Abstracts

The third Swedish Translanguaging Conference
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Keynotes

Researching and Teaching (with) the Continua of Biliteracy
Nancy Hornberger, University of Pennsylvania, USA

The continua of biliteracy model offers an ecological framework in which to situate research, teaching, and language policy and planning in multilingual settings. Biliteracy is defined as “any and all instances in which communication occurs in two (or more) languages in or around writing” and the continua depict the complex, fluid, and interrelated dimensions of communicative repertoires; it is in the dynamic, rapidly changing and sometimes contested spaces along and across the continua that biliteracy use and learning occur. The continua of biliteracy model was formulated in the context of a multi-year, comparative ethnography of language policy beginning in 1987 in two Philadelphia public schools and their respective communities. In the years since it was first proposed, the model has served as heuristic in research, teaching, and program development locally, nationally, and internationally in Indigenous, immigrant and diaspora language education contexts. Along the way, it has evolved and adapted to accommodate both a changing world and a changing scholarly terrain, foregrounding ethnographic monitoring and mapping, ideological and implementational spaces, voice and translanguaging as instantiated in multilingual education policy and practice. In this talk, I trace some of this trajectory and highlight recent experiences in immigrant contexts of Philadelphia and Indigenous contexts of South Africa, Sweden, and Peru where the continua of biliteracy model has informed bilingual program development and Indigenous and second language teaching.

Multilingualism in language education – current trends and challenges
Anne Pitkänen-Huhta, University of Jyväskylä, Finland

It is now widely acknowledged that multilingualism of individuals and in societies is the norm rather than an exception and that it is also the preferred state of affairs. There is also ample research evidence that multilingualism is beneficial in many ways for both individuals and communities. It is further recognized in research that multilingualism is more than knowing several isolated languages in full; instead, multilingualism is tied to the conceptualization of language as resource and as practices. Multilingual language use is thus multi-layered, multi-semiotic, varying, and situated. The complexity of current day language use has – or should have – eminent repercussions for how languages are taught and learnt in our educational system. The focus of this presentation is on how language education meets the challenges posed by multilingual language use in current day society. This presentation discusses how multilingualism is evident at the different levels of language education from pre-primary to higher education and both at the level of policies and curricula as well as in teaching and learning practices.
A school for everybody – translanguageing as a resource in the multilingual classroom
Gudrun Svensson, Linnæus University, Sweden

In my talk I discuss how translanguageing can help teachers to create a learning environment that supports learning in different subject matters, including language, in multilingual classrooms in Sweden. Sweden has a long history of immigration, with increased immigration within the last decade resulting in increased heterogeneity in schools and classrooms, both in terms of different languages spoken and in terms of previous school experience. This presents a heavy challenge for teachers who meet students with different degrees of competence in Swedish, different experiences of schooling, and language of education. In my talk I illustrate and discuss translanguageing as a resource by giving practical examples from teaching in various school subjects such as science, mathematics, social studies and Swedish.

The examples answer questions as, how can teachers actively create successful learning environments in multilingual classrooms? How can teachers encourage students to make use of all their linguistic and cultural resources as means to gain subject knowledge? How can activities as groupwise co-operation, application of digital media and involving of parents be resources not only for receiving a second language and gain subject knowledge but also for maintaining the first language?

Are Translanguageing and Plurilingualism Interchangeable?
Francis M. Hult, Lund University, Sweden

Interest in translanguageing has grown rapidly, among both educators and researchers, over the recent decade. Though its roots stretch to bilingual education in Wales during the 1980s, translanguageing has bloomed in recent years as a way to characterize the communicative and learning practices of students and teachers in multilingual classrooms. Translanguageing emphasizes the fluidity of linguistic resources for meaning-making, with particular attention to the pedagogical value of drawing upon the full complement of students’ repertoires to advance their language development. Another concept has long been present in the realm of language policy and curricula, particularly in Europe, to draw attention to the role of multiple linguistic resources for language learning—plurilingualism. For instance, the Common European Framework of Reference for Languages points to a plurilingual approach in which a student does not hold “languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (p. 4). In this talk, I explore the concepts of translanguageing and plurilingualism, comparing and contrasting them in order to consider how they may or may not be complementary. Are translanguageing and plurilingualism conceptually distinct? In what ways are they epistemologically (in)congruent? Are curricula and frameworks that orient to plurilingualism compatible with contemporary developments in translanguageing pedagogy?
The Language of Translanguaging: Implications of Languaging about Language for Classroom Instruction in Multilingual Contexts
Jim Cummins, University of Toronto, Canada

During the past decade, the term translanguaging has come to dominate academic discussions regarding pedagogy in bilingual and second language (L2) immersion programs as well as pedagogy for multilingual and immigrant-background students in ‘mainstream’ programs taught through the dominant societal language. Central to the construct of translanguaging pedagogy is the position that the bi/multilinguals’ languages should not be rigidly separated and taught in linguistic isolation, but rather connected instructionally within an integrated cognitive system. One of the theoretical precursors to the construct of translanguaging is the interdependence hypothesis, which posited a common underlying proficiency that supported transfer of academic knowledge and skills across languages (Cummins, 1981). This theoretical framework also incorporated a conceptual distinction between conversational fluency and academic language proficiency, the former representing everyday social use of language in face-to-face interpersonal contexts and the latter a fusion of conceptual and linguistic knowledge (e.g., understanding of the concept of democracy). The classroom implication of this framework is that instruction of multilingual students should aim explicitly to promote cross-lingual transfer of conceptual and academic knowledge and skills.

The presentation will discuss current conceptualizations of translanguaging with reference to implicit and explicit understandings of two core components of the construct, namely the nature of ‘language proficiency’ and the relationships that exist between the bi/multilinguals’ languages. A reference point in this analysis is what the various theoretical conceptualizations both of translanguaging and its underlying components mean for classroom instruction in multilingual contexts.

Three sets of critiques of the interdependence hypothesis and the conversational/academic language proficiency distinction will be examined with reference to their implications for conceptualizing the construct of translanguaging. MacSwan et al., (2017), for example, dispute the legitimacy of ‘academic language proficiency’ on the grounds that it conflates language and language-related academic content matter (concepts), which they view as distinct. Lambelet et al. (2017) also reject their own strong evidence for linguistic interdependence on the grounds that the highly significant cross-linguistic relationships they observed in reading and writing skills reflect general conceptual abilities rather than linguistic abilities. As with MacSwan et al., there is a rejection of the proposition that ‘academic language proficiency’ represents a fusion of conceptual and linguistic knowledge. Finally, Garcia and Wei (2014) question the notion of linguistic interdependence and a common underlying proficiency on the grounds that discrete languages don’t exist and consequently we can now “shed the concept of transfer . . . [in favor of] a conceptualization of integration of language practices in the person of the learner” (p. 80).

The presentation will address these critiques from the perspectives of theoretical coherence, empirical evidence, and instructional implications. This latter
perspective represents a classroom reality check. For example, to what extent is it reasonable to tell teachers that the term ‘democracy’ represents social studies conceptual knowledge and is independent of language proficiency? Is it illegitimate for teachers to attempt to reinforce language across the curriculum? Similarly, if not teaching for transfer, how should teachers in a Spanish/English bilingual program conceptualize what they are doing when they draw students’ attention to similarities between encontrar and encounter?

The presentation will conclude by arguing that the interdependence hypothesis and the conversational/academic language proficiency distinction are entirely consistent with dynamic conceptualizations of bi/multilingualism. Specifically, it will be argued that the empirical research supports the following propositions:

- although the boundaries between languages/dialects are fluid and socially constructed, the construct of language/languages is legitimate—in other words, languages do exist;
- as emergent bilinguals gain access to their two languages, cross-linguistic transfer of knowledge occurs and the languages become fused within an integrated cognitive system (common underlying proficiency);
- languages, languaging, and translanguaging are socially contested sites and encounters where the legitimacy of cultures and identities are negotiated; and
- school programs serving multilingual students should engage students’ multilingual repertoire and explicitly teach for transfer across languages, including reinforcing students’ knowledge of academic language across the curriculum.

References


Session presentations

Thursday April 11th

Time: 11.00 -12.25 Session 1

Kulturell validitet, empowerment og bruk av språkhjelpere i litterasitetsundervisning for voksne minoritetsspråklige med liten skolebakgrunn

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De siste tiårene har det funnet sted en dreining hos mange sosiolingvistiske forskere og teoretikere fra å se språk som system, struktur, enheter og regelmessigheter, til å se språk som repertoar som er grunnlag for fluiditet og kreativitet i språklig praksis (Busch, 2012). Dette samsvarer imidlertid ikke alltid med undervisningspraksis (May, 2014, kap.1). I et forskningsprosjekt undersøker jeg bruk av språkhjelpere i litterasitetsundervisning for voksne deltakere med liten skolebakgrunn. Dette er en praksis som har potensielle til å vektlegge og ta i bruk nettopp deltakeres lingvistiske repertoar. Språkhjelpere kan defineres som kursdeltakere som har samme morsmål enn deltakerne de skal bistå, men som har lengre skolegang og har kommet lenger i andrespråkstillegnelsen (Alver & Dregelid, 2016).

Det finnes både kognitive og identitetsrelaterte argumenter for å bruke språkhjelpere i litterasitetsundervisning for voksne innvandrere med liten skolebakgrunn: Cummins hevder at morsmålet fungerer som en kognitiv og lingvistisk ressurs i andrespråkstillegnelsen fordi tidligere erfaringer og kunnskaper er «kodet med» morsmålet (Cummins, 2007, s. 235). Det er dessuten sagt at «voksne er sine erfaringer» (Knowles, 1980, referert i Alver & Dregelid, 2016), og bruk av språkhjelpere kan bidra til å bekrefte deltakeres identitet som flerspråklige og flerkulturelle (Franker, 2004, s.694).

Forskningsprosjektet er «in progress». Jeg undersøker deltakererfaringer som kan knyttes til begreper som empowerment, voice, agency og kulturell validitet, men språkhjelperes og læreres erfaringer er også gjenstand for undersøkelse. Undersøkelsesmetodene er individuelle intervjuer, fokusgruppeintervjuer, observasjon av undervisning og tegnede språkportretter. Metodene vil imidlertid kunne utvides og endres gjennom prosjektet med hensikt om å få fram rike data.


Referanse

Transspråkande pedagogik inom Svenska för invandrare?

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Denna presentation bidrar med en diskussion av begreppet transspråkande pedagogik (García & Kano, 2014) i relation till den flerspråkiga utbildningskontext som Svenska för invandrare (sfi) utgör. Inom sfi erbjuds vuxna invandrare bosatta i Sverige grundläggande utbildning i svenska som andraspråk. Utifrån en undersökning av de enspråkiga och flerspråkiga språkideologier som uttrycks och praktiseras (Ganuza & Hedman 2017) av två sfi-lärare, är syftet i denna presentation att diskutera begreppet pedagogiskt transspråkande. Passar begreppet pedagogiskt transspråkande för att beskriva de språkideologier som lärarna artikulerar och praktisar, med tanke på de teoretiska antaganden som är förknippade med begreppet?

Presentationen utgår från kvalitativa semistrukturerade intervjuer och klassrumsobservationer utförda inom ramarna för ett projekt som undersöker flerspråkighet i relation till användningen av digitala medier inom grundläggande läs- och skrivundervisning inom sfi. Förståelsen av litteracitet utgår främst från forskning inom New Literacy Studies.

Analysen av observationer och intervjuer visar att även om de skriftpraktiker som äger rum i sfi-klassrummen till stor del kännetecknas av flerspråkighet är transspråkande pedagogik inte en lämplig benämning för sfi-lärarnas undervisningspraktiker. För det första har de inte fattat något medvetet beslut om att inkludera de studerandes hela språkliga repertoar i sina undervisningspraktiker. För det andra finns det motsättningar både inom lärarnas artikulerade språkideologier och mellan deras artikulerade och praktiserade språkideologier.

Referenser


Från kodväxling till transspråkande - sverigefinskan i förändring

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Denna presentation ger ett longitudinellt perspektiv på flerspråkiga talares användning av språkliga resurser i samtal i minoritetskontext. I presentationen beskrivs hur de som fått tvåspråkig undervisning eller undervisats i sitt modersmål i skolan använder sina språkliga resurser i diskussioner med två decenniers mellanrum. Flerspråkiga ungdomars språk och forskning kring ungdomars språk i urban miljö var ett växande forskningsområde i Skandinavien på 1990-talet, och ett av de sociolinguistiska projektet som utformades då i Sverige var Sverigefinnars två språk – språkbruk och attityder hos två generationer (FORTIS). I flera tidigare och samtida studier om sverigefinnarnas språk undersöktes framförallt grundskoleelevers språk medan de ungdomar som valdes som informanter till FORTIS-projektet hade lämnat grundskolan. De deltagande ungdomarna använde finska i hemmiljön och hade alla fått någon form av finskundervisning i den svenska skolan, och de inspelningar som de och deras föräldrar deltog i under 1991 omfattade både formella och informella samtal och intervjuer på såväl finska som svenska. År 2013 genomfördes uppföljningsintervjuer med sju av de numera 20 vuxna personerna. De finskspråkiga inspelningarna från de båda inspelningstillfällena utgör materialet för denna presentation, tillsammans med de insamlade enkäter där informanterna skattar sin användning av finska och svenska bl.a. i hemmet, på fritiden, i arbetslivet och andra områden så som mediekonsumtion.

Förutom att undersöka bruket av både finska och svenska hos ungdomar och deras föräldrar, ville man vid den första omgången av FORTIS-projektet pröva om kodväxling var ett adekvat sätt att beskriva språkbruket hos flerspråkiga ungdomar. Sociolinguistiken och forskningen om flerspråkighet har utvecklats under de två decennierna mellan inspelningstillfällena, och denna presentation diskuterar hur transspråkande och "translanguaging space" kan beskriva sverigefinska talares användning av sina språkliga resurser i förhållande till både talarnas personliga historia och erfarenheter och de sociala, samhälleliga och historiska kontexterna vid respektive inspelningstillfälle.
Problem, right or resource? Policy towards Immigrant Community Languages in Northern Ireland

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Until very recently, discussions around language policy and planning in Northern Ireland (NI) have focussed on the two indigenous languages of the area: Irish and Ulster-Scots. However, in this geopolitical context, many other languages are spoken, especially those of the immigrant communities, such as Polish, Chinese, Lithuanian and various Indian languages. These languages bring in complexity to the existing linguistic hierarchy in NI, especially the in the context of compulsory education. For instance, the NI Strategic Migration Partnership (2014) records a 72% increase among immigrant children between 2007 and 2012. Additionally, Department of Education’s (2018) school enrolment statistics state that there are more than 15,000 newcomer pupils studying in Northern Irish primary schools who speak around 90 different languages. In this increasingly multilingual domain, translanguaging becomes an everyday affair in the school settings and beyond. Although the Belfast Agreement (1998) recognises this diversity and calls for “respect, understanding and tolerance” for the languages of the various ethnic communities, in practice, there is no particular policy to protect and/or promote the use of these languages. Drawing on Hult and Hornberger’s (2016) framework (originally developed by Ruiz, 1984) of language as a problem, as a right, and as a resource, this study examines the contemporary educational language policy of NI to understand its treatment of immigrant community languages. The aim is also to ascertain whether translanguaging among newcomer pupils are supported and promoted (or not) by educational authorities in the school setting. This will be studied concerning two Belfast-based linguistically diverse mainstream primary schools. Using various ethnographic research tools such as observation in the schools, in-depth interviews with policy stakeholders, focus groups with parents and educators, this paper reveals how educational settings become a place of constant negotiation among diverse policy actors including educators, immigrant parents, newcomer children and their Anglophone classmates.

