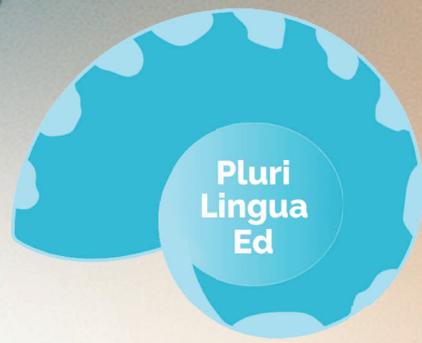




International Conference

Language Teacher Education and Language Teaching in Oceania: Plurilingual Perspectives

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28 - 29 JANUARY 2026
UPF/INSPE, FRENCH POLYNESIA

Co-organisé par :



Avec la contribution de :



Campus
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INSPE
Institut national
supérieur du professorat
et de l'éducation
de la Polynésie Française

Foreword



It is our great pleasure to welcome you to the international conference “Language Teacher Education and Language Teaching in Oceania: Plurilingual Perspectives”, held at the University of French Polynesia (UPF), Tahiti on 28–29 January 2026.

This conference brings together researchers, teacher educators, language teachers, PhD students, policymakers and community actors from across Oceania and beyond to discuss current perspectives and developments in language teacher education and language teaching in a region characterized by profound linguistic and cultural diversity. Oceania’s longstanding plurilingual traditions, shaped by complex histories of migration and colonisation, continue to influence educational systems, language policies, teacher training pathways and classroom practices today. At the same time, efforts in language revitalisation, heritage language maintenance and inclusive approaches to language education are gaining momentum, reflecting the commitment of communities and institutions to sustaining linguistic diversity.

With these realities in mind, this event provides a platform for dialogue around the evolving challenges and opportunities in language education. Contributions address themes such as teacher training (initial and continuing), plurilingual pedagogies, teacher identities, colonial and post-colonial influences on language education, language policy and educational equity, and the teaching of Indigenous, heritage and foreign languages. In doing so, the conference aims to support reflection on how language teacher education and language teaching can meaningfully respond to contemporary linguistic and cultural complexities in Oceania.

This year’s programme includes 35 presentations, involving 46 authors, representing 26 universities and institutions from 11 countries across and beyond the region.

In addition to face-to-face contributions, a small number of recorded presentations are included to facilitate wider participation. We are also pleased to welcome two keynote speakers whose work contributes significantly to the field. The presentations take place over two days, in English, French and Tahitian, reflecting the plurilingual orientation of the event.

The conference is co-organised by the University of French Polynesia, the University of Melbourne and James Cook University, with financial support from the three universities, INSPE, and a grant from “Campus Mobile Pacifique”.

We warmly thank these institutions for their support. We would also like to acknowledge the cultural richness of the Oceanic region, and to express our appreciation for the communities, languages and traditions that continue to shape and inspire educational and linguistic research in this part of the world.

We wish all participants two fruitful days of exchange, collaboration and reflection, and we hope that the conversations initiated here will lead to future research, partnerships and shared projects across Oceania and beyond.

With our warm regards,

Zehra Gabillon (Université de la Polynésie française)

Yvette Slaughter (University of Melbourne)

Florence Boulard (James Cook University)

Préface



Nous avons le grand plaisir de vous accueillir au colloque international « La formation des enseignants de langues et l'enseignement des langues en Océanie : Perspectives plurilingues », qui se tient à l'Université de la Polynésie française (UPF), à Tahiti, les 28 et 29 janvier 2026.

Ce colloque réunit des chercheurs, des formateurs d'enseignants, des enseignants de langues, des doctorants, des responsables institutionnels et des acteurs communautaires de toute l'Océanie et d'ailleurs afin de discuter des perspectives actuelles et des évolutions dans la formation des enseignants de langues et l'enseignement des langues dans une région caractérisée par une profonde diversité linguistique et culturelle. Les traditions plurilingues de l'Océanie, façonnées par des histoires complexes de migrations et de colonisation, continuent d'influencer les systèmes éducatifs, les politiques linguistiques, les parcours de formation et les pratiques de classe. Parallèlement, les efforts de revitalisation linguistique, de maintien des langues patrimoniales et de développement d'approches inclusives en éducation linguistique prennent de l'ampleur, témoignant de l'engagement des communautés et des institutions en faveur de la diversité linguistique.

Dans ce contexte, cet événement offre une plateforme de dialogue sur les enjeux et les opportunités émergents en éducation linguistique. Les contributions portent notamment sur la formation initiale et continue des enseignants, les pédagogies plurilingues, les identités enseignantes, les influences coloniales et postcoloniales sur l'éducation linguistique, les politiques linguistiques et l'équité éducative, ainsi que l'enseignement des langues autochtones, patrimoniales et étrangères. Le colloque vise ainsi à soutenir la réflexion sur les manières dont la formation des enseignants de langues et l'enseignement des langues peuvent répondre de façon significative aux complexités linguistiques et culturelles contemporaines en Océanie.

Le programme de cette année comprend 35 présentations, mobilisant 46 auteurs, représentant 26 universités et institutions de 11 pays de la région et au-delà. En complément des présentations en présence, quelques communications enregistrées sont proposées afin de faciliter une participation élargie. Nous avons également le plaisir d'accueillir deux conférenciers principaux dont les travaux contribuent de manière significative au domaine. Les présentations se déroulent sur deux journées, en anglais, en français et en tahitien, reflétant l'orientation plurilingue de l'événement.

Le colloque est coorganisé par l'Université de la Polynésie française, l'Université de Melbourne et James Cook University, avec le soutien financier des trois universités, de l'INSPE, ainsi que d'une subvention de « Campus Mobile Pacifique ».

Nous remercions chaleureusement ces institutions pour leur soutien. Nous souhaitons également souligner la richesse culturelle de la région océanienne et exprimer notre reconnaissance envers les communautés, les langues et les traditions qui continuent d'inspirer la recherche éducative et linguistique dans cette partie du monde.

Nous souhaitons à l'ensemble des participants deux journées fructueuses d'échanges, de collaboration et de réflexion, en espérant que les discussions amorcées ici donneront lieu à de futurs travaux, partenariats et projets partagés en Océanie et au-delà.

