

# 112 年師資培育之大學外語領域教學研究中心（小學組）

## 師培社群讀書會記錄：第四場

共同閱讀圖書：Multilingual Digital Translanguaging and Storying with New Zealand Pasifika Learners

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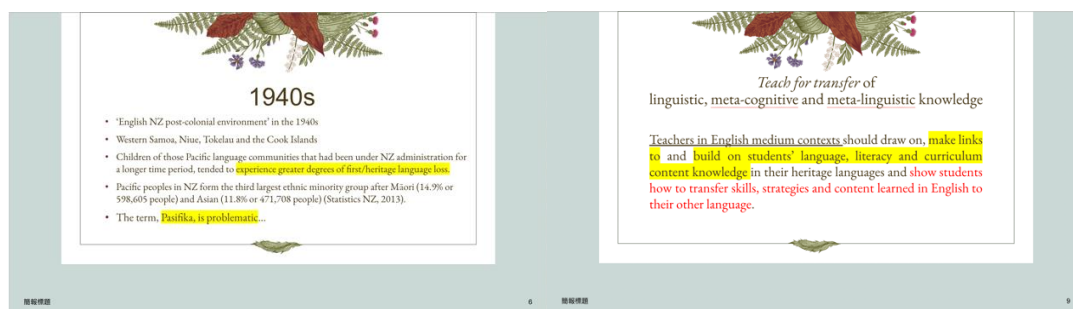
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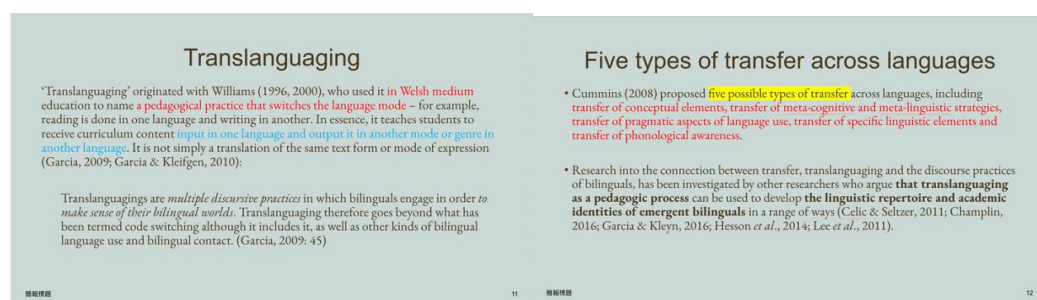
讀書會摘要：

陳怡伶教授首先介紹本篇研究之背景，並以自身思考跨語言如何實踐的經驗來引出主題。本篇研究是在紐西蘭一名為獨木舟計畫的背景下進行，並且是以太平洋族群中常見的獨木舟作為意象以凸顯跨語言之教學策略。1940 年代，許多太平洋島國族群開始移入至紐西蘭，而在此之後少數族群之語言也隨著移入而消失。此後紐西蘭政府也開始注意到此現象，並同時引起語言引發身份認同之討論。因紐西蘭為英語系國家，語言教學多採全英語教學 EMI (English-Medium Instruction)，也因此長期忽略了少數族群的語言。此處怡伶教授也將紐西蘭此現象連結到臺灣同樣是因為長期的主流使用華語，而導致原民語及客語等其他少數族群語言逐漸式微。在如此的背景下，紐西蘭當局便開始從學習的後設認知等各角度重新思考教學內容，並考慮如何讓學生能夠將所學連結至原生生長背景，同時以既有的技能遷移到其他學習領域。





本篇論文接著說明有關跨語言實踐(Translanguaging)的基礎背景，並提出語言間五種可遷移的模式，其中包括概念性、後設認知及元語言策略、語用觀點、特定語言元素，以及語音意識。回到此篇研究主題，紐西蘭政府在注意到少數族群語言被忽略之現象後，便制定了計畫(MoE Project)。在此計畫中，與台灣教師在雙語政策下必須充分了解英語使用相關內容不同，紐西蘭教師必須去了解太平洋島國少數族群之語言使用背景等等……，以協助學習者之語言學習。



