expertise in translation (and translanguaging), and their proficiency in both primary language and English.

- Students engage in regular use of two-directional translation (translanguaging) between their primary language and English while studying at UniSA.

- Students face linguistic, epistemic and intercultural challenges as they navigate through their programs of study at UniSA.

What do they mean?

- There is a strong connection between proficiency in the primary language and proficiency in English.
- The primary language plays a significant role in preparing students to advance academic learning in English.
- When this is sanctioned, students make overt use of translation between the primary language and English.
- When this is not sanctioned, students make covert use of translation between the primary language and English.
- Students who have a strong academic proficiency in their primary language are more likely to have advanced expertise in translation to and from English.
- Students with weaker academic proficiency in their primary language are less able to make use of advanced expertise in translation to and from English.

Students translate back and forth between their primary language and English to ensure that they:

- develop their English language capabilities
  - to learn new vocabulary
  - to strengthen academic writing in English
- advance their academic learning
  - to understand and learn new concepts
  - to read academic texts with meaning
- prepare, draft and complete assignments.

- Students work with at least two sets of knowledge and linguistic systems. Making meaning in two languages and then converting knowledge into academic English involves complex metacognitive linguistic and epistemic expertise, including:
  - technical knowledge of the body (vocabulary) and structure of academic English
  - cognitive academic bilingual expertise that crosses over into, and is specific to, each course/program
  - sociocultural knowledge of the different ways that

What do they imply?

- The need to:
  - raise student awareness of the pedagogical value of academic proficiency in both the primary language and English
  - develop student expertise in translanguaging (especially translation) to enhance learning across their programs of study
  - raise staff awareness of how to support EAL students' learning at UniSA
  - raise staff awareness of how to sanction (encourage) students' use of their knowledge resources in their primary language/s in order to enhance learning in English
  - Making teaching staff aware they do not need to be linguistically proficient in languages other than English in order to assist international students (although this would be an advantage).

What should we do?

- Teaching staff development

  Staff need to be given the tools to adapt their approaches to course design, delivery and assessment in ways that take into account students' diverse linguistic and epistemic backgrounds. Staff need to be made aware that they do not need to be familiar or proficient in languages other than English in order to assist international students (although this would be an advantage). Staff development seminars should at the very least include guidance on how to include or adjust to the following:

  - Develop language awareness, including understanding the need for appropriate pace and style of delivery (enunciation) of spoken English when teaching EAL students.
  - Understand the need to pace reading tasks and assessment schedules evenly through the study period so that EAL students are able to keep up with these.
  - Provide clearly formulated explanations of key concepts/terminology at the beginning of each lecture (and online for each component of the course) so that students have a scaffold from which to understand the content of the lecture, component and course as a whole.
  - Adjust assessment tasks to encourage academic references/sources in languages in addition to English (students will have to translate relevant material into English; this prevents plagiarism, and increases opportunities for students to understand and engage at an appropriate level).
  - Edit assessment tasks into plain English and check that the requirement/s and objective/s of each task are transparent.
  - Adjust tutorial tasks so that domestic and international students draw upon and exchange their knowledge expertise (including from sources in different languages).
  - Emphasise the educational value of academic reading and writing in both primary language and English for study and future career-paths.

- Access to academic literature/resources in languages in addition to English

  - UniSA Library services could liaise/collaborate with international institutions to offer students access to reliable academic resources and/or databases in languages in addition to English.

- Provision of a tailored course for EAL students: Academic Translation and Translanguaging

  - Offer all EAL students a course at both undergraduate and postgraduate levels to strengthen their metacognitive translanguaging capabilities with a focus on the technical, cognitive and sociocultural aspects of translation and interpreting between their primary language and academic use of English.
  - The postgraduate offering should include a focus on research writing.

Chapter 1[1] — Background and previous pilot study

1.1 Introduction and contextual background

Educational institutions with linguistically and culturally diverse student communities are a 21st century and global reality. International students now comprise at least twenty-five per cent of enrolments and, overall, English is an additional (not primary) language for least thirty per cent of Australian university students (Australian Education Network, 2015). This has implications for students, university teaching staff, and senior curriculum and financial planners. The first implication is a necessary rethinking of teaching English as a second or foreign language (ESL/EFL), more recently named English as an additional language (EAL). The second implication is a shift in focus from teaching English as a subject (possibly alongside academic literacy/development) by specialist teachers of English to teaching across the disciplines through English. The responsibility is to provide quality teaching and learning opportunities for all students, whether or not their home language is English.

Owing to increasing mobility and diversification of the contemporary world, Australian higher education institutions will need to adjust towards a pedagogical and theoretical understanding of the consequences of diversity for education. This includes understanding the multilingual resources, constraints and opportunities that students bring (whether they are Indigenous, migrant or international). Adjustment will become a matter of pressing concern over the next decade for at least three reasons. The first relates to the need to foster social cohesion in the context of increasing diversification. The second has to do with Australian contributions to international priorities such as global citizenship education (GCED) (UNESCO, 2014), which includes engaging with diversity. The third concerns Australia's economic interests, which (a) depend on versatile graduates equipped for global diversity, amongst other portable sets of expertise, and (b) offer innovative and quality university education to international students. The challenge, therefore, is how to provide quality university education in English with optimum opportunity for student learning.

English as a medium of instruction (EMI) is accompanied by practices of code-switching (CS) by both teachers and students in former British colonies, and also in countries that have opted for EMI although they have no earlier colonial association with Britain (e.g. Ethiopia, Korea, and Rwanda). Although code-switching is present in nearly all postcolonial education, it has been regarded as an illicit or stigmatised practice, for example in Hong Kong (e.g. Swain, Kirkpatrick, & Cummins, 2011). Contemporary human mobility brings a need to understand multilingualism as it emerges on the ground (horizontal multilingualism) and how horizontal practices of multilingualism (e.g. code-switching), may inform and enrich language teaching and learning practices in formal education. In order to ensure that students have access to and develop their academic (vertical) proficiency in English in higher education, there may be much to learn from contemporary literature on multilingualism in education, particularly code-switching and translanguaging. There is already substantial scholarship on code-switching in Hong Kong (e.g. Li, 2008; Lin, 2013; Swain et al., 2011).

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[1] The chapter 1 in this report is excerpted from Heugh, Li & Song (forthcoming 2016).

There is more recent parallel research on 'translanguaging', a term that originates in bilingual Welsh–English education (Lewis, Jones, & Baker, 2012; Williams, 1996). This term has been adopted and reinterpreted elsewhere (García, 2009; García & Li Wei, 2014).

In this case study, we focus on an intervention that we hope will lead to effective English language development for students from diverse linguistic, cultural and faith-based backgrounds at the University of South Australia (UniSA). We hope that this intervention may contribute to establish a way of working towards a Division of Education, Arts and Social Sciences (EASS) English language development approach in collaboration with the English language proficiency initiative of the Teaching Innovations Unit (TIU) that is portable across the division and potentially to other parts of the university. We also hope that this may contribute to Australian conversations about how to adapt to changing circumstances of domestic and international student diversity while attending to the international GCED agenda. Finally, we hope that in so doing, this may contribute towards the degree to which Australian universities remain attractive to international students, a matter that has economic advantages for the country.

1.2 University provision of English for EAL learners

Traditionally, the conventional approach to English in Australian education has been to understand it in relation to English as a subject rather than EMI. Provision has been made for a limited number of courses based on English ESL, EFL and EAL pedagogy/ies for students who are EAL learners. In other words, the needs of international students or domestic students with home languages different from English have not been understood in relation to teaching and learning through EMI and the focus has seldom been towards how university staff across the disciplines adjust to the pedagogical implications of EMI. Whereas there is a long tradition of research on the implications of EMI, for example, code-switching in education elsewhere (e.g. Li, 2008; Lin, 2013; Swain et al., 2011), this has not been a feature of research in relation to similar language or possible practices in Australian universities. Instead, the focus has been on academic literacies and the provision of various forms of academic support for English language learners. This support usually extends to a limited number of courses in English for academic purposes.

At UniSA, we have stepped away from the conventional ESL/EFL/EAL approach to teaching English for academic purposes. In our context, multilingualism is multidimensional and multi-scaled. Australia has a long history of Indigenous multilinguality - nearly 250 years of migration from many parts of the world — and our student body reflects this history as well as a significant presence of international students. Since 2009 we have been gradually changing from a conventional EAL approach towards a multilingual approach that uses translanguaging to teach courses in English to international and domestic students from varied language backgrounds. We understand and use translanguaging as an umbrella term for both (cognitive) processes and practices that include code-mixing (CM), code-switching, translating and interpreting.

Since 2014 we have tried to strengthen the approach in relation to diagnostic analysis of student writing in English, in their primary written language[2], and in their use of translanguaging. We draw from research and practices that have been evolving in Africa and Asia, a growing body of literature on translanguaging in North America and Europe, and a resurfacing of interest in functional multilingualism in Europe (Sierens & Van Avermaet, 2013). We also recognise an interrelationship among linguistic, cultural and epistemic knowledge, so we embed intercultural (e.g. Scarino, 2014) and epistemological considerations within language teaching and learning (e.g. Andreotti & de Souza, 2008).

1.3 Languages, education, code-switching and translanguaging

The critical edge of language education pedagogy is shifting towards realities that require a response to student diversity (Stroud & Heugh, 2011). The theoretical underpinnings and pedagogical approaches of teaching a second language, conceptualised and based on a monolingual view of each nation state (Gogolin, 2009) and a separation of each (usually European) standardised language, are no longer sustainable. We are being drawn inexorably towards multiple languages and repertoires in each teaching and learning context, rather than just EMI, and these have consequences for pedagogy (Stroud & Heugh, 2011).

Most people from bilingual or multilingual contexts engage in 'code-switching' (as discussed by Myers-Scotton & Urry, 1977) and 'code-mixing' or 'mixed languages' (Muysken, 2011). These, we argue, are normal everyday occurrences in bilingual and multilingual societies and have been the subject of ongoing research (e.g. in three decades of research in Hong Kong) (see Lin, 2013). Although code-switching and code-mixing were stigmatised practices in ESL teaching in former British colonies in the past, it is now fairly well accepted that this process is inevitable and can, if used systematically, function as a productive process in learning and teaching (e.g. Swain et al., 2011; Wolff, 2000).

In North America and the UK, bilingual and multilingual education are often thought to be confined to approaches that keep the learning of each language separate and in parallel with other/s (García & Li Wei, 2014; Heller, 2007). However, this is not the case in many countries of Africa and Asia, nor is it the case in European cities where classroom practices resist linguistic separation. Postcolonial multilingual societies defy attempts to keep languages separate from one another, even in formal education, attempts (e.g. Agnihotri, 2014; Heugh, 2015; Sierens & Van Avermaet, 2013; Swain et al., 2011).

Although students' multilingual repertoires are often discussed as resources in learning (e.g. García & Li Wei, 2014), we have not been able to offer adequate explanations of how these resources are employed or how they may be harnessed more effectively. We have also not sufficiently explored how the relationship between proficiency in the home/primary language and English may add value

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[2] We use the term 'primary language' as an alternative to 'home language' or 'first language'. Because students may have several spoken languages, but only one written language, this refers to the primary written language.

to student learning in EMI contexts, nor do we yet understand how best to encourage students to make explicit and optimal use of their whole linguistic repertoires (i.e. their informal spoken practices as well as more formal written practices) in the teaching and learning of English as a subject and as EMI across the university curriculum.

Purposive alternating between two languages, termed *'trawsieithu'* (Williams, 1996), later translated as 'translanguaging', has been discussed in respect of bilingual Welsh–English schools in Wales (Lewis et al., 2012; Williams, 1996). The term 'translanguaging' has been borrowed by García in the US (García, 2009) and reinterpreted by García and Li Wei (2014). For the latter, translanguaging differs from code-switching in that the focus is on the languaging process rather than on the language code (form). Canagarajah (2011b) suggested that although García and colleagues discussed the process of translanguaging in spoken contexts, there is little documentation of the pedagogical use of translanguaging in written tasks. García and Li Wei (2014), for example, acknowledged that they find it difficult to address in practical terms how translanguaging can be included systematically in formal education.

We suggest firstly that translanguaging is a useful term in contexts where the focus is turned towards how students who come from a language background different from the mainstream learn in an EMI setting. Secondly, we argue that even though translanguaging may be regarded as a contemporary name for old practices (cf. Edwards, 2012), the advantage of this term is that it does not carry the negative stigma associated with others, such as code-switching (Heugh, 2015; Swain et al, 2011). Thirdly, we argue that while this concept is not new or an alternative to either multilingualism or multilingual education, it emerges as a strand within a long history of research in bilingual and multilingual education in colonial and postcolonial settings. Although the early translanguaging literature focuses on process, we suggest that both process and practice of translanguaging are evident in spoken and written code-switching (e.g. Kerfoot & Simon-Vandenbergen, 2015; Lin, 2013), functional multilingualism (Heugh, 1999, 2015), functional multilingual learning (Sierens & Van Avermaet, 2013) and multilinguality (Agnihotri, 2014).

1.4 The pilot study on translanguaging in 2014

In a pilot study on translanguaging conducted in 2014, we find a strong positive correlation between writing proficiency in primary language (Chinese) and English across three criteria for all Chinese-background students in our data, particularly those from China and Hong Kong. These are sentence structure, use of vocabulary and summarising. Students with a stronger writing proficiency in Chinese seemed likely to develop a stronger writing proficiency in English. This tendency is illustrated in Figure 1.1.

Figure 1.1: Comparison of students' overall writing proficiency in Chinese and in English
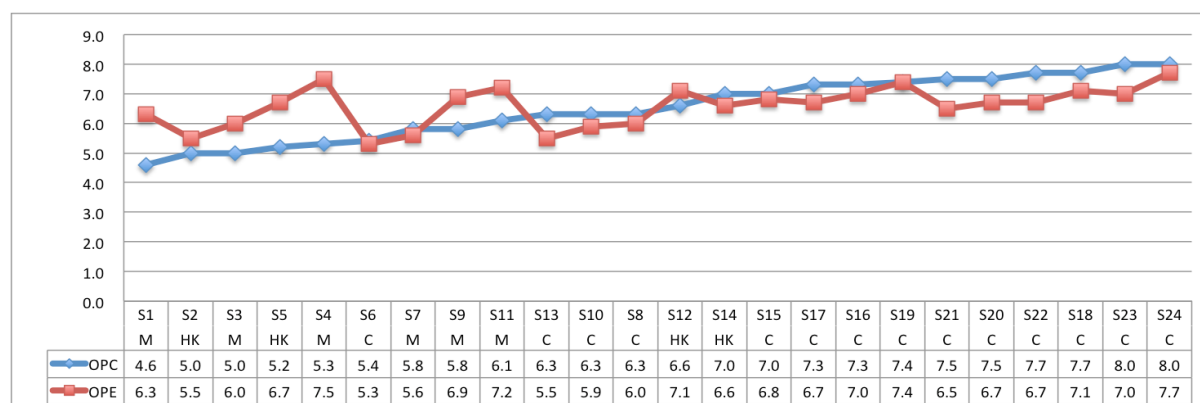
Note:

C = China; HK = Hong Kong; M = Malaysia; OPC = 0verall proficiency in Chinese; OPE = overall proficiency in English; S = student.
Vertical axis = degree of proficiency.
Horizontal axis = students from Malaysia (M), Hong Kong (HK), and China (C).