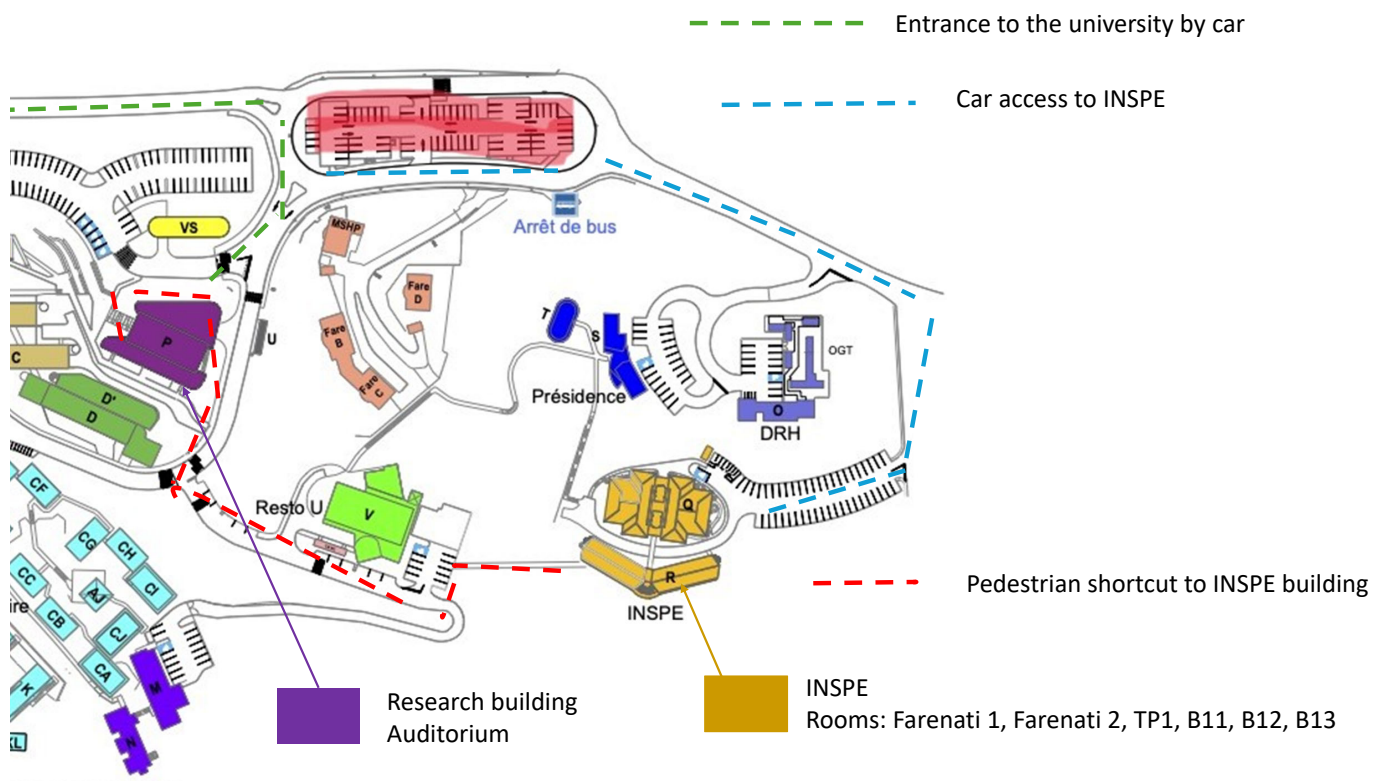
Avec nos cordiales salutations,

Zehra Gabillon (Université de la Polynésie française)

Yvette Slaughter (University of Melbourne)

Florence Boulard (James Cook University)





R-1

Farenati 2

Farenati 1

B11

B12

B13

R-0

Conférence programme - Programme de la conférence

**Language teacher education and language teaching in Oceania:
Plurilingual perspectives**

**La formation des enseignants de langues et l'enseignement des langues en Océanie:
Perspectives plurilingues**

08:00 - 08:30 Registration/Inscription
Conference materials collection/ Retrait des documents du colloque
Coffee/tea and French "viennoiseries" / Café/thé et viennoiseries

08:30 - 09:30 Official Welcome & Opening Ceremony Speeches
Discours officiels de bienvenue et de cérémonie d'ouverture

Keynote Speaker / Conférencier principal

09:30 - 10:30 *The challenges of multilingualism and language education : An Australian perspective*
(English/Anglais)
John Hajek (University of Melbourne)

10:30 - 10:45 **Transfer to INSPE building/ Transfert vers le bâtiment de l'INSPE**
Tea / coffee –Thé / café

Session 1 - 10:45 - 11:15

INSPE Farenati 1 *Navigating Multilingual Landscapes in South Pacific Teacher Education :
Rethinking English-Medium Instruction* (English / Anglais)
Susan Ollerhead (University of the South Pacific)

INSPE TP1 *Colonial legacies and contemporary language teacher education in Oceania :
The case of Aotearoa* (English / Anglais)
Sharon Harvey (Auckland University of Technology)

INSPE Farenati 2 *Un aperçu de l'enseignement des langues autochtones et de la formation des
enseignants en Polynésie française* (French / Français)
Lovaina Rochette (Université de la Polynésie française)

Session 2 - 11:15 - 12:15

- INSPE Farenati 1 *Plurilingual Meaning-Making in Timor-Leste's Higher Education Classrooms: Implications for Language Teacher Education in Oceania* (English with some Tetum, Bahasa Indonesia and Portuguese; translations will be provided / Anglais avec quelques mots de tetum, bahasa indonesia et portugais ; des traductions seront fournies.)
Trent Newman (Federation University)
- INSPE TP1 *Examining plurilingual identities of pre-service language teachers – a qualitative study of identity, plurilingualism and interculturality* (English / Anglais)
Gary Bonar (Monash University)
- INSPE Farenati 2 *Le (contre) modèle pédagogique océanien à l'aune des enjeux de décolonisation* (French/Français)
Fabrice Wacalie (Université de la Nouvelle-Calédonie), **Elatiana Razafimandimbimanana** (Université de la Nouvelle-Calédonie), **Djodie Boi** (Université de la Nouvelle-Calédonie)

12:15 - 13:45

Lunch/Déjeuner

Session 3 - 13:45 - 14:15

- INSPE Farenati 1 *La transposition didactique des grammaires descriptives de langues océaniques* (French/Français)
Jacques Vernaudo (UPF/MSH Pacifique, French Polynesia)
- INSPE TP1 *Languages teacher education in Australia: Pathways, programming challenges, and prospects for a plurilingual future* (English with Tetum, Bahasa Indonesia, Portuguese / Anglais avec le tetum, le bahasa indonesia et le portugais)
Trent Newman (Federation University, Australia), **Yvette Slaughter** (University of Melbourne, Australia), & **Andrea Truckenbrodt** (University of Melbourne)
- INSPE Farenati 2 *He Rā ki Tua – Normalising te reo Māori for the future* (English / Anglais)
Arianna Berardi-Wiltshire, Celina Maria Bortolotto & Hone Morris (Massey University, New Zealand)

Session 4 - 14:15 - 14:45

- INSPE Farenati 1 *Interpreting teacher ontology for critical intercultural pedagogical alignment: pluri-responsive modern language teacher education* (English / Anglais)
Janelle Horsington (University of Canberra, Australia)
- INSPE TP1 *Knowing who you are : Nurturing plurilingual identities in early childhood education* (English / Anglais)
Kerry Taylor-Leech (Griffith University, Australia) & **Eseta Tualaulelei** (University of Southern Queensland, Australia)

INSPE Farenati 2 *From Policy to Practice: Languages in post-colonial Samoan classrooms*
(English / Anglais)
Grace Manuleleua (National University of Samoa) & **Yvette Slaughter**
(University of Melbourne, Australia)

14:45-15:00

Tea / coffee –Thé / café

Session 5 : 15:00 - 15:30

INSPE Farenati 1 *Institutional Barriers and Opportunities for Plurilingual Education in Higher Learning: The Case of Solomon Islands National University* (English / Anglais)
Leonora Rotomane Houma (Solomon Islands National University)

INSPE TP1 *Translanguaging and primary years writing: A review of the Australian research*
(English / Anglais)
Robyn Cox (University of Tasmania, Australia), **Lynne Bury** (Royal Melbourne Institute of Technology (RMIT)), **Susan Rook** (RMIT) & **Naomi Wilks-Smith** (RMIT)

INSPE Farenati 2 *Les photos-biographies langagières dans la formation initiale des enseignant·e·s* (French / Français)
Fabrice Wacalie (INSPE-Université de la Nouvelle-Calédonie)

Session 6 - 15:30 - 16:00

INSPE Farenati 1 *Languages Education in Australia as a wicked problem: challenges & consequences*
(English / Anglais)
Andrea Truckenbrodt (University of Melbourne, Australia)

INSPE TP1 *Exploring Intercultural Understanding in the Languages Classrooms Beyond the Australian Curriculum : A Praxis Inquiry Model in Action* (English; French for key information / Anglais ; français pour les informations clés)
Natasa Ciabatti (Federation University, Australia) & **Oksana Razoumova** (Victoria University, Australia)

INSPE Farenati 2 *From Sparse Resources to Classroom Lessons with DIG4EL, a User-Friendly Software for Endangered Language Grammar Teaching* (English / Anglais)
Sebastien Christian (University of French Polynesia)

14:45-15:00

Conference Diner/Dîner de conférence

Research building - Auditorium
Bâtiment de recherche - Auditorium

08:00 - 08:30

Coffee/tea and French "viennoiseries" / Café/thé et viennoiseries

Keynote Speaker / Conférencier principal

08:30 - 09:30

Le DU LCOA (Langues, Culture Océanienne et Apprentissages) Wallis et Futuna
(Frenc/Français)

