

# Picturebooks as a bridge to cultural autoethnographies

Nicola Daly and Julie Barbour

University of Waikato

New Zealand

# Context



- New Zealand University setting
- LINGS203 Language, Society & Culture
  - Cultural perspectives paper for the Arts and Social Sciences degrees
  - Approximately 100 students
  - Second year students
  - Flexipaper
    - Students can study in person or remotely
- 3 week unit within a larger course on language, society and culture
- We chose to use picturebooks as our primary resource for the week in which students practised analysing communicative situations/encounters within the Ethnography of Speaking frame

# Research focus

- How can picturebooks be used to support tertiary students' engagement with and understanding of the Ethnography of Communication (Hymes, 1964) in a second year New Zealand university course?

# Previous research

In early childhood and primary education, the use of picturebooks has been documented extensively:

- teaching visual analysis and drawing skills (Pantaleo, 2008; Hsaio, 2010),
- teaching mathematics and science (Jenkins, 2010; Cho & Jeung, 1998),
- in raising language awareness (Daly, Short & Kleker, 2021; Daly, Kleker & Short, 2022).

Daly and Blakeney-Williams (2015) documented the use of picturebooks in preservice teacher education with eight teacher educators

Hartmann and Helot's (2021) work with French preservice teachers revealed how a trilingual picturebook supported the development of biliteracy and multilingual awareness

Daly and Short (2022) explored the use of dual language picturebooks to raise critical language awareness among preservice educators

Diversity in Language & Culture

- Speech Act Theory (Austin)
- Ethnography of SPEAKING (Hymes, Saville-Troike)

Practice: Scripting a Retail Encounter

Exploring Diversity with the Ethnography of SPEAKING

- Ethics of human research and research representations

Practice: SPEAKING analysis of cultural picture books

Ethnographic research in the Pacific region

- Pacific Anthropologists (Malinowski & Deacon)
- Indigenous research perspectives

Guest Lecture: Veiqaraqaravi Vakavanua a Fijian welcoming ceremony

# Developing the pedagogy

Assessment: Autoethnography of a communicative event

# Selecting the Picturebooks

- **Text Factors:**

- written and/or illustrated by cultural insiders
- focussing on cultural events
- including languages other than English

- **Student factors:**

- Online students from China
- Domestic students with diverse cultural identities and heritages