We further explore the correlation between the writing proficiency in Chinese and English through the analysis module of bivariate correlation (two-tailed Pearson) in Statistical Package for the Social Sciences (SPSS) (Version 20). When we remove the Malaysian Chinese students from the dataset, we find more significant correlation of students' writing proficiency (P) in Chinese (C) and in English (E) in relation to sentence structure, use of vocabulary and/or terminology, summarising, and overall proficiency in different genres of texts across their written tasks in both languages. This is shown in Table 1.1.

Table 1.1: Correlations of overall writing proficiency in Chinese and English for students from China and Hong Kong

PE / PC	PE-S	PE-VT	PE-SS	OPE
PC-S	.649**			
PC-VT		.725**		
PC-SS			.693**	
OPC				.736**

Note: ** significant at $p < .01$
S = sentence structure; VT use of vocabulary and/or terminology; SS = summarising; OP = overall proficiency; C = in Chinese; E = English

Figures in Table 1 indicate that for students from both China and Hong Kong, writing proficiency in Chinese was strongly correlated with that in English for each of the categories. We find the correlations as follows: for sentence structure, r (16) = .649, $p < .01$; for use of vocabulary and/or terminology, r (16) = .725, $p < .01$; and for summarising skills, r (16) = .693, $p < .01$. We also find that

the correlation of overall writing proficiency between Chinese and English is even stronger, *r* (16) = .736, *p* < .01.

This positive correlation between writing proficiency in the primary language (Chinese) and in the target language (English) is consistent with that reported in the international literature on bilingualism (e.g. Cummins, 2007) and a number of studies in Mainland China and Hong Kong (e.g. Brimer, 1985; Huang, Liang, & Dracopoulos, 2011; Wang & Wen, 2004).

We also find a relationship between the kind of translation and translanguaging practices used by students and their proficiency in written Chinese and English. Overall, students who demonstrated a higher level of written proficiency in both languages made the most use of more complex linguistic processes in translation or versioning (Vers) and less used of literal or word-for-word (WW) translation. Students who had a lower level of proficiency in both languages made greater use of literal translation and less used of versioning. The distribution of translanguaging strategies used by students as revealed in our data is illustrated in Figure 1.2, and in Figure 1.3 we take a closer look at student use of translanguaging. In each of Figures 1.2 and 1.3, the translanguaging strategies are linked to overall writing proficiency in both Chinese and English, beginning with students who exhibit lower levels of proficiency at the left and those with higher levels of proficiency at the right.

Figure 1.2: The distribution of translanguaging strategies used by students

	S1 M	S2 HK	S3 M	S5 HK	S4 M	S6 C	S7 M	S9 M	S11 M	S13 C	S10 C	S8 C	S12 HK	S14 HK	S15 C	S17 C	S16 C	S19 C	S21 C	S20 C	S22 C	S18 C	S23 C	S24 C
CM	2	1	0	1	1	0	1	2	3	1	2	1	3	1	0	1	0	0	3	0	0	0	0	0
CS	1	0	0	1	0	0	0	2	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Vers	3	1	2	2	4	0	1	3	2	1	4	3	3	1	3	4	2	4	4	3	2	4	3	4
WW	2	1	1	0	2	3	2	1	1	1	2	1	1	2	0	0	0	1	0	1	0	1	0	0
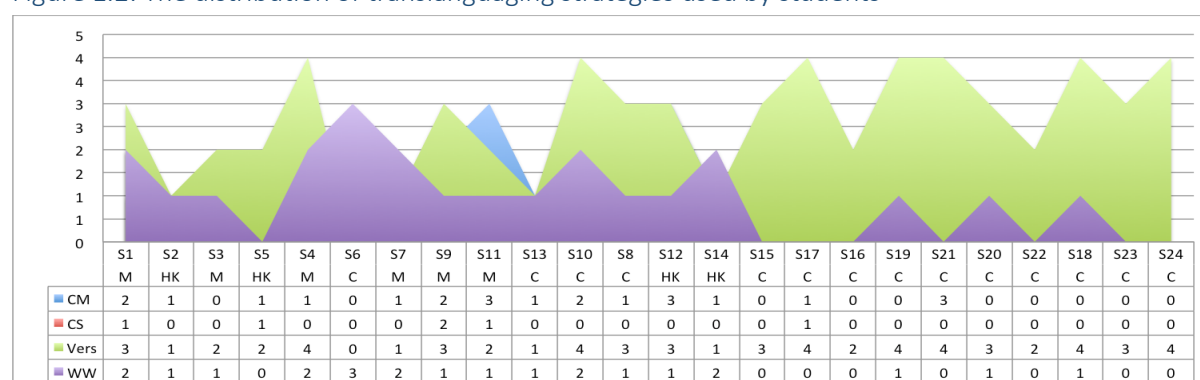
Figure 1.3: The trend lines of translanguaging strategies used by students

(1)
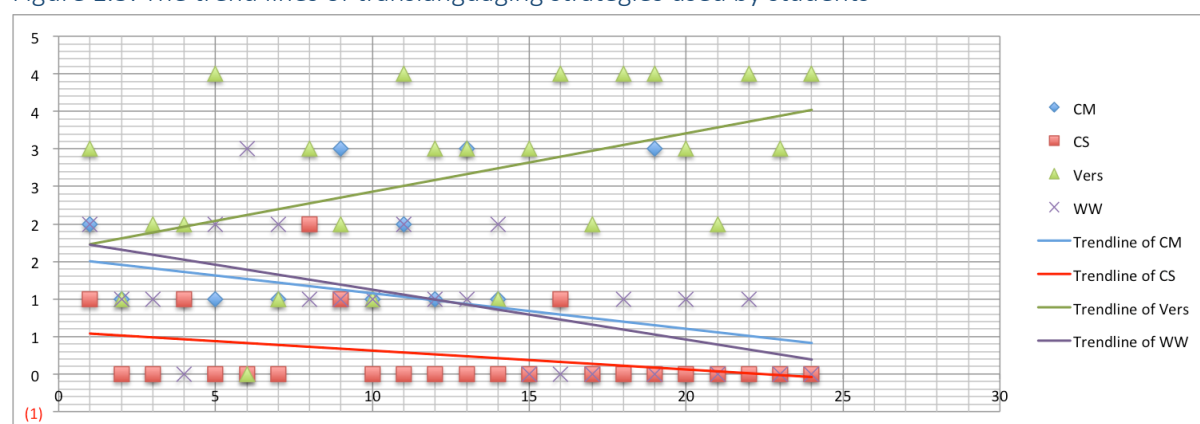
Note:
Vers = versioning translation; WW = word-for-word translation.

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Here we see that students with higher levels of proficiency in both languages make most use of versioning in their translation and also appear to make less use of code-switching, code-mixing and word-for-word translation. We also see that students with lower levels of proficiency in both languages use more word-for-word translation and they also appear to make more use of code-switching and code-mixing, but less use of versioning translation.

Again we use bivariate correlation (two-tailed Pearson) in SPSS to establish a correlation between overall proficiency in both Chinese and English, and translanguaging strategies. We find no correlation between proficiency and the use of code-switching and code-mixing, but we do find correlations with versioning and word-for-word translation, as evident in Table 1.2.

Table 1.2: Correlations between the use of Vers/WW translation and overall writing proficiency in Chinese (OPC) and English (OPE)

	OPC	OPE
Vers	.420*	.643**
WW	-.560**	-.454*

Note: * significant at $p < .05$; ** significant at $p < .01$

Figures in Table 1.2 indicate that for these students:

1. OPC is significantly correlated (r (22) = .420, $p < .05$) and OPE is strongly correlated (r (22) = .643, $p < .01$) with the use of versioning translation.
2. OPC is strongly (negatively) correlated (r (22) = -.560, $p < .01$) and OPE is significantly (negatively) correlated (r (22) = -.454, $p < .05$) with the use of word-for-word translation.

This indicates:

- a positive correlation between writing proficiency in each language and the use of versioning translation
- a negative correlation between writing proficiency in each language and the use of word-for-word translation

Chapter 2 – Case Study in 2015

2.1 This case study 1, 2015

The findings in the pilot study in 2014 informed Case Study 1, 2015. The 2014 pilot study findings suggest that in an EMI university context, where students have a strong proficiency in their primary language, this is an advantage and an academic resource. These students are able to make use of highly complex cognitive (trans)lingual expertise in both languages in order to facilitate academic use of English and to grapple with academic knowledge in the EMI academic context. The data therefore support a pedagogical shift from developing academic proficiency in a single target language, English, to a twin-objective, that is, development of academic writing in students' primary language and English simultaneously in Australia. Translanguaging is one way to achieve this.

Case Study 1 was carried out in order to deepen an understanding of how bilingual/multilingual students use their entire linguistic and knowledge repertoires to develop their English language capabilities for undertaking studies and grappling with academic knowledge in an EMI university context. The study investigated the development of academic English language capabilities of students from three EAL courses (LANG 1052, LANG 1053, and LANG 2033). The study included a specific focus on the way that the primary language can be used to support and strengthen English language capabilities. We used translanguaging as a strategy to investigate the process.

We began with the following questions:

1. How do students make use of their linguistic resources, i.e. their linguistic and knowledge repertoires in addition to English, to advance their academic learning and expertise in English when studying at UniSA?
2. How do students view and understand the use of their linguistic resources when undertaking studies in an EMI university context?
3. What are the challenges and needs for students in their studies in an EMI university context?
4. What are the implications of this study for strengthening the current teaching across the Division of EASS to meet the needs of EAL students?

The purpose of this study was to establish a way of working towards a Div-EASS English language development approach in collaboration with the English language proficiency initiatives of the TIU. It was intended that this intervention would be sensitive to the language-rich nature of teaching and learning in EASS, would draw on the resources of the TIU, and would be portable across the division and potentially to other parts of the university.

2.2 Methodology

Case study 1 focused on the translanguaging and reflective strategies used by students from the three EAL courses in the development of their English language capabilities. Data were gathered from students' written assessment tasks in the EAL courses (including draft assignments and specific components or elements of the written tasks), students' self-reflections and feedback, and individual

interviews with students (audio-recorded and transcribed). In order to gain a broad understanding of student challenges and strategies, some draft assignments and/or notes from other courses were also collected.

Drawing on a theme-based approach (Creswell, 2007), the researchers analysed the data to:
- identify the ways in which students make use of their linguistic resources (primary language, EAL, and their multilingual *understandings*)
- identify the views, the challenges and hopes of using linguistic resources for students in their English language capabilities development and academic studies in an EMI university context
- reflect on and discuss implications for teaching and learning strategies in EAL courses and more broadly for the Division. It is anticipated that findings of the study will inform the creation of tools and resources that can be used in different courses across the Division of EASS.

As the study involved audio recording of interviews with students, and the collection of students' written texts, students were provided with the relevant participant information sheets and consent forms to obtain their written permission, in line with UniSA guidelines. The data have been kept anonymous to maintain participants' confidentiality. Table 2.1 provides the details of the data collected from students.

Table 2.1: Case Study 1 data sets

Students' written texts	1) LANG 1052: Biography project (including notes, drafts, and self-reflections/reviews) 2) LANG 1052: Descriptive writing 3) LANG 1052: Questionnaires/feedback 4) LANG 2033: Language project (including vocabulary log, text rewriting, text translation, and self-reflection) 5) LANG 2033: Oral-self-assessment 6) Draft assignments/notes in other courses Total written text sets: 106
Student interviews	Four international students were interviewed about their experiences of and views about the use of their entire linguistic and knowledge repertoires to develop English language capabilities for undertaking studies at UniSA. (All have bilingual/multilingual backgrounds, with one from Mainland China, one from Hong Kong, one from Japan, and one from Malaysia.)
Tutor's reflections	A tutor with 10 years of English language teaching experience reflects on the use of translanguaging pedagogy in the EAL courses.

We will first describe how students use their linguistic and knowledge repertoires in addition to English to accomplish various learning and assessment tasks. We then summarise the views of students in relation to their attitudes and hopes, and the challenges of using their entire linguistic resources to advance their English language capabilities and academic learning at UniSA. Finally, we discuss how the EAL provision could be strengthened and what teaching and learning strategies, tools and resources might be portable to other courses in the Division to enhance students' English language capabilities. Ultimately, the aim is to help bilingual/multilingual students to improve the quality of their academic learning in an EMI university context.

2.3 Student experience of using entire linguistic and knowledge repertoires through the strategy of translanguaging

According to the data in this study, we find that bilingual/multilingual students commonly make use of their linguistic resources through the strategy of translanguaging to accomplish various learning and assessment tasks. They use translanguaging strategies in different ways, and the use of translanguaging strategies occurs at various stages of the assessment tasks. The ways in which students make use of their linguistic resources/repertoire are:

- conducting interviews and taking notes
- making drafts/outlines and writing for assignments
- learning new words and reading for meaning
- researching.

2.3.1 Conducting interviews and taking notes

The biography project of LANG 1052 requires students to develop interview questions, conduct an interview, take interview notes, and write them up and edit them into a biography. Most of the students used languages in addition to English to conduct interviews and to make interview notes, as shown in Table 2.2.

The data show that when conducting interviews, (1) students who speak different languages from their informants tend to use English to conduct interviews, while Cantonese-speaking students use Mandarin with their Mandarin-speaking informants; (2) students who share the same primary language with their informants tend to use their primary language to conduct interviews. For example, when both students and informants have the same primary languages (e.g. Cantonese, Mandarin or Japanese), they use that language in the interviews.

The data show that when taking interview notes, most students use both their primary language and English, a few students use only their primary language, and others use only English.