陳怡伶教授接著為大家導讀本研究主題獨木舟計畫之主要推行面向，並提到本篇所討論的兩個案例皆為本計畫中關於應用多媒體及其他輔具進行教學。本計畫執行時除了教師外，家長也為推動協助學生學習一重要因素，而教師在過程中亦會鼓勵學生用自己的話以多模態文本方式訴說經驗進行實踐。而本計畫參與者之一的教師群，在計畫開始前皆接受過紐西蘭教育部之專業培育；共有七間學校參與本計畫。而在資料蒐集上，除了透過課室觀察以錄音檔等方式蒐集教師回饋以了解教學情況，同時也會以訪問教師進行資料蒐集。研究問題方面有四，包括了解在進行此雙語教學時對課室教師的影響為何、進行雙語教

學時對學生的影響為何、進行此教學方式是否為有效幫助學生學習，以及教師是如何整合跨語言能力。本篇論文接著便以兩案例進行探究。一案例為口說方面之探討，另一案例則著重於寫作方面，而此寫作案例主要以多模態進行，也因此在此教學過程中學習者被鼓勵以數位方式進行寫作表達。在第一案例說明當中，也節錄了計畫實施時教師與學習者的對話，以帶出教師如何用跨語言實踐作為教學工具鼓勵學生表達以促進目標語學習。在此處陳怡伶教授也將本研究教師與學生間對話連結至台灣的雙語教育，並強調教師透過以身作則告訴學生自己也還在學習、學習是終身之事等概念能幫助學生共感並強化學生的學習概念。第二案例為針對寫作為主進行教學，研究計畫在此案例中選定教材時是以學生所熟知的故事為讀本，並讓學生以藝術視角重塑自己文化背景裡熟悉的故事，以學習、創作、分享三階段來進行寫作教學。



Dimensions of effective practice for Pasifika learners	Sub-points
Knowledge of Pasifika learners	<ul style="list-style-type: none"> <li>(1) Teachers engage with Pasifika learners and their home languages and cultures.</li> <li>(2) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> <li>(3) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> </ul>
Expectations of Pasifika learners	<ul style="list-style-type: none"> <li>(4) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> <li>(5) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> </ul>
Use of Pasifika languages	<ul style="list-style-type: none"> <li>(6) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> <li>(7) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> </ul>
Use of instructional strategies	<ul style="list-style-type: none"> <li>(8) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> <li>(9) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> </ul>
Supporting Pasifika learners with oral, writing, thinking and literacy knowledge	<ul style="list-style-type: none"> <li>(10) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> <li>(11) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> </ul>
Partnerships with Pasifika learners' families	<ul style="list-style-type: none"> <li>(12) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> <li>(13) Teachers engage with Pasifika learners and their home languages and cultures to build on their existing knowledge and skills.</li> </ul>

### Participants

The design team of early literacy, *English for speakers of other languages* (ESOL) and bilingual experts had been contracted by the Ministry of Education to design and deliver a six-month teacher PLD and family meeting pilot programme to a cluster of seven schools (including 24 Year 1–2 teachers).

- Teachers (only 2 of the 24 teachers being of Pasifika ethnicity (Samoan)) participating in the PLD programme attended four full-day workshops over four months, and the parents of the Samoan children in the teachers' classes attended three parent meetings/tono over the same time period.

### Data collection

- Teachers were also visited by PLD facilitators who observed their practice and engaged in co-constructed learning conversations following their lessons. Meetings with senior managers were held prior to, and following the PLD workshop programme in order to provide information, share outcomes, present opportunities for feedback and support systemic change within schools. Data were based on audio recordings and transcriptions from the pilot workshops; from the observations of the teacher lessons; and from the lead facilitator's post-observation interviews with the teachers.

### Research Questions

Both quantitative and qualitative research methods were in order to answer the research questions:

- What is the impact on classroom teachers' practice following participation in a PLD pilot programme focused on the utilisation of Samoan dual language texts?
- What is the impact of teacher utilisation of dual language texts on Samoan children and their families?
- What does effective teaching that is focused on the development of bilingual, translanguaging and biliteracy pedagogies with Pasifika children look like?
- Within multilingual classrooms, how might teachers synthesise translanguaging pedagogies with students' production of bilingual multimedia products?

### Dimension 4: Use of instructional strategies including Pasifika languages as resources for learning

#### Case Study 1

- (4a) Teachers explicitly teach English language and vocabulary by building on Pasifika home languages and oral practices.
- It provides an example of a teacher endeavouring to synthesise translanguaging pedagogies with multimedia digital product production by her Pasifika learners.

#### Case Study 2

- (4b) Teachers explicitly teach strategies for written language, including use of Pasifika literacy practices.
- It offers a digital learning community's approach of Learn, Create, Share with translanguaging pedagogical approaches to enable her Tongan learners to create multimedia digital texts in both English and Tongan.