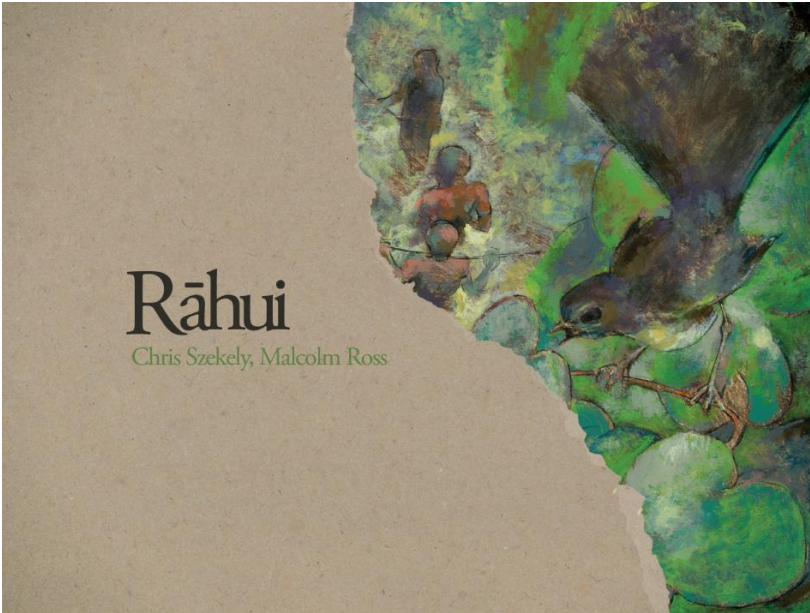
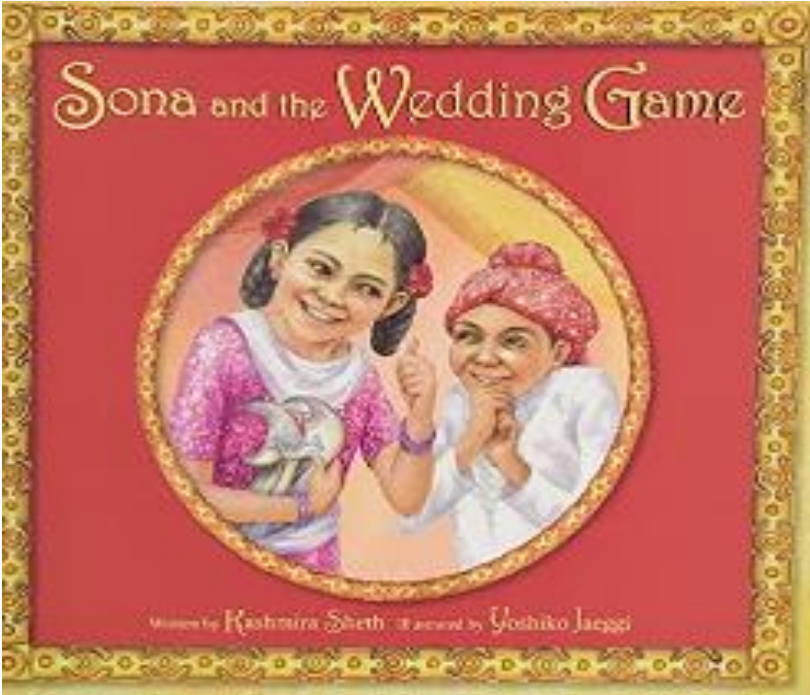
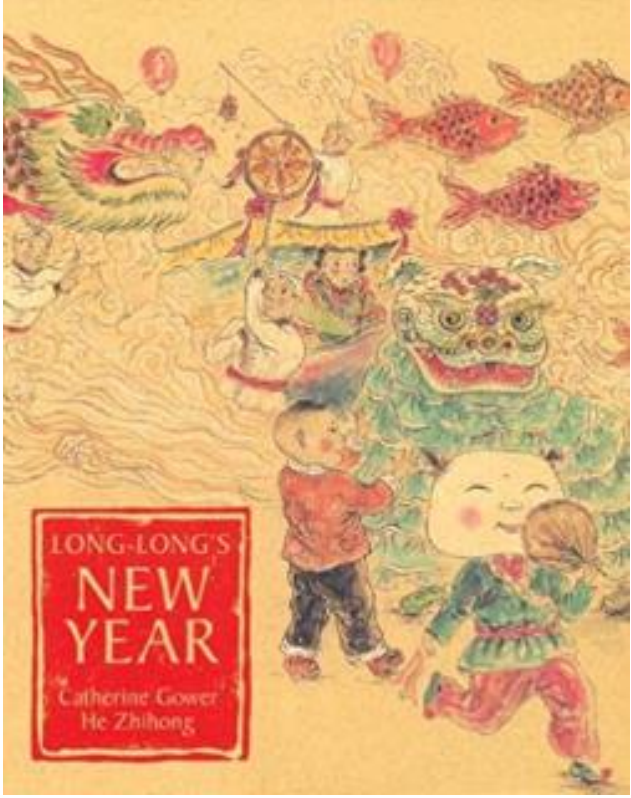
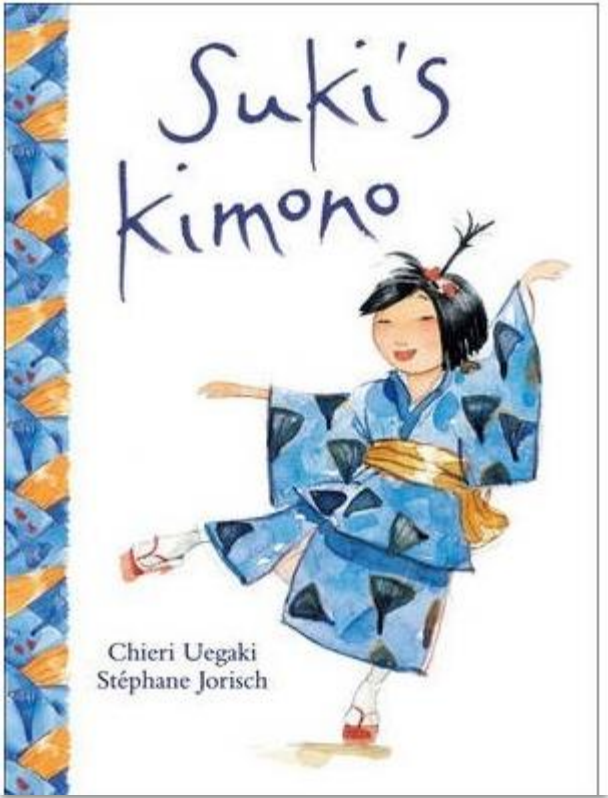
- **Tutor factors:**

- from India (Telugu, Hindi) and Japan (Japanese, Urdu); previously from Aotearoa (English, Māori)

- **Julie's linguistic research:**

- Importance of documenting cultural practices for posterity AND for the immediate use of communities
- Importance of community voices in research records