Table 2.2: Languages used in the process of completing a biography project

Students	Student's primary language	Informant's language/s	Language/s used in conducting interviews	Language/s used in taking notes
S1	Arabic	Arabic, Greek, English	Arabic /English	Arabic/English
S2	Arabic	Chinese	English	English
S3	Cantonese	Cantonese (Hong Kong)	Cantonese	English
S4	Cantonese	Cantonese (Hong Kong)	Cantonese/ English	English
S5	Cantonese (Hong Kong)	Cantonese (Hong Kong)	Cantonese	English/Cantonese
S6	Cantonese (Hong Kong)	Cantonese (Hong Kong)	Cantonese	English/Cantonese
S7	Cantonese (Hong Kong)	Cantonese (Hong Kong)	Cantonese (Hong Kong)	Cantonese/English
S8	Cantonese (Hong Kong)	Cantonese (Hong Kong)	Cantonese)	English/Cantonese
S9	Cantonese (Hong Kong)	Cantonese (Hong Kong)	Cantonese	English/Cantonese
S10	Cantonese (Hong Kong)	English	English	English/Cantonese
S11	Cantonese (Hong Kong)	English	English	English/Cantonese
S12	Cantonese (Hong Kong)	Mandarin	Mandarin	English/Cantonese
S13	Cantonese	English	English	English
S14	Cantonese	Mandarin/English	Not shown	English
S15	Chinese	German/English	English	English
S16	English/Chinese	Dutch/English	English	English
S17	Gujarati	Gujarati	Gujarati	English
S18	Japanese	Japanese	Japanese	Japanese
S19	Mandarin	English	English	Almost only English
S20	Mandarin	English	English	English
S21	Mandarin	English	English	English/Mandarin
S22	Mandarin	Mandarin	Mandarin	English
S23	Mandarin	Mandarin	Mandarin	English/Mandarin
S24	Mandarin	Mandarin	Mandarin	English/Mandarin
S25	Mandarin	Mandarin	Mandarin	Mandarin
S26	Mandarin	Mandarin	Mandarin	Mandarin /English
S27	Mandarin	Mandarin	Mandarin	Mandarin/English
S28	Mandarin	Mandarin	Mandarin	Mandarin/English
S29	Mandarin (An Hui dialect)	Mandarin (An Hui dialect)	Mandarin (An Hui dialect)	Mandarin/English
S30	Mandarin	Malaysian /Cantonese	English	English
S31	Mandarin	Mandarin Chinese	Mandarin/English	English/Mandarin
S32	Mandarin	Spanish /English	English	English

It is worth pointing out that some students use different languages in interviewing and in taking notes. For example, student 12 is a Cantonese-speaker, but uses Mandarin in the interview and takes notes in both English and Cantonese; and student 17 is a Gujarati-speaker, but the student uses Gujarati in the interview and takes notes in English.

The data suggest that students use their linguistic resources flexibly through the translanguaging strategies of code-switching and code-mixing to obtain information in interviews in order to accomplish the biography writing task. The decision on which linguistic resources should be used and how they use them depends on the situation/context.

2.3.2 Making drafts/outlines and writing for assignments

The data also show that in drafting or making outlines for assignments, students use their linguistic resources through the translanguaging strategies of code-mixing and/or code-switching. This is an important stage for the students in completing their assignments. Examples 1 to 4 are extracts showing these steps.

Example 1: Notes/outlines/drafts
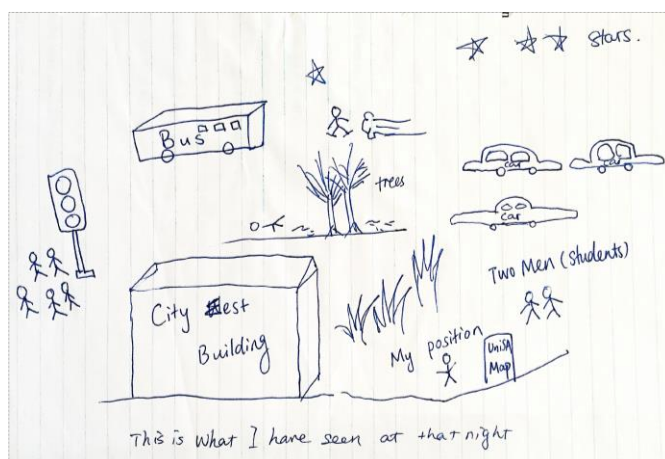
Extract 1a. Illustrations

The student uses linguistic signs (English words) and hand-drawings to illustrate what had been seen that night. This provided the student with information for the descriptive writing task.

Extract 1b. First draft

The student interprets the picture at Example 1a and uses both Chinese and English to make a draft (an outline) for the writing task.

The student begins with an opening sentence in Chinese with code-mixing of two English words, 'city east', and then switches to English. The key information is described by using short sentences, phrases, or key words in English.

Then, the student writes the plan/structure for the writing task and adds more detailed descriptive information in Chinese.

Extract 1c. Final draft

Finally, the final draft of the descriptive writing is presented in English, based on the information shown above. (Excerpt)

Example 2: Notes/draft
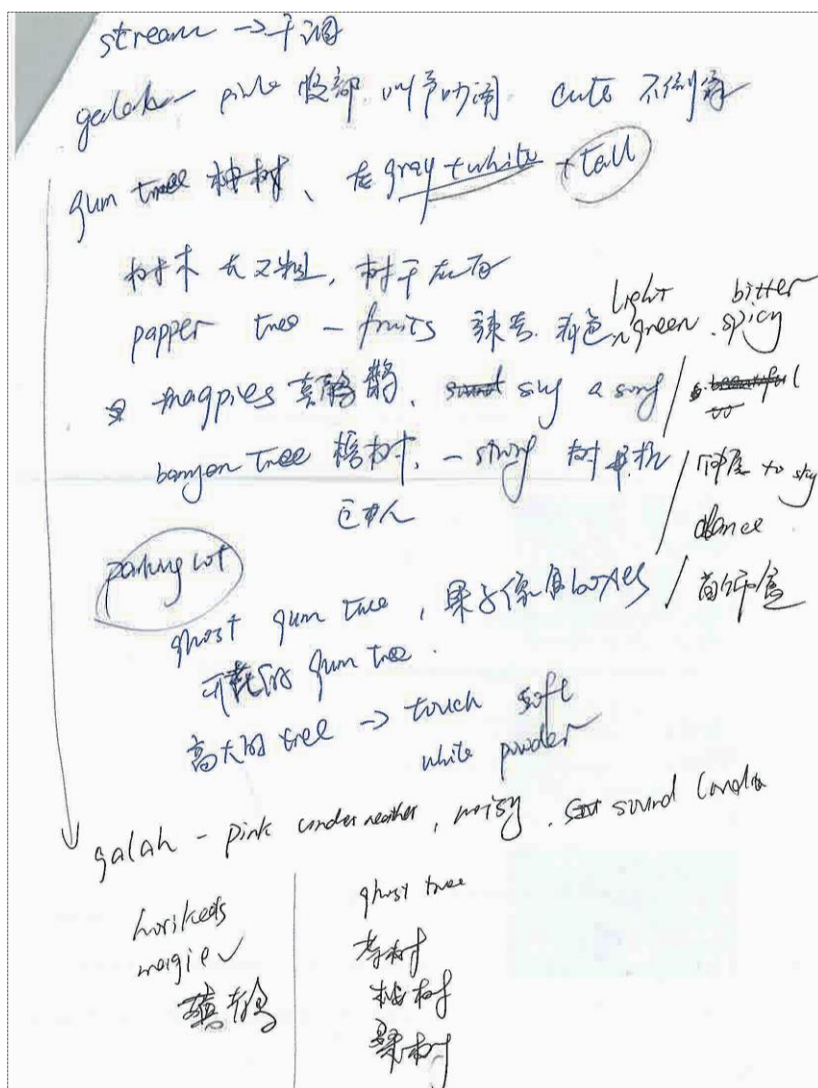
In this example, the student uses some key words/phrases in English and in Chinese to write some key information.

It was too cold to get up early and catch up the bus on time in last Wednesday morning. It was felt that a chilly winter day is coming. It looks like I live with lady luck because teacher just started the class. She took us to go out to walk around Magill Campus.

Weather likes s changeable child because it was raining on my way to university. When I went out of the building, it was as if Mr. Cold overcomes Miss. Rain. An earthy smell lingered in the air. Everything is not to fall asleep in addition the waterless stream. I could not help holding my arms and followed the teacher.

Passed the stream, the first thing we noticed that an ordinary plain of Australia which is truly shorter than other trees and likes seven dwarves beside Snow White. And then, we saw a pepper tree. It has a dark grey trunk, dark green twigs and some small fruits. These small fruits have a strong taste, bitter and spicy. We keep walking in the trail under the staggered shade.

I heard a musical voice. I saw some magpies on a tree singing a song when I raised my head. It was a tree as tall as Ming, Yao who is Chinese basketball player. It has a strong and gray trunk and a tough touch. Its limbs like an elegant girl who is dancing ballet. Suddenly, there was a noisy voice. It was a galah that standing proudly on the branches of

Extract 2b. Final draft

Then, based on the key information, the student completes the final draft in English.

Example 3: Drafts

The first draft is written in both Chinese and English by using the translanguaging strategies of code-switching and code-mixing. The student writes the first sentence in English, and then at the second sentence switches to Chinese, code-mixing with a few English words. The student continues to switch between English and Chinese to complete the draft.

Extract 3a. Translanguaging draft

It was a sunny day. The sunshie 排列整齐的葡萄树像列队的军人一望无际的葡萄园..我隐隐约约看见里面的 cottage. 阳洒在每片树叶上又折射出来。使我有一点睁不开眼睛，仙境。聒噪的街道变得安静 I smell the fresh, every cells 复活。Unreal, when I touch the tree truck, the 粗糙的 fell，美丽的景色这个景象深深的吸引着我，使我听不见任何的车声。我的心情一下子变得很好，我想要走进这个葡萄园，Moreover, it gave me a lot of energy and made me want to run 5 miles while the singer sang at the top of their lungs. My whole body feels really excited, 却发现时间不多了，可是我一定会再来一次,工人是多么的伟大，农场主是多么热爱自己的葡萄园（vineyard）make me feel relax.

Extract 3b. Part of second draft

Extract 3c. Part of final draft

It was the first day of handing out catalogues in a place I have never been to. I carried a heavy big trolley with catalogues inside and walked through the noised slope road. My arms could not afford the heavy trolley, and my hands started painful. Every walking paces became harder and I felt really depressed.

When I went up the slope, a vineyard grabbed my attention immediately. I forgot the sore and painful in my body totally. I just realized how beautiful day it is. The sunshine sprinkled on each grape leaves and refract into my eyes. I enjoyed it even I could not open my eyes easily. The noisy street suddenly became quiet. Vine like a layer of green waves toward the far-away place of cloudy sky stretching the roots. The view was unreal, it made me like Alice go into a wonderland. I knew there is my wonderland.

When I walk up to vineyard, I just can smelled the fresh air came out from trees. It gave me a lot of energy and made me want to run 5 miles. Every cell in my body revived and felt really excited. The large number of grape trees in orderly rows at the vineyard, it just look like the neat row of the guard in China's National Day. (The mountain in the back of vineyard and sky blend together.) All tree trucks in similar size. The dark brown braches crossed the bamboo rattan like witch's hands. The green leaves were fall naturally. It easily sees all trees were well treated. The workers and owner of vineyard must be love the vine in deeply. From the gap of trees, I faintly saw a gorgeous tiny cottage hiding there. It made me wonder any princess lived there. I had crush on the view, I was deeply touched and felt relax.

Walking around the outside of vine, I was trying to find the gate. But there was surrounding by vine fence and a river down the edge, it divided the wonderland with real life. Luckily, a stone bridge crosses the river and linked two places. I could not wait to go up the bridge. However when I touched the bridge, the coarse feel getting me back to reality. It was the time to do the job. In the future, I should visit here again.

It was the first day of handing out catalogues as a job in a place I have never been to. I carried a large heavy trolley with catalogues inside and walked through the noisy sloping road. My arms could not afford the heavy trolley, and my hands started feel painful. Every walking pace became harder and I felt really depressed.

When I went up the slope, a vineyard grabbed my attention immediately. Vines like a layer of green waves toward the far-away place of a cloudy sky. The view was unreal, it made me like Alice going into a wonderland. I knew there is my wonderland. I forgot the soreness and pain in my body totally. I realized how beautiful the day was. The sunshine sprinkled on the grape leaves and refracted into my eyes. I enjoyed it even I though could not open my eyes easily. The noisy street suddenly became quiet.

When I walked up to vineyard, I just could smell the fresh air coming out from trees. It gave me a lot of energy and made me want to run 5 miles. Every cell in my body was revived and felt really excited. The large number of grape trees in orderly rows at

Based on the first draft, the student completes the second and final draft in English, as shown in Extracts 2b and 2c.

Examples 1, 2, and 3 show how students use both primary language and English through the translanguaging strategies of code-mixing and code-switching to make drafts and/or outlines. Some students make drafts fully in their primary language and then translate the drafts into English to complete the assignment tasks, as can be seen in Example 4.

Example 4: Drafts

Extract 4a. Initial draft

The student completes the whole draft in well-constructed Chinese sentences with only minimal code-mixing of the English name 'Adelaide Torrens River'.

Extract 4b. Part of final draft

Then, the student translates the Chinese draft into English through the translanguaging versioning strategy.

The winter in Adelaide like babies' face because the weather is unsettled, sunny and rainy always changed dramatically. However, the weather of last Saturday is an exception, the bright sunshine of the early morning. I looked out from the window of my room, a transparent blue sky like a piece of silk handkerchief was hanged. There were some small and white clouds staying on the blue sky just like the flowers on the handkerchief. Then I closed my eyes and felt the warm faint breeze against my face, came with the fragrance of the flowers, grasses and soils.

After watching this amazing view, we decided drove to Adelaide River Torrens. When we drove out of the driveway, four parrots flew across the road in front of the car. We noticed that they were Crimson Rosellas, the special parrots are not normally found around our house. The considerable colour variations of the Crimson Rosellas like beautiful girls dressed in dance costumes. They were sprinkling tiny footprints around the front of my car, and rippled their song loudly. I did not bring my camera to take a photo for them anyway.

It was really impressed when I arrived at Adelaide River Torrens Liner Park trail because there were many bright blooming blossoms and some of them were secretly growing up to fruits. I thought I was wrong because I was thinking it would be boring and nothing worth to see due to the cold

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Examples 1 to 4 show us that the primary language plays a significant role in helping students to prepare the groundwork for writing in English (i.e. in brain-storming ideas and making drafts / outlines). The examples also illustrate that during the preparation stages, in order to use their linguistic resources, students code-mixing and/or code-switching between their primary language and English. They may also use illustrations to help prepare for writing in English (see Example 1). The process of creating signs/drawing and the process of interpreting signs/drawing and then writing also reflects the process of translanguaging, which involves not only words but also images (see García & Li Wei, 2014).

