~~The use of~~ Fataluku and other languages in ~~adult literacy classes~~ in Lautém

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Context: Language Policy

- Tetum & Portuguese as the two official languages
- A number (?) of regional languages (?) to be further developed by the state
  - mother tongue, native language, L1, community language
- Indonesian & English as working languages

Constitution of the Democratic Republic of Timor-Leste 2002

Fataluku study in Lautém

- Sociolinguistic survey
- Linguistic landscape study
- Classroom study

- One out of three studies as part of the Dutch Science Foundation – Research for Global Development (NWO-Wotro) project ''Becoming a nation of readers in Timor-Leste: Language policy and adult literacy development in a multilingual context"
- Edegar Da Conceição Savio

Sociolinguistic Survey Research Questions

- What languages do the respondents in Lautém speak and understand?

- What languages can they read and write?

- What languages do they (most often) use in oral and written communication in the different domains of social life and what for?

- What languages do they prefer for reading and writing?

Attitudes regarding Fataluku

- What do the respondents think of the position of Fataluku (is it in danger of disappearance, should it be protected or should it be promoted)?
- How do they judge the future of Fataluku in the private and public domain?
  - do children have to acquire Fataluku?
  - should Fataluku be taught at school?
  - should information in written and oral media be available in Fataluku?

Demographic backgrounds of the respondents in the survey (N=263)

	Background	N	%
Age	< 40 > 40	106 157	59.7 40.3
Gender	Male Female	159 104	60.5 39.5
Education	None 1-6 years More than 6 years	74 50 139	28.1 19.0 52.9
Location	Urban Rural	81 182	30.8 69.2
Work	Agriculture Shop, private business Office Jobless Teacher Other	104 59 41 19 11 29	39.5 22.4 15.6 7.2 4.2 11.0

Educational background of respondents by age, location and gender

	Groups		Test Statistics
	<40	>40	
Mean years education (SD) Literate (can read)	9.03 (4.61) 89.2%	4.56 (5.41) 51.9%	T=6.97** X^2=45.89**
	Urban	Rural	
Mean years education (SD) Literate (can read)	9.36 (5.24) 82.7%	6.28 (5.23) 70.3%	T=4.41** X^2=4.49*
	Male	Female	
Mean years education (SD) Literate (can read)	8.14 (5.23) 82.4%	5.84 (5.41) 61.5%	T=3.44** X^2=14.26**

Percentage of respondents that speak and understand main languages

Background		Fataluku	Tetum	Indonesian	Portuguese
Age	Younger (N=157)	86.0	69.4	55.4	10.2
	Older (N=106)	88.7	50.0	33.0	22.6
Gender	Male (N=159)	84.9	68.6	50.9	18.9
	Female (N=104)	90.4	51.0	39.4	9.6
Place	Urban(N=81)	85.2	64.2	54.3	25.9
	Rural (N=182)	87.9	60.4	42.9	10.4
Education	No education (N=74)	94.6	33.8	14.9	4.1
	1-6years (N=50)	90.0	54.0	44.0	12.0
	> 6 years N=139)	82.0	79.1	64.0	22.3
Total	263	87.1	61.6	46.4	15.2

Percentage of respondents that speak and understand combinations of languages

Language(s)	%	Language(s)	%
Fataluku only	25.5	Fataluku + Indonesian	6.1
Tetum only	3.0	Fataluku + Tetum + Indonesian	20.9
Portuguese only	0.0	Fataluku + Tetum + Portuguese	2.3
Indonesian only	1.9	Tetum + Indonesian	4.9
Fataluku + Tetum	14.4	Tetum + Portuguese	1.1
Fataluku + Portuguese	0.8	Other (combinations)	19.0

Languages respondents can read/write

Background		Fataluku		Tetum		Indonesian		Portuguese	
		Read	Write	Read	Write	Read	Write	Read	Write
Age	<40	39.7	54.8	89.3	85.9	79.3	88.1	40.4	38.5
	>40	49.1	50.0	92.7	86.5	74.5	59.6	65.5	59.6
Gender	Male	42.4	57.1	92.4	88.9	74.0	81.0	51.1	45.2
	Female	42.2	45.9	85.9	80.3	85.9	78.7	39.1	42.6
Location	Urban	40.3	47.8	92.5	89.6	77.6	86.6	56.7	56.7
	Rural	43.4	56.7	89.1	84.2	78.1	76.7	42.2	37.5
Education	1-6 yrs	33.3	52.1	81.3	83.3	75.0	72.9	27.1	25.0
	> 6 yrs	42.4	54.0	93.5	87.1	78.4	82.7	53.2	51.1
Total	195	42.3	53.5	90.3	86.1	77.9	80.2	47.2	44.4