### Teach English language and vocabulary by building on Pasifika home languages and oral practices.

A number of (non-Samoan) teachers read Samoan texts with their students using digital sound files of the texts that provided models of correct pronunciation. Teacher D supported her learners to connect their own schema with the schema in the book, and enabled them to utilise the text structure to tell and write their own bilingual digital stories using iPads.

**The Use of translanguaging as a pedagogical tool**

Teacher: Want to play it and see what it sounds like?  
 Children play their sound recording: 'O la'u 'ato ā'oga lea. Here is my school bag. 'O la'u pusa mea'ai lea. Here is my lunch box. 'O la'u tusi lea. Here is my book.  
 Teacher: Let's see if they've got their sound file (plays the file). Awesome. You guys are way ahead. Let's read it together (uses the digital text on the interactive whiteboard to read with students):  
 Teacher and children: What's this one? We can read this one; we're clever. 'O la'u tusi lea. And what does that one mean? Here is my book.  
 Child: How do you know how to do it?  
 Teacher: Because Mrs R\_\_\_\_\_ has been practising at home!  
 Child: Are you Samoan?  
 Teacher: No sweetie, but I'm learning.  
 Child 2: She's English. She's from England...  
 Teacher: Yes, too even though I'm a teacher, I never stop learning either. I have to go home and do homework too.

explicitly teach strategies for written language, including use of Pasifika literacy practices.

The children engaged in bilingual reading and discussion about an ancient Tongan story that was familiar to them, and which was then used as a basis for bilingual multimedia text production. The following example demonstrates the children negotiating their understandings of the Tongan text using both Tongan and English. Teacher K supported them to read a text about the *hulala* flower, and to find out how it was created, according to an ancient Tongan love story. The children worked collaboratively and bilingually to make connections to the text using all of their language resources to do so.

而最後本篇研究作者也總結了幾點，其中主要包含教師善用語言作為互動工具，在多媒體環境空間中進行教學是對此計畫成功帶來深遠的影響。而教師透過善用學生原生背景之語言及英語連結，更能夠成功讓學生從自己的文化及身份認同出發幫助學習，並從而達到跨文化、跨語言的實踐。陳怡伶教授接著導讀此篇研究之反思中，研究者希望學習者在學習過程中目標語英語以及自己的族語是平行存在的，因此才會以獨木舟作為本計畫之意象呈現；陳教授將其連結至台灣推行雙語政策之現況，透過紐西蘭此計畫幾個面向，包括關於少數族裔身份認同、全英環境使用雙語幫助母語非英語者、雙語教師培訓、親師關係建立、跨語言教學策略與多模態教學應用，以及尊重多元和包容弱勢族群語言文化等，與台灣推行雙語政策現況進行比較以反思如何修正推行。

**Conclusion**

Through the development of inquiry-focused, collaborative and success-oriented relationships, the following are possible:

- (1) Pasifika learners can be highly successful at school. **Their utilisation of language and literacy as interactive learning tools within the digital space is fundamental to that success.**
- (2) Teachers can teach Pasifika learners effectively, and in particular ways that **connect with and build on their specific languages, cultures and identities**, to meet the demands of the curriculum, and to create bilingual/multilingual digital products.

*Understanding the Va'atele metaphor*

- the *va'atele*, or doublehulled canoe
- One hull may be seen to represent the language, literacy, culture and world view of home, while the second hull is representative of the language, literacy, culture and world view of school.

**反思台灣：國家雙語政策**

紐國案例

- 少數族裔身分認同
- 全英環境使用雙語幫助英語非母語者
- 雙語教師培訓針對L1語言認識
- 親師關係建立
- 跨語言教學策略與多模態教學應用
- 尊重多元和包容弱勢族群語言、文化

王雅茵教授回應：雖然此研究執行的地點紐西蘭所推行的雙語和台灣的雙語為不同面向，但仍有我們可以思考和借鏡的地方。

周秋惠教授回應：教師其實在每堂課裡也都可以像此研究一樣去找出學生在各方面的先備知識或是與自身生長文化背景相關的知識，以協助學生學習。若是認知方面的需求少一些，那就可以讓學生多學一些語言知識；相反的，若是課

程需要的認知層次較高，就相對將語言知識調整為基本表面的程度，如此也才能引發學生的高階思考。

林佳慧教授回應：今天怡伶教授的分享讓我對跨語言實踐(Translanguaging)有更深的認識。而在此計畫中將數位工具融入的做法，也可以更促進學生自主學習。