

Language Practices of Indigenous Children and Youth

The Transition from Home to School

*Edited by
Gillian Wigglesworth,
Jane Simpson and
Jill Vaughan*

Palgrave Studies in Minority Languages and Communities
Series Editor: Gabrielle Hogan-Brun



Palgrave Studies in Minority Languages and
Communities

Series editor

Gabrielle Hogan-Brun
University of Bristol
Bristol, United Kingdom

Worldwide migration and unprecedented economic, political and social integration in Europe present serious challenges to the nature and position of language minorities. Some communities receive protective legislation and active support from states through policies that promote and sustain cultural and linguistic diversity; others succumb to global homogenisation and assimilation. At the same time, discourses on diversity and emancipation have produced greater demands for the management of difference. This series will publish new research based on single or comparative case studies on minority languages worldwide. We will focus on their use, status and prospects, and on linguistic pluralism in areas with immigrant or traditional minority communities or with shifting borders. Each volume will be written in an accessible style for researchers and students in linguistics, education, politics and anthropology, and for practitioners interested in language minorities and diversity.

More information about this series at
<http://www.springer.com/series/14611>

Gillian Wigglesworth
Jane Simpson • Jill Vaughan
Editors

Language Practices of Indigenous Children and Youth

The Transition from Home to School

palgrave
macmillan

Editors

Gillian Wigglesworth
School of Languages and Linguistics
University of Melbourne
Melbourne, VIC, Australia

Jane Simpson
Australian National University
Canberra, Australia

Jill Vaughan
Norwegian University of Science and
Technology
Trondheim, Norway

Palgrave Studies in Minority Languages and Communities
ISBN 978-1-137-60119-3 ISBN 978-1-137-60120-9 (eBook)
DOI 10.1057/978-1-137-60120-9

Library of Congress Control Number: 2017952164

© The Editor(s) (if applicable) and The Author(s) 2018

The author(s) has/have asserted their right(s) to be identified as the author(s) of this work in accordance with the Copyright, Designs and Patents Act 1988.

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

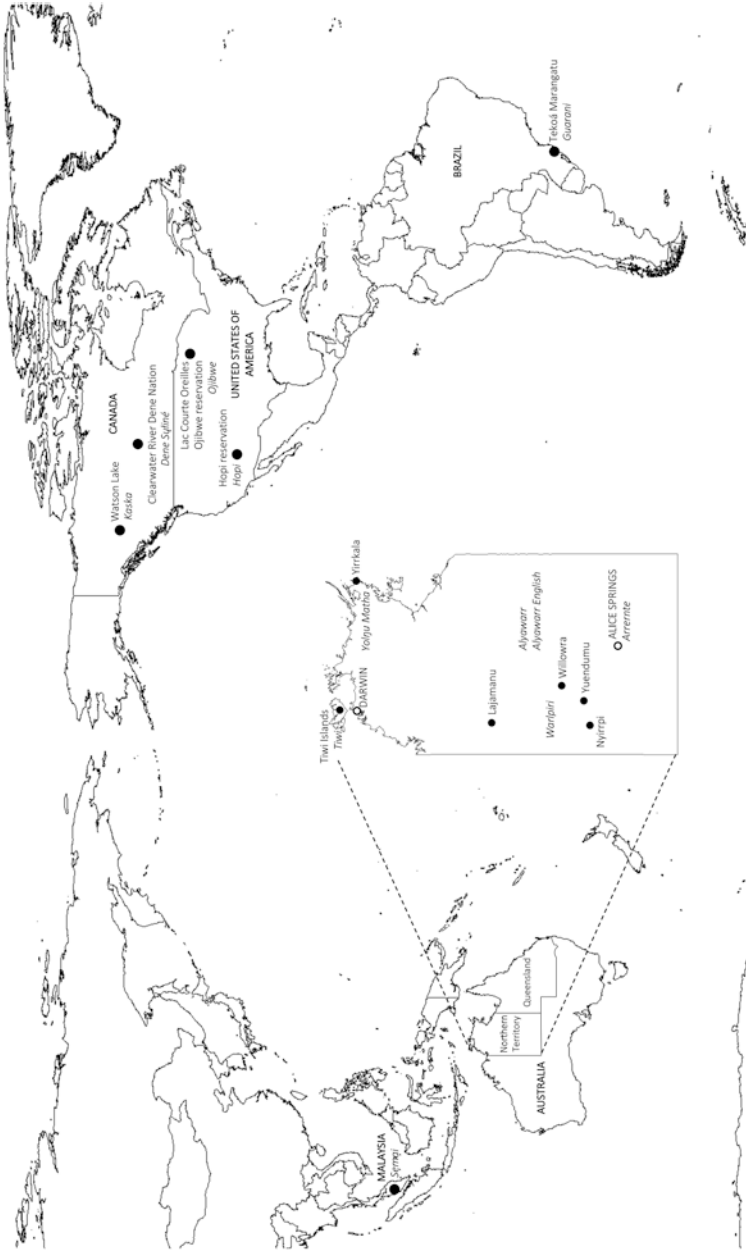
The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover illustration: © 'Grass getting dry' by Mary Peterson Ngwarraye, Epenarra Community 2014