Fabrice Wacalie (Université de la Nouvelle-Calédonie),

09:30-09:45

Transfer to INSPE building / Transfert vers le bâtiment INSPE

Inspe TP1

Panel Discussion - moderator / modératrice : Yvette Slaughter (University of Melbourne)

09:45 - 10:45

Plurilingual lives in Oceania / Vies plurilingues en Océanie (French & English / Français et anglais)

Rodica Ailincăi (University of French Polynesia), **John Hajek** (University of Melbourne), **Leonora Rotomane Houma** (Solomon Islands national University), **Jacques Vernaudo** (University of French Polynesia), **Fabrice Wacalie** (Université de la Nouvelle-Calédonie)

Session 7 - 11:00 - 11:30

INSPE B11 *Reo Moana: Enacting plurilingual professional learning and practice in Pacific Bilingual/ Immersion Education in Aotearoa New Zealand* (English / Anglais)

Rae Si'ilata (Va'atele Education Consulting, New Zealand), **Meg Jacobs** (Va'atele Education Consulting/AUT), **Martha Aseta** (Va'atele Education Consulting), **Kyla Hansell** (Va'atele Education Consulting), **Avikaila Tilialo** (Va'atele Education Consulting), & **Grace Ormsby-Abazu** (Va'atele Education Consulting)

INSPE B12 *Embedding Aboriginal and Torres Strait Islanders Histories and Cultures in the Spanish curriculum : Connecting universal values* (English / Anglais)

Giulia Myzeqari (St Francis Xavier College, Australia)

INSPE B13 *A Collective autoethnography of two language educators in Oceania* (Tahitian / Tahitien)

Karine Frogier Leocadie (University of French Polynesia) & **Florence Boulard** (James Cook University, Australia)

Session 8 - 11:30 - 12:00

- INSPE B11 *French Polynesian student teachers' linguistic repertoires and complex language and cultural identity issues (English / Anglais)*
Zehra Gabillon (University of French Polynesia) & **Yvette Slaughter** (University of Melbourne)
- INSPE B12 *Kura Reo ki Ōtautahi, Aotearoa– Māori Language schools for teachers in Christchurch, New Zealand. (English / Anglais)*
Leslie Vandeputte (National University of Vanuatu) & **Helen Tamtam** (National University of Vanuatu)
- INSPE B13 *Innovative German Language Teaching in Aotearoa New Zealand: Strategies for Connection and Continuity(English / Anglais)*
Robyn Cox (University of Tasmania, Australia)

11:30 - 13:30

Lunch/Déjeuner

Session 9 - 13:30 - 14:00

- INSPE B11 *Beginning with Relationship: Whakawhanaungatanga as the Pedagogical Spine of TREO111 at University of Canterbury (English / Anglais)*
Teena Miri Henderson (University of Canterbury, New Zealand)
- INSPE B12 *Embedding Vernacular Languages in Curriculum and Teacher Training: Advancing the Vanuatu Education Language Policy (English / Anglais)*
Leslie Vandeputte (National University of Vanuatu) & **Helen Tamtam** (National University of Vanuatu)

Workshop - 13:30-14:30

- INSPE B13 *Broadening your audience: Academic publication in 2026 (English / Anglais)*
Robyn Cox (University of Tasmania, Australia)

Session 10 - 14:00 - 14:30

- INSPE B11 *Le français de Tahiti dans l'enseignement: paroles d'étudiants sur une langue invisibilisée (French / Français)*
Antoine Launey (Université de la Polynésie française)
- INSPE B12 *La géopolitique de l'enseignement du français en Océanie : rôles, défis et perspectives (French/Français)*
Diallo Ibrahima (University of South Australia)

Abstracts / Résumés

The challenges of multilingualism and language education: An Australian perspective

John Hajek (University of Melbourne)

Australia is a linguistic and cultural paradox. As a highly multilingual continent for millennia, its linguistic diversity has only increased in recent times with the arrival of new communities from all over the world. Yet as in other English-dominated nations, we have a strongly monolingual mindset in favour of English that is difficult to challenge. In this context, we consider language education in Australian schools and some of the challenges it faces - including the rise of apps and AI. We also explore some positives and arguments to make multilingualism the norm for all young Australians.

Navigating Multilingual Landscapes in South Pacific Teacher Education: Rethinking English-Medium Instruction

Susan Ollerhead (University of the South Pacific)

The University of the South Pacific (USP) is a distinctive regional institution jointly owned by 12 Pacific Island countries. It serves as a hub for higher education, research, and capacity building across the region. English holds a central place across USP's campuses, particularly within teacher education programs that prepare the region's future educators. Yet this prominence coexists with the rich linguistic diversity of national education systems across the Pacific. Although English is generally mandated as the medium of instruction (MOI) in tertiary education, national policies in countries such as Fiji, Samoa, Tonga, and Vanuatu vary considerably in how they position English alongside local languages in teacher education. At USP, where English is specifically designated as the MOI, this creates a complex environment that calls for clearer and more responsive approaches to language and literacy support, particularly to meet the needs of schools and learners our graduates will serve. This paper draws on a review of national curriculum and policy documents, together with an institutional survey of teacher educators. It examines: (1) how policies frame the roles of English and local languages in teacher preparation; (2) what forms of support exist for integrating language and content learning; and (3) how these align with international frameworks such as Content and Language Integrated Learning (CLIL). Preliminary findings indicate that while English is firmly embedded in higher education policy, explicit guidance for language-aware pedagogy is often limited. Even so, many teacher educators employ creative multilingual strategies that draw on students' home and heritage languages to support learning and inclusion. Such practices provide a strong foundation for rethinking English-medium instruction as multilingual EMI (M-EMI), an approach that both honours the Pacific's linguistic diversity and deepens disciplinary literacy within teacher education.

Colonial legacies and contemporary language teacher education in Oceania: The case of Aotearoa

Sharon Harvey (Auckland University of Technology)

The education systems of Oceania remain deeply shaped by their colonial pasts, particularly in the area of language. In Aotearoa New Zealand, as in many Pacific contexts, the colonial language (in New Zealand's case, English) has long been positioned as the key to participation and mobility, while Indigenous and heritage languages have been marginalised within schools and teacher education. These histories are not just background, they continue to inform how teachers are trained, what counts as legitimate classroom practice, and how language hierarchies are reproduced. This paper examines how colonial legacies still impact contemporary approaches to language teacher education in Oceania. It draws on discourse analysis of policy texts and teacher education frameworks, alongside reflections from my own teaching and research. The analysis traces how the enduring discourse of "English for all" is presented as neutral, modern, and necessary, while plurilingual and Indigenous approaches are often treated as supplementary or optional. At the same time, recent decades have seen increasing recognition of the importance of language revitalisation and culturally responsive pedagogies. Teacher education sits at the heart of this shift: it is here that new generations of teachers are either enabled or constrained in their ability to support inclusive languaging practices in their classrooms. The paper argues that re-thinking language teacher education requires more than adding Indigenous or heritage languages to the curriculum. It involves questioning the historical power relations that continue to privilege English and creating space for plurilingual knowledges and practices as central rather than peripheral. By foregrounding these dynamics, the presentation aims to open dialogue on how teacher education across Oceania can be re-imagined in ways that better reflect and sustain the region's rich linguistic diversity.

