

## Multilingual DLA Workshop Plenary Lecture 1

### What is multi-language assessment?

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#### 2022/2/12 Multilingual DLA Workshop

Organized by: Special Interest Group for Education for CLD Children in Japan, MHB (The Japanese Society for Mother Tongue, Heritage Language, and Bilingual Education) and Center for Intercultural Studies, Tokyo University of Foreign Studies

Co-organized by: The Osaka University Study Group on Children with Foreign Roots

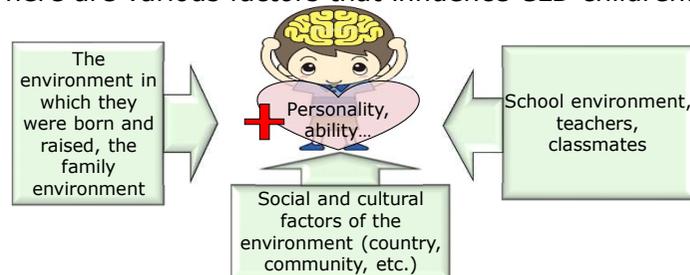
This workshop is supported by Grant-in-Aid for Scientific Research (B) 21H00538 "Construction of a reference frame for generic language skills for the education of culturally and linguistically diverse (CLD) children".

## Introduction

- We will think about the objectives of educating CLD (culturally and linguistically diverse) children.
- We will think about why multi-language assessment is necessary.
- We will provide an overview of DLA.

## Language acquisition and psychological development of CLD children

There are various factors that influence CLD children.



## What are the objectives of educating CLD children?

- To support children's socioemotional development AND the development of their language skills.
- To help children use language to think, share their thoughts with others, deepen their understanding, so that they can live confidently.
- NOT to attach language as a "label" that has no meaning to the child.
- Help children make "living breathing language" their own.

➔ It doesn't matter which language you utilize in the developmental process. Use the language in which the child can think! Only then can they acquire a new language.

### Pressure of the curriculum made for monolinguals

Japanese schools have an excellent educational curriculum for children who can understand and speak Japanese (which is good!) However, for CLD children...

- The language they use at home (their mother tongue, which should allow them to express themselves and connect them to their families) is **completely ignored**.
- They **actually lose** their mother tongue/heritage language.
- Because they cannot take any classes that they understand, **their Japanese also does not improve**.



➔ Because of the long gap, there are many children who cannot acquire the language skills necessary to think. (In Japanese AND in their home language...)

### Why is multi-language assessment necessary?

- Create a place where CLD children can demonstrate all their language abilities.  
= **Shine a light on all languages.**



Bring out their full potential

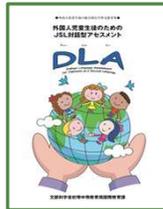


Nurture their abilities



### DLA(Dialogic Language Assessment) MEXT(2014)

## Dialogic Language Assessment



[https://www.mext.go.jp/a\\_menu/shotou/clarinet/003/1345413.htm](https://www.mext.go.jp/a_menu/shotou/clarinet/003/1345413.htm)

Children acquire language in the following order:

**Listening → speaking → reading → writing.**

Assessment through dialogue that measures all abilities including reading and writing, while supporting the child.

### Theoretical background of DLA (1)

- Linguistic Interdependence Principle (Cummins,1984)
- Three dimensions of CLD children's language skills (Cummins,2001)
  - Conversational Fluency
  - Discrete Language Skills
  - **Academic Language Proficiency**

The multiple languages of CLD children influence each other.

Daily conversation skills can be acquired in one to two years, while language skills required for academic learning can take five to seven years to acquire.

DLA can be used to measure everyday conversational skills in multiple languages as well as some academic learning language skills.

## Theoretical background of DLA (2)

Dynamic Assessment  
Zone of proximal development  
(Vygotsky, 1934)



## The purpose of DLA: Assessment and Learning

Through dialogue:

- Bring out and measure **the full potential** of CLD children.  
⇒ Visualize the process of doing tasks and using language!
- Recognize and nurture the abilities of CLD children.  
⇒ Increase their motivation to learn.



## How DLA was developed

- Canadian Association for Japanese Language Education (2000)  
"Oral Proficiency Assessment for Bilingual Children" (1980)

➔ **The basis of DLA – Speaking**

- Oral Vocabulary Test of TOAM (Test of Acquisition and Maintenance) (Okazaki, 2002)

➔ **The basis of Vocabulary Check  
in The First Step of DLA**

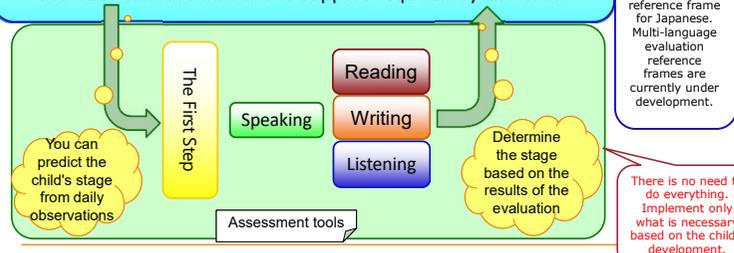
- Dialogic Reading Assessment (Nakajima and Sakurai, 2012)

➔ **The basis of DLA – Reading**

We used this format to develop DLA – Writing and Listening.