# The Picturebooks



# Ethnography of SPEAKING Frame

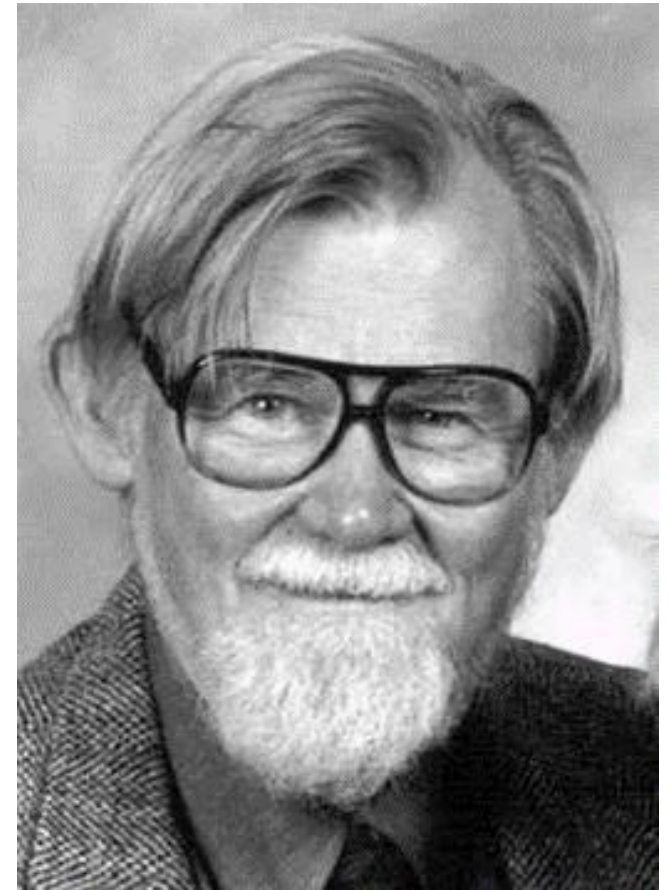
Developed by Dell Hymes

An ethnography “is directed at the description and understanding of **communicative behavior in specific cultural settings**” (Muriel Saville-Troike, 1989, p. 2)

- Rules for communication and interaction
- Awareness of participant roles
- Cultural knowledge underpinning interaction

## **SPEAKING**

S - setting  
P - participants  
E - ends (purpose)  
A - Act sequence  
K - Key (formality)  
I - instrumentalities  
(language, channel)  
N - norms of  
interaction  
G - genre



Dell Hymes



# SPEAKING Analysis of Picturebooks - a preparatory task for students

<b>Suki's Kimono by Chieri Uegaka, illustrated by Stèphanie Jorisch</b>	
<b>Genre</b>	Children's cultural story//Significant life event
<b>Ends/Communicative purpose</b>	To present a Japanese street festival//To describe the familiar and significant event of the first day at school
<b>Instrumentalities (physical channel, message form)</b>	Written English, including some Japanese words, coloured illustrations
<b>Setting (time and place of interaction)</b>	First day of school in a Western community (in America) Japanese street festival (also in America, since Suki's grandmother came to visit her)
<b>Participants</b>	...

# Three main findings

Finding (1) Picturebooks provided a glimpse into familiar and unfamiliar aspects of culture