According to the interviews with students, it was found that such strategies (i.e. making use of their linguistic resources through code-mixing and/or code-switching between primary language and target language to prepare writing) are used not only in accomplishing assignments for EAL courses but also for other courses undertaken at UniSA, as shown in Examples 5, 6 and 7.

Example 5: Notes/outlines/drafts

Extract 5a. Stage 1

Here we see that, in the first stage of writing an essay about the duty of ethical journalism, the student writes some key points through code-switching between and code-mixing two languages: primary language (Chinese) and target language (English).

The student also makes a brief outline for the essay as shown at the bottom of the page.

① Introduction

② Ethical Journalism
    under human right Act
    法律賦予新聞自由. 但同時新聞從業員要 follow the law.
    尤其是 Court reporter, open Justice.

③ Media Law
    Contempt of Court

④ Example of Contempt.
    一個反例子去証實 ethical Journalist must obey to law.

    • 記者的工作無人可以替代.
    • 在社會上扮演一個重要的角色.
    • Increase accuracy & verification.

    This essay is going to explain the duty of ethical Journalism and the media
    use a case to explain why ethical Journalism have to obey the
    law.

    Journalism is the acti
    The main activity of Journalism is gathering, accessing, creating, and
    presenting news and information to public. These activity seems like
    easy but to do but actually that is very hard.
    Public can read get the lastest information via newspaper, magizne,
    boarcast or televion. That is the only way to understand the what
    happen everyday around the world. Jouralist become our eyes to
    look around every conern In the world.

    • The reason to build up The code of ethics
      beside of the to ensure the accuracy of story and also of the
      freedom of press.
    • Explain freedom of press.
        Law ↔ Media ✦

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Extract 5b. Stage 2

In the second stage, the student makes amendments to the outline, giving more information in both Chinese and English.

Then the student makes a brief draft from the outline in English.

Example 6: Notes/outlines/drafts

In this example, students were asked to write an essay on the topic: In what way does history help us understand everyday cultures? The following copies show that the student writes key points and makes outlines in both Chinese and English through the translanguaging strategies of code-mixing and code-switching.

Extract 6a. Stage 1

In this stage, the student first uses Chinese to write a general introduction of the topic, and then switches to English, providing the theme of the essay in an English sentence. Next, the student uses both Chinese and English to list an outline of the essay.

Qs. In what way does history help us understand everyday cultures?

Be sure to use history as time or as experience, which help us to understand sites of everyday culture such as gardens, food, home, tech.

① Intro 建立
→ establish the setting & the subject
→ what do I going to argue?
→ Plan.

History as a mirror.
the study of past.
We can understand rise & decline.

② Explain the key term,
→ everyday culture
→ food.
→ history.

Family meal
happen in the recent year.
won't happen in the past.
why, "togetherness"
live together.
有研究指出 family meal 係 good.
past time
meal time = 朋友 Time

③ memory & Food
→ Habitus

When we eat, we are reminded of a similar dish at another time & place.

→ memory
→ ~~format~~ → Cooking method., home cooking or eating out.
→ family meal.
→ cookery book → commercial
→ eating habit.
→ fast food culture.
→ family meal → 家庭聚餐是近年才有的。→ why what happen in the past & why him?

'togetherness'
The notion of family meals.
family & household.
Working class vs middle class.

→ Who is going to cook?
小朋友定型
女仔生的地盤

Example 7: Outlines

Here, the student uses both her primary language (Japanese) and English to outline her essay.

(Handwritten outline)

AAC → Research

※ Discuss the potential challenges and opportunities that the Asia century offers Australian society
（オーストラリアの社会にアジアセンチュリーが提供する潜在的な挑戦と機会は何か？）

• Challenges
① 日中関係にどちらがあるか 中国よりにするか？日本よりにするか？
①① アジアのいくつかの政治問題に巻きこまれる可能性がある
② アジアになじむのが困難である → オーストラリアはアジアのリーダー的そんざいになりたいが、アジアにとってはばかいである → アイデンティティの違い
③ 歴史的に違うかんじで歩んできたオーストラリアが完全にアジアになることはできないのではないだろうか？

• Opportunities
① market にポテンシャルがある？
② ゆにゅう・ゆしゅつの利益拡大 → 作物を輸出できる
③
① 中国、インドのGDPも、ASEANなどに日本に比べると↑成長している

Intro   86 ✓
R&W   200
C   100
T&E   200
Con   100 40

Intro   141 ✓
AC   124 ✓
Challenge   700   368
Opportunity   700   437
How? – 目標 200～150   106
Con – 202 ✓

現時点
Intro –   44 102
Body – C   124
    – O   191
Con – 80

min 2000 wds

AACE ~~2500~~ wds
Introduction   150
Body challenge   1000
Opportunity 1000
89
300
368
332
Conclusion   250 wds
89
700
437
263

The examples suggest that students rely naturally on their primary language to build the foundation for writing; that is, they tend to develop and structure ideas in their primary language.

However, it is worth pointing out that the translanguaging strategy of translation plays an important role in producing outlines/drafts into final texts in English. In order to develop a further understanding of how that students make use of translation in their writing, we take one example from the biography project as instance, as shown below.

Example 8: Notes/editing/draft

In this example, the student uses his primary language (Mandarin Chinese) to conduct the interview. His notes and drafts show four main stages in producing the biography, in which the student uses the translanguaging strategies code-mixing, code-switching and versioning translation. The four stages and the use of translanguaging strategies are presented in the following extracts from the notes and drafts.

Q1: Can you please tell me about yourself briefly?

I was born in shanghai in the 1970s, 虽然 你看我现在事业有成. 家庭幸福。但自从移民到澳大利亚以来，我个人生活坎坎坷坷，take a long time to get used to the environments of Australia. 后来，又得了胆肝癌。而 career path is full of hard ships. 麻在九十年代 的在 shanghai 的时候，我做过高级 engineer，因在项目任职，等是 人人羡慕 那种，但来这以后，我花了很久才赶上国内的水平。

Q2: I was just wondering if you could possibly explain why you immigrated to Australia.

Although I worked in a state-owned enterprise and this job was very stable. 但是收入还是低了些，我想送我女儿出国接受更好的 education I discussed with my husband. 技术移民到 Australia 后我到 high income 的工作 应该就可以了。2010年，我们就申请了，It took one year to get the visa approved.

Stage 1 Interview notes

The student takes notes in both his primary language (Chinese) and the target language (English) using code-mixing and code-switching strategies.

Q1: Can you please tell me about yourself briefly?

出生在上世纪 70 年代初的上海。不管是个人生活还是职业发展上，历经波折，因此拥有不平凡的经历。另外，九十年代初，还在中国的时候，她做过高级工程师，也做过国企项目经理。

who was born in Shanghai in the 1970s, experienced many years of twists and turns and showed a strength and resilience whether in actual working or realistic personal life.

In 1990s   was a construction senior engineer. Then she became a project engineer of state-owned enterprise.

Q2: I was just wondering if you could possibly explain why you immigrated to Australia.

虽然   」在国企工作，并且工作十分稳定，但微薄的家庭收入不足以支持适合女儿的教育。这是主要原因。于是，在 2010 年，   一家申请了澳大利亚的技术移民并在一年后顺利获签。

Though her job was very stable, her income cannot support the education that   wants to give her daughter. In 2010, her family applied to immigrate to Australia under Skilled Migration Class and it took one year to get the visa approved.

Stage 2: Editing interview notes

The interview notes for each question are re-edited in Chinese using well-constructed sentences. This is followed by an English translation, that is, the student also translates the completed Chinese notes into English through the versioning translation strategy.

Stage 3: Drafting

The biography is drafted from the English translation of the interview notes shown in Stage 2.

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Born in Shanghai in the 1970s, _____ experienced several years of twists and turns and demonstrated a strength and resilience no matter ~whether~ in actual working or realistic personal life. Most importantly, the extraordinary story of _____ explores the hardships, complexities and beauty of the lives of the immigrants from China to Australia. ✓ ✓ good

In ~the~ 1990s, while in China, _____ had been a construction senior engineer and a project engineer of a state-owned enterprise. _____ met her husband at this enterprise where he was the manager. Ten months later, they got married and gave birth to a girl. Though her job was very stable, the household income was not enough to pay for the education _____ ~wanted~ to give her daughter. Therefore, in 2010, her family applied to immigrate to Australia under ~the~ Skilled Migration Class and took one year to get the visa approved. ✓

Stage 4: Final draft

The biography draft is re-edited by the student using strategies such as changing/adding words, combining sentences and versioning, and the final draft is completed.

These examples illustrate how bilingual/multilingual students use their linguistic resources through various translanguaging strategies to produce writing in English. They show that the use of translanguaging runs through the whole process of writing; however, in different stages, a range of translanguaging strategies might be used for various purposes, and students' primary and target languages might also have differentiated roles.

Figure 2.1 illustrates the process, derived from the data, of producing writing in English and the use of translanguaging strategies in different stages for bilingual/multilingual students.

Figure 2.1: The English writing process involving translanguaging for bilingual/multilingual students

English writing Process			
Prewriting	**Outlining/Drafting**	**Writing**	**Revising**
•Drawing ideas	•Structuring / organising ideas	•Presenting ideas in English	•Revising writing in English
•Think in primary language or in both languages	•Writing in primary language or in both languages	•Writing in English	•Writing in English
•Language features: Words, phrases, short sentences	•Language features: Words, phrases, short sentences	•Language features: Completed sentences	•Language features: Completed sentences
•Translanguaging strategies used: code-mixing, code-switching	•Translanguaging strategies used: code-mixing, code-switching	•Translanguaging strategies used: literal (word-for-word) translation, versioning	•Translanguaging strategies used: literal (word-for-word) translation, versioning

Primary language	through the strategy of translanguaging	Target language

As shown in Figure 2.1, the data indicate that translanguaging functions as a strategy and a process that, together, provide students with opportunities for applying in the knowledge in both languages. Translanguaging is used through the whole writing process and scaffolds students' writing in English. The practices of mixing and switching codes are used more in the prewriting and outlining/drafting stages, whereas both literal/word-for-word and versioning forms of translation are used more frequently in writing and revising stages. The primary language clearly plays a significant role in helping students to develop and structure ideas in the prewriting and outlining/drafting stages of the writing process. In other words, the primary language provides the groundwork upon which writing in English is established.

It is worth noting that the connection between the stages of drafting and writing is crucial and the translanguaging strategy of translation plays an important role in connecting these two stages. How students make use of translation (either literal/word-for-word or versioning translation) may affect the writing quality in the target language.

Not all students go through the four stages discussed earlier when writing in English. Our informants report that they have found it difficult to write directly in English. In order to produce 'good writing' in English, they come back to their primary language, following the stages shown in Figure 2.1, using

their primary language to draw ideas and to make outlines and drafts, and then to translate the draft into English. We see this in the following excerpts from student interviews:

> *I usually use both Cantonese and English to draft my assignments, half Cantonese and half English. I would write main points (ideas) in Chinese, in words/phrases or in sentences, and then I would translate them into English (international student from Hong Kong).*

> *When I struggle with writing in English, I have to make structure/outline in Japanese … I use Japanese a lot to write English essay … If I have no ideas what should I write, I will search Internet in Japanese and then I will get some ideas … (international student from Japan).*

> *When I felt it was very difficult to write in English … (i.e.) I had tried many ways to express but I just couldn't continue my writing, I would just stop writing in English; instead, I would write in Chinese. I would use Chinese to express my thoughts and make drafts, and then I would translate it from Chinese into English … When writing in Chinese, I would also try to use some academic terms. Then, when I did translation, this would be easier and the translation would look more like an English essay... The use of this strategy (making drafts in Chinese and translating it into English) is becoming increasingly frequent … I feel it is much easier to complete English (in this way) … My teacher said that I improved my writing quickly (international student from Mainland China)*

It seems that this strategy is particularly helpful for those whose English is still developing. This suggests that:
- primary language has a positive effect on the development of English
- translation as a strategy plays a significant role in helping students to develop their writing skills in English.

This is consistent with what we found in the pilot study in 2014.

2.3.3 Learning new words / reading for meaning

According to the interviews, students frequently use the translanguaging strategy of translation when trying to gain meaning and understanding from required readings.

Example 9 illustrates how student make use of translation in reading to help them to get meanings.

Example 9: Translation for meaning

Homa Khaleeli

Saturday 5 September 2015 02.24 AEST

Aylan Kurdi could be sleeping. Dangling from his fragile legs, his velcro-fastened trainers hint that he is too young to even have learnt how to tie his own shoelaces. Cradled in the policeman's arms, his pose is that of any overtired toddler being taken up to bed. Looking at this picture, it's impossible not to imagine your own child – or any child you love – in the image of the dead three-year-old.

While stories of people drowning at sea as they flee to Europe has been a staple of news reporting this summer, it is this heartbreaking picture that has shocked the country into action. Charities have seen donations soar, petitions have been signed and marches planned since it was published – while, in the face of mounting pressure, David Cameron has finally agreed to taking more Syrian refugees. But this is not the first time a photograph has changed the course of world events.

Phan Thi Kim Phúc

If the horrors of war can be distilled into one image, it might be the 1972 picture of nine-year-old Kim Phúc, screaming as she flees the napalm explosion that has burnt the clothes from her body. Nick Ut's black-and-white photograph swayed US public opinion against the war, and helped to bring it to an end within six months of publication. After taking the shot, Ut threw a raincoat over Phúc and drove her to hospital, saving her life.

Tank Man

No one knows what happened to the solitary man who stood before the tanks of Tiananmen Square, but his image, taken by Jeff Widener, broadcasted the brutal massacre by the Chinese army. Around a million protesters were said to have joined the call for economic and political reform in China in 1989, with student demonstrators occupying Beijing's famous square. But on 3 June, the military opened fire on those who had gathered, rolling over others with their tanks. The government branded the demonstrators rioters and banned this image. But outside China, it has endured, ensuring that the courage of the unarmed protestors will not be forgotten.

Abu Ghraib

Unlike other world-changing pictures, these are not beautifully composed, arresting photographs taken by professionals, but grainy spur-of-the-moment snaps. Capturing

(https://www.theguardian.com/artanddesign/2015/sep/04/aylan-kurdi-migrant-mother-shots-that-shook-the-world)

From the page shown in Example 9, we see a practice that is probably familiar to anyone who has tried to learn a second language. The student translates the unfamiliar words into the primary language (Chinese) and writes the Chinese meanings beside the words in order to understand the article.