Translanguaging practices in a transnational university in China: A scalar perspective to language ecology

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Transnational higher education (hereafter TNHE) in China is known as the joint educational programmes or institutions cooperatively run by Chinese educational institutions and foreign educational institutions (MOE, 2004). As a key component of internationalisation of higher education in China, TNHE features foreign curriculum, English teaching and learning environment, and internationalised student and professional body. In contrast to the burgeoning development of TNHE
in China, however, students’ discursive and social experience in this internationalised education setting has been largely unnoticed. This study report on a two-year ethnographical investigation of students’ translanguaging practices and the ecology of languages in one TNHE university in China, focusing on (1) the relation between different language resources that co-exist in this TNHE campus and (2) how the wider socio-political ideologies, policies, and values in the increasingly internationalized China society are negotiated on the individual and interpersonal level among Chinese and international students from diverse linguistic and sociocultural backgrounds. This study draws upon scalar analysis (Blommaert, 2010; Canagarajah & De Costa, 2016) as an approach to language ecology research. Findings suggest that the dominant institutional policy orientations promote a sense of English-Mandarin Chinese bilingualism that produce an order of indexicality where English has taken the top status. Meanwhile, the participants as “scale makers” (Çağlar & Glick-Schiller, 2011, p. 12) also show their agency in mobilizing semiotic resources to redefine this translocal space to their own advantage. It is also found that Chinese students and some international students were negotiating higher scaling of Mandarin Chinese in international education and intercultural communication. Findings in TNHE context challenge the traditionally essentialized view on ELF university context as it provides a dynamic and complex (re)scaling process where language and social norms are constantly under reconstruction.

References

Learning-through-translanguaging in monolingual school policy contexts

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This paper concentrates on the functional range of translanguaging in contexts of one language only policies. Despite restrictive policies, specific translanguaging moments occur in interaction. We will examine two diverse Dutch-medium schools in Brussels, one primary, one secondary. Data are based on linguistic-ethnographic fieldwork: audio and video recordings and interviews with pupils and teachers from one primary and one secondary school classroom in Brussels. In both classrooms, pupils speak e.g. Turkish, Arabic, Dutch, French and have various migration backgrounds. Classroom practices are mostly, though not exclusively, caught between the use of Dutch (the official medium of instruction) and French (the locally dominant language and an important lingua franca outside the school context). Whereas the primary school’s “Dutch only”-policy only prescribed pupils
not to use their total linguistic repertoire, the secondary school language policy was punitive: teachers should issue language tickets when pupils speak other languages. Methodologically, an ethnography of language policy was carried out (Hornberger & Johnson 2011) connecting (1) the macro level of governmental policy (2) the meso level of the two schools’ language policy, and (3) the micro level of pupils’ and teachers’ creation of translanguaging practices in the classroom. Results indicate the presence of dictionary moments in which the total linguistic repertoire is mobilized through translanguaging. Even within the very strict context of the secondary school, other languages are often accepted for cross-linguistic learning by exploring the cognate relationship between languages (Cummins 2007). Translanguaging has been recorded to be used for a range of pedagogically-relevant functions: e.g. guarantee understanding, showing off knowledge (García 2011), inclusion in the task, repair communication problems (Blair 2016), continuation of working on the task, elaboration and development of ideas (García & Leiva 2014).


**Time: 11.00 -12.25 Session 3**

**The acquisitional and educative potential of translanguaging in the L3 foreign language classroom**

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Translanguaging in L3 learners’ speech and interaction involves the psycho- and socio-linguistic processes of production transfer, based on assumed cross-linguistic similarity between L1/L2 and L3 items, and code-switching in the L1 and L2. Both practices represent frequent communication strategies at the initial stage of L3 learning. They are used to overcome lexical gaps, with high acquisition potential, but also to express a variety of stylistic functions during a conversation, and thus might sensitize learners for their upcoming plurilingual competence (Europarat 2001, 2018). In order to elicit these translanguagings in a formal learning context, it is necessary to opt for conversation tasks within a strong communicative approach. Furthermore, an important factor of L2 access is recency, which two-languages-tasks (Bailly & Ciekanski 2003) meet by encouraging L3 learners to perform the same task first in their L2 and only afterwards in their L3.

The paper will point out results of a qualitative experimentation (Kleining 2010) conducted in two classes of L3 French and L3 German after two years of L3 instruction. By applying a reduction and adjection technique (no prior word introduction, two-languages-task), the field was modified in order to enable learners to experiment more freely with their language repertoire. Corpuslinguistic and functional-pragmatic analyses ran over these performance data. Concerning
production transfer, data show a clear preference for the L2 as lexical supplier and the importance of phonological triggering, thus supporting the Role-Function-Model (Williams & Hammarberg 2009) and Revised Hierarchical Model (Kroll et al. 2010) in a cross-sectional and formal learning perspective. Code-Switching occurred in exolingual and discourse- or participant-related functions. With regards to code-switching, learners from the exploratory group (two-languages-task) tended to mobilize monolingual or monolingual-exolingual profiles, whereas tasks in a strong communicative seem to be more likely to elicit a wider range of translanguagings in the L3 foreign language classroom.

References


Pluralistic Approaches to Languages in the Foreign Language Classroom in Denmark – Teachers’ Development of Knowledge and Attitudes in a Development Project

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Within sociolinguistics, sociology of language and language education, a paradigmatic shift has emerged within the last three decades. As Daryai-Hansen et al. have described it: “the idea of languages as segmented, autonomous entities has been replaced by a holistic conception of plurilingual competences being multiple, dynamic, integrated, contextualized and individualized” (Daryai-Hansen et al., 2015, 109; see e.g. Blommaert, 2010; Byrd Clark, 2012; Lüdi & Py, 2009). The field of knowledge is characterized by terminological plurality switching between terms as translanguaging (García, 2009), plurilingualism (Moore & Gajo, 2009), polylingualism (Jørgensen et al., 2011), plurilanguaging (Makoni & Makoni, 2010), and flexible multilingualism (Weber & Horner, 2012). In educational research,
the so-called pluralistic approaches to languages (or: translanguaging in practice), have been subject to growing interest. In contrast to a singular approach to languages, which primarily enhance learners’ communicative competences by focussing on the target language exclusively, the pluralistic approach seeks to build bridges between languages (foreign languages, first languages, other languages) both to strengthen the communicative competences and to develop the learners’ language awareness and recognition (Candelier et al., 2007). The pluralistic approach, however, is far from well-established on a macro level (the national curricula) and on a micro level in educational practice (Beacco et al., 2010; Blackledge & Creese, 2010). The paper presents results from the project ‘Learning Foreign Languages at an Early Age – A new Approach with Emphasis on plurilingualism’. In the project, a pluralistic approach to languages has for the first time been integrated systematically in the English, French and German foreign language classroom in Denmark. The paper will focus on how the pluralistic approach has been integrated in teaching materials that have been developed in the project, and on how the participating teachers’ knowledge and attitudes towards pluralistic approaches developed during the project.

Exploring translanguaging as a pedagogic strategy in adult modern language learning

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Translanguaging – the capacity of individuals to combine elements of their multilingual repertoire in order to communicate meaning – has been extensively explored as a pedagogic strategy in a range of bilingual and CLIL educational contexts involving children and young people (e.g. Creese and Blackledge, 2010; Paulsrud et al. 2017). In addition to enhancing learning by enabling the use of a wide range of language resources in the classroom, these studies demonstrate the positive impact of translanguaging on children’s sense of identity, agency and belonging. Yet, to date, the promotion - indeed sanctioning - of translanguaging within modern language learning contexts, particularly among adult learners, remains relatively undocumented.

In this presentation, we evaluate an intervention within the Open University’s modern languages programme to encourage translanguaging among its adult learners in a series of interactive text-based activities. Interactional data was downloaded post-hoc from the online forums and categorised according to whether it pertained to activities which encouraged the use of multiple linguistic resources in their rubric, and activities which did not, thus providing a point of comparison. In both datasets, episodes of translanguaging were identified and analysed according to their social and pedagogic functions in the immediate unfolding interaction. We conclude by arguing for greater recognition of the value of translanguaging in modern language instruction, as a means for adult language learners to communicate their developing multilingual identities, while simultaneously co-constructing their respective language learning communities.
Time: 11.00 -12.25 Session 4

Knowledge I brought with me could not be used, it was not in Swedish

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In recent years the Swedish education system has experienced a rise in the number of newly arrived students speaking different languages and with different school backgrounds. A newly arrived student is according to school legislation (Skollagen, 2010:800) a student under 18 years of age, who has migrated to Sweden lacking basic skills in the Swedish language. This paper aims to shed light on a group of newly arrived students’ experiences of teaching in the Swedish upper secondary education system. Using Bourdieu’s concept of cultural capital we critically discuss organisational and pedagogical responses in the education system as experienced by 19 newly arrived students. Findings indicate that students’ performances using Swedish for academic purposes and being able to analyse Swedish culture are crucial skills. Simultaneously, unsuccessful students have to remain in Language introduction focusing on learning Swedish. Some students show resistance to current demands in mainstream teaching, which can be traced in students who resent not being able to make use of their previous learning and skills in different languages without using Swedish. As individuals, they are left with an experience of deficit, having no or little knowledge about Swedish culture and language. This is expressed by one student saying that sometimes knowledge from her native country cannot be used because it is in another language and that subject teaching often stipulates knowledge about Swedish history and Swedish kings. At stake is newly arrived students’ educational careers, and their chances in society. “Education is my passport”, one student says. The authors argue for acknowledging students’ various language knowledge and cultural backgrounds in teaching, thereby improving students’ opportunities to receive recognition of their existing cultural capital while offering them a gateway to continued education and social inclusion.
Language “Barriers” or Barriers to Translanguaging? The Need for Dual Language Immersion in the New Latino Diaspora

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This paper examines how two New Latino Diaspora (Murillo & Villenas, 1997) high schools in the Midwestern United States (pseudonyms: Springvale and Stockbridge) reacted to the shifting linguistic landscape of their communities. Drawing on ethnographic data, including participant observation (Spradley, 1980) and ethnographic interviews (Spradley, 1979), findings show that White school personnel and students (both White and Latino) largely rejected the practice of translanguaging (Hornberger & Link, 2012; Lewis, Jones, & Baker, 2012), instead framing multilingualism according to the language “barrier” it presented in the English-only school environment. The language-as-problem orientation implicit in statements made about the language barrier throughout this study directly relates to liberal multiculturalism’s focus on creating a common culture (Vavrus, 2015), since multilingualism is sometimes thought to lead to a “lack of social cohesiveness” (Ruiz, 1984, p. 21). The “problem” of the language barrier was “solved” through the use of transitional bilingual education, which indoctrinated newcomers into the English-only mindset.

A “linguistic subordination” approach (Leeman, 2005) was observed through the hierarchical arrangement of linguistic identities present in these schools. It was evident in my conversations with students like Javier (who asserted that Guatemalan newcomers should be able to communicate with Springvale’s other Latino students) that, even outside of the Spanish versus English dichotomy, different language varieties served as markers of difference between established migrants and newcomers. This could be challenged by employing a “linguistic addition,” dual language immersion approach in which the language-power nexus is critically examined and dismantled. To make language a resource for all students, the forced separation of languages (e.g., Spanish versus English versus indigenous languages) must be challenged. Instead, students should be reframed as emergent polyglots encouraged to engage in the act of translanguaging.

Adolescent newcomers and their transgressive translanguaging practices: Sociolinguistic and pedagogical implications

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Ohio and the Midwest region of the U.S., while not traditionally considered a hub for migration and diversity, has been experiencing “superdiverse” shifts in the past 20 years characterized by increased mobility, complexity, and unpredictability (Blommaert, 2013; Meissner & Vertovec, 2015). These changes have strained existing infrastructure, including schools, but many systems have evolved in response. Among these developments are adolescent newcomer programs that help
students do “double the work” of learning language and academic content simultaneously (Short & Fitzsimmons, 2007). In the U.S. and other contexts, these programs strive to support students’ academic development by honoring their languacultural backgrounds and translanguaging practices despite the “English-centric” nature of Ohio and U.S. language policy (Pacheco, 2016).

Although translanguaging’s sociolinguistic and pedagogical approaches have received much attention and even acceptance (García, Johnson, & Seltzer, 2017; Otheguy, García, & Reid, 2015, 2018), its implications continue to be debated (MacSwan, 2017). This paper takes up one aspect of this debate by focusing on the transgressive nature of many adolescents’ language and literacy practices (Martinez & Morales, 2014).

By drawing on data collected at an Ohio adolescent newcomer program with a class of newly arrived students who collectively speak Spanish, Portuguese, Arabic, Somali, Nepali, French, Swahili, and Kibembe, this paper will first describe a sequence of translanguaging moments emerging from the introduction of the English sight word “chick.” These events extend beyond single speech events (Wortham & Reyes, 2015) and will be used to discuss, on the one hand, the broader range of translanguaging events worthy of sociolinguistic exploration and, on the other hand, to question the degree to which educators are willing to engage with and even build upon adolescents’ transgressive translanguaging practices.

References


Primary teacher education students’ self-perceptions of L1 and L2 use during instruction: a case for translanguaging.

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Multilingual student teachers often face the dilemma of whether or not to use their learners’ L1 in the L2 classroom. Reasons often cited for using the L1 when teaching a target language include: (i) to aid learners to reflect on L2 use; (ii) to establish and maintain intersubjectivity; (iii) to manage tasks; (iv) to facilitate communication in the L2; and (v) to provide support to other learners. However, despite their awareness of the beneficial pedagogic uses of the L1, it is still common to find amongst student teachers a sense of reluctance, and guilt even, when they use the L1 in the L2 classroom.