Finding (2) Picturebooks created experts of students who were cultural insiders

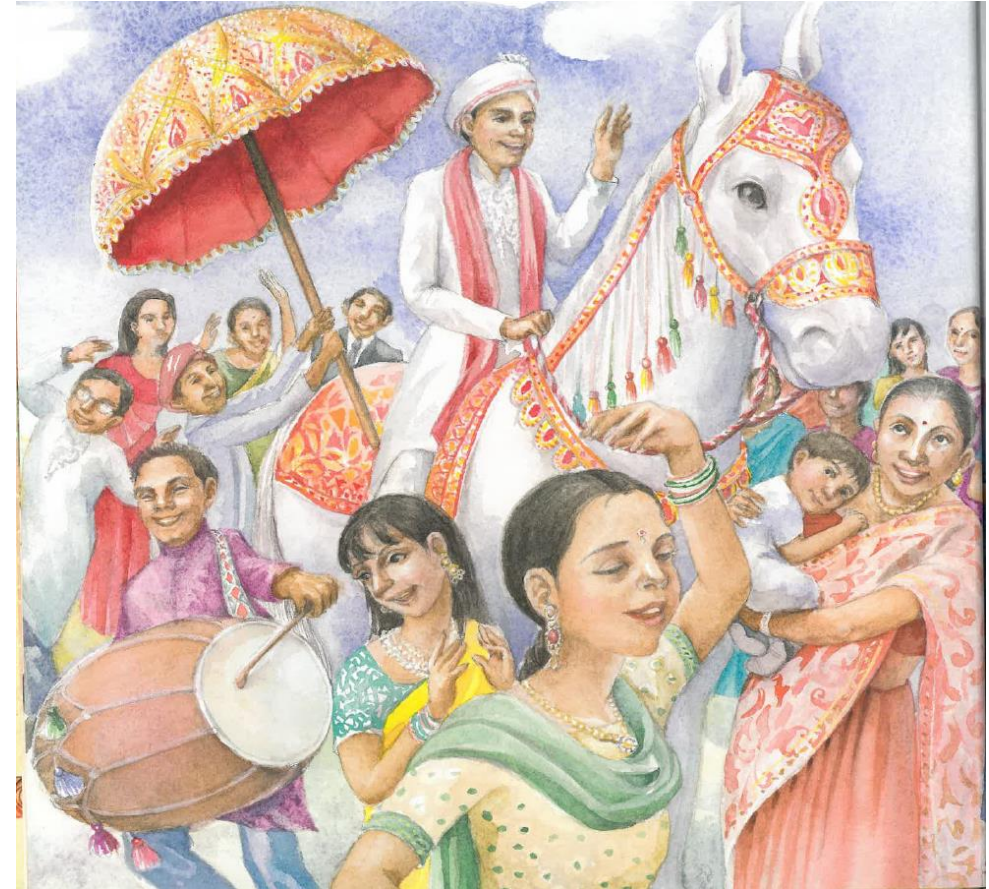
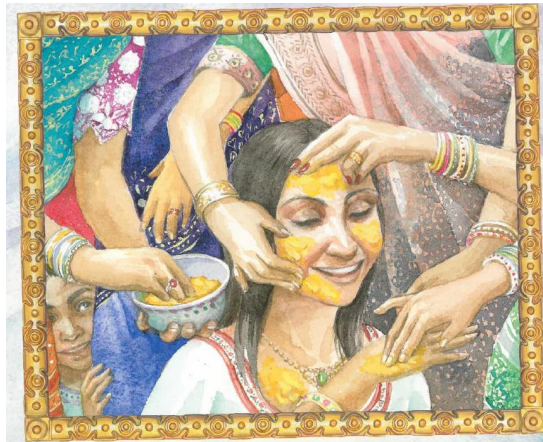
Finding (3) Picturebooks provided a finite experience of a complex situation, suitable for classroom discussion and analysis

# Finding (1) Picturebooks provided a glimpse into familiar and unfamiliar aspects of culture

**Familiar:** traditional Indian clothing and the red mark on forehead

**Unfamiliar:** the application of turmeric paste to soften skin

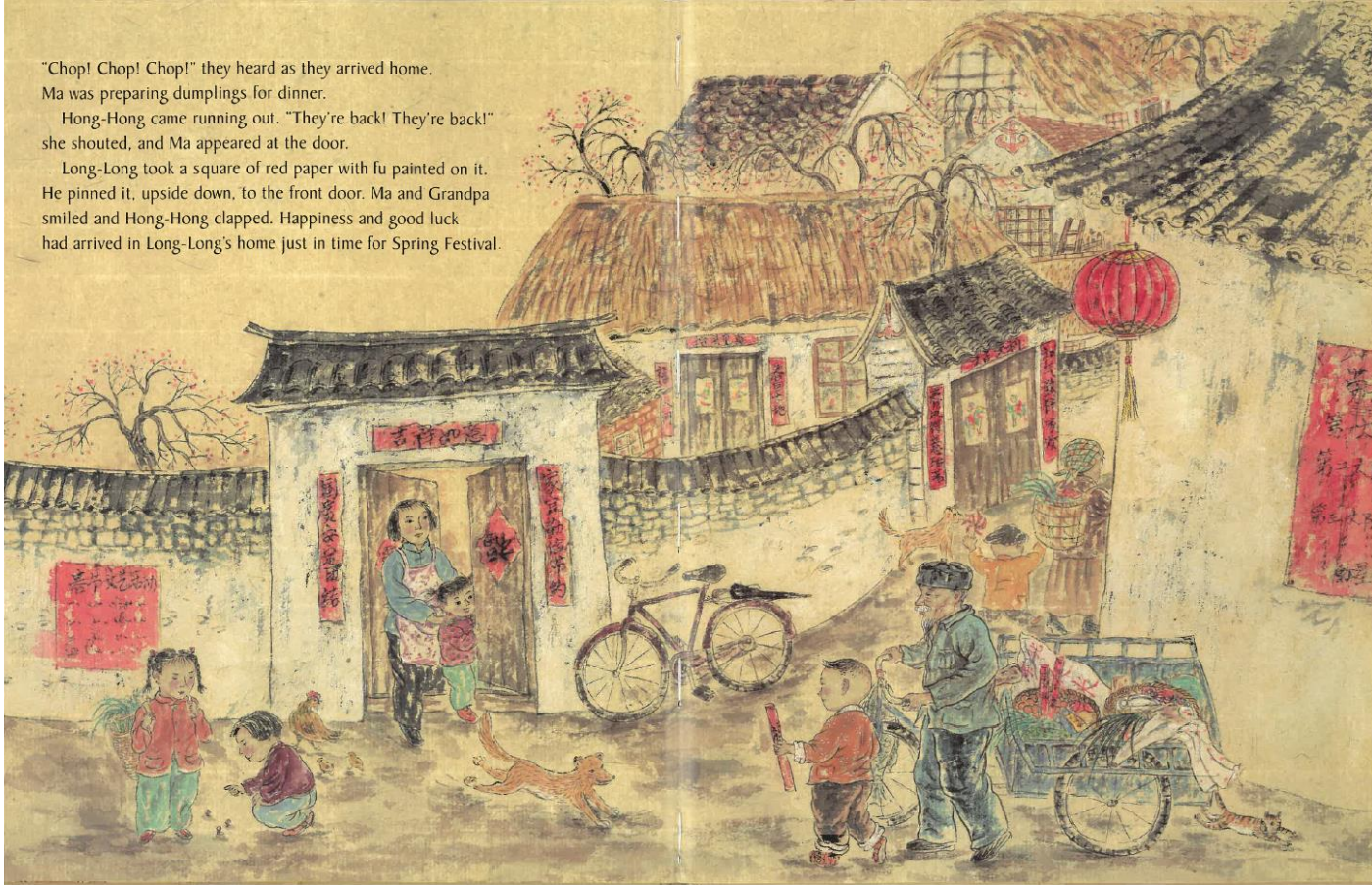
The groom riding through the streets on a white horse.



