

Languages and Cultures Network for Australian Universities: Inaugural Colloquium
The University of Melbourne, on September 26-28

Intergenerational, intercultural and second language gains: A collaborative approach to teaching and research

Marisa Cordella, Hui Huang and Ramona Baumgartner

Overview of the presentation

- **The research team**
- **Background of the study**
- **Data collection (participants, research sites, instruments)**
- **Research questions**
- **Findings and interpretations**
- **Concluding remarks**

The Research Team

This is a multidisciplinary joint-research project being developed by linguists from the Arts Faculty and an ageing specialist in the Faculty of Medicine

Linguists

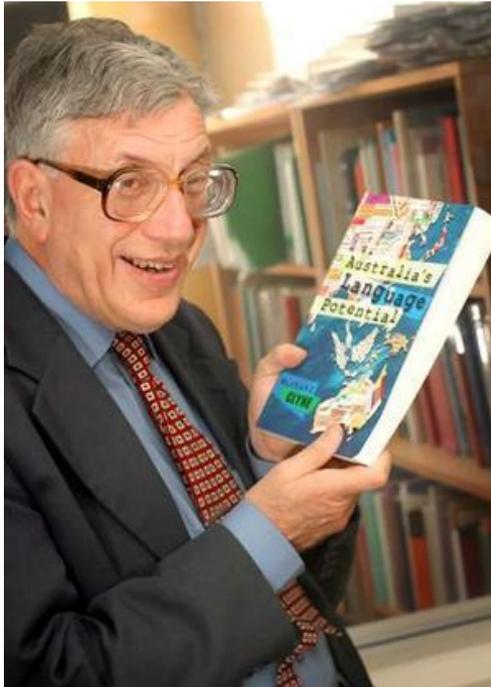
- Dr Marisa Cordella (Arts), Main Chief Investigator, Spanish program
- Dr Hui Huang (Arts), Chief investigator, Chinese program
- Ms Ramona Baumgartner (Arts), Project Co-ordination, German program

Ageing Specialist

- Professor Colette Browning (Medicine)

Professor Michael Clyne (12/10/1939 – 29/10/2010)

The initiator of this project



Golden Language Guru Award Ceremony,
Monash University, Staff Club, 25th October 2010

Background of the project (linguists: multicultural and multilingual specialists)

- **Context: 28% of Melbourne's population** speak a language other than English at home (in some languages concentrated in older age groups)
- Language community resources **UNutilised**
- Reports **lament a crisis** in languages in schools
- **Lack of opportunities** to use LOTE (language other than English) in Australia
- Lack of opportunities for **authentic/natural** spoken interaction/oral production in LOTE classrooms

Background (ageing specialists)

- **Limited opportunities** for older non-English speakers to contribute with their language skills and knowledge to younger generations
- Ageing migrants feel **isolated and disengaged**

Why this cross-disciplinary study?

Aims:

- **give younger Australians learning a L2 and older bilingual people whose L1 the students are learning the opportunity to meet and converse in the language**
- **assess the effects of such encounters on the students' L2 proficiency, conversational management skills, language learning attitudes, cultural knowledge, attitudes to ageing**
- **assess the effects on the well-being and self-esteem, empowerment and feeling of belonging of older bilingual Australians**

The research project

Runs for 3 years in 3 languages –
Chinese (Mandarin), German, Spanish

Industry partners

Council on Ageing

Department of Early Education and Childhood
Development

Independent Schools Victoria

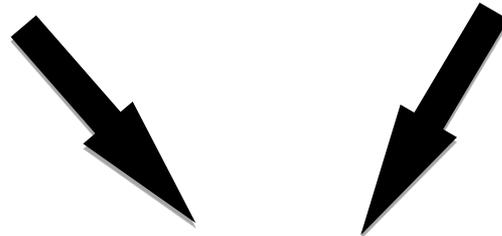
Office of Multicultural Affairs and Citizenship

Data collection: Participants

Seniors 60+ whose first language is the one that the student is learning

+

Students doing Years 11 and 12 and learning one of the languages



They are paired and have fortnightly conversations for 1 hour over 3 School Terms





Three Schools - Caulfield Grammar School, Glen Waverley Secondary College and Wantirna College