The present study investigated the perceptions of five Bruneian primary teacher education students on their use of language in the classroom. This study differed from most of the previous studies on L1-L2 use in that the participants were tasked to teach not only English as a second language for ten weeks, but also Malay, their learners’ first language, for another ten weeks in primary schools. Through interviews, the participants were asked to reflect on their use of language during instruction. All five student teachers reported a varying degree of use of the Malay language when they were teaching English. What is interesting here is that they also reported some use of the English language when they were teaching Malay.

The findings suggest that the primary teacher education students’ choice of language during instruction is influenced not only by classroom contexts, particularly in terms of affordances to engage with young learners, but also by their perceived identity and abilities as language users. This paper argues that there is a need for multilingual teachers to understand and reevaluate their own language choice through the lens of translanguaging, which focuses on not only the linguistic performances of multilingual language users but also their attitudes, beliefs, experiences and perceived identities. The results of the present study have important implications for developing multilingual student teachers’ language for teaching.

Faculty First: Promoting Translanguaging in TESOL1 Teacher Education

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Translanguaging has been recently identified as a promising pedagogy that could better serve emergent bilinguals in U.S. classrooms by incorporating their full
linguistic repertoires in academic learning. Therefore, it is important to promote translanguaging in teacher education and it is further incumbent upon teacher education faculty to first engage with translanguaging to better support teacher candidates. This qualitative case study examines how one teacher educator, Elizabeth and her students made sense of and integrated translanguaging in a teacher preparation course called TESOL Practice. Data collection included: a) videotapes of weekly class meetings and field notes; b) three monthly interviews with the professor; c) the professor’s artifacts (her journals, class materials, etc.); d) student coursework; and e) one focus group interview with all the participating students at the end of the semester. A grounded theory approach was adopted to analyze the data. Findings reveal that making sense of translanguaging provided Elizabeth with critical theoretical understandings and tools to examine her teaching practices: translanguaging not only bridged the gap between the worlds of her ESL teaching and her advocacy for social justice, but also pushed her to be more critical of her privilege of being a monolingual English-speaking professor. During the integration, she not only gave the students ample opportunities to reflect upon and practice translanguaging in instruction, but also modeled translanguaging spaces to actually engage them in fluid language practices. Moreover, the students developed a translanguaging stance and utilized a variety of strategies to implement translanguaging in their teaching. Meanwhile, they were also aware of the challenges that could arise in implementing translanguaging from both macro policy and micro classroom levels. This study ends with suggestions for how translanguaging could be better embedded into teacher education programs to prepare future teachers to work more effectively with emergent bilinguals.

1 TESOL: Teaching English to Speakers of Other Languages.

Teachers’ beliefs about multilingualism in Sweden – how accepted is translanguaging?

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The main focus of this study (Author, 2018) is put on teachers, the key decision-makers in implementation processes of policy documents (Menken & García, 2010), and their potential internal dilemmas concerning questions of language, in particular multilingualism. Forty teachers from three Swedish primary schools participated in the study and provided their holistic understanding of the concept of multilingualism and their suggested pedagogical actions regarding the increased cultural and linguistic diversity in schools by completing a Q study (Brown, 1980). Two Q samples with a total of 72 items were constructed using various relevant sources. A variety of statements can be used to investigate the teachers’ acceptance of translanguaging as a pedagogical method (Creese & Blackledge, 2010). Participants were asked to rank-order all items in relation to their agreement with the statements. The three emerged teachers’ belief sets about multilingualism and multilingual students are presented qualitatively and showcase the complex nature of the phenomenon under scrutiny.
Overall, the teachers’ beliefs are rather positive towards translanguaging, indicating a common, well-meaning and professional stance. A more skeptical viewpoint reflects a rather personal and political origin of teachers’ beliefs, where translanguaging is not permitted during the lessons. Possible reasons for this as much as challenges and implications for a successful implementation of multilingual pedagogical approaches, including translanguaging are discussed.

References


Time: 11.00 -12.25 Session 6

Pedagogical translanguaging in Swedish as a second language upper secondary classrooms

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From the standpoint that “taking a translanguage stance means viewing students’ dynamic bilingualism as an advantage, rather than as a problem to be solved” (García, Johnson, & Seltzer, 2016, p. 118), we present examples from two Swedish as a Second Language (SSL) classrooms in a linguistically diverse upper secondary school: one language introduction class with newly arrived students and one regular SSL classroom with the same SSL teacher. Our data consist of field notes, audio recordings, and photos from these classrooms, as well as audio-recorded interviews with the SSL teacher and some students from the regular SSL classroom. The study draws on ethnographic fieldwork at this school during a period of more than one year. In this presentation, we focus on how the students’ multilingualism is valorized in these classrooms and we analyze parts of the SSL teacher’s educational and interactional practices as pedagogical translanguaging, based on “a deliberate decision to include students’ flexible language uses, and where the multilingual practices employed in pedagogy harmonize with the teachers’ ideologies of language” (Ganuza & Hedman, 2017, p. 210). Our analyses show that the SSL teacher’s pedagogical translanguaging was combined with explicit acknowledgements of the students’ multilingualism. We also found that work on minoritized languages and tasks that oriented towards the students’ multilingualism served as an additional support for the translanguaging and empowering efforts, although these tasks were based on non-flexible contrastive language comparisons between two languages. Here, a central point seemed to be that these tasks were
firmly rooted in the SSL syllabus (also in the syllabus for the subject Mother Tongue), reflecting the embeddedness of Sweden’s pluralistic language education policy in the SSL subject (Tingbjörn, 2004).

References


Understanding and promoting translanguageing as pedagogy in upper secondary school’s Language Introduction Programme in Sweden

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This paper based on a research and school development project in upper secondary Language Introduction Programme (LIP) classrooms in Sweden. The LIPs offer recently arrived immigrant youth (ages 16-19), both asylum seekers and others, education where emphasis is mainly on the majority language of the surrounding society, Swedish (as a second language). Within the LIPs, teaching can also include other subjects and courses that students need in order to develop their knowledge and to proceed in their educational careers. The institutional educational context focused is highly affected by both global linguistic and cultural diversity and the yet-remaining monolingual-monocultural habitus of the surrounding society. The study has a twofold focus: first, it seeks to examine everyday languaging among the teachers and students at the LIP, in particular their engagement with translingual practices in teaching and learning a foreign language (English), Mathematics and Swedish as a second language. Second, it critically discusses the teachers’ understanding of translanguageing as a pedagogy. The study offers a multidimensional analysis of communicative, learning and teaching practices as a part of an ongoing pedagogic transformation. The study stems from a larger ethnographically framed project, which aims at both creating new knowledge on translanguageing as a practice and a pedagogy as well as contributing to school development. Data in the project includes video and audio recordings of naturally occurring classroom activities, policy documents, literacy data, visual data and interview data. In this paper, micro-analyses of interactional data are contrasted with interview data in order to critically reflect upon the tension between seeking to teach and learn through translanguageing and participants’ (normative) understandings of what kind of languaging is appropriate in particular circumstances.
Challenging monolingual norms in adult education for immigrants in Sweden

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The aim of the study presented is to analyze how language norms are manifested and negotiated among teachers working in the adult education program Swedish for immigrants (sfi). Hence, we are interested in how teachers perceive language and the linguistic repertoires of their students. According to Li Wei (2016: 1) translanguaging enfolds “fundamental questions about the validity of conventional views of language,” which questions monoglossic understandings of language and language use. Therefore, translanguaging challenges a monolingual bias in education, especially the assumed appropriate forms and functions but also the understanding of language prevailing it (Paulsrud & Rosén 2018).

The study presented here is part of an ongoing Research and Development Program (2018-2020) with the objective to develop the sfi-education in cooperation with teachers and school leaders in seven schools in Sweden. The sfi-program targets adult students who lack basic competence in the Swedish language and regulated by a national curriculum for adult education. The empirical material analyzed includes group interviews with teachers, photographs made by the teachers and text material created by students during classes. Peer observations was conducted in the classroom, later discussed in peer-groups together with a researcher which was audiotaped and transcribed.

The analysis demonstrate how students initially defined multilingualism as a competence and further the teachers need to recognize the linguistic diversity in the classroom. Teachers expressed a positive attitude towards using the linguistic repertoires as a resource in the classroom during dialogs around the classrooms observations. Still, they were hesitant in how to move beyond translation only. While previous studies have illustrated a monolingual norm of Swedish only in the classroom, the study presented here indicates a shift from monoglossic ideologies to a multilingual, represented here by examples of translanguaging in adult education.

Time: 14.40 -15.35 Session 1

Transspråkande i studiehandledning på modersmål

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Denna presentation syftar till att belysa och problematisera transspråkande praktiker inom studiehandledning på modersmål i svensk grundskola. Studiehandledning på modersmål anordnas i Sverige sedan 70-talet i olika former inom både grundskola och gymnasieskola och någon reglering vad gäller omfattning och form finns exempelvis inte utan den ska utgå från elevens behov. Grundprincipen för studiehandledning är att eleven ska få stöd av studiehandledaren på sitt starkaste
språk för att kunna nå kunskapskraven i det aktuella ämnet men tidigare forskning visar att praktiken snarare kan ses som flerspråkig (Reath Warren 2017).

Analysen som presenteras utgår från en förståelse av språk som “a repertoire of multilingual, multimodal, multisensory and multi-semiotic resources that language users orchestrate in sense- and meaning-making” (Zhu m.fl. 2017: 413). Det empiriska materialet har skapats inom det etnografska projektet *Modersmålsundervisning och studiehandledning i grundskolan* (2015-2017) och består av intervjuer med studiehandledare och observationer av studiehandledningstillfällen i två olika kommuner.

Resultaten pekar på att det råder stor variation när det gäller hur språkliga resurser används i studiehandledningssituationen, men gemensamt är att inte endast ett benämnt språk, det så kallade modersmålet, utan en variation av språkliga resurser, inklusive icerkeverbal, används i studiehandledningssituationer. I studiehandledarnas praktik, vid genomgång och förklaring av stoff, används inte bara olika språkliga resurser utan även kulturkännedom och kompetenser av olika slag. För många studiehandledare är digitala verktyg, så som egen mobil eller dator viktiga hjälpmedel som används i stötningen av den aktuella eleven. Via internet används filmer som delas av lärare, sökverktyg, bilder och annat materiel på sätt som involverar inte bara språkliga utan även andra medierande resurser. Resultatet visar därmed att studiehandledningen inte kan ses enbart som stötning genom elevens modersmål utan snarare som en transspråkande praktik där olika modaliteter och språkliga varieteter används för att skapa förståelse.

### Rum för transspråkande i språkinduktionsprogrammet

#### Språkligt landskapande i gymnasieskolan

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presentationen kommer skolans interiör att analyseras genom lingvistiskt skolskapande, det vill säga hur plats och text konstituerar, reproducerar och transformerar skolans språkliga ideologi.

Referenser


Time: 14.40 -15.35 Session 2

Everyday translanguaging and the young child

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This presentation highlights the perspectives of a young multilingual child in Sweden, called Laura, and her everyday translanguaging with three named languages in the home. While translanguaging has gained ground as a theory and pedagogy in education, little research has specifically focused on translanguaging and language policy in the family context. Our focus is on Laura’s experiences of translanguaging as her views reveal how she respects or resists the family language policy set forth by her parents. In this first part of a planned longitudinal study, Laura has been interviewed and observed on several occasions and in several contexts over the period of two years. Laura’s parents have also been interviewed about the implicit and explicit family language policies, both their construction and development over the course of the childhood of Laura and her two younger siblings. Our interviews and observations were considered together with material (written observations and audio-recorded interactions) collected by the parents since Laura’s birth. This triangulation of methods offers a unique view of how one child exercises agency, makes use of her linguistic resources, articulates metalinguistic awareness, considers societal language hierarchies, and respects or resists the family language policy. Three main themes of how Laura regards and creates her own everyday translanguaging practices were indexed, centring on people, spaces and purposes (Author1 & Author2, 2018). These themes will be illustrated with examples in our presentation. In conclusion, we argue that focusing on a child’s stories of everyday translanguaging framed within her family’s language policy and practices has relevance and implications for the home, school, and society.

Paulsrud, B. & Straszer, B. (2018). We know the same languages and then we can mix them: A child’s perspectives on everyday translanguaging practices in the family. In Mazzaferro, G. (Ed.) Translanguaging as Everyday Practice. Springer.
Translanguaging and multilingual literacy development: Evidence from Cyprus, Sweden and Estonia

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Translanguaging is ‘flexibility of bilingual learners to take control of their own learning, to self-regulate when and how to use a language, depending on the context in which they’re being asked to perform’ (Garcia and Li Wei, 2014: 80). The aim of this study is to investigate translanguaging practices of bilingual/multilingual Russian-speaking children and their parents in Cyprus, Sweden and Estonia, at home, at school and in the society. Multilingual families were in the scope of our research: 50 in Cyprus, 20 in Estonia and 50 in Sweden.

Using parental written questionnaires with the focus on general background, socio-economic status and language proficiency, as well as oral semi-structured interviews, our study attempts to describe how family language policy (FLP) is managed through translanguaging and literacy activities in multilingual Russian-speaking families in three different cultural and linguistic environments.

Our results show both differences and similarities among Russian-speakers in the three countries, not only in their family language practices, but also in their attitudes towards fluidity of language, language repertoires, translanguaging and Russian-language literacy. Russian-speakers incorporate a wider range of language repertoires for their everyday lives. Sometimes, such language contacts generate power struggles and the language ideological dimension becomes a key terrain to explore how speakers feel about the need to effectively attain a degree of multilingualism. Multilingualism and the maintenance of the Russian language and culture are usually encouraged and parents often choose the OPOL approach at home. However, not all of the efforts result in successful home language transmission. Not all the families are making a conscious choice towards a specific FLP and have a so-called laissez-faire attitude to the languages in the family.

We show how FLP and child-directed translanguaging can support, expand and enhance dynamic bilingualism/multilingualism, reinforce and integrate minority language in a wider context – societal and educational
Translanguaging practices and perspectives among multilingual young learners in English-medium instruction at a Swedish compulsory school

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This presentation aims to describe translanguaging practices and perspectives among multilingual young learners in a Swedish compulsory school offering English-medium instruction (EMI) in several subjects, illustrating how learners draw on their various linguistic resources in order to access the subject content, complete tasks, and facilitate communication between their classmates and the native English-speaking teacher. In this study, translanguaging is broadly defined as the use of two or more languages as a way to support meaning-making, following Baker and Wright (2017).