Printed on acid-free paper

This Palgrave Macmillan imprint is published by Springer Nature
The registered company is Macmillan Publishers Ltd.

The registered company address is: The Campus, 4 Crinan Street, London, N1 9XW, United Kingdom



Locations of languages and communities discussed in this book. Map: Jill Vaughan

This volume is dedicated to all the children who have to learn a new language when they begin school.

Acknowledgements

We owe our greatest debt to the multiple communities, schools, caregivers and children who have contributed in myriad ways to the research reported in this volume. Without their contributions, ideas, input and responses, we would have nothing to report on, and this volume would not have seen the light of day because we would not have had the insights and materials which allowed us to develop these arguments.

We are most grateful to the Australian Research Council who have generously funded our research with Indigenous children over many years through Discovery Projects (DP0343189) and (DP0877762) and more recently, the Centre of Excellence for the Dynamics of Language (CE140100041).

We would also like to thank the many people who had contributed in various ways:

Mary Peterson Ngwarraye and Barkly Regional Arts for giving us permission to use the image of her painting “Grass getting dry” (Epenarra, 2014) on the cover of this book, and Barkly Regional Arts for facilitating this.

Maria Karidakis, Adam Pressing and Grant Cleary for helping us to do the final formatting, checks and proof reading of the manuscript.

x Acknowledgements

We also thank those upon whom we imposed in the review process and who willingly undertook this activity:

Misty Adoniou
Brian Devlin
Bruna Franchetto
Maya Honda
Caroline Jones
Mary Laughren
John Mansfield
Onowa McIvor
Sophie Nicholls
Carmel O'Shannessy
Rhonda Oliver
Cath Rau
Gudrun Ziegler

And also to the chapter authors who also provided reviews of chapters in the book.

Contents

1	Going to School in a Different World	1
	<i>Gillian Wigglesworth and Jane Simpson</i>	
Part I	Curriculum	21
2	Curriculum as Knowledge System: The Warlpiri Theme Cycle	23
	<i>Samantha Disbray and Barbara Martin</i>	
3	Language Transition(s): School Responses to Recent Changes in Language Choice in a Northern Dene Community (Canada)	49
	<i>Dagmar Jung, Mark Klein, and Sabine Stoll</i>	
4	From Home to School in Multilingual Arnhem Land: The Development of Yirrkala School's Bilingual Curriculum	69
	<i>Gemma Morales, Jill Vaughan, and Merrkiyawuy Ganambarr-Stubbs</i>	

5	Unbecoming Standards Through Ojibwe Immersion: The Wolf Meets Ma'iingan	99
	<i>Mary Hermes and Michelle Haskins</i>	
Part II	Multilingual Repertoires	117
6	Code-Switching or Code-Mixing? Tiwi Children's Use of Language Resources in a Multilingual Environment	119
	<i>Aidan Wilson, Peter Hurst, and Gillian Wigglesworth</i>	
7	Languaging Their Learning: How Children Work Their Languages for Classroom Learning	147
	<i>Susan Poetsch</i>	
8	Language Practices of Mbya Guarani Children in a Community-Based Bilingual School	173
	<i>Nayalin Pinho Feller and Jill Vaughan</i>	
Part III	Contact Languages	205
9	Dangerous Conversations: Teacher-Student Interactions with Unidentified English Language Learners	207
	<i>Denise Angelo and Catherine Hudson</i>	
10	Dis, That and Da Other: Variation in Aboriginal Children's Article and Demonstrative Use at School	237
	<i>Henry Fraser, Ilana Mushin, Felicity Meakins, and Rod Gardner</i>	
11	Alyawarr Children's Use of Two Closely Related Languages	271
	<i>Sally Dixon</i>	