Sona and the Wedding Game

# Finding (1) Picturebooks provided a glimpse into familiar and unfamiliar aspects of culture

"Chop! Chop! Chop!" they heard as they arrived home. Ma was preparing dumplings for dinner. Hong-Hong came running out. "They're back! They're back!" she shouted, and Ma appeared at the door. Long-Long took a square of red paper with fu painted on it. He pinned it, upside down, to the front door. Ma and Grandpa smiled and Hong-Hong clapped. Happiness and good luck had arrived in Long-Long's home just in time for Spring Festival.



**Familiar:** red paper with Chinese characters hung over windows and doorways

**Unfamiliar:** "Long-Long" is a common name for people born in the Year of the Dragon (Glossary).

Long-Long's New Year

## Finding (2) Picturebooks created experts of students who were cultural insiders

*A really useful teaching point was the way that the students who were from the cultural backgrounds of the stories were able to interpret the images and activities for us, revealing more than was evident to an outsider reading the text. (Julie 8 Oct 2021)*

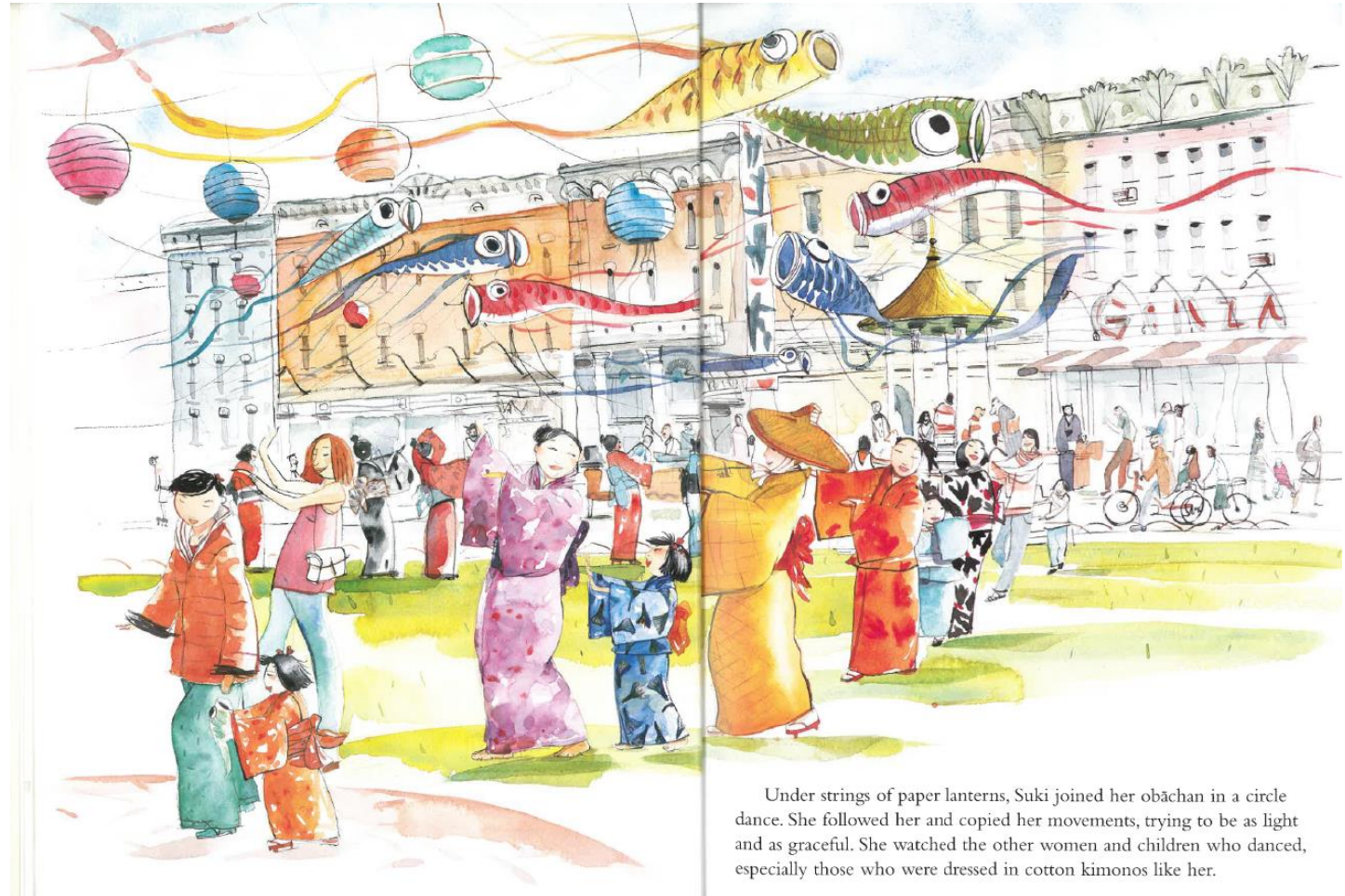
- Fantail as omen of death
- Kawakawa leaf associated with mourning