Research questions (investigated in this talk)

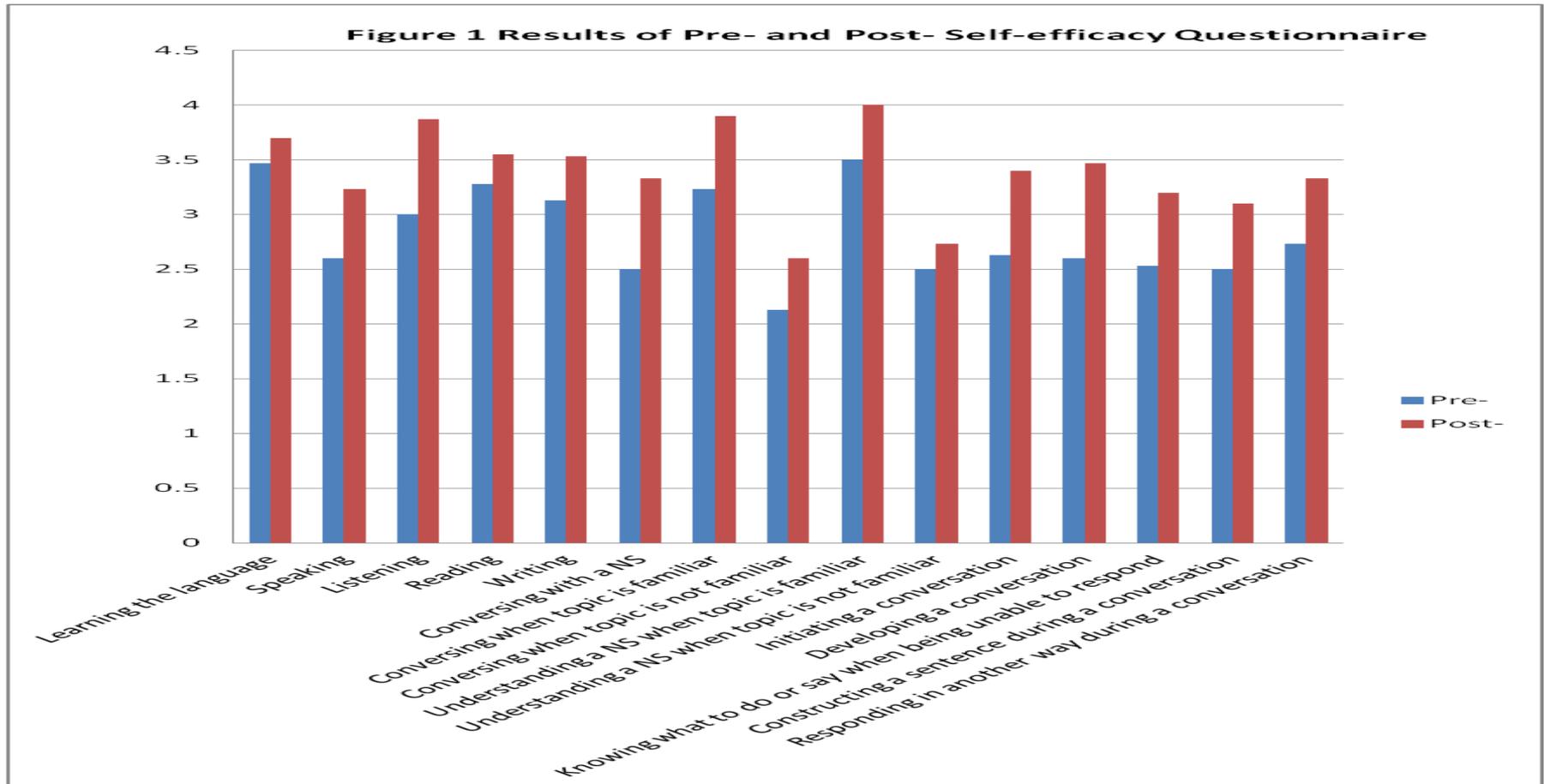
- 1. What does the self-efficacy questionnaire disclose about students' confidence towards learning the language?**
2. Do students show any language development?
- 3. What does the contribution between L2 learners and older people tell us about intergenerational and intercultural encounters?**
4. How does collaborative research enhance the understanding and interpretation of the dataset?



