Emergent bilinguals in a digital world

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Language is a human right & a civic responsibility

Aotearoa New Zealand is linguistically "super diverse"; Māori language threatened Royal Society of NZ 2013; Census, 2013
Children growing up in bi / multi language ecosystems have language + kīte Cunningham 2012; Cunningham & King 2017

Research evidence indicates
- lifelong benefits wellbeing & education Bailystock et al, 2004; G Smith, 1995
- benefits for Māori language revitalisation - but easily lost in landscapes dominated by English - research methods & measures have English bias

Emergent bilingual children

Survey of family/whānau/fanau
Note: Sonja Macfarlane leads this survey research

Children in a digital world

- Purposeful use in early education landscapes Cunningham 2013; Harris 2017; Harris, Davis et al 2017; Aukuso 2017
- Demand for guidance Cunningham et al, 2017; Livingstone & Third, 2017; ERO 2016; Sigman, 2015
- Vulnerable & bilingual children more at risk without strategic policies in place Internet in NZ 2013; Census 2013
- The digital world a venue for reciprocal relationships strengthening connections for children &/or undermining

<table>
<thead>
<tr>
<th>Importance of maintaining multilingualism</th>
<th>Extremity</th>
<th>Very</th>
<th>Moderately</th>
<th>Slightly</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Māori</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Samoa</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>3.8</td>
<td>16</td>
<td>3.8</td>
<td>3.8</td>
</tr>
</tbody>
</table>

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Children in a digital world

- Purposeful use in early education landscapes Cunningham 2013; Harris 2017; Harris, Davis et al 2017; Aukuso 2017
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Survey of family/whānau/fanau

During a typical week at home, approximately how many hours would your tamaiti/child/tama spend on digital media? (n=59)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>9</td>
<td>0%</td>
</tr>
</tbody>
</table>

Comments:
- Probably too much
- Is this too much?
- I would like zero
- I would like less but...

Note: Sonja Macfarlane leads the research

Each child’s interacting linguistic landscapes

Designed to (un)intentionally to
- improve flow of languages
- legitimise children’s languages & cultures
- share aspirations & strategies

The digital world was

- Minimized in early childhood services
- Policies active in homes with siblings
- Used as a communication channel
- Child’s photo to engage interest
- Web site to inform parents & other care givers
- Knowledge of problems with too much screen time
- Guidance welcome and sought

Emerging findings indicate that the digital world is carefully managed in these early childhood services. Most are interested in developing engagement with their children’s home languages and cultures.

Method / Tukanga / Auala e Su’esu’e ai

- Research to identify & co-construct effective multilingual landscapes for children – an ecological perspective
- Ethnographic case study methodology designed within a Kaupapa Māori Braided Rivers framework ensuring ownership of participants & stakeholders Macfarlane, Macfarlane & Gillen 2015; Harris 2017
- Case studies of linguistic landscapes in 8 Early Childhood services + 6 Primary schools
  - Began with an award-winning Māori centre
  - Workshops in education & community validate (n>115)
- Pop up workshops + OER online support CC by SA
  - http://telilab.canterbury.ac.nz/e-better-start/
### Artefacts in 6 ECE centres (n=323)

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>171</td>
</tr>
<tr>
<td>English with some Māori</td>
<td>43</td>
</tr>
<tr>
<td>English and Māori</td>
<td>30</td>
</tr>
<tr>
<td>Māori only</td>
<td>22</td>
</tr>
<tr>
<td>Samoan only</td>
<td>10</td>
</tr>
<tr>
<td>Samoan and English</td>
<td>9</td>
</tr>
<tr>
<td>English/Samoan/Māori</td>
<td>8</td>
</tr>
<tr>
<td>Multilingual</td>
<td>11</td>
</tr>
</tbody>
</table>

**Educa online used to share digital ‘profile books’ with whānau**

- + & -

- Shared – a form of koha
  - Linguistic landscape report may be added to web site
  - Workshop to share strategies & develop skills
  - Take home resource, eg Karakia on photo

**Next steps**

- Produce Language Policy Guidance
  - note for government and leaders
  - develop for early years organisations and partners
- Continue gathering data, analysis, validation, dissemination …
  - ECE, Year 0/1, Library, community, whānau
  - Samoan linguistic landscapes
  - changes
- Capacity development …

- Samoan welcome at entrance during Samoan language week
Acknowledgements

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Una Cunningham and Niki Davis lead this strand of the research as co Principal Investigators.

References / Tohutoro O Mau Fa'atatau

Tohutoro O Mau Fa'atatau


http://latllab.canterbury.ac.nz/a-better-start/