# Finding (2) Picturebooks create experts of students who are cultural insiders

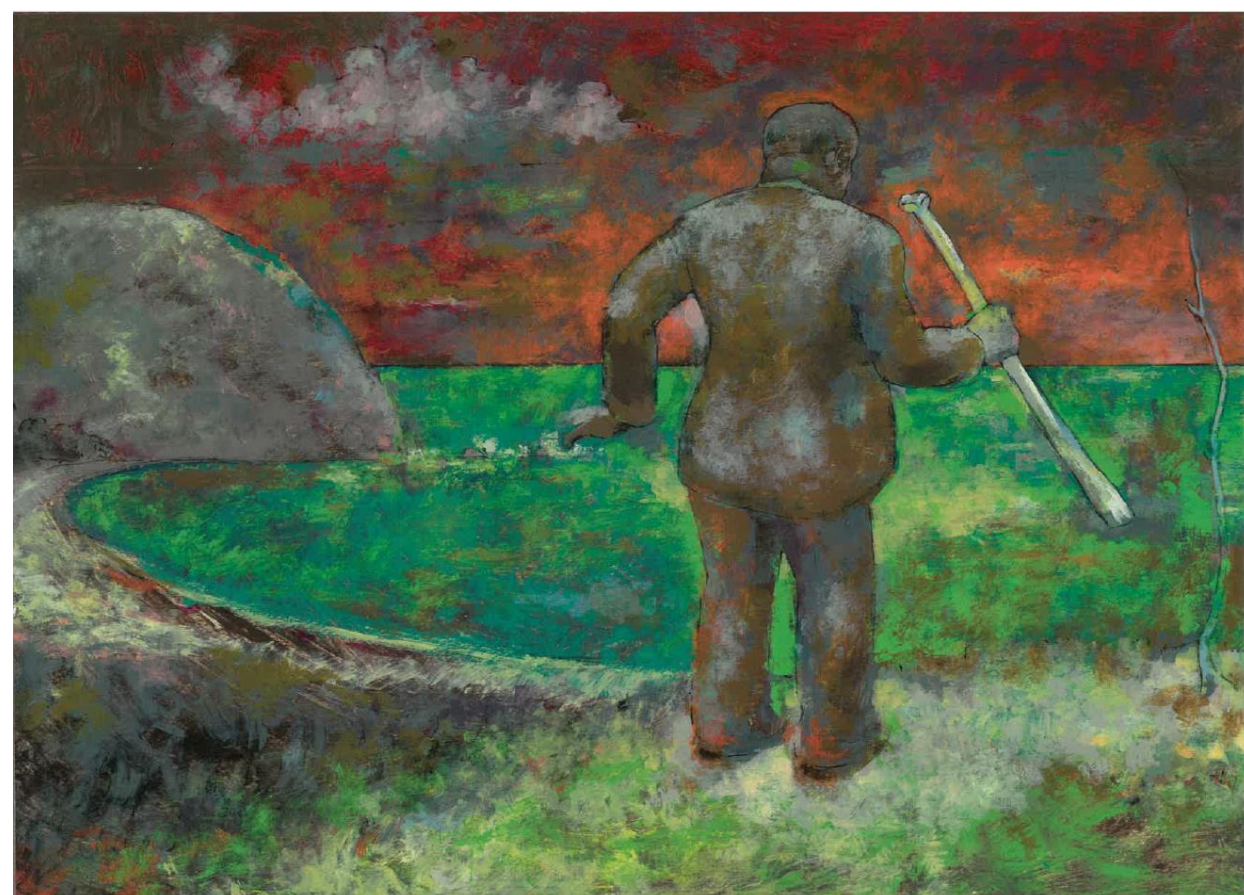
A Japanese student found the artwork problematic and inconsistent with her experiences