Un aperçu de l'enseignement des langues autochtones et de la formation des enseignants en Polynésie française

Lovina Rochette (Université de la Polynésie française)

En Polynésie française, l'histoire de l'enseignement des langues polynésiennes s'inscrit dans un contexte postcolonial. Comme toutes les anciennes colonies, la Polynésie française a subi les effets néfastes de la colonisation. Elle a souffert de la dévalorisation des cultures locales, de l'échec scolaire ainsi que de problèmes sociaux et identitaires (Paia et al., 2015 ; Salaün, 2020; Salaün & Gamble, 2019). Bien qu'aujourd'hui les politiques linguistiques à l'égard des langues et cultures polynésiennes aient été profondément modifiées, les représentations sociales et culturelles demeurent ambivalentes, voire « conditionnées » par la transmission intergénérationnelle d'une vision dépréciée des langues et cultures polynésiennes. Dans la première partie de ce chapitre, l'autrice propose un aperçu historique de l'enseignement des langues polynésiennes, discute des enjeux de la formation des enseignants en Polynésie française et présente des éléments de contexte sur l'évolution de l'enseignement des langues autochtones et de la formation des enseignants dans ce contexte postcolonial. La deuxième partie du chapitre s'intéresse plus spécifiquement aux croyances et aux représentations des enseignants de tahitien concernant la langue et son enseignement. Des entretiens semi-directifs, d'une durée de 40 à 50 minutes, ont été menés auprès d'un échantillon de vingt enseignants de différents âges, expériences professionnelles et genres. Les données ont été analysées selon des méthodes qualitatives approfondies basées sur l'analyse thématique, permettant d'identifier des thèmes communs, des idées récurrentes et des schémas de sens. Les résultats de l'étude révèlent que les représentations des enseignants quant à leur relation avec la langue tahitienne sont complexes et ambivalentes, ce qui témoigne de l'impact persistant des pratiques coloniales d'une génération à l'autre. Ce chapitre développe ce point en présentant des extraits des discours des enseignants.

***Plurilingual Meaning-Making in Timor-Leste's Higher Education Classrooms:
Implications for Language Teacher Education in Oceania***

Trent Newman (Federation University)

This presentation examines what language teacher education in Oceania can learn from an ethnographic study of multilingual classroom communication in a non-language discipline: Petroleum Studies in Timor-Leste. Although the setting is not a language education program, the findings shed light on the complex, hybrid, and highly localised linguistic and semiotic practices through which disciplinary meaning is constructed in tertiary classrooms. Drawing on classroom observations and interviews with lecturers at a private Timorese technical college, the study highlights how lecturers routinely mix Tetum, Indonesian, Portuguese, and English alongside symbolic, numerical, and graphic resources to facilitate student understanding of technical concepts. These practices are shaped by powerful ideological forces, including postcolonial language politics, the symbolic status of Portuguese, the enduring presence of Indonesian, and the employment-driven privileging of English. By foregrounding these lecturers' communicative resourcefulness—and their struggles to reconcile local multilingual realities with monolingual expectations imposed by institutions and industry—the paper argues that language teacher education in Oceania must broaden its focus. Teachers responsible for academic language, academic literacy, or English-medium support need preparation that sensitises them to the discipline-specific, multimodal, and teacher-specific repertoires through which knowledge is built in multilingual higher education spaces. Such awareness is essential if language educators are to design plurilingual pedagogies that complement, rather than overwrite, the diverse communicative practices already enabling meaning-making in local classrooms. The presentation concludes by outlining implications for plurilingual teacher education frameworks in the region, particularly in small, post-colonial, and linguistically diverse nations such as Timor-Leste.

Examining plurilingual identities of pre-service language teachers – a qualitative study of identity, plurilingualism and interculturality

Gary Bonar (Monash University)

This qualitative study explores the plurilingual identities of pre-service language teachers (PSLTs) in Melbourne, Australia, and their perceptions of interculturality as they prepare to enter the language teaching profession. Drawing on longitudinal interview data collected across two cohorts in a teacher education program, the research investigates how these educators negotiate their identities in relation to the languages they will teach, their cultural affiliations, and the demands of a curriculum that often privileges standardised and nationalised representations of language and culture. Findings reveal that PSLTs experience identity tensions shaped by 'native speaker' ideals, the sociocultural status of heritage languages, and mismatches between personal linguistic repertoires and curriculum norms. Participants describe the complex, evolving nature of their plurilingual identities - often positioned in a metaphorical 'third space' as they reconcile familial dialects, diasporic influences, and professional expectations. The study underscores the role of language teaching as identity work, wherein emotional and cultural connections with students emerge as central pedagogical practices. Moreover, PSLTs articulate a sense of responsibility to represent linguistic and cultural diversity in their classrooms, challenging monolingual assumptions and advocating for more inclusive, reflective approaches to language education. Their self-perception as both cultural bearers and educators of intercultural understanding demonstrates the transformative potential of language teaching. This research contributes to growing scholarship on plurilingualism by foregrounding pre-service teacher voices and affirming plurilingual identity as both a pedagogical asset and a site of personal and professional negotiation in the multilingual classroom.

Le (contre) modèle pédagogique océanien à l'aune des enjeux de décolonisation

Fabrice Wacalie (Université de la Nouvelle-Calédonie), Elatiana Razafimandimbimanana (Université de la Nouvelle-Calédonie) & Djodie Boi (Université de la Nouvelle-Calédonie)

L'Océanie est à la fois un hub de la diversité linguistique et une région mise à la périphérie des modèles de références en matière d'éducation plurilingue. En fait, cette réalité n'a que l'apparence d'une contradiction dès lors où l'on reconnaît – au sens fort du mot – l'histoire coloniale comme étant un processus d'invisibilisation endurent. Admettre que la diversité linguistique existe dans la région océanienne est une chose, en reconnaître la valeur politique, didactique et épistémique en est une autre. Notre proposition collective vise à faire valoir les besoins de (contre)modèles théoriques à partir du vécu, de la pratique, du regard et du projet plurilingue tel qu'il prend sens à l'échelle complexe de nos expériences situées ? Que veut dire « projet plurilingue » à l'aune de postures décoloniales et d'expériences d'accompagnement de futur.e.s enseignant.e.s construites en Kanaky Nouvelle-Calédonie ? Les récents événements du 13 mai 2024 en Nouvelle-Calédonie ont rendu nécessaire ce changement de braquet. En collaboration avec des étudiant.e.s et un artiste graffeur-illustrateur, nous reviendrons sur la modélisation d'une pédagogie océanienne en croisant nos regards sur les étapes qui en sont constitutives. La construction d'un (contre)modèle, nous amène à collaborer sur des références et modalités d'apprentissage qui soient davantage inclusives des langues et cultures océaniques et de nos modes de penser le monde. Ce questionnement est l'objet des projets de recherche qui nous relient dont une thèse doctorale avec, pour finalité, l'élaboration d'outils pédagogiques qui favorisent le sentiment d'appartenance, de sécurité culturelle et ainsi les conditions de réussite en contexte universitaire océanien. La conception d'outils s'appuie sur des approches plurilingue et pluriartistique en y incluant les savoirs (langues, arts et cultures) océaniques ou océanisés. Cette communication sera l'occasion de présenter un aperçu des résultats lorsque les étudiant.e.s d'Océanie s'expriment sur les conditions qui favorisent leur réussite. Le propos vise à ensemble comment substituer l'écart entre l'espace académique et l'espace qui les entoure par une continuité des espaces, des savoirs, des expériences.

La transposition didactique des grammaires descriptives de langues océaniques

Trent Newman (Federation University, Australia), Yvette Slaughter (University of Melbourne, Australia), & Andrea Truckenbrodt (University of Melbourne)

As the only pathways to accreditation and registration to teach in Australian schools, tertiary Languages Teacher Education programs serve as de facto institutional gatekeepers, determining which languages teachers can become accredited to teach, the conceptual and pedagogical approaches to Languages teaching and learning and, by extension, the very nature of Languages education in Australian schools. While theoretical innovations in Languages teaching and learning, focusing on the multilingual turn, have transformed approaches to Languages education, LTE programs face challenges in promoting inclusive plurilingualism within a predominantly monolingual and mono-epistemic tertiary education system. This research, therefore, evaluates the extent to which there is capacity within the current climate and context to incorporate and develop plurilingual perspectives and pedagogy into LTE programs. The research involved a comprehensive analysis of LTE programs across all Australian states and territories, including interviews with Languages teacher educators and education specialists across 23 universities. The study revealed a contraction in LTE offerings and a systemic neglect of Languages as a learning area, while also revealing the tenacity and creativity of individual teacher educators working within these constraints. Implications around policy, LTE and placements are considered into relation to the unrealised potential of Languages teacher education in Australia.