The study makes use of data from fieldwork done as part of a larger longitudinal case study of a primary school class during Grades 4-6 (see Author, 2018). In the larger study, a number of tools from linguistic ethnography were used during the approximately 23 weeks spent at the school over a total of four data collection periods. This yielded rich data in the form of fieldnotes, photographs, and audio recordings from classroom observations, semistructured interviews with staff and students, and artefacts such as student texts. Here, the analytic focus is on language choices among the multilingual students in the EMI classroom, as well as their perspectives on languages, language use, and content learning in an additional language. Findings from the study revealed that the use of peer scaffolding strategies such as translation of the teacher's explanations by students who were proficient in English and flexible language use during collaborative as well as individual work on tasks allowed students to navigate the challenges of the English-medium content classroom. The presentation will conclude with a discussion of classroom translanguaging and implications for pedagogical practices in EMI and other content-based second language classrooms.

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Translanguaging and Transfer of Academic Skills: Perspectives of Kazakhstani Students in an English-Medium University

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Translanguaging in academic settings can be understood both as the process of using one’s multilingual repertoire for learning academic skills (Garcia & Sylvan,
2011), and students’ ability to transfer academic language practices across languages and contexts (Canagarajah, 2011). The purpose of this presentation is to illuminate this relationship between translanguaging and transfer from the perspectives of graduate students in the Republic of Kazakhstan, where Kazakh is the state language, Russian is an official language and language of interethnic communication, and English is a growing part of education policy at primary, secondary, and tertiary levels of education. Participants in this mixed-methods study were Master’s and PhD students and alumni of an institution that uses English as a Medium of Instruction (EMI), but also expects graduates to be “fluent and nuanced communicators across languages”. Survey respondents (n=127) rated themselves on a 5-point scale according to can-do statements for academic skills for Kazakh, Russian, and English. Students also evaluated the usefulness of different pedagogical approaches. Focus groups were conducted with 2-9 students and alumni from each degree concentration (n=24), and individual interviews were conducted with alumni from one program (n=20).

Data indicate that students had relatively limited awareness of translanguaging practices in their academic skills development trajectory, and viewed pedagogical approaches that relied on the use of L1 as somewhat beneficial but not as beneficial as other types of support such as teacher interaction, feedback, and explicit guidelines. Students more positively described their ability to transfer the skills developed in English to similar activities in Kazakh and Russian, while also acknowledging the linguistic and social constraints on that transfer. The findings underscore the recursive, dynamic nature of language learning and use in multilingual contexts vis-à-vis EMI education.

Time: 14.40 -15.35 Session 4

Multilingual support and translanguaging for students learning Swedish as an additional language (SAL)

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This presentation reports on an ongoing practice-based research project which aims to investigate the opportunities for SAL learners to orient to instructional activity created by different forms of bilingual support. It also seeks to measure the qualitative and quantitative effect of this provision on student language performance and course achievements which is an under researched dimension (Maraco et al., 2014). In August, 2017, a Swedish for immigrants (SFI) teacher team introduced bilingual language assistants (BLAs; språkstödjare; ibid.) in order to increase student achievement rates. After a pilot study researching this venture, a second teacher team has been added made up mostly of bi-or multilingual SFI teachers for comparative purposes. A third aim is to explore the relevance of translanguaging pedagogy in these multilingual settings (Lewis et al., 2012)
Interviews and observations point to mother tongue support via BLAs and the multilingual teachers as a vital learning asset in making instruction intelligible, validating the students’ own language, facilitating participation and promoting inclusion. However, the way BLAs and multilingual teachers use Swedish can be as important for understanding instruction as mother tongue use. Moreover, an overdependence on bilingual support can dilute vital conditions for student language learning such as efforts to grasp meaning and cope with communication independently. There is therefore a need for translanguaging pedagogical practice to be coordinated within a progressive strategy which secures scaffolding experience for students that is, strategic proportions of challenge and support which catalyze human learning.

References


Semiotic repertories and recently arrived students in Sweden

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This paper presents preliminary results of a study investigating the potential learning affordances of translanguaging practices and other semiotic resources during multilingual study guidance (MSG)(Swe. studiehandledning på modersmål) and other lessons in the language introduction programme (SPRINT) in Sweden. SPRINT is a study programme at the upper-secondary level for students between 16 and 19 years of age who have recently moved to Sweden. SPRINT students undertake intensive lessons in Swedish as a second language and other subjects in order to reach the knowledge requirements to qualify for studies in national upper-secondary school programmes. SPRINT students are also entitled to MSG, during which a tutor works through Swedish subject matter with them in their strongest language. Previous studies of MSG indicate that it provides a space for translanguaging (author, 2016) and is perceived as positive for the attainment of subject learning goals (Juvonen, 2015). However, MSG is only offered on a temporary basis so these benefits are also temporary and moreover, limited to those hours during which MSG takes place. This study follows a small number of recently arrived students in a SPRINT programme as they partake in MSG, Swedish as a second language and social science lessons. Analysis of semiotic assemblages (Pennycook, 2017) is expected to bring understanding of how the complex interrelationships between translanguaging practices, the linguistic landscape and other semiotic resources contribute to learning opportunities for recently-arrived students in the investigated SPRINT programme.

References

Creating linguistic third spaces as step towards decolonising language and literacy pedagogies in initial teacher education

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The 2015-2017 #RhodesMustFall and #FeesMustFall protests at South African universities and elite public schools in South Africa highlighted the continuing legacy of colonialism in our schooling and higher education system, which they experience as cultural and symbolic violence as well as class, race, gender and linguistic inequalities. The protests pointed us to the power of coloniality in shaping what counts as legitimate language and literacy practices in South African education. Colonial constructs of language as bounded and standardised named languages, monolingual and Anglonormative ideologies are at the heart of educational inequalities in South Africa, leading to many emergent bilingual learners being viewed with a deficit. University students asked for a decolonised higher education curriculum and challenged their lecturers to reflect on curriculums and pedagogies that centre Western episteme while marginalising Southern epistemologies. Working in teacher education, particularly in language and literacy education, students not only challenged us to decolonise our pedagogies in teacher training but also challenged us to work with prospective teachers in ways that will prepare them for decolonising language and literacy education in schooling. This paper is a reflection on the ways in which I disrupted monolingualism and Anglonormativity in an English medium university by creating a translanguaging space (Li Wei, 2017) or a linguistic third space (Anzaldua, 1987; Flores & García, 2013) where students could engage in hybrid communicative practices in preparing activities that are inclusive of multilingual learners. Thus, this paper presents a case study of language and literacy pre-service teachers working multilingually to delink from monolingual and Anglonormative language and literacy pedagogy to promote a pedagogy that draws on children’s socio-cultural resources (Ngugi wa Thiong’o, 1986; Mignolo, 2017).

References


Multilingualism as a resource in English teacher education in Norway

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According to estimates, over 200 languages are spoken in Norway. Classrooms are diverse, varying from 11% students with L1 other than Norwegian or Sami nationally, to 40% in the Oslo area, with many schools even over 90%. English is the first foreign language, taught from 1st grade (while others are introduced in 8th grade). Thus, English plays a central role in developing all students’ multilingual literacy. The current English subject curriculum states: “Learning English will contribute to multilingualism and can be an important part of our personal development”.

However, teacher education has been shown to focus on teaching English to speakers of Norwegian, and not offer enough training in the necessary knowledge and skills to teach in multilingual classes (Šurkalović 2014). Additionally, research on ELT in Norway shows that teachers feel they lack training and do not feel prepared to work in multilingual classrooms and use the students’ varied L1s as a resource (Fløgåfeldt, 2018; Iversen 2017; inter alia). Burner and Carlsen (2017) show that teachers are aware of benefits of the use of L1, but do not apply this knowledge in practice. There is a need for practically-oriented training in classroom methods, strategies and activities for diverse classrooms (Krulatz & Dahl 2016).

In the primary and lower secondary teacher education reform in 2017, knowledge of multilingualism as a resource has been introduced as a learning aim in the English subject curriculum. This paper looks at the implementation of this curricular change in the ELT programs through interviews with ELT educators and analysis of course syllabi. The research investigates how this aim is targeted, and how the ELT courses incorporate pluralistic approaches to teaching (such as translanguaging) and train future teachers in methods and practical classroom activities to support the development of multilingual awareness and metalinguistic competence in their students.

References


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Sustainable translanguaging as a didactic approach for the development of trilingual oral expository skills

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This presentation aims at arguing that trilingual didactic sequences including Basque, Spanish and English may be relevant didactic tools in order to foster multilingual development in the Basque educational context. More specifically, we will argue that inter-linguistic discursive transfer and sustainable translanguaging appear to be two key components of multilingual didactics (Cummins, 2008; Cenoz & Gorter, 2017; Idiazabal et al., 2015). The promotion of multilingualism including a minority language such as Basque is a major specificity of the Basque educational system (Cenoz, 2009; Idiazabal et al., 2015), and the Integrated Teaching of Languages (ITL) is highlighted as a relevant approach for multilingual education both in the Basque and European contexts (Gobierno Vasco, 2015; Troncy, 2014).

Oral expository texts produced at the beginning and at the end of a didactic sequence by trilingual students constitute the empirical data of this study. The texts produced by students, as well as the classroom activities carried out within the didactic sequence, combine Basque, Spanish and English. We followed text genre-based criteria in order to analyse students’ trilingual productions (Dolz & Schneuwly, 2016).

The elements analysed in students’ initial and final texts include the use of topic introducers in the three languages and the use of discourse resources in English to clarify the meaning of Basque words. Results show an overall development of students’ skills, even if we also identified some differences among the aspects analysed.

We will conclude that well-defined language alternation and integration, which in our case occur both in students’ productions and in the classroom activities, reflect a “planned” and sustainable translanguaging (Cenoz & Gorter, 2017). We will further argue that this kind of translanguaging fosters interlinguistic transfer, resulting in
the development of students’ multilingual competence. Finally, we will discuss the theoretical complementarity between translanguaging and the Integrated Teaching of Languages.

References


Translanguaging in communication contexts to facilitate emergent literacy skills in bilingual children

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In contrast to the traditional monolingual language teaching recent studies evidence that translanguaging is beneficial to emergent bilinguals, as it encourages flexible use of a full linguistic repertoire. The present study aims to explore the influence of language use at home and school by parents and teachers on development of emergent literacy skills-phonological skills in particular- in preschool children who are native speakers of Malayalam, enrolled in English medium schools. Malayalam is an alphasyllabic language (derived from Brahmi) spoken in Kerala, a southern state in India, whereas English is an alphabetic language. Percentage of use of L1 and L2 in various communication and literacy contexts was assessed through a survey questionnaire administered on 164 parents and 48 teachers. Performance of 90 preschool children on phonological skills in Malayalam and English was assessed using a tool developed in a doctoral study to measure emergent literacy skills. While the survey indicated that although majority of teachers report using English more than 50% of the time, most parents reported equal usage of both Malayalam and English. Despite their ignorance on the effect of translanguaging, both parents and teachers appeared to use translanguaging strategies to facilitate better understanding of meaning in communicative contexts. Phonological skills
revealed a significant difference between English and Malayalam in prekindergarten and no significant difference in lower and upper kindergarteners. Further, a strong bidirectional correlation was also observed between the two languages on phonological skills. This study sheds light on the phenomenon of translanguaging that happens by default through immersion in communicative context in a bi/multilingual community. Considering the benefits accrued particularly for phonological awareness, it is emphasized that translanguaging should be endorsed as a strategy to build up metacognitive skills in early childhood education system.

Keywords: Emergent literacy, English Language Learners, Malayalam, Translanguaging, Phonological skills.

Time: 16.00 -16.55 Session 1

L’AltRoparlante: a translanguaging-based project in primary and middle schools in Italy

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Analysing the OECD-PISA Database (2015), in Italian schools 17% of students have an immigrant background, a lower percentage compared to the average of EU (21%) and OECD countries (23%). However, the number of schools with more than 30% of immigrant minority students has constantly increased in the past few years (Italian Ministry of Education 2017).

In this paper we will present a project called “L’AltRoparlante”, addressed to multilingual and superdiverse educational contexts, which aims at implementing translanguaging-based activities at curriculum level. The project has started in 2016, involving five primary schools and three middle schools located in central and north Italy. Applying a Transformative Research Action approach (García & Kleyn, 2016), we engaged teachers and children in the construction of a more ecological linguistic schoolscape, in language portraits activities (Busch, 2012), in bilingual story-telling with parents and in the production of multilingual texts (Cummins & Early, 2011).

We monitored the implementation and the impact of the translanguaging-based practices by means of reports, observational schemes, lessons video-recordings, focus groups with children and semi-structured interviews with teachers. The gathered data were successively analyzed and coded with NVivo 11 Pro, applying the principles of the Grounded Theory (Charmaz 2006). In this work we will focus on children’s perspective.

We have found that children show a very sensitive language awareness and meta-linguistic skills. Italian children, throughout the recognition of the multicultural and multilingual repertoires of their peers with a migrant background, tend to reconstruct their own linguistic identity, retrieving also dialects. Immigrant minority
pupils, through the support of translanguaging pedagogy, find a legitimation of their heritage languages, resulting in the empowerment of their bi-dimensional identity and in language retention. Through the cross-analysis of focus groups and classroom interaction, we have also noticed a significant increasing in multilingual communication strategies and translanguaging practices between teachers and students.

References


Expecting the unexpected: translanguaging working practices in Swedish Open Preschools

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In this paper, the role of the educator in translanguaging practices in the under-researched setting of the Swedish Open Preschool (OP) is discussed.

The OP is a non-compulsory part of the Swedish education system for families who are at home with children aged between 0-6 years. Parents and children attend OP together, and participate on a voluntary ‘drop-in’ basis. Although municipalities are not obliged to offer OPs, they are regulated by the Swedish school law and should provide a pedagogical environment for children, and support and social contact for parents.

An OP has a dynamic, transient visitor base and as such there is a need for educators to adapt their practice accordingly. This necessarily entails accommodating visitors with different linguistic backgrounds and the Swedish government has recognized that OPs have an important role to play as arenas for language and integration (Regeringskansliet 2018).

Here, opportunities for translanguaging practices in the OP are discussed both from a theoretical perspective and with reference to an example from an OP. Firstly, OPs are presented as learning environments where primary socialization, secondary socialization and pedagogical practice meet, and key parts of an open preschool session are discussed as possible arenas for translanguaging. Secondly, analysis of an example of one OP focuses on an educator’s attitudes towards working in a multilingual environment and her interpretation of her role in such an environment.
The possibilities for translanguaging as a tool to usefully support OPs in fulfilling both their pedagogical and social goals are discussed. Particular focus is given to the didactic role of the educator as a participant in and/or facilitator of translanguaging within various and unpredictable language constellations within the OP, both in terms of the languages used and the speaker groupings (educator-parent, parent-parent, educator-child and parent-child).