- Festival was most likely to be Summer Festival, giving the timing of new school year in North America
- BUT... fish streamers typically hang outside homes for Children's Day in Spring



Under strings of paper lanterns, Suki joined her obāchan in a circle dance. She followed her and copied her movements, trying to be as light and as graceful. She watched the other women and children who danced, especially those who were dressed in cotton kimonos like her.

# Finding (3) Picturebooks provided a finite experience of a complex situation, suitable for classroom discussion and analysis



A rāhui was put on the beach.

We couldn't play there any more.

Or fish.

Or eat kina.

Or swim.



# Culturally Responsive Tertiary Pedagogy

Ngā Hau e whā o Tāwhirimātea.  
Culturally Responsive Teaching and  
Learning for the Tertiary Sector (Rātima  
et al., 2022)

Assessing and refining our  
pedagogy

## Ngā Hau e Whā o Tāwhirimātea

Culturally Responsive Teaching and  
Learning for the Tertiary Sector



Edited by

Matiu Tai Rātima, Jennifer Pearl Smith, Angus Hikairo Macfarlane,  
Nathan Mahikai Riki, Kay-Lee Jones, Lisa Kaye Davies



---

**Whanaungatanga**  
relationships

---



---

**Kotahitanga**  
unity

---



---

**Manaakitanga**  
ethic of care

---



---

**Rangatiratanga**  
student agency &  
leadership

---



## **Manaakitanga**

ethic of care

modelling respect for  
diversity;

creating a sense of belonging  
through representation

Classroom learning draws on cultural  
and linguistic differences and  
similarities

Potential to increase representation

> student recommendations?

> student critique?



**Kotahitanga**

Unity

building group understanding  
through shared observations

A common ground for analysis

- the Ethnography of SPEAKING  
frame

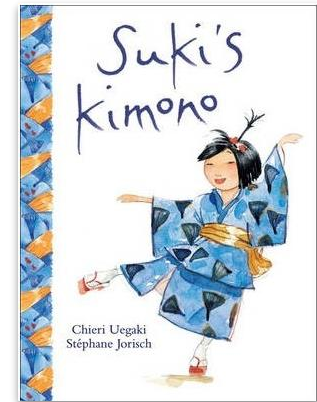
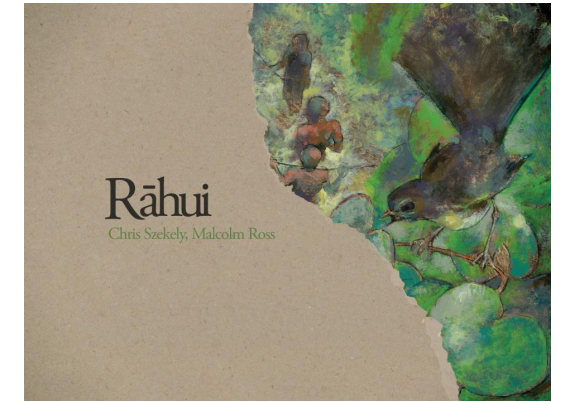
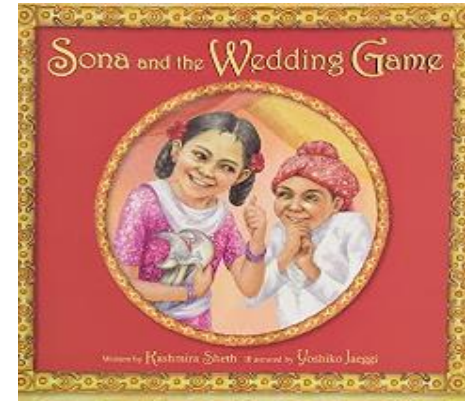
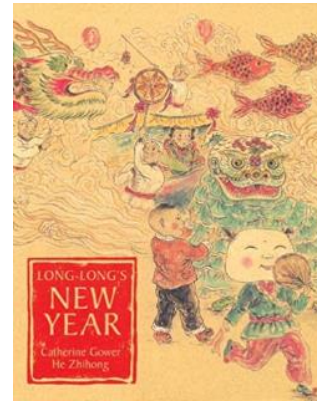
Potential > minimise the lecturer's  
voice