He Rā ki Tua – Normalising te reo Māori for the future

Arianna Berardi-Wiltshire, Celina Maria Bortolotto & Hone Morris
(Massey University, New Zealand)

Kia huri a Niu Tireni hei Aotearoa – ‘Making New Zealand Aotearoa’ is the foundational principle underpinning the teaching of Te Hā o te Reo: The Essence of the Māori Language, a professional development programme designed and taught at Te Kunenga ki Pūrehuroa – Massey University to assist university staff in familiarising themselves with Māori culture and in incorporating Māori cultural practices and language appropriate and relevant to their professional tertiary education context. This talk will focus on the dynamics of teaching and learning the programme’s main outcome: the ability to confidently prepare and present the customary pepeha (tribal motto). The traditional structure of a pepeha refers to genealogical origins, at times extending to distant ancestors, as well as to significant natural landmarks. It expresses the idea that every person is a member of an extended human collective which, in turn, is inseparable from the local natural environment, literally encoding indigeneity in both its form and content. The teaching approach adopted in the course, grounded in a culturally safe perspective, provided non-Māori participants with a template for expressing their identity and connection to Aotearoa while respecting mana whenua (territorial rights) and tangata whenua (people of the land) status. The self-identification implied in the pepeha brought about an often confronting exploration of identity for non-Māori participants, as they were guided to examine and reframe their ideas of belonging to a place through Māori principles. This questioning of previous assumptions of cultural and geographical affiliations proved challenging but also enriching, particularly for those born and raised in Aotearoa New Zealand, offering a unique opportunity for reflection and learning for the entire class.

Interpreting teacher ontology for critical intercultural pedagogical alignment: pluri-responsive modern language teacher education

Kerry Taylor-Leech (Griffith University, Australia) & Eseta Tualalelei
(University of Southern Queensland, Australia)

The Early Years Learning Framework for Australian Early Childhood Educators states that children have “the right to be continuing users of their home language as well as to develop competency in Standard Australian English”. A wealth of evidence shows that acknowledging children’s diverse linguistic repertoires is important for language development, building strong social and cultural identities, and successful learning. Yet in Australia, there are few early learning programs that nurture young children’s plurilingual identities. And, while it is well established that early childhood is a critical period for first and second language acquisition, there is a lack of empirical research available on children’s bilingual development in formal early childhood education and care. Mindful of this lack, we undertook collaborative studies of two innovative programs designed to promote children’s “belonging, being and becoming” in early childhood education. The first study explored the lived experience of Samoan children, families and educators involved in an a’oga amata (a bilingual, Samoan English kindergarten). The second study identified program features and educator practices that supported new English-speaker children from families of refugee and asylum-seeker backgrounds in engaging with kindergarten and making positive transitions to school. In each study we explored how the programs supported heritage language and culture, nurtured children’s bicultural identities, and created safe linguistic and cultural space for children and their families. One notable feature of our data was how the educators moved from trauma-informed to healing-centred practice. In this presentation, we consider the benefits of each program for the children and their families. We also reflect on their limitations and analyse the reasons why one program was successful while the other proved to be unsustainable. We consider the implications of our findings for language teacher educator practice in the early childhood education space.

From Policy to Practice: Languages in post-colonial Samoan classrooms

Leonora Rotomane Houma (Solomon Islands National University)

In multilingual societies such as the Solomon Islands, higher education institutions serve as important spaces for promoting linguistic inclusion and cultural recognition. Despite the country's rich linguistic diversity - comprising over sixty Indigenous languages alongside Solomon Islands Pijin and English, formal education at the tertiary level remains largely monolingual in orientation. This paper explores the institutional barriers and emerging opportunities for advancing plurilingual education at the Solomon Islands National University (SINU). Drawing on theoretical perspectives of plurilingualism and sociocultural learning, the paper identifies policy constraints, curriculum design limitations, and pedagogical challenges that inhibit the recognition and use of students' full linguistic repertoires. It further examines institutional strengths and opportunities, including community engagement, regional collaboration, and the integration of local languages and cultures into university teaching and research. The paper argues that embracing plurilingual education at SINU could foster inclusion, strengthen learning outcomes, and advance the University's vision of nurturing graduates who are culturally grounded and globally competent.

Translanguaging and primary years writing: A review of the Australian research

Robyn Cox (University of Tasmania, Australia), Lynne Bury (Royal Melbourne Institute of Technology (RMIT), Susan Rook (RMIT) & Naomi Wilks-Smith (RMIT)

Decades have passed since Michael Clyne (2008) described education in Australia as being framed with 'a monolingual mindset' and further decades have passed since the groundbreaking policy work by Joseph Lo Bianco (1987) outlining the complexity, diversity and richness of Australia's linguistic landscape. In 2025 classrooms in Australia are typically multicultural and multilingual with 31% percent of learners (ACARA 2024) coming to school with languages beyond English, and in many urban schools, a much higher percentage. Yet, schools continue to be typically monolingual English places that rarely incorporate learners' linguistic repertoires into their learning and are still negatively positioned in relation to the limits of their English language abilities. The Melbourne team have developed a literature review which focusses on research conducted and reported in Australia only, within the past ten years and published in peer reviewed journals. This review has enabled the identification of key themes whilst also highlighting the research gaps. In this paper the authors will present these themes and describe how research findings around translanguaging in writing classrooms in Australian primary schools might serve as frameworks. The paper will then tie these themes back to the rich language policy history and international literature in the field.

References:

- Clyne, M. (2008) The monolingual mindset as an impediment to the development of plurilingual potential, *Sociolinguistic Studies* 2 (3), 347-366.
- Lo Bianco, J. 1987. National policy on language, Canberra: Australian Government Printing Service.

Les photos-biographies langagières dans la formation initiale des enseignant·e·s

Fabrice Wacalie (INSPE-Université de la Nouvelle-Calédonie)

L'éveil à la diversité linguistique est intégré dans les programmes d'enseignement adaptés de la Nouvelle-Calédonie depuis 2019 via le Projet Éducatif de la Nouvelle-Calédonie (PENC) voté en 2016 (Minvielle, 2018). Pour doter nos futur·e·s enseignant·e·s des compétences requises pour assurer cet enseignement, nous dispensons des modules d'approches plurielles dans la formation initiale des enseignant·e·s. Ainsi, depuis deux ans, ils·elles explorent les quatre volets des approches plurielles. Ceux-ci répondent à deux des prérogatives du PENC : développer l'identité de l'École calédonienne pour favoriser le vivre-ensemble et prendre en compte la diversité des publics pour favoriser la réussite de tous. Même si ces dispositifs sont encore trop peu significatifs dans les maquettes de formation initiale de l'enseignement en Kanaky-Nouvelle-Calédonie (KNC), nous nous efforçons d'accompagner nos étudiant·e·s dans la création d'outils pédagogiques permettant de révéler la place des langues dans la vie des élèves et faire émerger leurs représentations sur ces langues. Pour ce faire, nous mettons régulièrement en œuvre des activités associant l'art visuel à l'éveil linguistique. C'est ainsi qu'est née le dispositif de photo-biographie langagière. Il est le fruit du mariage de deux dispositifs distincts. En tant qu'outil réflexif, il s'inspire des autobiographies langagières de Fillol (2016). En tant qu'outil de médiation, il s'inspire des travaux de Razafimandimbimanana et Togna autour des « Héritiers et héritières en Océanie » (2022, 2024). Dans ce travail pédagogique, les étudiants doivent choisir trois langues (pratiquées ou non) auxquelles ils·elles associent une image iconographique ou un symbole. Puis, dans un écrit réflexif, ils·elles doivent justifier du choix de l'image/symbole comme représentation de la langue. Cette recherche-(cré)action a été menée auprès de soixante-douze étudiant·e·s dont deux promotions de Licence 3ème année (2024 et 2025) de l'Université de la Nouvelle-Calédonie et une promotion de master 2 MEEF enseigner dans le premier degré (2025) de l'INSPE. Dans cette communication, nous évoquerons les résultats obtenus de cette recherche pluridisciplinaire.