Q1: What does the self-efficacy questionnaire disclose about students' confidence towards learning the language?



Q1: What does the self-efficacy questionnaire disclose about students' confidence in learning the language?



Q1: What does the self-efficacy questionnaire disclose about students' attitudes toward learning the language? -Feedback from participants

– Focus group (students)

- 6/9 Chinese students: Confidence in learning the language, particularly in speaking
- Milli (Chinese student): “Yeap, I also could speak much better in front of the whole class.”
- Michael (German student): “It helps me to apply strategies, ask for clarification, elaborate and self-correct.”
- Susan (Spanish student): “I am more motivated now to talk to the Latin American couple at church.

– Telephone interview (seniors)

- Wendy (Chinese senior): “Helen is a very shy girl and she didn’t talk much when we had the first meetings. But now I am very happy to see that she could be so brave to showcase her Chinese to the audience on the stage...” [translated]
- Hans (German senior): “It was easier for him [the student] to communicate than before.” [translated]
- Roberta (Spanish senior): “They felt more confident in using the language...”[translated]

Q1: What does the self-efficacy questionnaire disclose about students' attitudes toward learning the language? --- Summary

- 1) At the beginning of the project, students' confidence in learning the language was significantly related to their confidence in reading and writing the language. However they were much less confident in speaking and conversing with a NS in the TL;
- 2) Students' confidence in speaking, conversing with a NS, language learning and using conversational management strategies was significantly improved by the end of project phase 1 in 2010.



Q2: Do students show any language development?





<<examples provided>>



Data analysis and findings – language development

- 1) Students have improved TL linguistic features and also vocabulary through negotiation of meaning and corrective feedback;

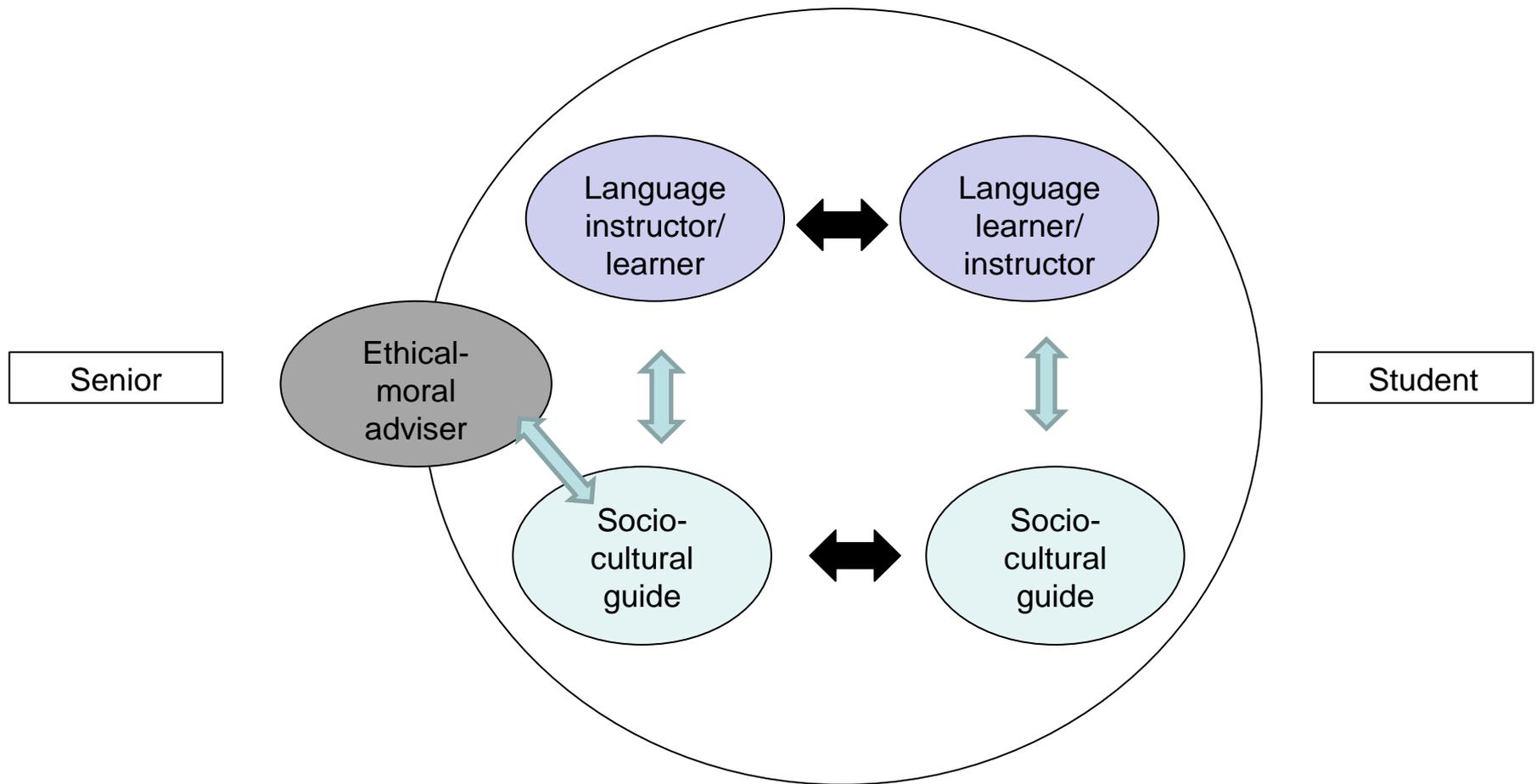
- 2) Future study in the areas of:
 - negotiation of meaning and corrective feedback
 - (what /how)
 - longitudinal study
 - cross school / cross language background comparison