Potential > student-led discussion and  
self critique/correction



**Whanaungatanga**  
relationships

supporting learning through  
collaboration



Picturebooks analysis as an  
informed collaborative  
exercise

**Important: allow ample  
discussion time**



## **Rangatiratanga**

student agency & leadership

positioning some students as

experts;

positioning others as active

learners

Students as experts

Students as active learners

Potential to model learner role



## Oranga

Health & Wellbeing

Relevance

Balance of power

Scaffolding

# Concluding thoughts on Picturebook pedagogy

**Relevance:** offering mirrors and windows

**Balance of power:** creating experts and engaged learners

**Scaffolding:** preparing students for autoethnographic writing

*It was a good moment to talk about the difference between an event depicted through the lens of a child's experience, and an experience of an event that might be explored in more detail by an adult (Julie)*

# Picturebooks

- Gower, Catherine & He Zhihong. (2005). *Long-Long's New Year. A story about the Chinese Spring Festival*. Frances Lincoln Children's Books.
- Sheth, Kashmira & Yoshiko Jaeggi. (2015). *Sona and the wedding game*. Peachtree Publishers.
- Szekely, Chris & Malcolm Ross. (2011). *Rāhui*. Huia Publishers.
- Uegaki, Chieri & Stephane Jorisch. (2003). *Suki's Kimono*. Kids Can Press.

# References

Akpınar, K. D., & Öztürk, M. S. (2009). Teaching culture and language through folktales. *Ekev Academic Review*, 13(40), 69-84.

Cho, B-K. & Jeong, J.K. (1998, April). Literature-based Science Activities in Kindergarten through Children's picturebooks. Paper presented to Association for Childhood Education International, Tampa, Florida.

Daly, N. & Barbour, J. (2022). Using dual language picturebooks to teach language contact phenomena in a tertiary context. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2022.2128637>

Daly, N., & Short, K. G. (2022). Preservice Teachers' Encounters with Dual Language Picturebooks. *Australian Journal of Teacher Education*.

Daly, N., & Blakeney-Williams, M. M. (2015). Picturebooks in Teacher Education: Eight Teacher Educators Share their Practice. *Australian Journal of Teacher Education*, 40(3). Retrieved from <http://ro.ecu.edu.au/ajte/vol40/iss3/6>

Daly, N., Kleker, D. & Short, K. (2022). Children as Language Inquirers: Developing Working Theories through Acts of Inquiry. *Language and Education*. <https://www.tandfonline.com/eprint/QMIA3XBKMN5KBRMMQK2G/full?target=10.1080/09500782.2021.2020810>

Daly, N. Short, K. & Kleker, D. (2021). Using Dual Language Picturebooks in the Classroom. In H. Adam (ed.). *Transforming practice/transforming lives through diverse children's literature* (pp. 111-118). Primary English Teachers Association Australia.

de Bruijn. (2019). From representation to participation: Rethinking the intercultural educational approach to folktales. *Children's Literature in Education*, 50(3), 315–332. <https://doi.org/10.1007/s10583-017-9330-x>

Hayik, R. (2011). Critical Visual Analysis of Multicultural Sketches. *English Teaching: Practice and Critique*, 10(1), 95-118.

Hartmann, E. C., & Hélot, C. (2021). The Three Robbers in Three Languages: Exploring a Multilingual Picturebook with Bilingual Student Teachers. *Journal of Literary Education*, 4, 237-259.

Heggernes, S. L. (2019). Opening a dialogic space: Intercultural learning through picturebooks. *Children's Literature in English Language Education*, 7(2), 37-60.

Hsiao, C. Y. (2010). Enhancing children's artistic and creative thinking and drawing performance through appreciating picturebooks. *International Journal of Art & Design Education*, 29(2), 143-152.

Jenkins, K. (2010). Positioning picturebooks within the mathematics curriculum. *Australian Primary Mathematics Classroom*, 15 (2), 28-32.

Pantaleo, S. (2008). Exploring student response to contemporary picturebooks. Toronto: University of Toronto Press.

Rātima, T. M., Smith, J. P., Macfarlane, A. H., Riki, N. M., Jones, K. L., & Davies, L. K. (2022). Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector. Ruiz-Cecilia, R. (2012). Narrowing cultural boundaries in the EFL classroom: fairy tales from India. *Revista Española de Lingüística Aplicada*, 25, 225+.