Languages Education in Australia as a wicked problem: challenges & consequences

Andrea Truckenbrodt (University of Melbourne, Australia)

The low and decreasing uptake of post-compulsory foreign language study is one indication that Languages education in Australia, like other anglophone countries (cf. Lanvers et al, 2021), is in crisis. In this paper, I argue that analysis of the historic and current situation of Languages education justifies its characterisation as a 'wicked problem' since it reflects the componential factors of wickedness identified by Kirsche et al (2019); namely, goal heterogeneity, number, dynamics and interrelationship of variables, and informational uncertainty. I draw on major reviews and key research undertaken over the past 30 years as well as insights provided by current Languages teacher educators interviewed as part of a larger research project investigating Language Teacher Education in Australia (cf. Newman et al, forthcoming). I conclude by identifying potential affordances of the 'wicked problem designation' for teachers, school leaders, researchers and policy makers and some possible ways forward.

Exploring Intercultural Understanding in the Languages Classrooms Beyond the Australian Curriculum: A Praxis Inquiry Model in Action

Natasa Ciabatti (Federation University, Australia) & Oksana Razoumova
(Victoria University, Australia)

This presentation consolidates on a qualitative study examining the extent to which Australian pre-service teachers adopt an intercultural perspective following the introduction of Intercultural Understanding as a general capability in the Australian Curriculum. In-depth, semi-structured interviews with seven pre-service teachers from migrant backgrounds revealed that their conceptualisations of Intercultural Understanding were shaped by their diverse cultural experiences and personal knowledge, extending beyond curriculum requirements. The findings indicate that pre-service teachers' conceptualisations of Intercultural Understanding, an underexplored area in teacher preparation, show noticeable incongruences between intercultural theory and practice. The results also emphasize the need for stronger engagement with intercultural education principles in initial teacher education and continuous professional development. The Praxis Inquiry Model is explored as a sustainable and reflexive framework to bridge the gap between theory and practice and to establish a foundation for ongoing teacher professional development and action.

From Sparse Resources to Classroom Lessons with DIG4EL, a User-Friendly Software for Endangered Language Grammar Teaching

Sebastien Christian (University of French Polynesia)

This communication introduces DIG4EL (Digital Inferential Grammars for Endangered Languages), a method and software environment designed to support teachers of endangered languages as a second language in creating effective grammar lessons. Most endangered languages lack didactic grammars, forcing teachers to rely on fragmented resources such as academic papers, small corpora of sentence pairs, and their own expertise. Extracting relevant information, finding suitable examples, and reshaping them into pedagogically usable content places a heavy burden on teachers. DIG4EL addresses this challenge by aggregating available grammatical content and structuring it around a teacher's query. It produces draft lessons that integrate explanations and examples, ready to be edited and refined. For languages with no or minimal digital corpus, DIG4EL also provides a tool for constructing a starter corpus that can underpin the creation of beginner-level grammar lessons. The approach is grounded in the principles of plurilingual education and educational equity. Lessons generated by DIG4EL adapt to the learners' pivot language and expected metalanguage level, first summarizing the grammar focus in the pivot language and then highlighting contrasts with the endangered language being taught. Draft lessons always follow a consistent, learner-friendly structure. DIG4EL employs a dedicated, controlled form of artificial intelligence. It adheres to the FAIR principles for data management and the CARE principles of data governance, and ensures compliance with best practices for handling and processing sensitive data. DIG4EL is part of the Heliceo project funded by the CNRS (<https://www.cnrs.fr/en/ri2-project/heliceo>). The presentation will illustrate the use of DIG4EL through case studies on Marquesan, Rapa, and Tahitian. These examples demonstrate how DIG4EL enables teachers to transform sparse linguistic resources into classroom-ready material, reducing preparation time, strengthening teacher agency, and contributing to revitalisation efforts by embedding endangered languages into sustainable plurilingual education practices.

Le DU LCOA (Langues, Culture Océanienne et Apprentissages) Wallis et Futuna

Fabrice Wacalie (Université de la Nouvelle-Calédonie)

Le DU Langues, Culture Océanienne et Apprentissages (DU LCOA) est une formation continue née de la volonté de l'Université de la Nouvelle-Calédonie (UNC) et du Vice-Rectorat de la Nouvelle-Calédonie d'accompagner la montée en compétences professionnelles des professeur·e·s de Langues et Culture kanak (Geneix-Rabault et Wacalie, 2023). En effet, la majorité de ces professeur·e·s, issue de la filière Langue et Culture Océanienne (LCO) de l'UNC, n'avait aucune formation pédagogique et didactique. Car malgré l'extension de la loi Deixonne depuis 1992 en Kanaky-Nouvelle-Calédonie, le CAPES de Langue Kanak n'est une réalité que depuis 2019 (Bevant, 2024). Après trois sessions consécutives en KNC, la formation a été étendue sur les territoires de Wallis et Futuna à la demande de l'Académie des Langues Wallisienne et Futunienne soucieuse d'accompagner ses enseignant·e·s de Langues et Cultures Wallisienne et Futunienne dans le développement de compétences en linguistiques et en didactiques des langues. Financée par l'assemblée territoriale de Wallis et Futuna, deux sessions se sont ainsi succédées entre 2022-2023 et 2024-2025 rassemblant des enseignant·e·s du premier (12) et du second degré (4). Dans cette communication, nous ferons état de la mise en œuvre de cette formation et de ses résultats dans les pratiques pédagogiques des enseignant·e·s observés à travers des notes ethnographiques lors des visites de classe et des entretiens qualitatifs. Nous mettrons en lumière les expérimentations mises en œuvre à petites échelles (Wacalie et Havakilikili, 2022) pour montrer la pertinence de cet enseignement dans un contexte largement défavorable à la prise en compte des langues et cultures autochtones. Nous discuterons ensuite de nos perspectives en matière de création de formations continues inspirées des milieux insulaires autochtones (Wadrawane, 2024) qui contribuent à décoloniser les pratiques pédagogiques (Salaün, 2018) et (re) questionner les modèles pédagogiques actuels (Razafimandimbimanana et al., 2023 ; Wacalie, à paraître).

Plurilingual lives in Oceania / Vies plurilingues en Océanie

Participants: Rodica Ailincăi (University of French Polynesia), John Hajek (University of Melbourne), Leonora Rotomane Houma (Solomon Islands national University), Jacques Vernaoudon (University of French Polynesia), Fabrice Wacalie (Université de la Nouvelle-Calédonie)

Modérateur / Modératrice : Yvette Slaughter (University of Melbourne)

Plurilingual Lives in Oceania brings together researchers, educators, policy actors, and community members to discuss the lived experience of plurilingualism across the Pacific region. Plurilingualism in Oceania is not merely a linguistic resource, but an embodied and relational way of inhabiting diverse cultural, historical, and ecological spaces. This panel discussion will examine how plurilingual practices intersect with teacher education, schooling, family and intergenerational transmission, identity formation, and community language projects. The discussion will also explore contemporary challenges and opportunities, including the integration of new technologies and artificial intelligence into language learning and revitalisation efforts. The panel will consider how digital tools – ranging from mobile apps to AI-mediated platforms – can support minority and endangered languages, while also reflecting on the ethical, cultural, and pedagogical implications. Broader sociopolitical dimensions will also be addressed, including language policies, colonial histories, and the role of education systems in shaping linguistic trajectories. By adopting a flexible thematic structure, the panel discussion invites multiple viewpoints and experiences from across Oceania. The aim is to better understand how plurilingual lives are navigated, supported, constrained, and imagined, and how research and practice can contribute to more equitable, culturally grounded, and sustainable language futures in the region.