Part IV	Language as Cultural Practice	301
12	Practicing Living and Being Hopi: Language and Cultural Practices of Contemporary Hopi Youth <i>Sheilah E. Nicholas</i>	303
13	Learning a New Routine: Kaska Language Development and the Convergence of Styles <i>Barbra A. Meek</i>	337
14	Beyond School: Digital Cultural Practice as a Catalyst for Language and Literacy <i>Inge Kral and Sumathi Renganathan</i>	365
	Glossary	387
	General Index	403
	Language Index	415

Contributors

Denise Angelo is a PhD student at the Australian National University researching Kriol, an English-lexified contact language of northern Australia. She has worked for many decades in the rich and complex Aboriginal and Torres Strait Islander language ecologies as a linguist, lecturer, classroom teacher and teacher trainer. Denise is a member of the Indigenous Language Perspectives team (Department of Education and Training, Queensland), an affiliate of the Centre of Excellence for the Dynamics of Language (CoEDL), and teaches linguistics and language education courses at the university level.

Samantha Disbray Samantha Disbray is a researcher at Charles Darwin University and the ARC Centre of Excellence for the Dynamics of Language, Australian National University, currently researching Warumungu language and remote education delivery in Australia. She has worked as a community and research linguist in Central Australia and has carried out language documentation work with speakers of Warumungu and a contact language, Wumpurrarni English. While employed as regional linguist for the Northern Territory Department of Education (2007–2012), she supported schools with bilingual and Indigenous Language and Culture programs, including the Warlpiri schools. She has recently co-edited with Brian Devlin and Nancy Devlin a volume on the practice and history of the Northern Territory bilingual

education program and its place in the history of education and languages policy in Australia.

Sally Dixon Sally Dixon completed her PhD at the Australian National University. Her research interests centre on language contact and multilingualism, particularly in the context of education. Outside of academia she has worked as a community linguist in the remote Pilbara, Australia, and as a professional mentor with the *Bridging the Language Gap Project* within Education Queensland, and has developed multilingual curricula and resources in an Indigenous Education NGO in the Philippines.

Nayalin Pinho Feller Nayalin Pinho Feller is originally from Brazil and pursued graduate studies in the United States, receiving a master's degree in Education and a PhD in Language, Reading and Culture. Her areas of expertise are the development of community- and culture-based curricula, the teaching of various university-level undergraduate courses in both Early Childhood and Elementary Childhood Teacher Education, and her committed interest is in researching the bilingual and biliterate development of young Indigenous/diverse children. She is Visiting Assistant Professor of Early Childhood Multicultural Education at the University of New Mexico in Gallup.

Henry Fraser Henry Fraser is a researcher and project officer at the Department of Education and Training, Queensland. He has worked for language centres in Western Australia documenting Australian Indigenous Languages, and worked in several Queensland communities documenting local English-lexified contact language varieties for community language awareness projects. He has taught and worked in James Cook University's 'Teaching English as a Second Language to Indigenous Students' Education subject for the past five years. He completed his honours degree in Linguistics at the University of Queensland in 2015.

Merrkiyawuy Ganambarr-Stubbs Merrkiyawuy Ganambarr-Stubbs belongs to the Datiwuy clan of the Yolngu of northeast Arnhem Land. She has worked at Yirrkala School for 35 years and is currently the co-principal of the school. She has a musical background and is a weaver and author of five children's books in Yolngu Matha, as well as a contributor

to the Macquarie Dictionary of Aboriginal languages. She is a co-author of the books *Weaving lives together* and *Welcome to my Country*.

Rod Gardner Rod Gardner is an honorary associate professor in the School of Languages and Cultures at the University of Queensland. His research over the past 25 years has been primarily in the field of Conversation Analysis. This includes a number of studies on conversational response tokens and, later, studies on second-language conversations and computer-mediated interaction. His more recent work, in collaboration with Ilana Mushin, has been primarily in two areas: one on classroom interaction in early childhood education, studies which have been funded by two ARC grants, and the other on continuing work on Aboriginal conversation practices.

Michelle Haskins Michelle Haskins is a Lac Courte Oreilles tribal member who has attained both her bachelor's and master's degrees at the University of Minnesota Duluth. Her training and licensure in Elementary Education (K-8) with a minor in Ojibwe Language has provided the skills necessary to teach in various capacities. She has been actively engaged in the progression of a healthy and productive community in LCO for nearly 20 years by serving on several boards, committees and volunteering. Her lifelong aspiration and commitment is to help her community to become fluent speakers of a precious gift known as Ojibwemowin. Michelle's professional experience has been acquired over a decade of teaching in Ojibwe immersion school settings in Wisconsin and Minnesota. She has been fortunate enough to work in public, charter, and BIA schools from early childhood to higher education providing her with the abilities to adapt curricula for target audiences. Her personal experience in the Milwaukee public schools as an adolescent has been very influential in her determination to make a difference in the lives of others. However, it wasn't until she returned to Lac Courte Oreilles that she realized that revitalizing their language is their greatest hope for the continued existence of the Ojibwe culture.