## Structure of DLA

JSL Evaluation Reference Framework – "Overall" and "Skills"  
Japanese language proficiency is measured and categorized into 6 "stages" based on the child's participation in mainstream class activities and the amount of support required by the child.



## How to implement DLA

- Create a relaxed atmosphere and proceed at a good pace.
- Do not grade during the conversation (do not make the child feel they are being tested).
- End with a compliment.  
(Do not interrupt, deny or correct what the child is saying.)
- Do not take too much time.

Let's look at a video!

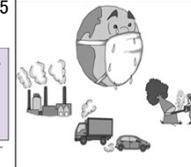


## Example 1: 6 months in Japan, 4th grade, a Japanese-Chinese bilingual talking in Japanese

Data from JSPS (C) 17K02875

Explanation of environmental pollution in Japanese

これに一。ん一、朝のは、白いの、ゲンカがあるし一。で、夜に一、誰もいないから、黒いの、あるし一。ゲンカがないから、落ちてる...で、こ、こっちも。で、まだこの一、この一、やつに、こうするから、いっぱいになったから、木が全部なくなっちゃってるから、りきゅうが、(笑)。風邪になる。



Translation: This... Morning, there is a white Genka. Then, at night, no one is there so there is... A black one... There is no Genka so it's fallen. And this one too. And this, this one, they do this to this one, and because there are lots, all the trees are gone now, and XXX(the Earth?) gets XXX, catches a cold.



## Example 1: 6 months in Japan, 4th grade, a Japanese-Chinese bilingual talking in Chinese

Data from JSPS (C) 17K02875の

Explanation of environmental pollution in Chinese

哦,就是说,地球被污染了。因为,因为,,,我知道这个为什么冒着黑烟。因为它是晚上嘛。就是说,早上的时候,中国的大烟囱,就是说冒得是白烟,净化过的。晚上,等人们睡着了的时候,他就使坏,它就冒黑烟。不净化的,直接就冒出来。然后,这个是,汽车尾气,对地球造成了很严重的伤害。然后,砍树。如果龙卷风来的时候,人们就反抗不了了。

Translation: Oh, I mean, the Earth is polluted. So, so... This is why I know why... black smoke is coming out. Because it is night. So, in the morning, white smoke, purified smoke, comes out of the big chimneys in China. At night, when people rest, they do bad things and pour out black smoke that is not been purified. And this is gas emissions from cars. It is very damaging to the Earth. And then cutting of trees. When a tornado comes, people can't even resist.



## Example 2: Born in Japan, 2nd grade, a Japanese-English bilingual talking in Japanese

Data from JSPS (C) 20K00731

Storytelling in Japanese

ブタが自分の家作って一、弱い家とちょっとだけかたい家と一、めっちゃくちゃかたい家作って一、で、オオカミ来て一、でな一、ブタの家が壊して一、でな一、ブタがな、な一、ちょっとだけかたい家、行って一、オオカミをふーってやってな一、弱かって一、でもな一、でも、でな一、ぶたがな一、めっちゃくちゃかたい家行って一、で、オオカミ、疲れて一、でな一、考えて、家行って一、下おちて一、でな一、ブタが、下のやつを火に、熱いスープに、オオカミのしっぽに熱くやって、オオカミもっと飛んだ。

Translation: A pig built its own house... A weak house and a little bit hard house... and a very hard house... Then, a wolf comes, and then, the pig's house broke, and, the pig, and went to the little bit hard house, and breathed out to the wolf, and he was weak, but, but, then, the pig, went to the very hard house, and the wolf got tired, and then, thought, went to the house, and fell down, and the pig put the bottom thing to the fire, to the hot soup, made the wolf's tail hot, and the wolf flew more.



Example 2 : Born in Japan, 2nd grade, a Japanese-English bilingual talking in English

Storytelling in English

Data from JSPS(C)20K00731

...XXX dog up here. And dad says don't come here. Stay here... Floppy is very dirty?... Hee need to take your bath!... Floppy is doing mess. Floppy eats Papa's clothes... Brother, Okay but XXX brother Floppy come his father home...Floppy eats XXXX and dad is angry... And dad is very angry, dog is noisy, and he can't sleep.



## Summary

- If you look at a CLD child's abilities in only one language, you will not see the full picture!
- We have to consider what the CLD child is **thinking** and **feeling**, and see what **they are capable of** when they use **all the languages** they know.
- If we do not pay attention to the children's abilities, they will be dismissed as "**never having existed in the first place**". Instead, we need to **shine a light on them and nurture them**.

## Summary

Do you see the child in front of you only as a **child who cannot speak Japanese?**

Or,

**As a bilingual, bicultural child full of potential?**

## Summary

It is our responsibility to create a society that does not deprive children of their potential.

Today's event is the first step towards achieving that goal.