Respondents' attitudes about languages in percentages (N=263)

	Fataluku	Tetum	Portuguese	Indonesian
Like most	25.1	44.9	10.3	23.7
Most beautiful	24.3	46.4	8.7	20.5
Prefer to read (N=195)	8.7	54.4	13.4	35.6
Prefer to write (N=195)	5.6	58.5	14.9	39.0
Most useful for future of children	3.4	57.6	27.3	9.6
Most useful for own future development	40.7	42.7	9.5	9.5
Most useful for future of Timor-Leste	5.7	73.8	20.2	3.8
Most useful for future of Lautem	46.0	49.0	7.2	2.7

Respondents' opinions on Fataluku

Statement	Score (SD)	Statement	Score (SD)
Not in danger of disappearance	4.28 (.76)	Should be taught in adult literacy	3.41 (1.16)
Needs protection	4.19 (.93)	Teachers should be able to understand it	3.60 (1.04)
Needs promotion	4.25 (.73)	Teachers should be able to read and write it	3.54 (1.07)
Children should speak/understand	3.75 (1.04)	Information in Suco office should be in Fataluku	3.41 (1.22)
Future children should read/write	3.60 (1.14)	Should be developed as written language	3.56 (1.11)
Should be language of teaching	3.10 (1.20)	Books should be published in Fataluku	3.47 (1.23)
Should be language of explanation	3.32 (1.14)	Local TV and media should be in Fataluku	3.55 (1.30)
Should be primary school subject	2.95 (1.20)	Should have standard written language	3.53 (1.11)

Conclusions
Reported language proficiency

- Allmost all respondents speak/understand Fataluku (25% Fataluku only)

- Majority also knows Tetum and Indonesian; Portuguese is less well known

- A higher education level means more proficiency in Tetum, Portuguese and Indonesian

- Older, male, urban, educated respondents report better proficiency in Portuguese

Reported language use

- Most respondents are multilingual language users
- Fataluku is used most in oral communication, mainly in private domain and traditional events
- Second comes Tetum (work/church); Indonesian less; Portuguese (work) hardly
- Higher educated and younger respondents are more multilingual and use less Fataluku
- Tetum (and Indonesian) are main languages for reading and writing
- Involvement in literacy events is low

Language attitudes

- Tetum highest emotional and pragmatic value
- Fataluku high emotional value and usefulness for own and Lautém's future
- The higher educated, younger and urban are more positive about Tetum (and partly Portuguese and Indonesian) and less positive about Fataluku

General

- Higher educated, urban, younger respondents:
  - Are more proficient in more languages
  - Use more Tetum, Indonesian and Portuguese and less Fataluku
  - Have a positive attitude about Tetum, Indonesian, Portuguese and a less positive attitude about Fataluku

    than less educated, rural and older respondents
- Fataluku
  - Is used and valued most in oral communication
- Tetum
  - Is best known, most used, most valued
  - Has settled as the official language in Lautém
- Indonesian
  - Is used and valued more than Portuguese (2nd official language)
- Next generation of women and rural respondents is catching up

Linguistic Landscape Study Research Questions

- Linguistic landscape analysis as a sociolinguistic diagnostic of linguistic diversity
  - What is the composition of the linguistic landscape in Lautém in terms of the variety and co-occurrence of the visible languages that appear in public space?
  - What is the position and distribution of Fataluku in the linguistic landscape of Lautém?
  - What are linguistic characteristics of Fataluku appearing in the linguistic landscape of Lautém?