Mary Hermes Mary Hermes is Associate Professor of Curriculum and Instruction at the University of Minnesota Twin Cities and Director of Grassroots Indigenous Multimedia. She is an indigenous person of mixed racial heritage and a community member at the Lac Courte Oreilles

Ojibwe reservation in Northern Wisconsin. She works as a researcher (publishing, leveraging grants, documentation) and at the community level (community language learning and materials) on Ojibwe language revitalization and documentation. Expanding the success of local immersion school learning to families is her current project. She strives to acquire proficiency in her own Ojibwe language learning.

Catherine Hudson Catherine Hudson is an honorary lecturer at the Australian National University, specialising in second-language proficiency in English in schools. Her present research is concerned with young Indigenous English language learners. Catherine is a member of the Indigenous Language Perspectives Team, Department of Education, Queensland, and an affiliate of the ARC Centre of Excellence for the Dynamics of Language (CoEDL).

Peter Hurst Peter Hurst completed a PhD in Linguistics at the University of Melbourne in 2012. His thesis “Reciprocation Strategies and Syntax of Reciprocal Constructions” examined the grammatical expression of reciprocal relations across a range of languages, including Icelandic, Swahili and Malagasy. Peter now works for the Centre of Excellence for the Dynamics of Language at the University of Melbourne, and he is creating an electronic dictionary for the language Murrinpatha.

Dagmar Jung Dagmar Jung is a senior researcher at the Department of Comparative Linguistics at the University of Zurich. Her current project consists of the building of a corpus of First Language acquisition data in Dene Słı́né. She is involved in two further language documentation projects in Canada, collaborating with First Nations and the University of Cologne. Her research interests focus on the structure and use of Dene/Athapaskan languages, including language change, old and new. Jung holds a PhD in Linguistics from the University of New Mexico. Besides core linguistic classes, she has taught at various summer schools on linguistic as well as technological issues in language documentation.

Mark Klein Mark Klein has been a teacher/administrator in the La Loche/Clearwater area for the past 27 years. During his time with Clearwater River Dene School, he has collaborated with leadership, community members, and professional teaching staff to implement a Dene transitional

immersion program that is currently in its tenth year. Mark, originally a graduate from the University of Regina, has also completed his master's program in second-language teaching through the University of Calgary.

Inge Kral Inge Kral is a linguistic anthropologist working and co-affiliated with the Centre for Aboriginal Economic Policy Research (CAEPR) and the ARC Centre of Excellence for the Dynamics of Language (CoEDL) at the Australian National University. Inge draws on some 30 years' experience in Indigenous education, language and literacy in remote Australia. She recently completed an ARC DECRA researching changing modes of communication and the sociolinguistic consequences of digital technologies in remote Indigenous Australia. She is currently a co-researcher with Sumathi Renganathan on a youth media and literacy project in an Orang Asli Indigenous village in Peninsular Malaysia.

Barbara Martin Barbara Martin is a Warlpiri educator, who has worked at Yuendumu School for nearly 30 years. She began working in 1982 in the Literacy Production Centre at Lajamanu School with Lee Cataldi, making resources for the Warlpiri–English bilingual program. From 1985 she worked as literacy worker at Yuendumu, becoming an assistant teacher and then taking up teacher training through the Remote Area Teacher Education program at Batchelor Institute. In the 1980s and 1990s, among the teachers from other schools with bilingual education studying at the Institute, there was a lot of thinking and discussion about Aboriginal pedagogy and Aboriginal knowledge. Aboriginal educators developed strong ideas about two-way education and their own local curriculums. Barbara continues to work with Warlpiri educators as a mentor and to further develop the Warlpiri curriculum.

Felicity Meakins Felicity Meakins is a senior research fellow at the University of Queensland. She is a field linguist who specialises in the documentation of Australian Indigenous languages in the Victoria River District of the Northern Territory and the effect of English on Indigenous languages. She has worked as a community linguist as well as an academic over the past 15 years, facilitating language revitalisation programs, consulting on Native Title claims and conducting research into Indigenous languages. She has compiled a number of dictionaries and grammars of traditional Indigenous languages and has written numerous papers on language change in Australia.