The excerpts shown in Example 10 are taken from a language project task for students in LANG 2033, also shows how students use their primary language/s through the strategy of translation to help them to learn new words in English. This task requires students to identify vocabulary/terminology encountered in various courses, to translate it into their primary language, and to write a sentence in English using the word appropriately.

Example 10: Use of primary language to help learn new English words

<div align="center">Student A (international student from Japan)</div>

Hegemony
"The **hegemony** of a single member state is not incompatible with a genuine" … (単一の加盟国が覇権を持つことは真の同盟国に矛盾する。)

Hegemony is the leadership or predominance, which exercised by one nation or state over others, as in a confederation.

覇権とは特定の人物、または集団が、他者を支配しうるほどの力を持つこと。

Diplomacy
"The new prime minister, Abe Shinzo said in his statement that his government must work to strengthen Japan's economy, education system, international **diplomacy** and social security." (安倍晋三新首相は声明の中で，自身の政権は日本の経済，教育制度，国際外交，社会保障制度の強化に取り組まなければならないと述べた。)

Diplomacy is that state does negotiating alliances, treaties, and agreements with other state. It also means skill in managing negotiations, handling people.

ディプロマシーは国が他国と同盟や政治的合意を得るためにする外交という意味があり、また交渉などを有利に進めるための駆け引きという意味もある。

Sovereignty

"For realists, **sovereignty** only requires that states be responsible for what happens within their borders as the international system is defined by anarchy." (現実主義者にとって、主権は世界システムが無政府状態であることが定義されるにしたがって国が自分たちの領地内でおきたいかなることに責任を持つこと必要とするだけだ。)

Sovereignty is the rights to govern their territory existing as an independent state with power. It also means the independent state, which any other states do not govern that state.

主権とは、自分たちの国民や領土を統治する国家の権力や統治権をいみするものである。さらには国家が他のどの国からも干渉を受けずに独自の意思決定を行うことができる権利。そしていかなる組織が反対したとしても、最終的には実力を行使して国家の政治を最終的に決定することのできる権利を有すること。

Note: It is common practice to use three different writing scripts in Japanese, even within the same sentence. This in itself is a form of written multilingualism.

Word in English & Translation	Example/examples
pedagogy [ˈpedəgoʊdʒi], (n) (Eng); 教育学，教育方法	Do you believe in pedagogy, the affection of examples? 您相信教育学中，榜样的作用吗？*
Definition	
the study and theory of the methods and principles of teaching.	
Other formations	

Word in English & Translation	Example/examples
trade-off (n) (Eng); 交易，权衡，取舍，交换	This is a straightforward trade-off and it is up to individual companies to find the sweet spot. 这是一个简单明了的平衡问题，要靠各家公司去寻找最佳平衡点。
Definition	
Is a situation where you make a compromise between two things, or where you exchange all or part of one thing for another.	
Other formations	
Synonym: concession	

Word in English & Translation	Example/examples
decorum [dɪˈkɔrəm, -ˈkor-], (n) (Eng); 端庄得体，体统，有利，庄重	She behaves with decorum. 她举止端庄有礼。 The new King seemed to be carrying out his duties with grace and due decorum. 新国王在履行职责时看起来举止得体、端庄稳重。*
Definition	
is behaviour that people consider to be correct, polite, and respectable.	
Other formations	
Synonym: etiquette, manners Antonym: misbehavior, indecorum	

Student C (international student form Malaysia)

Word in English & Translations	Examples
1) anticipate (Eng) / menjangka (Malay)	The researcher did not **anticipate** that his work was published by Cambridge University.
Definition : expect or predict / menjangka sesuatu perkara sebelum berlaku	
Other formations : expect	
2) vague (Eng) / kabur (Malay)	There is a **vague** idea that the "soul" will go somewhere after death, but there is no heaven nor hell, nor idea of a corporeal resurrection.*
Definition : of uncertain, indefinite, or unclear character or meaning / sesuatu perkara yang kabur atau tidak jelas	
Other formations : ambiguous, unclear,	
3) repertoire (Eng) / himpunan (Malay)	The candidate impressed the job interviewer with his **repertoire** of technical skills.*
Definition : a stock of plays, dances, or items that a company or a performer knows or is prepared to perform / a stock of skills or types of behaviour that a person habitually uses / stok drama , tarian , atau barang-barang yang syarikat atau pelaku tahu atau bersedia untuk melaksanakan.	
Other formations:	

Student D (international student from Thailand)

Word and translation (TERMINOLOGY)	Example/examples
Word: Inference (adj) (Eng) การอนุมาน (Th) Definition: A conclusion reached on the basis of evidence and reasoning.	-We must draw inferences about meaning. -Our inferences are drawn very quickly.
Word: Integrate (v) (Eng) บูรณาการ (Th) Definition: Used with object- to bring together or incorporate into a whole. Used without object – to meld with and become part of the dominant country. Other formations: Integrative (adj).	-We expect them to be fully integrated into every niche we detect in society.
Word: Paradigm (n) (Eng) กระบวนทัศน์ (Th) Definition: A typical example or pattern of something.	-Complex manifestations of diversities require new paradigms.

Student E (international student from Hong Kong)

Word in English & Translation	Example
Censorship (N) (Eng) ; 審查制度 (Chinese)	The staff complains that their daily working time is over long, and censorship of drinking water, going to toilet are imposed on them.*
Definition	
to exercise/lift censorship ; 檢查 (Chinese)	
Other formations	

Word in English & Translation	Example
Exemplify (V) (Eng); 舉例說明 (Chinese)	Certainly a better, more timely illustration than one from 1873 could have been chosen to exemplify the primacy and precedence of Sloan's subject matter in American visual culture.

Word in English & Translation	Example
Precaution (N) (Eng) ; 預防措施 (Chinese)	The government is purchasing and storing medicines and vaccines as a precaution against future attacks.
Definition	
a measure taken in advance to prevent something dangerous, unpleasant, or inconvenient from happening.	
Other formations	
Precautions, precautionary	

*Inaccurate interpretation of meaning

We see that students check meaning in their primary language, and some of them also make sentences in their primary language to help them to understand the meaning and the use of the words. We see the students' translations in primary language (Chinese) are appropriate. However, we see that sometimes the students' use of the vocabulary item in the sample sentence is somewhat inaccurate. This could have a negative effect on students' grasp of courses readings and writing.

Student reports reveal in their own words how they use translation to understand meaning.

I used translation quite a lot to get meanings. (International student from Malaysia)

I must do in this way (writing Chinese translation). I know some teachers don't want us to write Chinese translation, but I have no ways. This helps me to understand the meaning … Sometimes, although I have checked dictionary and have the meanings of the words in Chinese, it is still hard to understand the meanings of the whole sentences. I need to read the English sentences and the

Chinese explanations and again and again to get meanings[3]. (International student form Hong Kong)

I do the translation unconsciously to get meaning. *(International student from China)*

Some students also report that taking notes in their primary language while engaging with readings in English helps them to understand and remember what the articles are about. For example, one international Japanese student emphasises that she feels it hard to engage with English readings on a computer. She prefers to read hard copies with a pen, and then she can check meanings of unfamiliar English words online and write down the meanings of the words in her primary language Japanese. She says that:

When reading articles in English, I usually write down main points of the articles in Japanese … (Through this way), it (the articles) will be clearer to understand … (If just reading) in English, I can understand, but it is unclear (International student from Japan).

She adds:

When I read the whole article, it (notes in Japanese) reminds me what are the main points and what are the contents; otherwise, I have no idea and I will forget it … I have done a long reading, but I will have nothing … So I have to make notes in Japanese.

The above examples suggest that even when reading in the target language (English), bilingual/multilingual students may naturally think in the primary language. In other words, the primary language helps students to obtain a deeper understanding. When thinking in the primary language, the materials from the reading become clearer for bilingual/multilingual students. Moreover, it also seems that understanding in the primary language enables students to remember the materials from the reading for a longer period of time.

2.3.4 Researching

Our data show that in order to understand disciplinary concepts, to advance academic learning and to prepare for assignments, students also search and read articles/books in their primary language on the same topics / learning areas.

Before I go to class, I need to search the topic in Japanese … If I don't do this, I can't understand what they say. (International student from Japan)

I need to search online in Malay language and read articles in Malay language, and then compare it with English to make meanings and to understand concepts. (International student from Malaysia)

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[3] Thinking back and forth between Chinese and English to work out meaning is also a process of translanguaging.

I prefer to read articles in English and use translation to help me to understand the meaning, as they are original articles. However, if I feel hard to understand some topics/concepts in English, I will ask my friends who take similar courses in Hong Kong to give me some Chinese references, or I will search and read articles in Chinese online. (International student from Hong Kong)

Example 11 illustrates how the student researches in two languages to get information and to gain a better understanding about the drowning of a young Syrian boy during the mass migration of refugees. She wants to discuss the implications of this in her essay.

Example 11: Researching in two languages

Reading 1

9/7/2015   Aylan Kurdi – and six other shots that shook the world | Art and design | The Guardian

theguardian

Aylan Kurdi – and six other shots that shook the world

Tank Man, Migrant Mother, and a young Syrian boy are proof that photographs can be the most almighty call to action

Warning: this article contains images some readers may find distressing

Homa Khaleeli

Saturday 5 September 2015 02.24 AEST

Aylan Kurdi could be sleeping. Dangling from his fragile legs, his velcro-fastened trainers hint that he is too young to even have learnt how to tie his own shoelaces. Cradled in the policeman's arms, his pose is that of any overtired toddler being taken up to bed. Looking at this picture, it's impossible not to imagine your own child – or any child you love – in the image of the dead three-year-old.

While stories of people drowning at sea as they flee to Europe has been a staple of news reporting this summer, it is this heartbreaking picture that has shocked the country into action. Charities have seen donations soar, petitions have been signed and marches planned since it was published – while, in the face of mounting pressure, David Cameron has finally agreed to taking more Syrian refugees. But this is not the first time a photograph has changed the course of world events.

Reading 2

最新蕭析：從敘利亞男童溺斃照片再談難民問題

2015年09月05日 08時47分

A A A

另外，這件事已講過一次，但最近一張相片捲起千重浪。那個三歲的小朋友艾倫在海灘死去的相。這個小朋友實在太可愛了。在那裏溺死了，很多人都把這相改圖，放在歐洲議會中間，意即歐洲議會要為這件事負責。有些人也改了很多特別的圖，讓他上天堂。

這件事令我想再講難民的問題。難民越過了他們不想到的地方，由敘利亞去到土耳其，再去希臘。其實希臘原則上不應該放他們前行，穿過希臘便去到匈牙利，可以進入西歐。全世界都在怪責歐洲沒有好好對待難民.其實指的是，難民一踏入歐盟的境界的時候，要前期防衛，不要讓他們坐船或者走一些冒險的路，否則中途會死傷很多，這已經是一個人道災難。要防衛線放在前線截停他們。否則便出現在車上焗死人或者在海中溺死。找到這班人，然後要安頓他們，這就是人道原則。有人問為何不講普世價值，這就是普世價值。不可以讓他們在途中慘死或給人虐待。然後歐盟的政策是分這些人是難民還是經濟移民。這取決於他的國家有沒有危險。基本上，敘利亞大約有一二百萬人走出，而那是不能叫他們回去，因為IS和阿薩德交火，實在太危險。利比亞的人便要看他來自的地區，🟢🔵f ⓐ LINE g+ 如 ↪ 叫人回去是有危險，就不能要他們回去，要收留他們。這就是人道精神。如果因為窮而走來的，那是另一件事，是經濟移民。經濟移民多數是給予一點援助便遣送回去。因為一旦接受經濟移民，全世界都會湧到英國和德國。這些精神是近代普世價值的重要支柱。其實那是來自人性。在1960年，大飢荒的時候，大陸人來香港是漫山遍野，而英軍捉走他們，要遣散回大陸，但香港人是睡在車前面，阻止英軍遣送他們回去。因為知道他們回去便會餓死。這是做人的基本的條件，否則不是人。大部分本土派的立場都不是人。

當日越南船民也是如何止。今日香港有不少南亞裔人，也是無可奈何。因為有酷刑呈請，他們回去有機會會受酷刑對待。那要查清楚他們回去會不會有酷刑才能夠遣返。所以他們留在香港。因為香港不會養他，要讓他們在港工作。甚麼國家是完全不理會，就是中國完全不理會的。北韓那些人去到中國，是無條件地趕走，結果回去受酷刑對付，生命非常危險。泰國也是不理，把百多個維吾爾族人趕回中國，明知他們會受到嚴厲的對付。最新泰國爆炸事件應該是有關係，但泰國政府不肯承認。雖然這未能證實，但其可能性不合理。我覺得整件事是因為報仇這樣對維吾爾族人。

Reading 3

Photographer of the world shaking picture of drowned Syrian toddler: "I was petrified at that moment"

The photo-reporter Nilüfer Demir unclosed the moment she has shot the heart-wrecking picture showing a Syrian toddler's lifeless body washing ashore Turkey's Aegean coast, the image that has brought the "European migrant crisis" to top of the agenda of the world this undoubtedly and severely for the first time in recent years.

"At that moment, where I saw the three-year-old Aylan Kurdi, I was petrified" said Nilüfer Demir, a photo-reporter covering the migrant crisis in Aegean resort town of Bodrum for years for Turkey's Dogan News Agency (DHA), adding that she had no other option then doing her duty as a journalist.

Demir has triggered the shutter of her camera on Sep 2 around 06.00 a.m., in Akyarlar coast of Bodrum district of Muğla province, where bodies of migrants washed ashore the coast after two inflatable boats sank.

"Three-year-old Aylan Kurdi was lying lifeless face down in the surf, in his red t-shirt and dark blue shorts fold to his waist. The only thing I could do was to make heard his outcry. At that moment, I believed I would be able to achieve this by triggering the shutter of my camera and took his picture" said Demir.

Demir then explained how she noticed another toddler, Aylan Kurdi's brother Galip on the ground, without lifejackets just like the others migrants.

"Galip was lying 100 meters ahead of his brother. I approached him this time. I noticed they didn't have any lifejackets on them, any arm floats, anything to help them to float in the water. This image was showing how dramatic the incident was" added the reporter.

Demir also told, as Dogan News Agency reporters, she and her colleagues in the region have been bringing the illegal transition problem to agenda for years in the last 15 years, and the transitions has scaled up in the last 2-3 months, particularly in Turgutreis and Akyarlar neighbourhoods, on regular basis.