Vies plurilingues en Océanie réunit des chercheur·e·s, des enseignant·e·s, des responsables institutionnels et des membres de communautés pour discuter de l'expérience vécue du plurilinguisme dans la région du Pacifique. En Océanie, le plurilinguisme n'est pas seulement une ressource linguistique, mais aussi une manière incarnée et relationnelle d'habiter des espaces culturels, historiques et écologiques diversifiés. Cette table ronde examinera les liens entre les pratiques plurilingues, la formation des enseignants, la scolarisation, la transmission familiale et intergénérationnelle, la construction identitaire et les projets communautaires de revitalisation linguistique. La discussion portera également sur les défis et les opportunités contemporains, notamment sur l'intégration des technologies et de l'intelligence artificielle dans les processus d'apprentissage et de revitalisation des langues. Les intervenant·e·s analyseront comment les outils numériques – des applications mobiles aux plateformes médiées par l'IA – peuvent soutenir les langues minoritaires ou menacées, tout en réfléchissant aux enjeux éthiques, culturels et pédagogiques. Les dimensions sociopolitiques plus larges seront également abordées, notamment les politiques linguistiques, les héritages coloniaux et le rôle des systèmes éducatifs. En adoptant une structure thématique ouverte, la table ronde favorise la diversité des perspectives et des expériences océaniennes. L'objectif est de mieux comprendre comment les vies plurilingues sont vécues, soutenues, contraintes et imaginées, et comment la recherche et la pratique peuvent contribuer à des futurs linguistiques équitables et durables.

Reo Moana : Enacting plurilingual professional learning and practice in Pacific Bilingual/Immersion Education in Aotearoa New Zealand

Rae Si'ilata (Va'atele Education Consulting, New Zealand), Meg Jacobs (Va'atele Education Consulting/AUT), Martha Aseta (Va'atele Education Consulting), Kyla Hansell (Va'atele Education Consulting), Avikaila Tilialo (Va'atele Education Consulting), & Grace Ormsby-Abazu (Va'atele Education Consulting)

Aotearoa New Zealand is a plurilingual society, where the Indigenous language (te reo Māori) is closely connected to the languages of the Pacific. Despite the position of te reo Māori as an official language and notwithstanding NZ's multiple heritage language communities, most Māori and Pacific learners are educated and socialised in English-medium schools through the dominant (English) language. Smaller numbers are schooled through Māori-Medium or Pacific Bilingual/Immersion Education (PBIE), although PBIE provision and research is limited. Reo Moana: Supporting Ngā Reo o te Moana and Pacific Bilingual/Immersion Education (2022-2025) is a New Zealand Ministry of Education professional learning and development (PLD) project designed to support leaders and teachers to increase skills and competencies in Pacific bilingual/immersion contexts. Reo Moana's PLD and research work is focused specifically on supporting schools to promote bilingual and biliterate outcomes, where Pacific learners' heritage languages, cultures, and identities are central to what it means to be successful at school. This chapter explores the experiences of school leaders and teachers engaged in Reo Moana PLD to understand how PBIE provision contributes to the growth of plurilingual school environments, and linguistically and culturally sustaining pedagogies necessary for Indigenous and heritage language revitalisation and maintenance. Teachers and leaders described shifts that reflected a more plurilingual vision for their schools, and a change in mindset regarding the centrality of language, culture, and identity in schooling. These shifts also prompted the urgency of supporting parents and families to understand the advantages of bilingualism and plurilingualism in learners' educational and life trajectories.

Kura Reo ki Ōtautahi, Aotearoa– Māori Language schools for teachers in Christchurch, New Zealand.

Lynne Harata Te Aika (Tuahiwi Education, New Zealand)

This presentation will briefly discuss the current status of te reo Māori government funded programmes for teachers in schools and the recent changes in the last year due the decrease in government funding and a focus on literacy in English. This has come about through the repression and devaluing of Māori language culture and identity by the government of New Zealand. Tribal groups and tribal organisations are leading their own te reo Māori programmes for teachers to improve teacher proficiency and Māori language use in their schools. Many tribal groups across Aotearoa New Zealand have been actively revitalising language in their own tribal communities for three decades or more. Now they are developing te reo Māori programmes for teachers out of necessity because the government has minimalised their responsibility to do so. Ngāi Tahu is the major tribal group in Te Waipounamu (The South Island) that had traditional authority over 80 percent on Te Waipounamu. This presentation will examine one Ōtautahi, Christchurch tribal organisation's initiative to provide intermediate and advanced te reo programmes for teachers. The greater Ōtautahi-Christchurch area has over 200 schools and 300 Early childhood Centres. This home-grown initiative is led by Tuahiwi Education Limited comprising language educators from the local tribal group who have been language teachers in bilingual and immersion programmes running three-day intensive programmes for teachers. This is a collaborative partnership with te reo Māori indigenous educators and schools in their tribal region. Toitū te reo, Toitū te Tiriti! Celebrate and hold firm to our language and our Treaty.

Innovative German Language Teaching in Aotearoa New Zealand: Strategies for Connection and Continuity

Mareike Schmidt (University of Auckland, New Zealand / DAAD - German Academic Exchange Service)

This paper critically examines the current state of German language education at Aotearoa New Zealand universities. It offers insights into student motivations for enrolling in German Studies, provides an overview of teaching approaches, presents strategies to sustain German programs for future learning and teaching, and explores how relationship-based learning, aligned with the Māori principle of whanaungatanga, fosters meaningful and enduring connections. While foreign languages are under increasing pressure in education due to socio-economic, language policy, and geopolitical factors, there is still a demand for German language courses and German Studies in New Zealand's higher education sector. German continues to be valued for its role in global research, science, and economic networks. This recognition should inform curriculum design and the teaching practices of German as a foreign language, which must be engaging and relevant to attract and retain learners of German, particularly within a, practically, largely monolingual, English-speaking environment. For this reason, the paper highlights innovative, project-based, and communication-focused teaching methods designed to foster learner autonomy, self-directed learning, and confident language use. A key focus is on integrating relational learning approaches emphasizing relationship-building, connectedness, and community in the learning process. Based on this, the paper discusses and analyzes the digitalization of course offerings and showcases an example of successful national and international collaboration. Inclusive teaching practices – in the classroom and beyond – are intended to increase the appeal and accessibility of German. In summary, this article aims to illustrate how German as a foreign language is taught through innovative teaching methods and creative concepts. It argues that these concepts can be flexibly adapted to changing conditions, thereby strengthening learner autonomy, contributing to the education of competent students and fostering whanaungatanga-driven community building.

Beginning with Relationship: Whakawhanaungatanga as the Pedagogical Spine of TREO111 at University of Canterbury

Teena Miri Henderson (University of Canterbury, New Zealand)

This practice-based presentation shows how the opening three weeks of TREO111: Te Ngao Pae 1 are deliberately designed around whakawhanaungatanga > pepeha > mihi. This aligns with the course's communicative focus (entry-level speaking and writing, present/past constructions) and cultural elements (mihi, whakataukī, kīwaha, including Ngāi Tahu content). Beginning with relationship is not ornamental; it is the method: it builds identity safety, foregrounds accurate pronunciation early, and establishes class norms consistent with manaakitanga (support - the process of showing respect, generosity and care for others) and ako (peer teaching, student voice). The approach is explicitly plurilingual: learners plan in their strongest language(s) but produce targeted te reo outputs; tasks prompt mediation (explaining culture-bound concepts) and cross-linguistic noticing (vowel length, rhythm, consonants like wh), leveraging what learners already know while meeting TREO111's beginner outcomes. Ethical guidance distinguishes whakapapa-grounded pepeha from mihi as an appropriate alternative for tauiwi; local accuracy for Ōtautahi/Waitaha placenames and selected Ngāi Tahu items is emphasised.