Barbra A. Meek Barbra A. Meek is Associate Professor of Anthropology and Linguistics at the University of Michigan. She has published on language endangerment, revitalization and the interplay of language and racialized difference in popular media. Her work has appeared in edited volumes and journals such as *Anthropology and Education Quarterly*. Her ethnography, *We Are Our Language: An Ethnography of Language Revitalization in a Northern Athabaskan Community* (2010), examines the complexities of revitalization efforts in the twenty-first century. In addition to ongoing collaborations with the First Nations involved in her revitalization research, she has joined a team of linguists who are working on developing partnerships with Michigan tribes around efforts to document, analyze, and teach their ancestral languages.

Gemma Morales Gemma Morales is a PhD student in the Linguistics & Applied Linguistics Department at the University of Melbourne, in Australia. Gemma's research interests include language use by minority children, bilingual education, and emergent literacy. Her current research investigates the development of home language literacy skills in Indigenous children from remote Indigenous communities in the Northern Territory, Australia. Her work involves the creation of iPad apps designed to assess and train phonological awareness and letter knowledge in Indigenous languages. Gemma is also working as a research assistant on the Aboriginal Child Language Acquisition Project (ACLA).

Ilana Mushin Ilana Mushin is Associate Professor in Linguistics at the University of Queensland with specialisations in Australian Aboriginal Languages (especially the NT language Garrwa), Pragmatics, Typology and Interactional Linguistics. She has been investigating language and learning in Indigenous early years schooling, focusing in particular on Queensland Aboriginal communities.

Sheilah E. Nicholas Sheilah E. Nicholas is a member of the Hopi Tribe, an Indigenous community located in Arizona and the southwest United States. An associate professor in the Department of Teaching, Learning and Sociocultural Studies at the University of Arizona, Tucson, AZ, she teaches courses on Indigenous oral traditions, culture-based education, language and culture in education, and teacher research. The focus of her

scholarly work includes Indigenous/Hopi language maintenance and reclamation, Hopi language teacher education, Indigenous language ideologies and epistemologies and cultural and linguistic issues in American Indian education. Her current publications draw on her dissertation, a case study of the vitality and contemporary role of the Hopi language in the context of language shift and from her work with the Hopi Tribe's Hopilavayi Summer Institute (2004–2010), a Hopi language teacher education institute.

Susan Poetsch Susan Poetsch is a PhD candidate in the School of Literature, Languages and Linguistics at the Australian National University. Her research is on children's language use in home and school contexts in a remote community in Central Australia. She is also a lecturer in the Faculty of Education and Social Work at the University of Sydney, where she teaches units of study on morphology of Australian languages, language teaching approaches and curriculum development, in a program for Indigenous Australian teachers.

Sumathi Renganathan Sumathi Renganathan is a senior lecturer at Universiti Teknologi PETRONAS, Malaysia. After obtaining her PhD in Education from King's College London, Sumathi worked extensively on various projects with the Semai-speaking Orang Asli community in Peninsular Malaysia. She was an Endeavour Research Fellow at the Centre for Aboriginal Economic Policy Research (CAEPR) at the Australian National University in 2009 and since then has worked on a number of funded research projects with Inge Kral.

Jane Simpson Jane Simpson studies the structure and use of several Australian Aboriginal languages: Warumungu, Kurna and Warlpiri, as well as English. She has worked on land claims in the Tennant Creek area and on maintenance of Indigenous languages, kinship and ACLA, a longitudinal study of Aboriginal children acquiring creoles, English and traditional languages. She is involved with several archives (PARADISEC <http://www.paradisec.org.au/>) and *Living Archive of Aboriginal languages* <http://laal.cdu.edu.au/>). She is currently Deputy Director of the ARC Centre of Excellence for the Dynamics of Language, and Professor of Indigenous Linguistics at the Australian National University, Canberra, Australia.

Sabine Stoll Sabine Stoll is a research professor at the Department of Comparative Linguistics and head of the Psycholinguistics Laboratory at the University of Zurich. Her research centers around comparative language acquisition with a focus on method development. Her main interest is the mechanisms underlying first-language acquisition, and she is currently concerned with the underlying patterns in the input that make acquisition of any human language possible. Her work focuses mainly on large-scale naturalistic studies of language acquisition in typologically extremely diverse languages and cultures.