"We were covering the illegal transition of migrants to Greek island of Kos from Bodrum's coast. On Sep. 2, I was on duty and I also have photographed, taken footage of a group of Pakistani migrants in attempt to cross into Greece. While witnessing the tragedy, suddenly we noticed the lying lifeless bodies. We recognized the bodies belonged to toddlers. We were shocked, we felt sorrow over them. The best thing to do was to make this tragedy heard" said Nilüfer Demir.

Demir is one of the female journalists covering the chains of tragedy in the region. Upon the question "This was a three-year-old kid. As a woman, how did you feel when you triggered the shutter?" Demir told, "Pain and sorrow. I have pictured, witnessed many

Reading 4

We Spoke to the Photographer Behind the Picture of the Drowned Syrian Boy

September 4, 2015

by Ismail Küpeli

This past Wednesday, 12 people drowned while trying to reach a Greek island from Turkey on a rubber raft. One of the casualties was three-year-old Alan Kurdi, who had fled Kobane with his family.

The picture of the Syrian boy lying face down on the shores of Bodrum spread like wildfire through Turkish social media and was soon shared by people all over the world. Since then, it has become a symbol for the suffering of refugees in Europe. At the same time, the controversial photo has sparked a debate around the question of whether such a picture should or should not be published.

Some media outlets declined to publish the picture in order to protect the boy's dignity as well as sparing his remaining family the grief. Others decided on the opposite course of action and published the photo, arguing that the image should be used to raise awareness of the refugee crisis precisely because it is so shocking. If this is the result of our immigration policy, people need to see it.

Whichever side of the debate you find yourself on, it is clear that the image of Alan Kurdi's dead body has already burned itself into the collective memory of Europeans; it is already a part of history. The photograph was taken by Nilüfer Demir, a photographer working for the Turkish agency DHA. We spoke to her about how the picture came into being.

VICE: Did you just stumble upon that scene? How did this photograph happen?
Nilüfer Demir: No, as a press photographer I often work from the beaches of Bodrum. My agency, DHA, and I regularly report on the refugees' situation. On that day, I was on the beach to document a group of Pakistani refugees that were just taking off in a rubber dinghy. That's how the bodies of the Syrian refugees were discovered.

The above extracts are from the articles that the student read when preparing her essay. We see that the student researches online in both languages (English and her primary language, Chinese). She first searches and reads articles about this issue in English, and then she does the same in Chinese, and finally returns to read in English. We also see that the student has not only read the articles online, but she has downloaded and printed them out and written the Chinese translation of unfamiliar English words on the hard copies. The student reports that doing research in two languages and reading articles in two languages on the same issue has helped her to better understand the photographer's point of view and this has enabled her to write a more nuanced essay.

The interview data reveal that students frequently use the strategy of researching and reading in two languages (English and primary language) to understand content and conceptual material in order to complete written assignments at UniSA.

2.4 Students' views of using their linguistic and knowledge repertoires

We now turn to students' views about the use of their linguistic resources to advance their English language capabilities and academic learning at UniSA.

Students' self-reflections and feedback on the courses generally demonstrate positive attitudes towards the use of their full linguistic and knowledge repertoires through translanguaging in their learning and assessment tasks. They express a strong belief that the use of their linguistic resources helps to advance their learning and academic writing in English.

2.4.1 Written responses to conducting interviews for a biography project by using their both primary language and English

The following are student reports of their use of primary and target languages when conducting interviews for the biography project:

> *During the interview, I preferred to use both of English and Arabic while writing notes … The mixture of using both languages made it easier for me to get clear explanation for all of the questions … I think it was really helpful for me … (Arabic-speaking student)*

> *I think it is very helpful to use two languages when taking notes in the interview as I am not good at English vocabulary and there is (are) many words that I don't know how to write in English. At this moment, [that] I can use my stronger language to take notes is really helpful.*
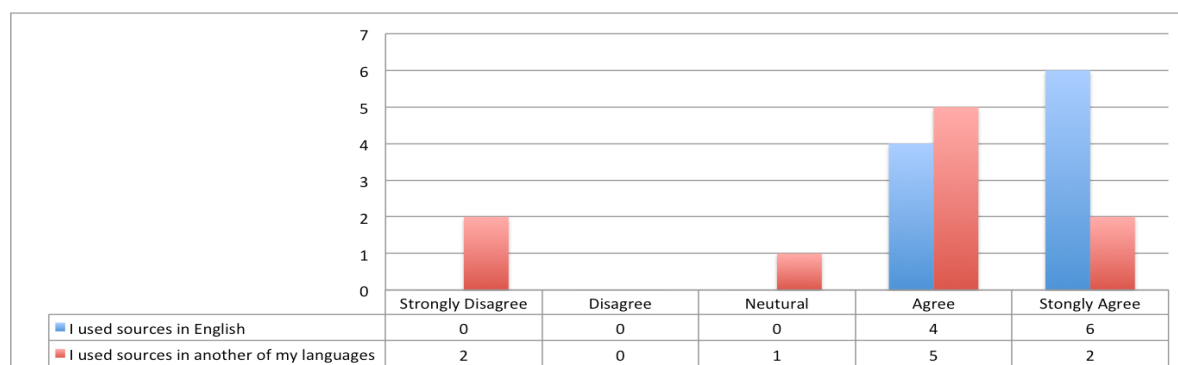
> *I used both English and Vietnamese for my biography. First, it is easy to record the answer. Second, the interviewee can understand clearly what the question required. Besides, using both English and Vietnamese can help me to know more new words. In addition, the interviewee used slangs so I needed to explain what does it mean by own language. After that, I translated into English. (Vietnamese-speaking student)*

> *When I do an interview I would like to write down my note in English and Chinese, and I find it useful. The reason is this is the most effective and efficient way. For example, in Chinese some of the words or terms are much more complex or take time to write it down, so I will write it in English. On the other hand, if some of the English words are too long or I don't know how to spell it, then I write it in Chinese. (Chinese-speaking student)*

> *I used both Chinese and English when I was conducting the interview. I find using both languages useful in the following three ways. Firstly, it helps me take notes smoothly while I was concentrating on listening the interviewee's response. Secondly, it reduces my interviewee's anxiety, who is a native Chinese speaker and feels comfortable to use her mother tongue; thirdly, it activates the knowledge, accumulated from both linguistic backgrounds. Overall the whole interview went more smoothly with the help of translanguaging. (Chinese-speaking student)*

Figure 2.2 shows that a majority of the students acknowledged using sources in both English and a primary language when preparing (researching) for an oral presentation.

Figure 2.2: 10 students' views on making use of sources in English and in other languages in preparing an oral presentation task

	Strongly Disagree	Disagree	Neutural	Agree	Stongly Agree
I used sources in English	0	0	0	4	6
I used sources in another of my languages	2	0	1	5	2

2.4.2 Anonymous responses to a student feedback form

The following are examples of student responses to the question, *If you noticed that you were using more than one language when preparing for this oral, could you please tell us a little bit about this?*

I am very comfortable in switching over languages but I think it is important to fully understand.

I speak mother tongue language to learn and related with a new language.

It is quite helpful for my English learning.

I think it is really helpful to make use of my home language to further develop my English because being able to express myself in my home language will allow me to develop my English in order to achieve my task which is the ability to express myself in English as well, not just in my own language.

Sometimes there is something similar in my own language and I would not translate. So I usually use the simple word. But when I use or plan an assignment in Chinese and write in English, this is useful for me to learn more new words.

It is useful to a large extent because sometimes when I don't know the exact words for taking notes. It is more convenient to write it in my own language then translate it to English afterwards.

It is very helpful. Even the simple translation from my home language into English makes me realize how easy is to think, [and] then actually writing it.

I think it is helpful for me to use my home language to develop my English.

It had a big help for me to improve my English.

I think it helps me a lot in academic English.

> *Yes, it is fairly helpful for me when using knowledge acquired in my home country as it helped expanded my skills in the English language.*

The following are examples of student responses to the question, *To what extent do you think that international students should be able to use research/publications/expertise from their home countries in their courses in UniSA?*

> *I think that, international students can add in their experience or knowledge that they had learnt in their home country.*

> *(This) can be useful for some students from international backgrounds (to) obtain better understanding on some particular subjects.*

> *It should be because some ideas/content are much more comprehensible in their home language.*

> *It could help them to understand the topic easy to research, and compare. They could get different perspectives.*

> *Of course yes, because it is much easier for me to understand, especially something (that is) really complex.*

> *It is useful to be to use knowledge that I have in my life.*

> *It is helpful form me to improve writing skill. It shows how to write a university assignment.*

> *It is important if I am able to use knowledge I have acquired in my home country, because if I don't have that knowledge, I won't understand what does it mean even though I translate it into my home language.*

> *Again, when writing drafts for assignment, I tend to use both my own language and English so it helps me to have better understanding for the work I do.*

> *While we are learning a new language, we cannot forget our mother language. I think the mother language is helping me to learn a new language. Just like, while I am reading an English book, I will write down the Chinese meaning beside the word. Even two language structure is different but they can complement to each other.*

Some students reported that in previous experiences learning English, they were not allowed to use their primary language. For example, they were not allowed to search for information or to read related articles in their primary language, and they were not allowed to check for meaning and write down translations in their primary language, because some teachers believed that to achieve in English they should use only English. They found this very difficult. Sometimes, despite spending considerable time reading academic literature in English, it was still difficult to make meaning and to understand the content. In order to save time and to improve their understanding, they used their primary language to support their English learning, although this was not visible to the UniSA teaching staff. One student points out that:

I think it [making use of linguistic and knowledge in primary language] is necessary and [is a] general phenomenon that cannot be changed.

The student reflections show that making use of their linguistic and knowledge repertoires through translanguaging in an EMI context makes students feel comfortable and helps them to make meaning, to enhance understanding, to develop ideas, and to advance learning. Thus, in general, students are positively disposed towards making flexible use of their linguistic and knowledge repertoires in addition to English during their studies at UniSA.

2.5 Student challenges and needs

Despite their generally positive views towards making use of their languages and knowledge in their studies, students still face challenges.

2.5.1 Clear and accurate expression in English

Our interview data show that students' most serious challenge is how to express their thoughts clearly and accurately in English. Although they understand assessment requirements and have ideas, they cannot express then or concepts clearly when writing in English. Their tutors find their writing unclear and difficult to understand and so, for many students, their first experience of writing an assignment at UniSA ends with a grade marked 'FAIL'. The usual explanation for a fail or low grade is 'unclear writing'. (The consequences can be devastating, especially in their first year at UniSA, with several students reporting loss of self-confidence, self-esteem and well-being to the extent that of contemplating withdrawing from their studies.)

> 我老师说我或是有一些想法的，但是我的写作非常不清楚，很难明白。
> *My teacher said that I might have some ideas, but my writing was very unclear and it was hard to understand [authors' translation]. (International student from China)*
>
> *When I firstly [studied] here, I got a P2 for my assignment, because my writing is quite unclear …*
> *In order to express my thoughts clear, I need to write a lot of drafts [in English]. (International student from Malaysia)*

Some students also emphasise problems in structuring their English writing.

2.5.2 Appropriate selection of vocabulary in English writing

Students report that in order to express ideas clearly, they use translation in their writing process. They switch to their primary language or use both it and English to write a draft/outline, which they then translate into English. This strategy seems to provide support. However, because some words/concepts have different meanings in different cultures, they also face the challenge of choosing appropriate words. Therefore, clear expression in English continues to be a major challenge. This suggests that students' 'correct' use of translation (translanguaging) is not adequate in finding appropriate corresponding words or phrases, for which they need extra guidance.

2.5.3 Explicit academic language needs

Students also report that they need more explicit assistance with academic vocabulary, critical thinking and writing critical texts, including critical reviews.

> Although it has always been emphasized that we need to have critical thinking, I has not been very clear what critical thinking refers to…We need to learn more about it…and critical reviews…

Students have expressed the need to develop logical reasoning skills in English, and the ability to write clearly, they need tuition in critical thinking and writing skills in English and in their disciplines.

2.5.4 Volume and intensity of academic reading for assignments

Another challenge for EAL students seems to be the volume and intensity of reading in English, which takes considerable time.

> I also think that my reading in English is quite hard, because they introduce so many [readings] … Some meanings … they are not the same in Australian English and Malaysian English … I need to check online … but sometimes it is hard to find equivalents in the two languages … it takes a lot of time [to understand the reading]. (International student from Malaysia)

Students report that in order to understand the concepts and meaning of academic texts in English, they regularly search for readings in their primary language. Some also report that they read numerous articles written in English by authors who share their primary language, because they find that these authors easier to understand than English-speaking authors. Overall, reading consumes a great deal of time. However, it is difficult for students to find appropriate articles in their primary language because the UniSA database only provides access to resources in English.

2.5.5 Three-way intercultural understanding amongst international students, Australian students, and teaching staff

As well as needing more time for reading and understanding the content, international students sometimes have difficulty understanding Australian English accents. They also find that word meanings in the different global Englishes are not always the same. Although some lecturers and tutors understand this and try to speak slowly and clearly, this is not always the case, particularly in disciplines other than English or International Studies. They would like teachers and local students to be patient with them as they adjust.

> They (lecturers in English courses) really understand the problem of students who use English as their second language. When they teach, they speak very slowly, and they speak very clearly, word by word. When you learn with other lecturers, sometime, they forget they have international students. So when they speak, they speak (with) really (strong) Aussie accent. Sometime, you just can't catch that. Sometime I find myself have trouble and need to listen to lecture recording, or I have to ask them what does it really mean in tutorial.

I can say in here, in this campus, it is important for the locals to really understand international students … their English is very different. I want to speak, but sound different, so I am very shy. They might think that I am annoying them, but actually I am not. I want to join them but I do not know how to say much in English … Being an international student, you carry the culture with you and you do not know how to speak well … The transition is very hard … maybe the tutors or lecturers do not understand students much, and also in the class I am the only international student ... So when they speak, you cannot understand … Even though in English, it was very hard … I hope that we could understand from both sides … Becoming a bilingual you know that your English is second language, so you need to learn more; for the local (teachers), they really need to understand … when you teach you need to speak slowly because there are different English around the world: Australian English, American English, Malaysian English, Singapore English, and Chinese English … (International student from Malaysia)

International students also express the need for developing better understanding of cultural differences. They ask for greater intercultural understanding and patience on the part of UniSA teaching staff and English-speaking students. They also ask for opportunities for two-way sharing of cultural understanding. They want to learn more about other cultures while studying at UniSA.

2.5.6 Pedagogy

In relation to the teaching style, students would value greater attention by teaching staff to explaining concepts in more detail and providing more articles or video materials that focus on key concepts and ideas, so that they are able to develop better understanding of their subject material.