References


Time: 16.00 -16.55 Session 2

Visibly valued? Linguistic landscape and integration in a linguistically diverse school

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This paper describes and attempts to explain the effects of an activity in an upper secondary school which hosts a language introduction programme (SPRINT) for newly-arrived students as well as a number of national programmes. Many of the non-SPRINT students are multilingual migrants or children of migrants.

Students from SPRINT and national programmes join forces to produce a series of language posters to be displayed in a hallway of the school, thus enriching the school’s linguistic landscape. Students are invited to work together with other speakers of their languages to produce posters. Each poster represents a language spoken fluently by students at the school, regardless of which programme they are in. The poster should give information about where the language is spoken, the number of speakers, characteristics of the language, and significant regional or other variation in the language, as well as 5-10 important words or phrases in the language including greetings as their usage. The phrases are to be written in the script(s) used by the speakers of the language and translated to Swedish. Student recordings of these phrases will be linked to QR-codes on the posters. Students are then challenged to learn and appropriately use greetings in new languages each week, during a period.

The effect of this activity is assessed by teacher and student survey and interviews, in terms of:

a) reported interaction between SPRINT and other students;
b) take up of mother tongue instruction and study guidance in mother tongue across the school;
c) willingness to use the languages spoken in the school; before and after teacher and student attitudes to:
d) multilingualism;
e) languages other than Swedish and English

and analysed using aspects of Hornberger’s continua of biliteracy.

**Multilingual schoolscape and language hierarchies in a Sámi school**

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The concept of schoolscape was introduced in the realm of educational anthropology by Kara Brown. The term schoolscape is used to cover school-based material environments where text, sound, images and artifacts “constitute, reproduce, and transform language ideologies” (Brown, 2012: 282). Research on the schoolscape provides new information about the linguistic practices and interlanguage hierarchies in bilingual and indigenous minority language education. The Sámi language could benefit from the pluralist language ideology and minority language policy. This paper deals with the position of Sámi language in the schoolscape in a bilingual Sámi school. It is based on ethnographical research at the Sámi secondary school in Norway 2009 - 2013. The position of the Sámi language in the schoolscape illustrates the hierarchy between the Sámi and Norwegian languages, the historical position of the Sámi language in Norway, and the current language policy in the area. In addition to educative tasks, the Sámi language is used for highlighting the Sámi school profile and school’s indigenous identity. Research findings emphasize that literal visibility of Sámi language should be pointed out onward so that pluralistic language ideologies and language aware practices will be introduced in the schoolscape.

**Time: 16.00 -16.55 Session 3**

**Translanguaging in CLIL: joint meaning-making of Economics at school level**

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Content and Language Integrated Learning (CLIL) has established itself as a prominent way towards fostering multilingualism at school, albeit within highly prestigious languages. At higher levels of school-education, the focus of CLIL lies on subject-specific language competence. This is targeted in both English (as the typical language of CLIL) and the main language(s) of education, which thus remain equally important targets of education. This bilingual focus in terms of output has, however, not necessarily been mirrored in an overt acknowledgement or support of bilingual practices in CLIL classrooms.
Research into translanguaging (e.g. Garcia & Wei 2014; Otheguy et al. 2016) has increased our understanding of multilinguals’ use of their full linguistic repertoire “without regard for watchful adherence to the socially and politically defined boundaries of named languages“. This conceptualisation has proven helpful in understanding educational language uses, too, including in the CLIL context (see Nikula & Moore, 2016).

In this project, we describe the translanguaging practices of 37 CLIL students and 2 teachers in the processes of meaning-making within a specific school subject at upper secondary level, i.e. European Economics and Politics, taught through English. The data set of 16 hours of video-recorded classroom interactions covers classroom events with and without teacher input, assessed and non-assessed performances, as well as interactive/non-interactive exchanges. In addition, focus group interviews with students and interviews with teachers on their perceptions of language use were conducted. Both quantitative and qualitative data analyses were performed to explore the frequency and type of use of German (as main L1) vs. English.

Findings suggest that while translanguaging is present and supports meaning-making in all types of classroom events, there are clearly distinct patterns to be observed depending on classroom event. Thus, translanguaging is most effectively employed in all processes involving knowledge creation (e.g. teacher – whole class input; learner preparations for presentations) whereas interactions used to display knowledge (e.g. student presentations, assessed role-plays) tend to be monolingual, showing the educational force of preparing for (future) professional communicational needs, conceptualised as international with English as shared lingua franca.

**Negotiating decolonial pedagogies: Students’ responses to translanguaging and pedagogical deframing in an English medium institution**

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This paper explores student’s responses to teaching methods that de-centre both English and the traditional lecturer-student hierarchy in the lecture theatre space, within a historically English-medium and hierarchical University. The paper is a follow up to an investigation done in 2016-2017 on ‘Translanguaging as Socially Just Pedagogy’ (Author1 and Author2, 2017). The previous paper found that using indigenous languages in the pedagogical process serves social justice and enables students to bring their sociocultural capital into the learning environment. As a result, the teaching methods employed on the course under analysis, encourage the use of indigenous languages in class engagements and assignment writing. In addition, the course employs discussion-based teaching in a move to ‘decolonise’ classroom teaching practices.

The course concerned is a first year second semester course called ‘Text in Humanities’ and is part of the university’s introductory courses designed for first
year students from previously excluded (racially categorised) groups. The lecturer speaks more than 8 languages, and he uses this advantage to switch between languages in class. The general response to this teaching approach from students is positive, and appears to benefit ESL students who are usually silenced or considerably disadvantaged by the English medium.

However, in course feedback and evaluations, a number of students who would normally be advantaged by the English medium, evidenced resistance to the use of indigenous languages. Furthermore, some students strongly resisted what we consider to be a weakening of the framing of classroom practice, in Bernstein’s (1990) terms. They rejected classroom discussions on theory and concepts, claiming that they did not want to teach themselves.

The paper analyses the course materials and lecture theatre practice, as well as student evaluations, in order to consider the effects of weakening classroom framing on lecturer authority. It theorises the shift in lecture and language dynamics as shifting the intersubjectivities between lecturer and students, resulting in recognition and misrecognition taking place in the classroom space. It also highlights the complex racial, gender and class dynamics that frame teaching and learning interactions in South Africa, particularly following recent calls for decolonisation of higher education.

References


Time: 16.00 -16.55 Session 4

Translanguaging Over Time: Development of a Shared Interactional Resource

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The paper discusses the longitudinal changes in translanguaging practices in an English as a lingua franca (ELF) interaction between two speakers. Translanguaging is the practice of going between different linguistic structures and systems, and has been portrayed as a common interactional and social behavior done by multilinguals (Wei, 2002, 2011). Translanguaging during ELF interactions have been found to have various functions, including constructing meaning and negotiation of understanding (Cogo, 2009, 2017; Klimpfinger, 2009; Pietikäinen, 2014). However, little attention has been given to how translanguaging practices change over time and become a shared resource among the ELF speakers. The current exploratory study takes place at an international university dormitory in Japan. Two participants are the focus of this study, a first language (L1) speaker of Japanese and a L1 speaker of Vietnamese. Video recordings of ELF conversations between these two
participants were collected for nine sessions across 22 months. In total 315 minutes of recordings were collected, transcribed and analyzed using Conversation Analysis. Analysis focusing on repair sequences found that translanguaging was chosen as one of the first strategies in order to resolve non-understanding in many cases. However, detailed analyses also demonstrated change in the way translanguaging was used during repair sequences: from translanguaging being marked with hesitancy and laughter during the earlier recordings, to un-marked during the later recordings. Thus, data indicates that the speakers were treating the non-English words as an established shared references later in time. The study suggests that translanguaging is not always the preferred strategy during repair sequences, but may become a shared interactional resource over time through multiple encounters, adaptations, and accommodation.

References


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Spontaneous translanguaging in learning Finnish negation

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Translanguaging can be a pedagogically pre-planned and teacher-led learning strategy or, it can be a spontaneous strategy developed by students acquiring a new language in multilingual contexts (Lewis, Jones & Baker 2012). In this paper we analyze, how a student-led, spontaneous translanguaging can function as a strategy for learning standard negation (Miestamo 2005) in a new language, the language of instruction. We examine how the proportions of translingual expressions change during the year, and how the form of standard negation conventionalizes as the language learning proceeds, and gains more functions in target language.

Our focus participants are two Russian speaking students (9 and 11 years) acquiring Finnish during their first school year in Finland. We study the acquisition through
scrutinizing the longitudinal development of negatives over a period of eight months, from September to April. The videorecorded classroom data enable describing the linear development of each participating individual.

Our results indicate that translanguaging functions as a strategy in the beginning of language acquisition in these data. The students’ initial negative expressions include both English and Finnish (no I can’t speak suomeksi ‘no I can’t speak in Finnish’; ei he’s next ‘no he’s next’; this is not koira ‘this is not a dog’) or, Russian and Finnish (ei mà- koda ya koda ya shel ya vspotel ‘no I- when I when I was coming I sweated’). Towards the end of the school year the number of translingual negations clearly decreased, and the proportion of Finnish negations increased. The asymmetrical Finnish negation, especially the auxiliary e- conjugated in person and number, became slowly but clearly conventionalized.

References


Time: 16.00 -16.55 Session 5

Co-Designing for Translanguaging in Elementary Science Formative Assessments

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Classrooms in the United States are increasingly populated by bilingual students from diverse linguistic backgrounds. In US science education, recent empirical research has focused on translanguaging in bilingual elementary schools where both students and teachers share multiple linguistic resources (Poza, 2016; Martinez-Alvarez, 2016; Unsal, et. al., 2018). Unfortunately, little research explores how English-speaking teachers can support translanguaging assessment practices in multilingual classrooms (Garcia, Johnson & Seltzer, 2017).

This participatory design-based research project has two purposes: 1) to ensure that third grade multilingual students at an urban Colorado public school have equitable opportunities for meaningful participation in science learning experiences and 2) to ensure that their teachers are fully supported to carry out the ambitious vision for broader participation in science learning advanced by the United States’ new three-dimensional, rigorous Next Generation Science Standards (NGSS). I accomplish these purposes by spending five months working through four four-week-long iterative NGSS-aligned science (trans)formative assessment co-design cycles with third grade teachers. Through this participatory research, co-designers use translanguaging theory to imagine, develop, test, reflect and refine tools, routines, and processes that help break down linguistic hierarchies and the ‘standard
language bubble’ in science formative assessment. Data include classroom observation field notes, co-design meeting minutes and artifacts, semistructured interviews with teachers and administrators, artifacts of student work, and video recordings of co-design meetings and formative assessment enactment. The analytic approach includes inductive and deductive coding, discourse analysis of video recordings, and triangulation of findings using student artifacts and meeting minutes. This project is scheduled to take place January-May 2019, with iterative, on-going data analysis between and across co-design cycles. Emerging findings will be shared with conference attendees.

**Disciplinary literacy and plurilingual writing in science at primary school**

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In a primary school plurilingual students have written texts in the science subject. This case study focuses on the development of the students’ writing during the first years at school and their work with texts within the science subject. After having written some of the texts in Swedish at school, the students were encouraged to process the texts further at home in their mother tongue. The aim in this case study is to understand how the literacy practices can support the disciplinary literacy development of the students. How do the scientific oriented texts of the students develop during their first school years? What does the plurilinguistic activities seem to mean to the students?

The material of the study consists of texts written by the students, notations from classroom observations and from interviews with students, their parents and the teacher. The students’ texts are analyzed from a dialogical (Bachtin 1986) and a sociosemiotic, triadic perspective (cf. e.g. Halliday 1978). The plurilingual approach will be discussed from a discourse perspective (Fairclough 2001; Kubota oncoming). In the texts, the students show disciplinary literacy subsequently during the years. They seem to draw upon everyday experiences and languages in order to learn the language of the scientific discipline. This study indicates the advantages of drawing on colloquial experiences and the use of multiple linguistic resources at school and at home, in order to develop a plurilingual identity and for evolving disciplinary literacies plurilingually.

**References**


Translanguaging: what problems does it solve and pose?

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The last 50 years has witnessed a clear shift in our understanding of the benefits of multilingualism and the sociocultural as well as cognitive advantages it affords speakers. Whilst there is broad agreement on the positive benefits of multilingualism, we are still yet to reach consensus about how best to harness and make use of multilingualism with respect to classroom practice and pedagogy. Translanguaging has become increasingly more central to these debates and discussions.

Within the translanguaging literature a number of key themes have emerged such as; translanguaging as pedagogy (Williams 1994; Baker 2003, 2011; Creese and Blackledge 2010), translanguaging as a challenge to monolingualism (García 2009; Canagarajah 2011; García and Li Wei 2014) as well as translanguaging as social justice (García, Flores and Woodley 2012; García and Kley, 2016). In this paper, I draw on ethnographic data collected from a rural multilingual primary school in the East of England, to explore some of the pedagogic affordances and uncertainties engendered by the notion of translanguaging in this particular educational context. I chart the different ways in which teachers and students are able, or not, to make use of their linguistic resources in and across the school and explore the opportunities and constraints of translanguaging practices in this context. In the concluding remarks I discuss the likely trajectories of translanguaging with respect to future policies and practices.

Translanguaging as a possible key to the future of the identity of distinct languages

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Translanguaging was noticed and brought to world-wide attention more than half a century ago by Emeneau (1956) in what later turned out to have been historically a watershed moment in thinking about language contact and how languages influence one another across genetic boundaries. What Emeneau demonstrated in that ground-breaking paper was the staggering inference that the structuralist prized notion of “cloture,” the idea of individual languages being strictly closed unto themselves and hermetically sealed off from one another, could not stand the sustained pressures of prolonged cohabitation in geographically contiguous areas (as is the case of the Indian subcontinent). Since that paper was written, the world has borne witness to mass migrations in record numbers across the world, forcing more or less durable contact between peoples speaking different languages at an unprecedented scale. Add to that the phenomenon of the internet taking center stage and bringing people from distant and diverse cultures and linguistic backgrounds into closer contact with one another in an ever shrinking world—and we have the perfect recipe for a major
paradigm shake-up in our long-felt need to rethink the very concept of language (cf. Hutton, 1999). Mixed languages of today, heir to the pidgins and creoles of the mid-19th century, may well provide us with a hint as to what may be in store for all the world’s languages, *tout court.* If this is so, the time is ripe for the ultimate vindication of Sydney Lamb’s (2004: 394) insistence that “it is actually impossible to define languages as distinguishable objects” and so, instead of speaking of individual languages, we should rather be speaking of Language with a capital “L.” As he famously put it, “the whole planet is unified, as one human family speaking Language.” No doubt, this presents all sorts of new challenges when it comes to preparing young school children to face the Brave New World that lies ahead.