Jill Vaughan Jill Vaughan is a postdoctoral fellow at the Norwegian University of Science and Technology and works with the Linguistic Complexity in the Individual and Society research group. Her research program in sociolinguistics and linguistic anthropology is concerned with exploring the role of social factors in shaping linguistic variation and the diverse outcomes of language contact and change. Her research and community language support work focuses on Indigenous languages and multilingualism in remote northern Australia, and she has also worked on language use in the context of the Irish diaspora and online communities.

Gillian Wigglesworth Gillian Wigglesworth has worked extensively with Indigenous children growing up in remote communities in Australia, largely in the Northern Territory. Her publications address issues in both first- and second-language acquisition, bilingualism and multilingualism. Her major research focus is on the languages Indigenous children living in these remote communities are learning, the complexity of their language ecology, and how these interact with English once they enter the formal school system. She is a chief investigator in the ARC Centre of Excellence for the Dynamics of Language and leads one of its major programs, and a Redmond Barry Distinguished Professor at the University of Melbourne.

Aidan Wilson Aidan Wilson completed a Master of Arts in Linguistics at the University of Melbourne in 2013. His thesis, ‘Tiwi Revisited: A reanalysis of Traditional Tiwi verb morphology’, examined several aspects of the complex Traditional Tiwi polysynthetic verb. Aidan now works as an eResearch Analyst at Intersect Australia, a non-profit organisation that supports the use of technology by researchers in Australian universities.

Abbreviations

AAE	African American English
ABL	Ablative
ACARA	Australian Curriculum and Reporting Authority
ACLA	Aboriginal Child Language Acquisition
AHS	Aboriginal Head Start
AITSL	Australian Institute for Teaching and School Leadership
AlyE	Alyawarr English
ANOVA	Analysis of Variance
BIITE	Batchelor Institute for Indigenous Tertiary Education
CAUS-PRES	Present Causative
CDI	Communicative Development Inventory
CRDN	Clearwater River Dene Nation
CRDS	Clearwater River Dene School
CTEP	Cree Teacher Education Program
D1	First Dialect
D2	Second Dialect
DESLAS	Dene Słliné Language Acquisition Study
DET	Department of Education and Training (Queensland)
DTEP	Dene Teacher Education Program
DTIP	Dene Transitional Immersion Program
EAL/D	English as an Additional Language/Dialect
EQ	Education Queensland
ERI	Early Reading Intervention

xxiv Abbreviations

ESL	English as a Second Language
FAFT	Families as First Teachers
FNUNIV	First Nations University of Canada
FUNAI	Fundação Nacional do Índio
FUT	Future
GLMM	Generalised Linear Mixed Model
HRSCATSIA	House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs
IK	Indigenous Knowledge
IMP	Imperative
IMP-EMPH	Imperative Emphasised
JHEOA	The Department of Orang Asli Affairs
L1	First Language
L2	Second Language
LAAL	Living Archive of Aboriginal Languages
LFN	Liard River First Nation
LPC	Literacy Production Centre
MLTC	Meadow Lake Tribal Council
NAPLAN	National Assessment Program – Literacy and Numeracy
NP	Noun Phrase
NT	Northern Territory, Australia
NT DoE	Northern Territory Department of Education
NTDET	Northern Territory Department of Education and Training
OMI	Oblates of Mary Immaculate
PLC	Professional Learning Community
POSS	Possessive
PRES	Present (tense)
QLD	Queensland
SAE	Standard Australian English
SAL	School of Australian Linguistics
SAmE	Standard American English
SDA	Second Dialect Acquisition
SESAI	Secretaria Especial de Saúde Indígena
SIASI	Sistema de Informação da Atenção à Saúde Indígena
TESOL	Teaching English as a Second or Other Language
UNESCO	United Nations Education, Scientific and Cultural Organisation
WCCS	Wisconsin Common Core Standards

WDPI	Wisconsin Department of Public Instruction
WMELS	Wisconsin Model Early Learning Standards
YCS	Yirrkala Community School
ZPD	Zone of Proximal Development