Data distribution

Subdistrict	Suco (nr. of Aldeias)	N	%
Moro	Maina (2)	6	2.01
Los Palos	Bauro (2)	5	1.67
	Cacaven (3)	12	4.02
	Fuiloro (15)	210	70.46
	Home (1)	4	1.34
	Leuro (2)	4	1.34
	Lore I (2)	3	1.00
	Lore II (1)	2	0.00
	Muapitine (2)	10	3.35
	Raca (2)	3	1.00
	Souro (2)	5	1.67
Tutuala	Mehara (3)	34	11.40
Total		298	100.00

Types of signs

Type	N	%
Graffiti	66	22.14
Billboards	37	12.41
Notice boards	34	11.40
Product information	27	9.06
Notes	21	7.04
Façade names	24	8.05
Moving texts (car, clothes, tattoo, TV, black/whiteboard)	20	6.71
Posters	19	6.37
Commercial (shop) signs	15	5.03
Façade texts	13	4.36
Border signs	13	4.36
Banners	9	3.02
Total	298	100.00

Language combinations per sign

Language combination	N	%
Monolingual	139	46.64
Bilingual	87	29.19
Trilingual	38	12.75
Quadrilingual	30	10.07
Pentalingual	4	1.34
Total	298	100.00

Languages in monolingual signs

Language	N	%
Indonesian	43	30.93
Portuguese	30	21.58
Tetun	26	18.70
English	25	17.98
Fataluku	11	7.91
Italian	2	1.43
French	1	0.71
Chinese	1	0.71
Total	139	100.00

Distribution of languages (all signs)

Language	N	%
Tetun	132	44.30
Portuguese	128	42.95
English	112	37.58
Indonesian	107	35.91
Fataluku	72	24.16
Spanish	3	1.01
Italian	3	1.01
French	3	1.01
Chinese	3	1.01
Makasai	1	0.03
Makalero	1	0.03
Korean	1	0.03
Arabic	1	0.03

Distribution of Fataluku in language combinations

Signs with Fataluku	N	%
Monolingual signs	11	15.28
Bilingual signs	20	27.78
Trilingual signs	18	25.00
Quadrilingual signs	19	26.39
Pentalingual signs	4	5.56
Total	72	100

Types of signs containing Fataluku

1. Graffiti (distinct & ensemble)
2. Billboards
3. Façade names
4. Notice boards
5. Moving texts (on whiteboard and flap-over)
6. Façade texts
7. Notes

(types 2, 3, 4, 6 contain mainly names in Fataluku)

Graffiti - distinct

Start closing your eyes
Somebody come in
(there is) something
inside
Eh… No…

Feeling blue

Always closed

Graffiti - ensemble

Former sports center in Kartini I (top)
Outside and inside roof of a bower in
Tutuala (right)

House names (Poros, Cacaven, Malahara)

Grassroots literacy in house names

- LE'E PAPACASA LEVEROU-RATU

- TUAMALE LEE FAMOTO

- LE MORULOHO

Fataluku specialists preparing modules for elementary education in Los Palos

Fataluku	English
enit a soroti	this is my book
en it e soreti	this is my book
na'a - la'a	leave
na'a - mau	come
mucupe la'a - mucu pela'a	go in
malupe mau - malu pela	go out
hi'ane	above
hia'ne	above
fanave-ta	teach and
fanave ta navare	teach and know
fanavana tu navarana	learner then a specialist

Notes in Kartini I

Tapa capaku cewe !
No cigaret smoking

Ehala newene !
Here stop

Conclusions

- Multilingual linguistic landscape in Lautém
  - Variety and combinations of languages
- Fataluku in 25% of all signs
  - Mono- and mutilingual signs; combinations with almost all other languages
  - Most sign types have mainly names in Fataluku
  - Main appearance of Fataluku in graffiti
  - "Real" use of Fataluku is possible
- Grassroots literacy

Litercay Classroom study
Research Questions

- What languages are used by teachers and students in classroom interaction

- How does the use of these languages relate to Timor-Leste's language-in-education policy

- What are reasons/functionalities of using these languages

Overview of classroom observations

Place	Type	Date	Teacher (age)	Students (sex)	Lessons (time)	Analysis
Lereloho	Urban	11.7.2011	Female (25)	9 (male)	2 (140)	50 min
Caivatxa	Urbanized	1.8.2013	Male(42)	7 (female)	4 (330)	90 min
Trinta de Agosto	Urban	10.8.2011	Male (48)	12 (female)	5 (600)	150 min
Poros	Rural	23.8.2011	Male (47)	1/4 (m/f)	3 (330)	90 min