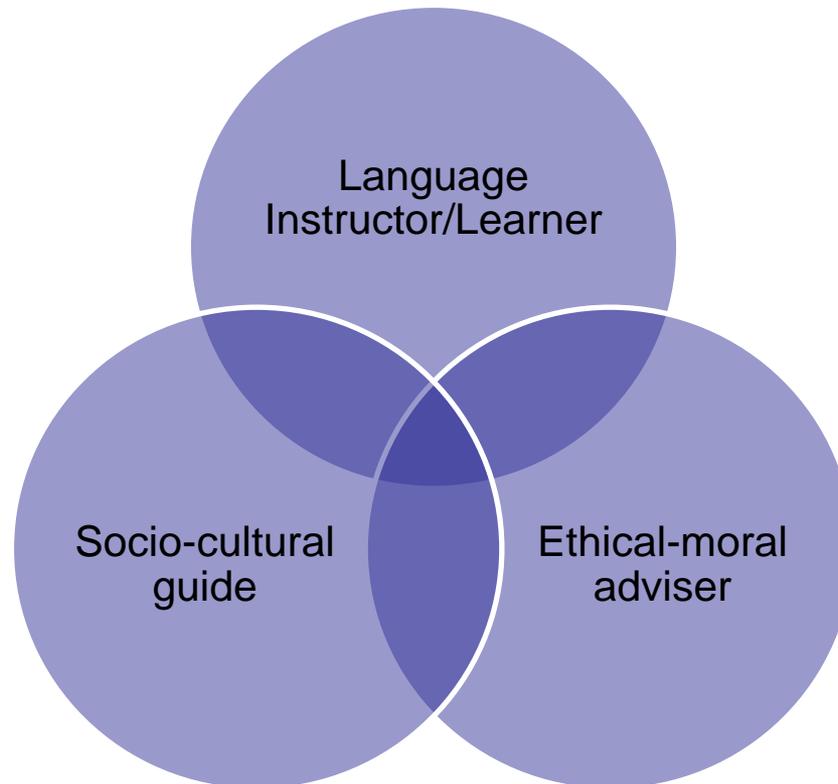
Q3: What does the contribution between L2 learners and older people tell us about intergenerational and intercultural encounters?



