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|  | **2014 Pilot Study** |  | **2015 Case Study** |

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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. |

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| **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 teaching staff, domestic and international students use language. |

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| **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 * make 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). |

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| **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. |

Heugh, K., Li, X., O’Neill, F., Song, Y. 2016. ‘The English Language Project’ Executive Summary - Case Study 1.