List of Figures

Fig. 2.1	Map of the Warlpiri Triangle, in relation to Alice Springs and schools with bilingual education programmes in 1990 (Northern Territory Department of Education 1990, reproduced with permission)	26
Fig. 2.2	Organisation of Warlpiri curriculum content in 1989 curriculum	34
Fig. 2.3	Themes and structure of the Warlpiri theme cycle—1999 to present	35
Fig. 3.1	Dene transitional immersion program	55
Fig. 4.1	The bilingual education model at Yirrkala School (School Day: 5 hours 20 minutes; School Week: 26 hours 40 minutes; Preschool: 4 hours/day, 20 hours/week)	88
Fig. 7.1	C1-C2 micro social network	152
Fig. 7.2	Categorisation of pictures onto probability by C1 and C2	158
Fig. 8.1	Sabrina's portrait of the waterfall	187
Fig. 8.2	Janaina's drawing of her common play activities at home	188
Fig. 8.3	Janaina's drawing of her visit to the ocean with her family	189
Fig. 10.1	Individual variation in overall production of SAE articles and demonstratives over time	253
Fig. 10.2	Predicted probability of the use of an SAE determiner according to addressee and activity	257
Fig. 10.3	Use of a SAE determiner according to 'a/an vs. other'	260

xxviii **List of Figures**

Fig. 11.1	Distribution of the three verb forms (V, Ving and Vbat) in HOME [N=667] and SCHOOL [N=321] contexts	279
Fig. 11.2	Distribution of 1sg subject pronominal forms 'I' and 'AM' in HOME [N=329] and SCHOOL [N=141] contexts	284
Fig. 11.3	Rate of transitive marking on V verbs in HOME [N=286] and SCHOOL [N=146] contexts	287
Fig. 11.4	Distribution of three verb forms (V, Ving, Vbat) per aspectual context, HOME data	293
Fig. 11.5	Distribution of two verb forms (V, Ving) per aspectual context, SCHOOL data	293
Fig. 11.6	Distribution of three verb forms (V, Ving, Vbat) per transitivity, HOME [TR=345; INTR=302] and SCHOOL [TR=160; INTR=161] contexts	294
Fig. 11.7	Distributions of subject pronouns 'I' and 'AM' per verb form, HOME and SCHOOL contexts	294
Fig. 11.8	Rate of transitive marking per age bracket, in HOME and SCHOOL contexts	295
Fig. 11.9	Rate of transitive marking in SCHOOL context, per speaker and age	295
Fig. 11.10	Rate of transitive marking in HOME context, per speaker and age	296
Fig. 14.1	<i>Left to right</i> : Erna Ngah Ajip; Roomrid Suchip consulting with head man Encik Jasmani Mat Jalak (Photo: Sumathi Renganathan)	379

List of Tables

Table 7.1	Lesson and activities	151
Table 7.2	Number of turns/clauses produced in each code	155
Table 7.3	Number of turns/clauses produced for each communicative purpose	158
Table 8.1	Domains of data analysis	184
Table 9.1	Overview of teacher-student interaction	217
Table 10.1	Output of GLMM analysis on 1629 tokens of determiners	254
Table 10.2	Combined effect of activity and address on the use of SAE determiner	257
Table 10.3	Use of SAE determiner according to a/an vs. other	261
Table 13.1	Distribution of handling verb stems	353
Table 13.2	Participant distribution	354
Table 13.3	Verb-Noun percentage distribution by participant	355
Table 13.4	Percentage correct of handling verb stems	355

1

Going to School in a Different World

Gillian Wigglesworth and Jane Simpson

Introduction

Every year across the world, at around the age of five, children move from home, preschool or kindergarten to the whole new world of school where they will, for the next 10–12 years, be engaged in education. Their families and societies hope that this will provide them with the skills to become fully functioning adults and to enter the world of work. Many of these children will have spent their early years in communities where only one language is spoken, in ‘monolingual contexts’. Others will have grown up in communities where more than one language is spoken, in ‘multilingual contexts’. In many cases children will nonetheless have learned to communicate proficiently in the language they will encounter

G. Wigglesworth
University of Melbourne, Melbourne, VIC, Australia

J. Simpson (✉)
Australian National University, Canberra, ACT, Australia

once they enter the school system. For other children, however, this will not be the case. Young children from migrant backgrounds may well not speak the language of their first school experience, even though they may be living in a community where the dominant language is also the language of education. In rich countries like Australia, the USA and Canada, such children will often receive additional support for learning the language of education, and migrant children will often be very successful in their adult lives. Another group of children for whom the language of schooling may present linguistic challenges are the children of the original inhabitants of the land, but for whom colonization, in its many forms, has frequently resulted in dispossession of their land, their culture and their languages.¹ Where this has occurred, it has often been at the expense of local indigenous languages and cultures, often in contexts of language change and loss, where new mixed languages or creoles may have developed, but where the language of schooling is generally the colonially imposed language.