Data analysis and findings – participatory roles



Participatory roles in interaction

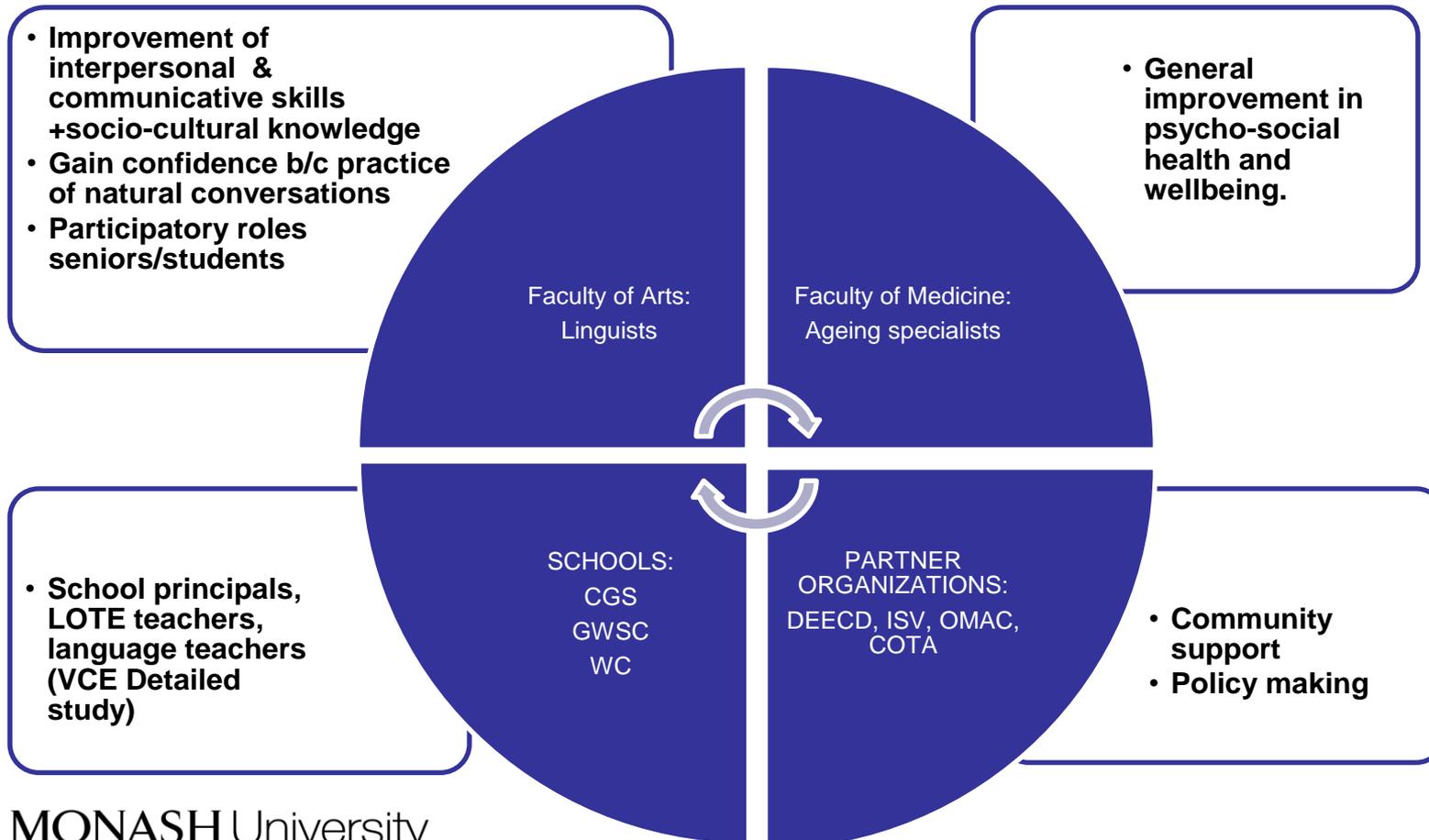




**Q4: How does collaborative research
enhance the understanding and
interpretation of the dataset?**



Collaborative research: preliminary outcomes



Concluding remarks:

- We've provided younger Australians learning a L2 and older bilingual people whose L1 the students are learning the opportunity to meet and converse in the language

<<examples provided>>

Concluding remarks (Cont'd)

<<examples provided>>

Feedback from participants

It's good to converse with people who aren't my age.



I feel younger again, useful, alive sharing my language and culture with Anna.

Find out more

www.arts.monash.edu.au/intergenerational

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Thank you!

谢谢!

VIELEN DANK!

¡GRACIAS!

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