总体来说，我希望老师可以尽可能把概念解释得更清楚一些，有些概念很抽象很难理解，如果老师再用专业词汇说的话，就更听不懂了……或者说推荐一些introductory 的reading 或视频，让学生去看……我曾听了lecture，看了很多文章和YouTube 上的视频，花了三天的时间都没有弄明白那个理论究竟是什么……我觉得这一块需要多引导。

In general, I hope that teachers can explain the concepts in more detail, as much as possible. Some concepts are very abstract and very difficult to grasp. If the teachers explain them in a way that they use a lot of terminology, it will become much harder for students in understanding…[I hope that teachers] can also introduce some introductory reading or videos to us, and then we can read or watch them [after class]…… I had an experience that after having a lecture, I spent three days to read and watch videos on YouTube, however, I still could not understand the theory…I think that we need more clear guidance from the teachers [authors' translation].

2.5.7 Our interpretation of students' challenges and needs

The feedback from students discussed above shows that they face particular challenges in using English for academic purposes at UniSA. The data we report on here refer to students' use of EMI at UniSA; that is, the use of English for academic purposes across each of the courses in their programs.

The students identify their challenges and needs as:
- responding to tutor feedback on assignments indicating 'poor or unclear expression' in English

- knowing how to select appropriate vocabulary when faced with multiple options in dictionary sources
- more assistance from academic staff in developing the academic language necessary in each course/program of study
- managing/coping with the volume and intensity of academic reading (especially since this is in English, their additional, not their first language) required for their list of references and sources for assignments
- adapting to intercultural differences
- having access to or being provided with detailed explanations and materials that focus on key concepts and ideas in each course.

The huge three-way intercultural challenge for international students points to a particular need for UniSA and/or teaching staff to facilitate:

- greater intercultural understanding and more patience from teaching staff, including
  o staff awareness of the need to speak clearly and to pace their spoken delivery when teaching students from diverse backgrounds
- access to, advice on, and encouragement in making use of academic and other references or sources of knowledge alongside those in English, e.g.
  o UniSA Library links to websites that include languages in addition to English and reliable academic material in key areas of the students' program of study
- greater intercultural understanding and more patience from English-speaking students
- greater intercultural understanding and awareness of Australian ways of thinking and communicating.

Of these challenges, our data show that the overriding and persistent concern of students is to be able to write clearly and accurately in English. Students report that the feedback provided to them by teaching staff of courses in CIL, the Division and elsewhere in the university frequently relates to lack of clarity ('unclear expression'). Students involved in this case study voluntarily brought us samples of assessment tasks and feedback from other courses in order to illustrate their concerns. We note repeated references to 'unclear expression' by teaching staff. Our reading of the texts indicates that what teaching staff perceive as 'unclear expression' arises in large part from linguistic and cultural differences between English and the students' primary language/s. These differences lead to different ways of thinking and expressing logic in writing. In other words, there are epistemological differences that include what counts as knowledge as well as the structuring of knowledge in an Anglophone academic culture.

2.5.8 Reflections of an English tutor who is new to the EAL program

Experiencing translanguaging practices for the first time while co-teaching in an EAL classroom for second year undergraduates put me in the dual position of being both a learner and a teacher. Having studied and taught ESL for ten years, this experience helped me to make sense of some of the tensions I had previously encountered as an EAL teacher, and gave me new ways of thinking about, and doing language teaching and learning. In previous encounters with teaching English, the mantra

had been 'English-only' in the classroom, as the popular assumption was that students' home languages would 'interfere' with their acquisition of English.

In the first week of the translanguaging EAL classroom, students were invited to take stock of and actively draw on all their languages. I was amazed at the linguistic repertoires many of the students had, with some routinely using more than three languages in everyday life. Students were then given some preliminary information about the Common European Framework Language Passport in French, and asked how much they could understand. To their surprise, the students, who had no knowledge of French, were able to draw on their knowledge of English to interpret the text. This made a powerful point about how we naturally use all our linguistic resources to make sense of texts.

Throughout the course, students were actively encouraged to use all their languages in the classroom. Giving students permission to do this made for a great deal of interaction, as students would turn to each other to clarify meanings in whatever languages they shared, and then report back to the rest of the class and the teachers in English. A memorable example of this was when students tried to make sense of the English expression 'to put yourself in someone else's shoes'. This became a collaborative exercise in which students got out of their seats and problematised various translations of this expression, and mediated meanings for one another by writing up different expressions on the board in both English and Mandarin. Eventually, after much discussion in multiple languages, a shared understanding was reached (we see this process recorded by the students in the tutor's notebook, reproduced in the Example 12 below).

In another example, students raised an issue in class about an activity involving a vocabulary log they were developing in the area of their diverse academic disciplines. Students had identified that some words were very difficult to translate from English into their home language. This was a problem if they had to talk or write about their discipline. This became an ongoing discussion in class as students began to notice the influence of culture on language. This was something they had not previously found by looking at dictionaries or reading grammar texts. In making these connections, these students were developing both their English and home language vocabulary and expression simultaneously. Students said this was important, as many of them felt they did not have the opportunity to do this elsewhere in their programs of study. Even more significantly, in moving between their languages and cultures to mediate their own and other's understandings, students were developing intercultural understandings. In learning to let go of an English-only mindset, I saw how these translanguaging practices invoked during the course generated a great deal of engagement, peer-to-peer learning and critical thinking amongst students, and validated the linguistic, cultural and intercultural expertise they brought to their learning.

Example 12:

> "Putting yourself in someone else's shoes"
>
> 己所不欲，勿施于人。 <—— Confucius >
> ↳ Never do to others what you would not like them to do to you.
> 换位思考。 ~~Interpositional~~ Consideration
>   transpositional
>
> 入乡随俗。 When in Rome, do as the Romans do.
>
> 设身处地。 place oneself in other's position.

The negotiation of meaning is evident and illustrates how students use their expertise in both Chinese and English to share knowledge and help each other to gain a better understanding of the idiomatic expression, 'Putting yourself in someone else's shoes', in relation to their Chinese linguistic and cultural expertise.
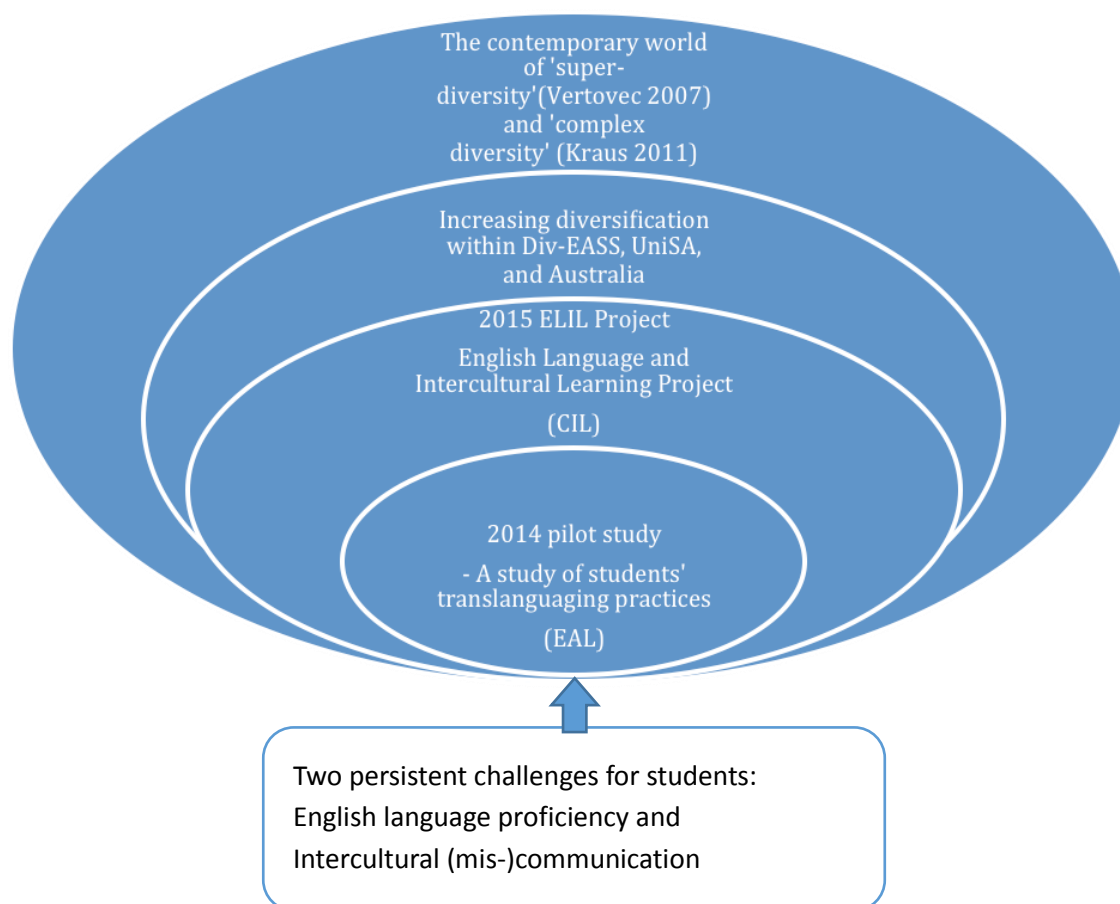
Chapter 3 – Summary and Conclusion

3.1 History of the English Language Project

The English Language Project began as a pilot project in 2014 subsequent to ongoing submissions by English Additional Language (EAL) students to English language teaching staff in the school of Communication, International Studies and Language (CIL) in regard to the challenges they face while studying through the medium of English at UniSA, and also in response to pedagogical changes in the EAL courses. These changes have gradually made space for students to bring their primary language (and their linguistic repertoire that may include multilingual expertise) into the English language classroom and assignment tasks. In the process of reading student assignments, including one particular assignment that requires students to choose one of four possible problem/solution essay topics, we found that the majority of students chose to focus only on the challenges that international students face when studying at university in Australia. The two persistent challenges that students identify in both their essay writing and class discussions are English language proficiency and intercultural (mis-)communication. These challenges have informed pedagogical changes and the design of the EAL courses. The courses now draw on the linguistic and knowledge repertoires that students bring to UniSA in the process of developing academic expertise in English. Student challenges and the response to these in the EAL courses have been flagged within CIL and with Teaching Innovations Unit (TIU) staff, the Dean of Teaching and Learning, Division of Education, Arts and Social Sciences (EASS). The EAL Coordinator and the Director of the Research Centre for Languages and Cultures (RCLC) began the process of preparing an Office for Learning and Teaching (OLT) grant application in 2014 to investigate a research-based intervention to address student concerns. The Dean of Teaching and Learning organised a series of meetings that included English language teaching and research staff and divisional stakeholders from CIL (RCLC), TIU and the Dean's office during 2014 and 2015. The English Language Project began as an RCLC-supported pilot project in 2014. In 2015 it became one of two case studies included in Developing English Language and Intercultural Learning Capabilities: An Investigation in CIL, in the Division of EASS, supported by the Dean of Teaching and Learning.

The pilot study, loosely termed, A Study of Students' Translanguaging Practices, was initiated during 2014 in LANG 1052 as part of ongoing curriculum development and action research in the EAL courses. As RCLC staff discussed the implications for teaching and learning beyond EAL courses, we realised that the students were pointing to a need to address intercultural understanding amongst teaching staff and students, and that there were close connections between the EAL needs of students and intercultural understanding / communication. These implications also sit within a broader context of increasing diversification within the Division of Education, Arts and Social Sciences (EASS), UniSA and within Australia, where diversity in all of its different dimensions is fast becoming an international priority. (See Figure 3.1)

Next, we provide a summary of the key findings of both the 2014 and 2015 studies, which are integrally linked. We analysed data from the 2014 study using a more quantitative lens, and data from the 2015 data, following up on some of the findings of the 2014 study, using a more qualitative lens.

Figure 3.1: Situating students' English needs at UniSA within a world ecology of diversity, and the implications

The contemporary world of 'super-diversity'(Vertovec 2007) and 'complex diversity' (Kraus 2011)

Increasing diversification within Div-EASS, UniSA, and Australia

2015 ELIL Project

English Language and Intercultural Learning Project

(CIL)

2014 pilot study
- A study of students' translanguaging practices

(EAL)

Two persistent challenges for students:
English language proficiency and
Intercultural (mis-)communication

3.2 2014 pilot study

In our pilot study we used a diagnostic instrument to analyse the writing proficiency of students for whom English is an additional language (international students and Australian students with home languages in addition to English).[4] Chinese is the primary language for the students in our sample, whether they come from Mainland China, Hong Kong, Malaysia or Taiwan. In addition to analysing student proficiency in English, we analysed the nature of student use of their primary language and their translanguaging processes when preparing and completing written assignments for English for Academic Use in Australia (LANG 1052). We used the bivariate correlation (two-tailed Pearson) in SPSS (Version 20) to analyse 1092 elements of written data. The findings of the 2014 pilot study are reported in Heugh, Li and Song (forthcoming).[5] LANG 1052 is a course taken mostly by students from CIL, but which also has a high proportion of students from across the university.

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[4] No students from Aboriginal or Torres Strait Island communities participated in this course in 2014 or 2015.
[5] In 2014, two PhD students who are speakers of Putonghua and Cantonese (Li Xuan and Song Ying) participated as researchers in the project and were provided with a small stipend from the RCLC.

Two key findings emerge from the pilot study in 2014:

1. There is a strong positive correlation between students' writing proficiency in primary language and their writing proficiency in English (r (22) = .508, p < .01).
   Students who have a stronger writing proficiency in primary language appear to develop a stronger writing proficiency in English.

2. There is a strong correlation between students' expertise in translation (and translanguaging), and their proficiency in both primary language and English.
   Students who have a higher level of written proficiency in both languages overall make most use of more complex linguistic processes in versioning translation and less use of literal (word-for-word) translation.

A number of other studies have shown a strong link between the primary language and English in primary and secondary school students (e.g. Brimer, 1985) and several studies have considered the relationship between the primary language and English at university level (Hu & Lei, 2014; Kirkpatrick, 2014; Wang & Wen, 2004). Our study is the first, as far as we know, to show the relationship between:
- academic proficiency in the primary language and academic proficiency in English
- translation (and other metalinguistic translanguaging processes) and proficiency in both primary language and English.

It is therefore the first evidence-based study that points towards the pedagogical role and value of translation in contemporary higher education to advance student's academic writing in both the primary language and English simultaneously.