Compared to migrant children living in communities where the language of education is widely used, Indigenous children often face an additional challenge in their education because they live in remote communities where the language of education is not spoken widely and where there are often limited resources in the school context to support their language development. The very notion of formal classroom-based teaching and of a specialised role of ‘teacher’ may place constraints on those communities as they attempt to maintain their social values and knowledge in the context of the impact of the dominant society’s values (Hermes and Haskins, Chap. 5, this volume). It is these Indigenous children’s experiences and challenges that we focus on in this book as we explore what it means for Indigenous children to move from home to school under these circumstances.

To put this into a wider context, the 20th edition of the *Ethnologue* catalogue—published each year on International Mother Language Day—lists 7099 languages spoken across the world (www.ethnologue.com). However, while many have large numbers of speakers, about half of these have fewer than 5000 speakers (Harrison 2008). Many of these small languages are the indigenous languages of subsequently colonised lands, including, among others, Australia, Canada, the USA, China, the

Russian Federation, Brazil, Chile and the other colonised nations of South America. In these countries, the Indigenous children may speak one of these small languages, but the language of the country is one of the major languages—as in the contexts of the countries mentioned above where English, French, Mandarin, Russian, Portuguese or Spanish have become the national languages. Where this is the case, Indigenous children may be growing up in a community which speaks a language different from the mainstream language (e.g. English or Spanish), as a result of which they may begin in the local school system without a good knowledge, or indeed any knowledge, of the language of education and may come from a society that differs significantly from the mainstream.

In addition, the languages the children speak are often highly endangered (see Jung et al.'s account of rapid shift in Dene-speaking communities, Chap. 3, this volume). This presents particular challenges, in terms of both linguistic and cultural differences: Nicholas, Chap. 12 (this volume), gives moving testimonies from people growing up in Hopi-speaking families who found the transition to school difficult and puzzling, and switched to speaking English. It also raises issues around whether or not schools should maintain the children's first language and to what extent. This is because it is crucial to also note that these children are the future custodians of the languages they speak—if children are not learning the language, the strong likelihood is that the language will cease to be spoken within a generation or two. This also has profound effects on the children's ability to engage in their cultural community: Nicholas notes the 'sense of vulnerability as non-speakers of Hopi' that her participants felt.

The linguistic ecologies in these contexts, which were frequently traditionally multilingual, are often made complex in different ways as a result of contact with the colonizer languages. Chapters in this volume cover a range of these complex situations, from traditional and endangered languages such as Dene communities in Canada (Jung et al, Chap. 3 and Meek, Chap. 13, this volume), Ojibwe (Hermes and Haskins, Chap. 5, this volume) and Hopi in the USA (Nicholas, Chap. 12, this volume), Semai in Malaysia (Kral and Renganathan, Chap. 14, this volume) and Warlpiri (Disbray and Martin, Chap. 2, this volume) and Arrernte in Central Australia (Poetsch, Chap. 7, this volume) to the new languages which have developed in the contact situation, arising from the need for

communication in early contact days (Wilson et al, Chap. 6, Dixon, Chap. 11, Angelo and Hudson, Chap. 9, and Fraser et al, Chap. 10, this volume). This discussion of new languages is a particular feature of this volume. These range from new lingua francas, to creoles (languages which have developed from the contact between a local language and a language of wider communication which typically provides much of the lexicon), to mixed languages (where both languages contribute to the grammar and lexicon) (e.g. modern Tiwi, Wilson et al, Chap. 6, this volume), to non-standard varieties of the language of wider communication or of the local language (e.g. ‘broken Dene’ or ‘Chiplish’, Jung et al, Chap. 3, this volume) or some indeterminate variety (Angelo and Hudson, Chap. 9, this volume, Fraser et al, Chap. 10, this volume). What type of contact language is spoken will depend on local circumstances. Mixed languages are more likely to arise in remote settlements, often emerging through the children’s language (see, e.g. O’Shannessy 2012, 2013) or through pervasive code-switching (Meakins 2011, 2013). Non-standard varieties of the national language are more likely to be used in more urban areas. The situations are often made even more complex by the multilingualism which occurs in these communities (see Dixon, Chap. 11, this volume; Wilson et al, Chap. 6, this volume), with children using the resources of various languages in communication, blurring the distinctions between the languages, as currently discussed in the translanguaging literature (Garcia and Li Wei 2014; McSwan 2017).

The Classroom

When a child enters a classroom for the first time, they are embarking on a new interactional venture. The classroom is probably quite different from their home; it is filled with strangers: a group of strange children and one or more strange adults. These strangers have different roles and responsibilities, different reasons for being in the classroom and different expectations of the child. The child has to learn how the teacher expects them to behave and how other children expect them to behave. This takes place against a background of what their families expect them to learn