I detail a three-week sequence:

Week 1: Belonging and sound: whakawhanaungatanga circles, short, targeted sessions that help learners tune the music of speech: rhythm, stress, intonation, timing and phrasing.

Week 2: Pepeha/ mihi building blocks: chunked templates with bilingual supports.

Week 3: From rehearsal to performance: class presentations with manaakitanga protocols.

Assessment aligns with values via a concise rubric that weights pronunciation/intelligibility, content integrity (place terms; appropriate use of pepeha/mihi), language control and range delivery and timing.

Takeaway: a planned, plurilingual opening centred on whakawhanaungatanga can transform the first three weeks of a beginner course and lay durable foundations for subsequent kōrero—while staying tightly aligned to TREO111's aims and cultural components.

Broadening your audience: Academic publication in 2026

Robyn Cox (University of Tasmania, Australia)

This workshop will allow participants to learn more about academic publication. From publishing in Q1 journals through on-line publication and to teacher/teaching materials for a teacher audience. The workshop leader is the current Editor in Chief of the Australian Journal of Language and Literacy (AJLL) and will help workshop participants to navigate the publication journey by understanding journal review processes. We will also explore the idea of publishing your research for different audiences. There will be workshop activities and ample time for Q&A.

Le français de Tahiti dans l'enseignement: paroles d'étudiants sur une langue invisibilisée

Antoine Launey (Université de la Polynésie française)

Cette communication se penche sur des discours d'étudiants de l'Université de la Polynésie française concernant leurs pratiques du français vernaculaire de Tahiti et les représentations associées, notamment dans le cadre scolaire. Elle vise à analyser les enjeux liés à l'invisibilisation de cette variété populaire de français dans l'espace éducatif polynésien. Le français de Tahiti, décrit par Love (2006) comme un continuum linguistique, s'est constitué du contact entre le français et les langues polynésiennes, particulièrement le tahitien, et s'est développé après l'implantation du Centre d'Expérimentation du Pacifique dans les années 1960. Aujourd'hui, il constitue probablement la langue principale de première socialisation à Tahiti et fonctionne comme langue véhiculaire à l'échelle du territoire (Charpentier & François, 2015). Ses traits distinctifs incluent des emprunts lexicaux, phonologiques et surtout syntaxiques au tahitien. Malgré son rôle central dans les pratiques linguistiques, il reste souvent perçu comme un entre-deux illégitime entre français et tahitien (Fève, 1994). Les recherches sur ce vernaculaire demeurent limitées. À part la thèse de Love (2006), peu de travaux lui sont consacrés, et il reste marginal dans les politiques éducatives. Longtemps associé à l'échec scolaire, il est progressivement reconsidéré comme un intermédiaire incontournable pour l'acquisition du français standard et le tahitien, langues légitimes de l'école. Néanmoins, il demeure absent des sphères politique, religieuse et médiatique, relégué à l'humour ou aux micro-trottoirs (Tuiano-Reea, 2016). Notre étude, fondée sur des entretiens semi-directifs réalisés dans le cadre d'une thèse de doctorat en sciences du langage, montre que les étudiants interrogés identifient parfois ce français comme langue de première socialisation, ou au contraire comme une langue stigmatisée qu'ils ont apprise à l'école via leurs pairs. Leurs témoignages mettent en lumière la tension entre rejet et appropriation, et révèlent des perceptions contrastées de sa légitimité sociale et scolaire.

La géopolitique de l'enseignement du français en Océanie : rôles, défis et perspectives

Diallo Ibrahima (University of South Australia)

Le français en Océanie occupe une position particulière, mais celle-ci est encore peu étudiée au sein de l'espace francophone mondial. Bien que le français conserve un statut officiel dans des territoires tels que la Nouvelle-Calédonie, la Polynésie française et Wallis-et-Futuna, sa présence dans le Pacifique plus large est façonnée par des dynamiques historiques, géopolitiques et éducatives complexes. Cet article examine les rôles, les défis et les perspectives de l'enseignement du français en Océanie, en portant une attention particulière à ses interactions avec les langues autochtones et les pratiques éducatives multilingues. Au-delà de la pédagogie, l'enseignement du français est également lié à la géopolitique régionale : la France maintient une présence stratégique dans la région à travers ses territoires, contribuant à la diplomatie régionale, à l'influence culturelle et au soft power, en dialogue ou en compétition avec d'autres langues et acteurs. Les principaux défis incluent la conciliation de la promotion du français avec la revitalisation des langues autochtones, la gestion des héritages coloniaux dans les programmes scolaires et les questions de souveraineté éducative. En situant l'enseignement du français à la fois dans des cadres sociolinguistiques et géopolitiques, cette présentation souligne les enjeux de la francophonie en Océanie et la nécessité d'approches inclusives respectant la diversité linguistique tout en tenant compte des transformations régionales.

Embedding Aboriginal and Torres Strait Islanders Histories and Cultures in the Spanish curriculum: Connecting universal values

Giulia Myzeqari (St Francis Xavier College, Australia)

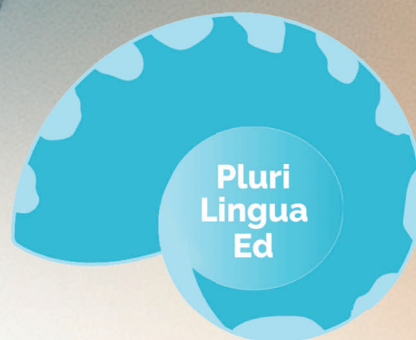
In post-colonial Australia, the Australian Curriculum mandates all teachers, including early career teachers, to embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority into their teaching area to promote Reconciliation between First Nation Peoples of Australia and non-Indigenous Australians. The Australian Professional Standards for Teachers (AITSL, 2011) further highlight the need for students in Australia to be provided with opportunities to deepen their understanding of Aboriginal and Torres Strait Islanders histories and cultures to develop respect for the Indigenous Peoples of this land and connection to their Country. Contemporary research in the field of Language teaching reports that early career teachers lack the confidence to embark in such a journey of embedding this cross-curriculum priority as they feel they do not have the appropriate knowledge (Lovell, 2024). This results in epistemic inertia, the lack of interaction with instructional content for fear of making a mistake (Weuffen et al., 2024). As an early career teacher working in a secondary school and completing a Masters of Education, I will provide an illustration of practice on how to integrate Aboriginal and Torres Strait Islanders Histories and Cultures into the Spanish language curriculum using the universal concepts of kinship and connection to the land as a starting point. Samples of learning resources and student work will demonstrate the benefits of embedding this cross-curriculum priority to enrich learners' experience of Spanish language learning and create opportunities for Aboriginal and Torres Strait Islander students to see their own identities and cultures represented in the curriculum. Finally, I will link my illustration of practice to the Australian Professional Standards for Teachers and current language policy in Australia whose goal is equity in language teaching and learning through adoption of linguistically and culturally responsive pedagogy.

French Polynesian student teachers' linguistic repertoires and complex language and cultural identity issues

Zehra Gabillon (University of French Polynesia) & Yvette Slaughter (University of Melbourne)

This presentation examines how student teachers in French Polynesia understand and explain their linguistic repertoires. This study was motivated by the assumption that teachers' linguistic repertoires are shaped by their experiences and that emotional elements are embodied into these experiences. By exploring student teachers' narratives and metaphors about the languages they speak, this chapter aims to open a discussion on how teacher training could rethink plurilingualism in order to recognise teachers' emotional connections as an integral part of language competence and to encourage a more balanced and inclusive approach to language teaching. This study explored the linguistic repertoires of 77 student English language and primary school teachers. The data was based on 52 written narratives and 23 audio recordings and analysed using iterative coding and interpretive data analysis methods. The results indicated that three languages, French, Tahitian and English, perceived as important. French emerged as the dominant language of instruction and authority. Tahitian, the most widely spoken indigenous language, had deep cultural and emotional significance. Finally, English was considered an essential additional language for educational and professional purposes. The results also highlighted ambivalent feelings towards the French and Polynesian languages.

Notes



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