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Scaffolding through translanguaging and emotions

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The presentation focuses on an ongoing dissertation project with the working title Scaffolding for Learning: a study of study supervision in mother tongue for second language students. The presentation aims to analyze scaffolding through study supervision in mother tongue focusing on emotional support and feelings when using different languages.

The Swedish school setting is characterized by linguistic diversity mainly due to migration and Sweden has since the 1970ies offered mother tongue instruction and supervision in the mother tongue for students. Study supervision in mother tongue contributes to supporting second language student’s language- and knowledge improvement in school subjects (Skolverket, 2015:5).

The theoretical starting point for the study is sociocultural theory and the concepts of emotions, scaffolding and translanguaging. Language and subject knowledge improve in parallel and scaffolding is in a socio-cultural perspective (Vygotsky, 1978) central to enabling this improvement (Gibbons, 2002). Translanguaging encourages the use of the second language speakers’ linguistic repertoire (Garcia, 2009). Pavlenko discusses links between linguistic repertoires, language boundaries and emotions. She believes that languages can elicit a variety of feelings connecting to a particular language and emotions influence the choice of language. Translanguaging commonly found in study supervision in mother tongue.
contributes to a better understanding of language and subject matter (Reath Warren, 2017).

The empirical material includes interviews with study supervisors in mother tongue, subjects/class teachers and second language students as well as observations of study supervision in mother tongue. Preliminary results show the occurrence of emotions, which, together with the students’ linguistic repertoires, serve as scaffolding. Relationship between language and emotions raised through study supervision in mother tongue gives insight of what needs to be taken into account while supporting second language students.

Keywords: scaffolding, study supervision in mother tongue, translanguaging, emotions and second language students

References


Time: 18.15 -18.45 Session 2

**Linguistic Ideologies and Hybridity in Teachers of Spanish Heritage Learners**

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The case of secondary Spanish Heritage Learners (SHLs) is fraught with sociolinguistic tensions that derive from the political, economic and racial context of Spanish in the United States (Valdés, 2012). The institutionalization of heritage language learning is a responsive pedagogical process that highlights the unique needs of heritage learners with regards to their identity and language development, and the dynamic multilingual contexts where it takes place (Beaudrie et al., 2014; Potowsky, 2013). Nevertheless, certain aspects of this student-focused responsiveness clash with the occasionally well-meaning aspirations to preserve Spanish as a bound, discrete and pure entity found among many Spanish teachers.
Therefore, a question may be formulated: What role do teachers ascribe to translanguaging in Heritage Spanish classes? This paper draws from linguistic anthropology concepts such as linguistic ideology (Silverstein, 1992; Irvine & Gal, 2000), and its extension into “raciolinguistic ideology,” which focuses on a) the intimate connection between racial construction and linguistic performances and b) the role of the listener in judging the appropriateness of a racialized language performance (Flores & Rosa, 2015; Inoue, 2004). This research is based on qualitative data representing different sociolinguistic contexts across California. In addition to 50 open-ended survey participants, 20 teachers of Spanish heritage classes from diverse Spanish-speaking countries participated in semi-structured interviews. A multi-iterative coding analysis surfaced connections between biographical trajectories, the teachers’ perception of their own linguistic competence and inner tensions between restrictive/hybridizing ideologies. Additionally, while some teachers embraced canonical visions of linguistic purity, a significant group described nuanced ideological/pedagogical stances that undermined rigid linguistic barriers. The paper concludes with implications for pre-service and in-service teacher development with regards to the use of raciolinguistics as a pedagogical construct and the asset of adding a translanguaging lens to SHL instruction.

Time: 18.15 -18.45 Session 3

English-Swedish Translanguaging in Multilingual Secondary English Classrooms: A Study of Students’ Attitudes

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A pressing issue in multilingual education is when to draw on students’ entire multilingual repertoires to enhance learning and promote equity (Cummins 2017; Kramsch 2009). Classroom research on the learning of L2 English supports multilingual/translanguaging practices (Lee & Macaro 2013; Zhang 2018), but much of this research involves students who had acquired the same L1 prior to having classroom exposure to English (L2). This study breaks new ground by focusing on multilingual students with different L1s: They are either simultaneous bilinguals of Swedish (the majority language) and a minority language (such as Somali), or L1-speakers of the minority language, learning both Swedish and English in a secondary school in Sweden. We collected triangulated qualitative data in 2018 in two groups of students (age 14-15): ethnographic observation (14 English lessons), student interviews (N=18) and an interview with their teacher. With an analytical framework rooted in bilingualism/multilingualism (Baker & Wright 2017), concepts such as ‘language dominance’, ‘age of onset’, ‘heritage language’, ‘majority language’ and ‘school language’ were applied in qualitative analysis. The classroom observation data revealed that the teacher, being a Swedish-English bilingual, used mainly English when teaching; Swedish was used for metalinguistic
explanations, translations of vocabulary, and information pertaining to task requirements and grading criteria. In the interviews, the majority reported that they benefit from their teacher’s English-Swedish translanguaging practices, particularly from task and grading information being verbalized in both English and Swedish. Students with lower proficiency in English expressed a greater need for Swedish. Students dominant in their heritage language expressed a need to draw on the heritage language, mainly when doing their homework rather than in the classroom. An important implication is that the students placed value in receiving information about task requirements and grading criteria in both the target language (English) and in the school language (Swedish).

Time: 18.15 -18.45 Session 4

When the translanguaging of your home and neighborhood is depicted in your children's books and films. The phenomenon of the film Coco (2017) and the adapted children’s books in original and translated version

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Until now, children growing up in multilingual environments had as only reference the canonical children’s literature and cinema, in a single language, aimed at the monolingual majority group of speakers. Recently, however, a new type of literature and children’s cinema that uses translanguaging as a means of expression has begun to emerge. This is a form of mixed speech in which different languages are combined and that the speakers of the above-mentioned environments, in which there is contact between languages, use to communicate. In this presentation, we will discuss the case study of the children’s book “Coco. The junior novelization” (Angela Cervantes, 2017) adapted from the animated film “Coco” (Lee Unkrich, Adrian Molina, 2017), in its original English-Spanish version and in its translated German-Spanish version. In this hispanic-background children targeted work, as well as in the original audiovisual product, narration and dialogue use a multilingual form of expression that combines English as the base language, mixed with terms and expressions in Spanish. This characteristic, as opposed to being lost, is maintained in translation, which uses a respectful strategy concerning this linguistic phenomenon, consisting of the translation of the main language and the preservation of the use of the minority language. The aim of this study is to inform about the existence and growing popularity of this type of translingual children’s works. The study also aims to highlight the important role that these texts play in reinforcing the plural identity of children from multilingual communities and in providing validity and legitimacy to translinguality and code-mixing as a form of communication, which traditionally has been neglected as incorrect speech, allowing the children to identify with protagonists who, like them, also mix up their languages.
Overcoming and unlocking: Translanguaging experiences in a multilingual Language Village

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In today’s schools, language teaching and learning are still mostly organised in separate compartments, thus depriving (not only) multilingual students from opportunities to develop their linguistic repertoires (e.g. Busch 2012) and multi-competence (e.g. Cook & Li Wei 2016). In this context, multilingual didactics seem a promising path to unlock the potential of students’ linguistic repertoires. In our project Repertoire PluS, we have conducted in-depth research on linguistic repertoires as well as on the ways in which students activate and use the latter in the experimental setting of a Language Village (e.g. van Adrighem et al. 2006). This setting consists of five multilingual stations with several tasks that included more than 12 working languages and was meant to transgress traditional separations of language subjects, thus creating new spaces for multilingual interaction. The tasks are inspired by multilingual didactics and comprise mediation, polyglot dialogue and intercomprehension (cf. Lenz & Berthele 2010).

In our paper, we want to focus on ways in which multilingual students activate their linguistic repertoires in multilingual interaction settings and the role that translanguaging plays in this. Our analysis is based on project data collected in Spring 2018 and includes more than 60 hours of audio-visual recordings of 143 students aged 12-15 taking part in the Language Village as well as post-experimental focus group discussions. Our results show how students use translanguaging as a strategy to overcome misunderstandings, enhance mutual understanding, clarify tasks and material use, and create new ideas.

In the context of the multilingual region of South Tyrol, with an educational system of schools with either Italian or German as language of instruction and parietic schools in the Ladin valleys, our research on linguistic repertoires and on unlocking and valuing multi-competence hopes to create new spaces for multilingual learning in order to overcome the limitations of a multiple monolingual habitus.

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A Review of Research on Translanguaging in K-12 Educational Contexts in the United States

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Emergent bilinguals (EBLs) currently compose 9.5% of public students in the United States, resulting in at least one EBL present in over half of U.S. classrooms. Despite the prevalence of this significant population, EBLs continue to hold the highest dropout rate and to perform lower academically than their monolingual English-speaking peers (U.S. Department of Education, 2018). Researchers have recently begun to explore translanguaging as an alternative to traditional monolingual practices, examining how allowing students to use all their linguistic resources in the classroom could support academic development (Garcia, 2009).

Considering the pressing academic needs of EBLs in the United States and the evidence supporting home-language use at school, we decided to conduct a comprehensive review of the existing peer-reviewed journal articles on translanguaging in K-12 educational contexts in the United States to examine current evidence-based practices and strategies that support translanguaging and EBLs’ linguistic, academic, social, and emotional development. Studies were identified through a three-step process. First, electronic databases were searched using the keyword translanguaging. Second, peer-reviewed journals covering the topics of education and/or language were searched for eligible articles. Third, the references of articles located through the first two steps were mined for studies. 150 articles relating to translanguaging in education were found, but only one third fit the specific inclusion criteria. We coded these articles through a qualitative iterative process in search of emerging themes, using Harry, Sturges and Klingner’s (2005) mapping process to guide the development of our conceptual categories and thematic statement during the initial coding phase. The mapping schema helped organize these categories and provided clarity for the final analysis of the data. The result of our analysis are presented in a conceptual map. We conclude our review with implications and recommendations for research and practice.

References


Friday April 12th

**Time: 13.30 -14.25 Session 1**

**Assessment Practices in Multilingual Classes in Norway**

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The population of young multilingual (ML) students is rapidly growing worldwide due to global migration and immigration trends. The increasing representations of young ML students in ML school settings entail compelling theoretical and practical implications for the field of language assessment. However, language assessment research has primarily focused on tertiary students and adults, and relatively little attention has been devoted to exploring assessment in the context of multilingualism or translanguaging—only a handful studies could be found (Dendrinos, 2013; Lopez, Guzman-Orth, & Turkan, 2014; Lopez, Turkan & Guzman-Orth 2017). Current assessment practices require attention (López, Turkan, & Guzmán-Orth, 2017) as they are often limited to linguistic conventions, castigating those who translanguage (García & Ascenzi-Moreno, 2016), or reflect a monolingual, monoglossic or fractional view of language and tend to ignore the complex and discursive practices used by ML speakers (Lopez, Guzman-Orth, & Turkan, 2015; Shohamy, 2011; Schissel, 2014; Schissel et al. 2018). The proposed paper aims to fill this gap on assessing young ML students in the language assessment field by looking at Norwegian classrooms that have become increasingly multilingual and diverse.

In this paper, we explore the role of multilingualism in classroom assessment design and practice, drawing upon teachers’ perceptions and practices of their assessment in ML classes. The current research study, taking place in a ML primary school in Oslo, Norway, gauges the assessment needs of ML young learners in their English as a Foreign Language (EFL) and Norwegian classes. The research team collected and analysed data from classroom observations, interviews with the teachers before and after classes and analysed official assessment documents. The study will present the results, address issues of multilingualism and assessment, and contribute to our understanding of how assessment is enacted in multilingual education environments as well as identifying factors that impact on the complex language assessment practices in the current context. The paper puts high priority on the promotion of teacher assessment competences which are necessary for responding to and building upon the diversity found in today’s multilingual classrooms in and out of Norway.
Factors challenging translanguaging in the classroom

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This contribution draws on the preliminary results of an intervention study (doctoral thesis), in which translanguaging and multilingual texts were regularly used from September 2017 to February 2018 in a primary and a lower secondary school class in Vienna. The intervention was evaluated using a mixed-methods design; data was gathered from a pre- and a posttest questionnaire survey with the pupils, ethnographic observations and interviews with two teachers. On the one hand, we wanted to know how the use of translanguaging and multilingual texts affects classroom work and how pupils and teachers perceive the intervention. On the other hand we were interested to find out, how this is related to pupils’ self-efficacy beliefs and class atmosphere. Pupils’ linguistic repertoires are highly diverse in Viennese primary and lower secondary school classes. First results support the conclusion that this linguistic diversity strongly challenges the implementation of translanguaging pedagogy, because pupils who know dominant languages socio-emotionally benefit the most of the intervention. Pupils, who don’t know the dominant languages, barely get the chance to use their linguistic resources in class and some of them react highly frustrated. The aim of the project is not only to establish factors challenging translanguaging pedagogy, but also to seek for teaching guidelines based on the results of this project.

References


**Time: 13.30 -14.25 Session 2**

**Societal translanguaging in a multilingual context: A case study of contiguos communities in Warri, Nigeria**

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Key words: Multilingualism, Super linguistic diversity, Cross Linguistic transfer, Translaguaging space, Linguistic diversity

(Lopez et al 2017) refers to translanguaging as the flexible use of the bilingual repertoire. In that context, this paper examines inter-ethnic translanguaging in urban interactions in neighbouring communities in Warri; a super linguistically diverse city where individuals use languages flexibly in everyday practices. It presents preliminary analysis of data collected early this year as part of my Ph.D research in which multi-ethnic language speakers adapt to one another’s translanguaging space in informal communicative interactions. Ofelia and Li Wei (2014) refer to translanguaging space where interactions of multilingual individuals break down artificial dichotomies between the macro and the micro, the societal and the individual, in studies of bilingualism and multilingualism. (Creese et al (2017) note that translanguaging includes the full range of linguistic performances of multilingual speakers, beyond the simple alternation between languages. Contributing to recent research in multilingualism, translanguaging is presented as a communicative tool in developing multilingual collaborations and contacts in diverse contexts. Findings from an ethnographic interview presents situations in which individuals switch languages in everyday life, as well as cross-linguistic transfers (Cummins, 2000); evident in the use of their bilingual linguistic repertoire, portraying innovations and creativity.