The two key findings in our pilot study indicate that:
1. There is a strong connection between proficiency in the primary language and proficiency in English (the additional or second language).
2. The primary language plays a significant role in preparing students to advance their academic learning in a university context where the medium of instruction is English (e.g. at UniSA).
3. When this is sanctioned, as in the EAL courses, students make overt use of (two-directional) translation between the primary language and English.
4. When this is not given explicit sanction, students make covert use of (two-directional) translation between the primary language and English.
5. Students who have a strong academic proficiency in their primary language are more likely to have advanced expertise in translation to and from English. They are better able to make logistical and structural adjustments, and also sociolinguistic and cultural adjustments to suit the target language when translating (versioning translation). These adjustments require metacognitive linguistic expertise.
6. Students with weaker academic proficiency in their primary language are less able to make use of advanced expertise in translation to and from English. They are more likely to be restricted to word-for-word translation, they are less likely to be able to formulate their

thoughts using what teaching staff refer to as 'clear expression', and they are unlikely to meet the conventions of logical thinking and writing in English.

Many Australian students who have English as their primary language also experience difficulty in academic writing at university. Thus, if their secondary education has not prepared them for reading and writing for academic study, they too will experience difficulty in reading and writing at a level appropriate for university study. Similarly, we have found that there are differences in student preparedness for academic language use amongst our international students. Those who have been well-prepared in their primary language (in our pilot study, Chinese) are also those who are able to adjust to study through English at UniSA. The difference between Australian students who are not well-prepared for academic use of English and international students who are not well-prepared for academic use in their primary language is that the international students have three cognitive and sociolinguistic steps to climb once they reach UniSA, and the challenge is greater. In the case of international students, who are unfamiliar with the sociocultural dimensions of language use, they also need to develop capabilities in these areas. (See Figure 3.2.)

Figure 3.2: Challenges faced by different cohorts of students in developing academic proficiency in English in an English Medium of Instruction (EMI) university context
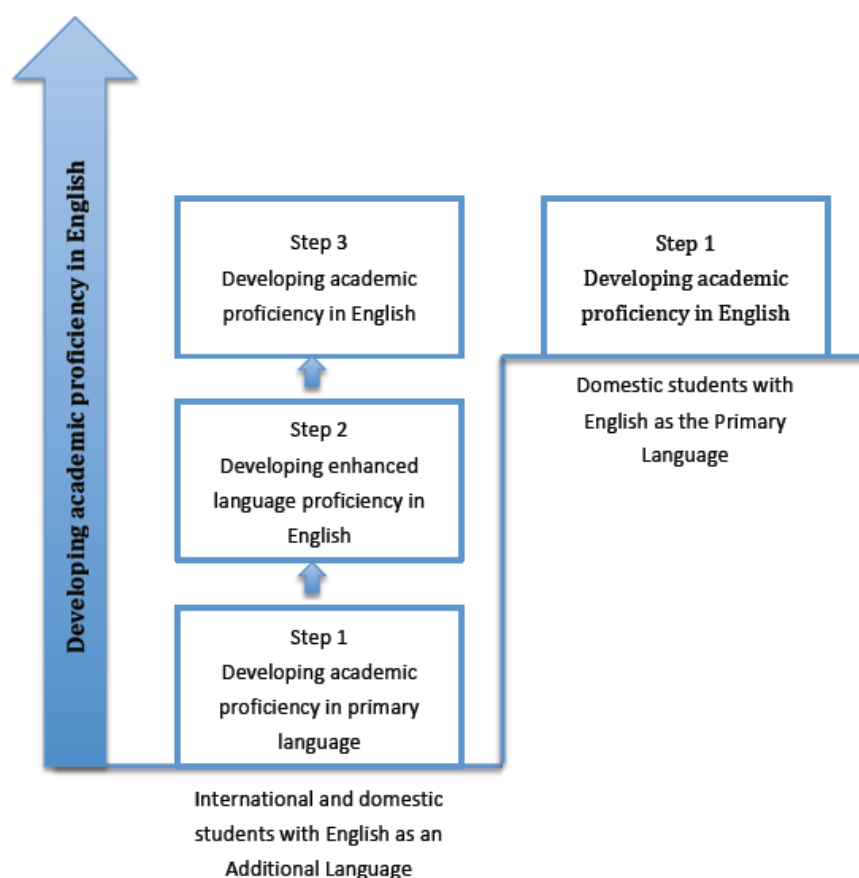
Note the difference between developing academic proficiency in an EMI context for international and domestic students. Most international and domestic students with English as an additional language have to travel through three cognitive stages, whereas most domestic students with English as the primary language travel through one stage only.

The implications of these findings are discussed next in conjunction with the findings from the 2015 study.

3.3. 2015 English Language Project case study

In 2015 the pilot study was extended to a qualitative study of students' English language needs and an investigation of how students make use of their primary language in order to support their study while at UniSA, particularly in CIL and Div-EASS. The 2015 study drew data from three EAL courses: LANG 1052 (English for Academic Use in Australia), 1053 (English for Academic and International Communication) and 2033 (English in the Professions). The research questions that framed this part of the study were:

1. How do students make use of their linguistic resources (i.e. their additional linguistic and knowledge repertoires) to advance their academic learning and expertise in English when studying at UniSA?
2. How do students view and understand the use of their linguistic resources when undertaking studies in an EMI university context?
3. What are the challenges and needs for students in their studies in an EMI university context?
4. What are the implications of this study for strengthening the current teaching across Div-EASS to meet the needs of EAL students?

The data include student writing of assessment tasks (for English and other program courses), classroom observation, interviews with students and a tutor's reflections. In order to address the research questions we used a qualitative (ethnographic) approach to analyse data that include 106 sets of written text and four in-depth interviews with students. Student texts include reflections of their own linguistic and metalinguistic practices as well as their linguistic, epistemic and sociocultural challenges and needs.

As we expected from our findings from the 2014 pilot study, we are able to confirm that that students engage in regular use of two-directional translation (translanguaging) between their primary language and English while studying at UniSA, in order to:
- develop their English language capabilities, e.g. when
  - learning new vocabulary
  - strengthening knowledge of the structure of English and academic writing in English
- advance their academic learning, for
  - understanding and learning new concepts
  - engaging with academic reading
- prepare, draft and complete assignments, e.g.
  - when conducting interviews, taking notes, making outlines, planning, drafting and editing written assignments

We found that although some students initially hesitate to acknowledge the role of their primary language (and also their multilingual repertoires, in the case of several students), this is because they have been discouraged from explicit use of their primary language in the process of learning to use English before coming to UniSA. Instead, they have resorted to covert use of the primary language, which they believe to be 'illicit' practice (see several authors, e.g. Swain et al., 2011). This is typical of a now outdated pedagogy in which there has been an attempt to separate the primary language from the target language in conventional ESL and EFL programs (e.g. Heller, 2007; Stroud and Heugh 2011; García & Li Wei, 2014).

In this project we have deliberately legitimised the use of students' primary language (and wider linguistic repertoire) and this has allowed us a close interrogation of what the students do with their language expertise in the process of preparing for university assignments. Close analysis of preparatory notes, drafts and final written tasks shows that the primary language continues to have a particularly significant function and role for students, even though they are studying through English. Translation is the most significant of the translanguaging processes that students use when moving through and connecting the various stages of drafting and writing in English. By legitimising the use of languages in addition to English in the learning process at university, we find that students hold positive attitudes towards the use of their linguistic and knowledge repertoires through translanguaging in their academic learning and assessment tasks, as this provides them with the scaffolding to advance their learning and academic writing in English.

We also gain an understanding of the challenges and needs of students across their university courses / program, and why they identify these, as follows:

1. Receiving tutor comments on student assignments that emphasise 'lack of clear and accurate expression in English', 'I cannot understand you, FAIL', that crush self-confidence
2. Limited provision (by teaching staff) of clear explanations for key concepts / terminology needed for scaffolding understanding in lectures
3. Pace of spoken delivery of lectures and unclear diction (enunciation) of teaching staff that exacerbate difficulties with comprehension
4. Limited guidance on how to access reliable academic resources in students' primary languages to supplement those readily available in English
5. Difficulty with transferring expertise in academic reading and critical thinking from primary language to English, and developing appropriate academic reading and writing expertise in English across programs
6. Inadequate intercultural understanding amongst teaching staff, domestic and international students.

3.4 Implications of the 2014 Pilot Study and the 2015 Case Study for EAL provision at UniSA

The findings of both studies provide clear evidence of the English language needs of EAL students in CIL (and by extension, also in the Division of EASS and UniSA more widely). We are able to make this claim because the students in the EAL courses come from across the Division of EASS and also from elsewhere across the university (e.g. Health Sciences, Business and Engineering).

3.4.1 Interpreting students' linguistic challenges and needs

As discussed above, students work with at least two sets of knowledge and linguistic systems. Making meaning in two languages, transferring knowledge and meaning back and forth between the two languages in order to gain clarity, and converting knowledge into academic English involves complex metacognitive linguistic and epistemic expertise. Very few students when they first arrive at UniSA, especially if they have come directly from a secondary school system in which English is not the dominant language, will be able to cope with the metacognitive demands that include:

- technical aspects relating to the body (vocabulary) and structure (vocabulary, sentence structure, paragraph and essay) of English language knowledge
- cognitive academic bilingual expertise that crosses over into, and is specific to, each of the courses and programs of students' areas of study
- sociocultural dimensions of language use for purposes of communication at university (amongst teaching staff, domestic and international students).

Together, the three sets of demands have bearing upon students' well-being and experience of university study and life. Mostly, students who are speakers of languages in addition to English believe themselves to be at a disadvantage, stigmatised by teaching staff and domestic students. Many report suffering from depression and thoughts of discontinuing. Study Period 2 (the first semester for international students) is particularly difficult. The second half of Study Period 2 is identified as a point of crisis. This is when their first written essay assignments are returned, often with a 'FAIL' and accompanied by comments of 'unclear expression', 'I don't understand what you are saying (or writing)'. It is at this point that many students report considerable anxiety, lack of self-esteem and depression.

3.4.2 The role of students' primary language in enhancing student learning through English

Our study of students' overt use of their primary language in the English courses (and through covert practices in other courses) has brought us to the following overarching findings:

1. Students both need and benefit from using the cognitive, epistemological and linguistic expertise that they have in their primary language/s when studying at university through English.
2. Students make use of a number of translanguaging strategies. Of these strategies, translation emerges as one that has particular promise.

Translation is a mechanism and process and translanguaging pedagogy has value:

- for international students in the EAL context
  - affectively (easing their difficulties studying through English)
  - cognitively (assisting them through the stages (steps) that take them towards academic proficiency in English)
  - reducing the potential for plagiarism as EAL students develop interpreting ad paraphrasing expertise when working with texts in English
- for teaching staff, who, whether they know the students' languages or not, can use translation as a pedagogical tool, encouraging students to make use of their proficiency in

their primary language in order to access meaning of the subject matter in English, and thus to use translation wherever appropriate.

The benefits of translation apply both to students who have already developed academic language proficiency in the primary language at a level appropriate at secondary school exit, and to those who have not. The latter, like students for whom English is their first language, require additional support at UniSA.

3.5. Implications for portability across the School/Division

Universities in many other English-speaking contexts (Canada, South Africa, USA, and UK) where there is a high proportion of students who speak languages in addition to English at home provide various forms of 'language accommodations' for students. These have traditionally taken the form of:

- access to dictionaries during exams
- additional time for writing examinations
- additional time for submission of assignments
- non-credit bearing generic academic language courses
- non-credit bearing specific language provision for students according to discipline.

UniSA has offered some of these at various times. We currently offer a specialised EAL program within CIL, which is available to students as one-off courses, a minor, a sub-major or a major. UniSA is unique in this strategy. We are unique also having taken substantial steps towards trying to fine-tune our approach to suit the cognitive and affective language learning needs of students at UniSA. We have found that students make use of their primary language when they engage in cognitive processes needed for academic learning in English. Specifically, they make use of a cognitive process of translanguaging, which has been described as 'shuttling between languages' (Canagarajah, 2011a). In the EAL courses we have done two things. First, we have adjusted our teaching to encourage students to make their translanguaging activities a more explicit part of their academic development in English. Second, we have researched the relationship between the primary language and English in our courses, in a pilot study in 2014 and in a follow-up study in 2015.

The findings of both studies have implications beyond the provision of English in the EAL courses offered to students in CIL. The implications extend to other courses and programs of the School and the Division of EAS, and we believe, also to other divisions of the university. The implications are:

1. Raising student awareness of the pedagogical value of academic proficiency in both the primary language and English
2. Developing student expertise in translanguaging (especially translation) to enhance learning across their programs of study
3. Raising staff awareness of how to support EAL students learning at UniSA
4. Raising staff awareness of how to sanction (encourage) students' use of their knowledge resources in their primary language/s in order to enhance learning in English
5. Making teaching staff aware that they do not need to be linguistically proficient in languages other than English in order to assist international students (although this would be an advantage).

3.6. Recommendations

3.6.1 Teaching staff development

Staff need to be given the tools to adapt their approaches to course design, delivery and assessment in ways that take into account the linguistic and epistemic backgrounds of students from diverse backgrounds. Staff do not need to be familiar with or proficient in languages other than English (although this would be an advantage). Staff development seminars should at very least include guidance on how to include or adjust to the following:

- Develop language awareness, including understanding the need for appropriate pace and style of delivery (enunciation) of spoken English when teaching EAL students.
- Understand the need to pace reading tasks and assessment schedules evenly through the study period so that EAL students are able to keep up with them.
- Provide clearly formulated explanations of key concepts/terminology at the beginning of each lecture (and online for each component of the course) so that students have a scaffold from which to understand the content of the lecture, component and course as a whole.
- Adjust assessment tasks to encourage academic references/sources in languages in addition to English (students will have to translate relevant material into English; this prevents plagiarism and increases opportunities for students to understand and engage at an appropriate level).
- Edit assessment tasks into Plain English and check that the requirement/s and objective/s of each task are transparent.
- Adjust tutorial tasks so that domestic and international students draw upon and exchange their knowledge expertise (including from sources in different languages).
- Emphasise the educational value of academic reading and writing in both primary language and English for study and future career-paths.

3.6.2 Access to academic literature/resources in languages in addition to English

- UniSA Library services could liaise/collaborate with international institutions to offer students access to reliable academic resources and or/databases in languages in addition to English.

3.6.3 Provision of a tailored course for EAL students: Academic Translation and Translanguaging

- Offer all EAL students a course at both undergraduate and postgraduate levels to strengthen their metacognitive translanguaging capabilities with a focus on the technical, cognitive and sociocultural aspects of translation and interpreting between their primary language and academic use of English.
- The post-graduate offering should include a focus on research writing.

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