Teachers' main languages of instruction and inserted languages in Lereloho

Main language	Utterances		Words	
	N	%	N	%
Fataluku	90	87.38	722	89.80
Tetun	6	5.83	36	4.48
Portuguese	7	6.80	46	5.72
Total	103	100.00	804	100.00

Main language	Inserted languages							
	Fataluku		Tetum		Portuguese		Indonesian	
	N	%	N	%	N	%	N	%
Fataluku	-	-	52	7.20	67	9.28	5	0.69
Tetun	6	16.67	-	-	1	2.78	1	2.78
Portuguese	5	10.87	-	-	-	-	-	-

Students' main languages of instruction and inserted languages in Lereloho

Main language	Utterances		Words	
	N	%	N	%
Fataluku	10	41.66	49	21.78
Tetun	2	8.33	23	10.22
Portuguese	12	50.00	153	68.00
Total	24	100.00	225	100.00

Main language	Inserted languages							
	Fataluku		Tetum		Portuguese		Indonesian	
	N	%	N	%	N	%	N	%
Fataluku	-	-	-	-	1	2.04	-	-
Tetun	-	-	-	-	1	4.35	3	13.04
Portuguese	11	7.19	-	-	-	-	-	-

Teachers' main languages of instruction and inserted languages in Poros

Main language	Utterances		Words	
	Number	%	Number	%
Fataluku	205	100	2107	100

Main language	Inserted languages							
	Fataluku		Tetum		Portuguese		Indonesian	
	N	%	N	%	N	%	N	%
Fataluku	-	-	135	6.41	64	3.04	26	1.23

Conclusions

- 90% of teachers and 50% of students use Fataluku as main language of instruction
  - Also Tetum, Portuguese, Indonesian; no regional languages
  - All languages available in linguistic repertoire are inserted
- Diverging from T-L's language-in-education policy by using Fataluku as a lingua franca in adult literacy education
- Reasons for inserting other languages
  - Reading aloud: words, letters (T), numbers (P/I)
  - Subject language: metalinguistic concepts (T/P/I)
  - Instructional language: any language
  - Additional explanation: any language
  - Areal features: terms of respect (*mana*), saying thanks (*obrigado*), fillers/chunks (*entaun*)

Guiding Questions

and some preliminary thoughts and answers inspired by the Fataluku study

and other insights

- What does learning in the mother-tongue mean in linguistically diverse educational settings such as East Timor?
  - Heterogeneity vs homogeneity in schools and society
  - MT as a medium vs MT as a subject
  - Locality, age, education, gender
  - Globalization issues
    - texting

- How can we define mother tongue when many speech communities use more than one language on a daily basis or when families use more than one language in the home?
  - Community of practice vs speech community
  - Myth of the MT and the pure MT speaker
  - Repertoires, resources, features

- Why is mother tongue schooling such a politically sensitive issue in East Timor?
  - Top down policies vs bottom up practices
  - A fatherland needs a mother tongue
  - Historical, political, educational perspectives
  - Teaching vs learning
  - Actors' perspectives
    - Policy makers (national, regional, community)
    - Specialists
    - Teachers
    - Parents
    - Students

- What are the challenges in implementing a mother tongue-based multilingual education program?
  - Teacher qualifications
  - Teaching materials
  - Language of learning ≠ Language of teaching
  - Globalization issues
    - Accepting different modes of language learning
    - Accepting different forms of knowing language

Modes of learning languages

- Highly formal patterned comprehensive language learning in schools (national standard language)

- Specialized language learning related to specific skills and resources (academic English)

- Highly informal and ephemeral out of school encounters with language (age group slang)

- Embedded language learning (ICT language)

Forms of knowing language

- Maximum competence
  - In the national standard language
  - As a subject in so-called mother tongue education
  - As a medium of instruction in all subjects
  - As a sacrosanct norm (legitimate knowledge)
  - Making students members of an ideological linguistic community that overshadows possible local, international, supervernacular speech communities (of practice)
- Versus learning languages /languaging
  - as developing multilingual repertoires
  - consisting of asymmetrical contextual (partial, minimal, recognizing) competences
  - in a context of power relationships where some varieties are credited and others are discredited