**References**


Language choice and negotiation in multilingual research lab meetings: A translanguaging perspective

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Although much has been written about translanguaging pedagogy with immigrant and minority children in Anglophone countries, relatively little research is available on translanguaging in higher education (HE), particularly in non-Anglophone countries, where universities have been engaging in aggressive recruitment of international students in the recent trend of internationalizing HE. This paper examines translanguaging in international (HE) in non-Anglophone countries, with a focus on language choice and negotiation in engineering and science lab meetings among culturally and linguistically diverse students and professors. It draws on in-depth interviews with students and professors in a research university in Taiwan. While there is no institutional language policy for research labs, the professors address the linguistic diversity among domestic and international students by imposing an English policy or having an open policy for the lab meetings. Whatever the policy is, the language choice was subject to constant negotiations among all lab members, leading to dynamic flows and configurations of translanguaging. The language choice and negotiation is embedded in the local-global tensions in that local students’ language preference is the local language Chinese, while international students’ language preference is the global lingua franca English. The linguistic solutions thus are not pre-determined or stable, but are fluid and continuously negotiated flows of translanguaging between English and Chinese. Given international students’ lack of proficiency in Chinese, communicative success for them depends on the amount and functions of Chinese use, the multi-semiotic multi-modal resources on the PowerPoint slides, and impromptu translation assistance. This study complicates our understanding of translanguaging in international HE. Future research is needed to investigate what translanguaging practices are conducive to the engagement of diverse students in international HE.

Key words: Translanguaging, multilingual meetings, language choice, English as a lingua franca, internationalization of higher education

Time: 13.30 -14.25 Session 3

Leveraging Translanguaging in Role Plays

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English-only immersion approach has been the norm indisputably for intensive English programs (IEP) in the United States. The privileging of English seems
plausible; however, the underlying monolingual ideology contradicts and devalues the cultural and linguistic diversity that students bring to the classroom. To counteract this trend, translanguaging pedagogies (García, 2009; García & Li Wei, 2014) represent an emerging attempt to foster culturally sustaining contexts of learning (Paris, 2012) where students’ full language repertoires are valued and leveraged in meeting academic challenges. Such asset-based pedagogies hold the promise of affording learner more agency and transforming the roles of ESL teachers (García, 2014).

This presentation presents a qualitative study which examines the implementation of translanguaging pedagogies in a four-week university IEP with young adult international EFL/ESL students. It is a collaborative effort by a senior TESOL lecturer and a researcher with expertise in translanguaging. The study specifically featured a translanguaging design in role plays to help students develop their interactive presentation skills by offering them a chance to embody culturally relevant historical figures and to interact with other historical figures. The fluid use of students’ home languages (i.e., translanguaging) was allowed during their research and preparation stages. Data collected include videos of classroom activities, student evaluations, and the instructor’s observation and evaluation of student activities and their participation in the classroom.

Findings revealed that translanguaging was successfully used to increase learner comprehension and comfort level. It situates learners not as deficient non-natives but as resourceful agents with multilingual resources and abilities for successful communication. Validating and leveraging students’ full linguistic repertoires helped them live their thoughts, research actively, and increase their confidence and speaking skills. Students generally felt positive on the instructor’s use of translanguaging. The presentation concludes with recommendations for the integration of translanguaging pedagogies in English teaching and learning.

Learning English as a foreign language in a bidialectal setting: Translanguaging practices in Cyprus

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Bilingual education distinguishes itself from other forms of language education as content and language learning are integrated when two languages are used as a medium of instruction. Various models have been proposed in the literature, e.g. subtractive, additive and dynamic bilingualism (Wright, Boun and García, 2015). The later, dynamic bilingualism, refers to the multiple language interactions and other linguistic interrelationships that take place on different levels, extents and spaces among multilingual speakers. This paper uses a translanguaging lens to showcase the transformational power, structures and practices of bilingual
education; in such educational setting, it has been shown that L1 serves social and cognitive functions and creates opportunities for language acquisition (Swain & Lapkin 2000; Carless, 2007). Notwithstanding, research studies to date have offered a limited picture of L1 use/function in L2 learning context (Carless, 2007; McMillan & Rivers, 2011; Copland & Neocleous, 2011; Yavuz, 2012). Therefore, there is a unanimous consent about the need to investigate the matter further.

In order to contribute towards filling that research gap, the current study examined language use in the classroom context in private language schools where English is taught and learned as a foreign language by young learners in the Republic of Cyprus. The researchers collaborated with EFL teachers in arranging classroom observations, in which both the teacher and the students were recorded. In particular, this study investigated the different roles and functions of three linguistic varieties used in such classrooms: (i) English as the target foreign language (L2); (ii) Cypriot Greek as the teachers’ and learners’ first language (L1a), used for everyday communication and functioning as the Low variety (cf. Ferguson 1959) in the Cypriot bidialectal/diglossic setting (see e.g. Moschonas 1996); and (iii) Standard Modern Greek, as the official language (L1b), functioning as the High variety and used in non-EFL educational settings (see e.g. Papapavlou & Sophocleous 2009). Even though EFL teachers may claim that L1 use in limited, it has been shown to be actually used by both teachers and learners (see e.g. Author & collaborator 2016). The present study hones in on the three-way tension among L1a, L1b, and L2, revealing that the former two are not only used, but have their roles in the EFL classroom, each serving different functions. The qualitative analysis of the classroom observations revealed that teachers’ use of L1 proved useful in engaging students and in classroom management; more importantly, teachers capitalized on the students’ existing L1a and L1b knowledge in order to facilitate teaching the L2. Moreover, regarding the dynamics between L1a and L1b, the analysis of classroom talk in the EFL settings investigated resulted in interesting comparisons with the situation in classrooms where Greek is taught as first language. The paper argues in favour of translanguaging as a tool to mediate cognitive complex activities and concludes by addressing research, pedagogical and policy issues that will help support quality multilingual education in the particular and other related contexts.

References

Author & collaborator (2016)


Translanguaging For Survival: Investigating the translanguaging practices of key role players in the Zoology and Biology first year courses at the University of Fort Hare in Alice South Africa

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This dominance of English in South Africa’s education system creates a situation where teachers and students have to use all their linguistic resources in both their home language/s and English to negotiate the teaching and learning process, more so in disadvantaged areas. This negotiation carries over to the higher education system when the conditions allow i.e. the availability of multilingual tutors. This paper looks at the translanguaging practices of different role players in the Zoology 111 class and Biology Foundation courses at the University of Fort Hare (UFH) in South Africa. To a large extent, the UFH attracts students from rural and educationally disadvantaged backgrounds, a considerable number of these students come to university having gone through a process where their learning was negotiated through their home language/s and English i.e. isiXhosa to explain English content. This practice carries over to the university setting with lecturers, laboratory assistants and tutors using isiXhosa alongside English to assist students. Through multiple data collection methods like observation, interviews and practical session audio recordings, this research has found that the majority of UFH first year Zoology and Biology students had a preference for a translanguaging approach to their learning. This is based on the fact that they preferred to ask questions using a combination of isiXhosa and English, in interviews they further explained that this makes their learning better. This research has also found that although the teaching staff use translanguaging to assist students, some believe it is against university rules, while some believed it will disadvantage students in the long run and some believed it is another valuable way to support students in higher education. The findings of this research have implication for policy making at universities with regard to the recognition of translanguaging as an official teaching approach.
Translanguaging Practices in Academic Writing in the Discipline of History

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In this presentation I aim to outline translanguaging practices taking place in the writing process of history students writing their Bachelor’s thesis in a Finnish university. Historical research is multilingual by nature, even at Bachelor’s level studies, wherein students write their first academic papers. Multilingualism of the history research stems partly from the issue that the language in the historical documents being used as research data, usually differs from the present language. Furthermore, it is typical that primary sources are in other language than the academic paper delivered. Therefore, it can be assumed that translanguaging has an essential role in the process of knowledge production, including analyzing and interpreting primary sources, as well as academic writing. It is necessary to understand the actual translanguaging practices, so that they can be taken into account when academic writing is studied and taught from the disciplinary point of view.

This presentation is based on my PhD research in which I research history students’ translanguaging practices by using linguistic ethnographic approach. The research data consists of students’ thesis texts, reflection papers, and focus group interviews. The description of translanguaging practices will be preliminary because the analysis will not be completed. However, discussing the translanguaging practices of academic writing is valuable, since there are still very few studies focusing on that theme, especially considering the discipline where the writing takes place.

Time: 13.30 -14.25 Session 5

Leveraging Diverse Picturebooks to Create Spaces for Translanguaging in the Classroom: An Analysis of Texts and Procedures

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The academic success of culturally and linguistically diverse (CLD) students is largely impacted by the extent to which their language and culture are incorporated in the classroom context (e.g., Cummins, 2000; Nieto, 2009). Incorporating diverse picturebooks which reflect the languages and cultures of their classroom opens a space for educators to draw on their CLD students’ diverse funds of knowledge as a means of facilitating student success (Garcia, Johnson, & Seltzer, 2017). Research on translanguaging and code-switching in picturebooks has indicated that picturebook authors and illustrators (a) use translanguaging in their stories to share their linguistic and cultural backgrounds with their readers; (b) utilize their entire linguistic repertoires to draw attention to words or phrases that they want to
highlight; and (c) help their readers understand the meaning of words or phrases by including both multimodal and multilingual context clues (Rossato de Almeida, 2018).

Drawing on this research, our paper analyzes three unique CLD picturebooks, *Kitchen Dance* (Manning, 2008), *I Love Saturdays y domingos* (Ada & Savadier, 2002), and *Fire! Fuego! Brave Bomberos* (Elya & Santat, 2012), in order to discover how two languages, Spanish and English, are simultaneously presented throughout their storylines and linguistic landscapes. In addition to contributing to the existing body of research that demonstrates the particular meaning-making affordances created through translanguaging, we highlight specific, practical implications for educators in K-12 classrooms: (a) how to use these three multimodal texts with students to create spaces for translanguaging and (b) how to apply our analytic approach when examining and planning for the use of other texts.

**References**


**Translanguaging in student notes**

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Definitions of translanguaging often focus on its practical function in spoken communication. Canagarajah (2011) defines it as “the ability of multilingual speakers to shuttle between languages that form their repertoire” (p. 401), with an explicit reference to “speakers”. While translanguaging in speech is often discussed, translanguaging occurs in other skills, including academic writing (e.g., Canagarajah, 2011). Notetaking is another written mode in which translanguaging plays a noticeable role and in which bi- and multi-lingual users must make language choices (e.g., Hult, 2014).

More and more academic courses are being taught with English as a lingua franca (ELF). Students take notes during lectures in both English and their other languages; thus, they are translanguaging as they listen to ELF lectures. They are employing all of their linguistic resources to record information for later recall. Each piece of information noted during a lecture represents an opportunity to
translanguage. The choices and strategies students employ to do so, and the patterns that emerge in notes, reveal a new offshoot in translanguaging.

This presentation reports on the translanguaging habits exhibited in samples of Swedish upper secondary school students’ notes from English classes. Given the changing demographics of the Swedish student population, it is important to recognize where a mixture of English, Swedish and other L1s is evident in academic English courses. A translanguaging perspective can help to establish a desirable “more heterogeneous” view of notes (Badger, White, Sutherland & Haggis, 2001, p. 406) and therefore the personal preferences, habits, and idiosyncrasies of the members who comprise the multi-cultural student population need to be recognized. Samples of student notes were analyzed to determine when and how students translanguage when taking notes, the findings of which will be discussed and exemplified. Results from a student survey, which provide insights into why they may translanguage in notes, will also be reported.

References


Time: 13.30 -14.25 Session 6

Scales of transgression: From polynomia to translangauigng in ‘multilingual’ educational writing practices

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Multilingual education is often viewed as a space for social inclusion, as well as an opportunity to align education with the actual language practices of students and their communities (Cummins, 2000; García, 2009). The development of literacies within multilingual education thus goes beyond the narrow, autonomous view of (monolingual) literacy to include multimodal and transcultural communicative capacities (Street, 1984). In this paper I consider ‘multilingual writing’ in educational contexts through a multiliteracies lens (Cazden et al., 1996), taking into account the use of different modalities and a wide array of semiotic indices that may or may not be identified as belonging to different languages. The pluralist, inclusionary, and evolving nature of multilingual (literacy) education challenges some of the norms of formal schooling which have been shaped by homogenizing aims. I examine this tension in the multilingual context of Oaxaca, Mexico through
an analysis of how language and literacy education practices are perceived as transgressing norms to various degrees by teachers and learners. Drawing examples from an action research study with Mexican teachers of English and an ethnographic study on the teaching and learning of the Indigenous language Isthmus Zapotec, I consider how certain pluralistic writing practices are perceived to be coherent and acceptable in certain times and places, while other pluralistic writing practices are deemed unacceptable. Considering the significance of writing practices for students’ educational outcomes, the question of what is considered a transgression of good writing is potentially highly significant for students in these contexts. I conclude with discussion of the necessity to consider perceived writing norms in diverse multilingual contexts in order to come closer to the inclusive and empowering aims of multilingual education initiatives.

References


**Pedagogies of Translanguaging: The Promise of Así se dice, a text-based Spanish-English bilingual strategy**

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Bilingual education programs in the U.S. are often designed to adhere to principles of language segregation in which code is restricted to only one language at a time (Guerra, 2012). Opportunities for bilingual learners to acquire multilingual literacy are extended when we introduce pedagogies that capitalize on transfer theory (Cummins, 2000; Author, 2017). In this study, we disrupt language segregation to engage students in a translation strategy called Así se dice (That’s how you say it!). Así se dice asks Spanish-English bilingual students to translate and discuss text-based passages. We argue that the development and research of pedagogical strategies that are specific to bilingual contexts is consequential and related to issues of equity and justice.

Using a qualitative case study approach, we collected data from five primary school classrooms to answer the following research question:

1. What student-based evidence do teachers use to create and evaluate passages for Así se dice?
2. How do primary school students engage in and approach translation activities?
Data sources include classroom observations, teacher interviews, teacher lesson plans, and student artifacts. We use open and axial coding to examine the data to understand patterns in behaviors by the teacher and the students.

References


Time: 14.45 -15.40 Session 1

Translanguaging in a Multilingual Classroom in Luxembourg

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Research in bilingual and trilingual schools shows that knowledge and understanding can be increased by translanguaging (Baker & Wright 2017, Kirsch 2017), the enactment of a student’s linguistic and non-linguistic resources. Yet, research on translanguaging including migrant languages in multilingual schools remains scarce (Duarte 2018). In multilingual Luxembourg, over 60% of the students indicate to have a dominant home language other than Luxembourgish, with Portuguese being the most used language (MENJE 2018). Considering that the teaching of Luxembourgish, French and German accounts for 40.5% of the instruction time, little room is left for the students’ home languages and the school system is particularly challenging for the students whose language repertoires deviate from the official curriculum. The present doctoral project investigates how primary school students with a migration background deploy their language repertoires to learn.

In this paper, I examine the extent to which two fourth-graders with a Portuguese background and a different migration experience mobilize their languages while interacting with the teacher and peers. Data stem from eighteen days of observation and video-recordings. The thematic analysis focuses on the students’ participation and their language use in different school subjects. Preliminary findings show that the students participate unequally and use their languages differently in terms of purpose and frequency and depending on their migration experience. The findings are tentative because data collection is on-going.

References

Language comparison as teacher-initiated translanguging strategies in german primary schools?

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Due to high numbers of children and young people bringing new languages in schools, the need for linguistic openness in schools has been frequently discussed (Obondo, Lahdenperä, & Sandevärn, 2016). One approach for teaching in these classrooms is the translangugaging pedagogy, in which all students’ languages are seen and used as a resource for teaching and learning (Garcia & Wei 2014).

The present paper is part of the three-year German research project „Multilingualism as a field of action in intercultural school development” (MIKS) and focusses on teacher-initiated translangugaging strategies. By providing professionalisation programme, MIKS supports 18 primary school staffs in developing constructive ways to integrate multilingualism into mainstream schools and classrooms. The project is funded by the Federal Ministry of Education and Research.

The present paper focuses on language comparison as one method of using the home languages of all students for teaching and formal learning. We ask how teachers initiate those language comparisons especially when they don’t speak and understand all languages in class. The presentation is based on observation protocols from daily teaching in four schools.

The research allows insights into teaching and interaction practices in multilingual primary school classrooms in germany. Based on these insights we will discuss if the observed language comparisons can be seen as translangugaging strategies and if it serve the empowering of multilingual students.

References


Language socialization and scaffolding in migrant mothers’ everyday life

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This paper examines the affordances that migrant mothers in Finland have for learning the local language, in their day-to-day social environment. Motherhood is the primary occupation for a large number of migrant women in the first years in their new country. The six mothers who participated in this study, consider their motherhood as a job that they are able to perform before they have gained a sufficient level of proficiency in Finnish to be considered for other employment. Since they have professional future plans and aspirations, the motherhood is conceptualized here as an entry-level job that represent an opportunity to learn the language and the required cultural skills to be employed later.

Theoretically the study has a focus on a community of practice orientation (Lave & Wenger 1991) and the theory of language socialization that refers to the process, mediated by language, by which newcomers in a community acquire communicative competence and membership in the group (García Sánchez 2017; Duff 2007, Ochs & Schieffelin 2011). The study applies also van Lier’s (2004) ecological approach to language learning. Methodologically, a discourse-ethnographic perspective of nexus analysis (Scollon & Scollon 2004) is adopted to analyse the data.

The data comprises open-ended in-depth interviews, fieldnotes and photos taken by the researcher and by the focal participant. On the grounds of the interviews, photos and the participant’s narration, the situations related to language socialization were identified. The researcher followed the focal participant to shadow her in these interaction situations and to audio-record them.

The research questions are following:

- How does migrant mothers’ social environment support their language socialization?

- What kind of scaffolding is provided for second language users in tasks involved in motherhood’s everyday contexts?

Translanguaging as Method of Inquiry: Participatory Action Research in a Pakistani-American Community

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This paper draws from a participatory action research project that investigated the
multilingual ecology of a Pakistani-American community in order to enact social change. In this project, community members participated in all aspects of the research process, including constructing surveys, data collection and analysis to investigate language use and experiences with schools. Involving community members in research not only generated evidence; the process itself served as a catalyst for raising awareness of educational and linguistic issues and furthers community mobilization. Sociolinguistic, educational and community mobilization are thus interconnected processes that serve as a productive space of community engagement and empowerment. (Leeman, Rabin, & Román-Mendoza, 2011).

As a participatory project, translanguaging practices served not only as the object of study, but a fundamental method of inquiry. Placing translanguaging practices as central to research presented opportunities to deepen understandings as well as challenges to what are monoglossic underpinnings to methods of inquiry. Translanguaging as method was utilized in a number of ways: translanguaging occurred in all trainings, focus groups to develop research questions and instruments, and in community outreach workshops that extended research into action. Incorporating fluid interchanges between multiple languages such as English, Urdu, Punjabi, Hindi, Pashto and Bengali afforded multiple community members access to a research process that would otherwise demand English proficiency and dominance. Challenges included the ways English proficiency is assumed as a requisite to the role of a researcher in the US context; for example, the difficulty in passing the required ethics certification because of the limited English proficiency of some of the community researchers. This paper will highlight strengths, findings and strategies for furthering the use of translanguaging as a method of research inquiry.

Time: 14.45 -15.40 Session 3

“I feel I know too little about the different languages” Translanguaging in Norwegian primary English classes

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Norwegian classrooms are becoming more and more linguistically diverse. A multilingual turn is under way (Conteh & Meier, 2014; Vogel & García, 2017). In the discourse surrounding renewals in both basic education and teacher education, a central tenet is that multilingualism should be recognised as a resource. However, recent research reports that many teachers feel they need a more robust knowledge base in order to enact multilingual education (Dahl & Krulatz, 2016).

This paper explores the extent to which Norwegian primary teachers of English use translanguaging as a language-pedagogical strategy, and to what extent they use a student’s home language as an affordance. It reports a qualitative study of three English teachers at work in Year 4 classrooms in the Oslo region. Driven by a need to know more about what teachers actually do in their multilingual English
classrooms, I conducted a survey eliciting the reported practices of 40 primary school teachers. The research question addressed in this presentation is what teachers do to enable their learners to build on the skills they have developed in their home languages. The presentation will end with a discussion of how translanguaging can be encouraged and facilitated in the English classroom.

References


Mother tongue education in Swedish Sign Language

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The provisions concerning the right to mother tongue education under the Language Act, section 14, 2009: 600, states that all children and pupils who have one or two custodians of a mother tongue other than Swedish are entitled to receive mother tongue education. Another right to mother tongue education is whether the language is in the home as a daily language of communication and if the child has basic knowledge of the language.

This study is about the right to mother tongue education in Swedish sign language and how this can be applied, according to the language law (2009:600). This study raises questions about the possibilities for mother tongue education and who is responsible for this. The target group of children and pupils who have the right to mother tongue education in Swedish sign language is siblings to deaf and hard-of-hearing children or children with parents who are deaf or hard-of-hearing. In Sweden, the possibilities for mother tongue education differ according to the municipality in which they live. This study has therefore concentrated on the municipality of Örebro because, after the introduction of the language law, it was called to be Europe's sign language-speaking capital. This took place in March 2010 with support from Örebro Municipality, Örebro Regional Council, Örebro County Council, Örebro University and The National Agency for Special Needs Education and Schools (SPSM). This thus places certain demands on Örebro Municipality to be able to meet. Therefore, for Örebro Municipality the ambition is to follow the new law for how Swedish sign language is used and developed. An encouragement from the municipality is that those interested in sign language should study the language for different purposes (see action plan Örebro Municipality).

In parallel with this study, a small research has been made about people who have grown up with deaf and hard-of-hearing parents who had Swedish sign language as
native speakers but themselves are hearing. People who grow up with parents who are deaf and hard-of-hearing are usually referred to as CODA, that is, Children of Deaf Adults. A number of interviews have been made with a selection of people who are CODA and grown up with Swedish sign language at home. The purpose of the interviews has been to investigate from a translanguaging perspective to find out how their own knowledge in Swedish sign language has been used as a linguistic resource during its growing up in school, in higher education and in society as a whole. Likewise, the purpose has been to find out how mother tongue can contribute to its skills in multilingualism.

Key words: Language planning, Language policy, Minority language, Multilingualism, Translanguaging,

Time: 14.45 -15.40 Session 4

Translanguaging in the Writing Center

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Widening access and participation has brought new challenges for Swedish higher education in recent decades. The development of Writing Centers is one way of providing an infrastructure of support for the sharing of academic literacy. This presentation focuses on the linguistic repertoire in three Writing Center tutorials with L1 tutors and L2 undergraduate writers by means of qualitative interactional analysis. The following research question guides the study: In which way can tutorials constitute a platform for learning and meaning making in academic literacy for multilingual students? Data include approximately three hours of tutorial audio recordings as well as written guidelines given to tutors.

The Writing Center promotes a monolithic tutorial model, but the tutors’ feedback tends to deviate from the guidelines and focuses occasionally on the potential of multilingual students. Results illustrate how translanguaging becomes a resource for learning when it creates a space for integration of students’ language practices (García & Li 2014). The theoretical framework is consistent with New Literacy Studies and ‘the Academic Literacies model’ with an ideological model of literacy which considers reading and writing as social practices that vary with context and culture (Lea & Street 2006). Point of departure also includes research on translanguaging, L2 writing research as well as Writing Center research. Within the scope of Academic literacies, research is not only carried out to prove something to the institution but it aims to influence the thinking of the members of the institution (Grimm 2003). This calls for increased awareness of multilingual literacy development and learning through the use of multilingual repertoires in tutor training as well as in policy documents.

References
Translanguaging in Pedagogical Drama Gaming

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This study investigates the translanguaging interactivities in an EFL writing class, in which students engaged in a technology-assisted pedagogical drama game as part of the writing process. In the game, students worked in teams to complete quests that were designed to help them develop critical thinking skill in writing by exploring various socio-political topics. Using Conversation Analysis (Sacks, 1972; Schegloff, 2007), we analyze multiple linguistic resources that students systematically utilized and sequentially organized to achieve intersubjectivity among the group members, to orient to task progression in game, and to develop their critical thinking skill in writing. Our analysis shows that firstly, in this technology-assisted classroom, students resorted to translanguaging while completing the educational game quests as a team; secondly, translanguaging is situated and highly contextualized as students voluntarily and strategically practiced translanguaging in accordance with the progression of the game quest; lastly, translanguaging not only serves as a mediating structure (Hutchins, 1995) helping them make sense of the game narratives and coordinate quest-completion action plans, but it also becomes a part of their “metadiscursive regime” (Garcia, 2011) that they performed to access academic content with semiotic resources they bring while acquiring new ones (Blackledge and Creese, 2010).

References


Translanguaging in Swedish tweets: A corpus-based perspective

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Social media have become key sites of multicultural, plurilingual and translocal identity construction enacted through translanguaging (Androutsopoulos 2013, Schreiber 2015, Wei 2018). At present, digital translanguaging research has predominantly focused on small datasets and ethnographic analyses (Kytölä 2014), while few studies have provided quantitative evidence of the prevalence and nature of translanguaging using large corpora (Coats 2018, Grieve et al 2018).

This paper examines translanguaging practices on Swedish Twitter using the Nordic Tweet Stream dataset (Laitinen et al 2018). We extracted all Swedish-language tweets originating in Sweden based on Twitter’s language detection algorithm and applied a custom bigram-based disambiguation script (summed log probabilities) to identify tweets most likely to contain strings of words in other languages. The resulting subset was analysed for language repertoire and formulaicity, taking into account user-specific tendencies of translanguaging. The results provide new insights into how L2 education in Sweden influences language repertoires and speakers’ access to features of formulaic language use (Wray & Perkins 2000).

References


Time: 14:45 -15:40 Session 6

Translanguaging pedagogies – Transforming learning for refugee youth

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This paper reports findings from case study (Duff, 2012; Denos et al., 2009) research conducted with youth refugees and their teachers at a secondary school in Ontario, Canada, as part of a larger multi-site project examining these students’ language and literacy experiences. Youth refugees, defined here as adolescents 12-21 years old, who have been displaced from their country of origin, face significant challenges relating to resettlement and social and educational integration, particularly since these students often have limited and/or interrupted formal schooling. Recognizing these complex learning needs, the present study examines how teachers build on students’ multilingual competence in the context of English medium instruction. Drawing on theoretical perspectives that position multilingualism as the norm and emphasize the complex and dynamic language practices of multilingual speakers (ie. Canagarajah, 2011; Cummins, 2017; Garcia & Wei, 2014), the study highlights students’ translanguaging practices. Using a collaborative approach, participating teachers and youth worked as co-researchers, generating data from a variety of qualitative, multimodal methods, including: surveys; formal and informal interviews; field work and pedagogical documentation of student learning. Specifically, teachers incorporated multimodal and translanguaging texts into teaching and learning activities; and engaged students in creating texts that expressed their understandings about language and multilingualism. Analysis of these data demonstrate the positive contributions that students’ home languages and translanguaging practices can bring to education for refugee youth: scaffolding new learning; promoting metalinguistic awareness; developing biliteracy; and valorizing students’ cultural and linguistic identities (Cenoz & Gorter, 2015; Creese & Blackledge, 2015; Garcia, 2011; Little, Leung & Van Avermaet, 2013). The results of the study can inform concrete policy recommendations to refine existing approaches to supporting youth refugees in formal educational settings, and contribute to the growing body of empirical research on translanguaging pedagogies in the secondary educational context.

Translanguaging in a mainstream Primary School Classroom in Norway. Some Student Voices

Kirsten Palm, Oslo Metropolitan University, Norway
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This paper will present some results from an ongoing project in a primary school in Norway, where the teacher through a two-year period has been trying out different activities linked to the concept of pedagogical translanguaging (Garcia and Wei 2014). The study is action research based, where different activities have been planned, tried out and evaluated in a collaboration between the researcher and the
teacher. One of the aims has been to include all the languages represented in the class in the daily work, and making the languages visible in the classroom.

The students are now in the third grade (7-8 years old), and almost 50 % of them are bilingual and speak other languages than Norwegian at home. At the start of the school year, the students made their own “language body”, which is a way of visualising their language repertoire (European centre for modern languages). These language portraits can be seen as a parallel to the work of Cummins and Early (2011) with identity texts.

In the presentation, the language portraits will be analysed and discussed, together with interview data where some of the students explain their drawings and express some thoughts on the multilingual activities that they have been part of the last years. The data will also be discussed in a broader context of inclusive classroom practises (Chomack –Horbatch 2012) and the functions of official translanguaging (Duarte 2018).

The classroom study presented is part of an Erasmus+ project: Teacher Well-being and Diversity: Managing language and social diversity in classrooms. The overall aim of the Erasmus+ project is to enhance teacher well-being by strengthening teachers’ capacity to manage language and social diversity in schools.

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Colloquia

Colloquium 1: Aspects of translanguaging in primary and secondary education: pedagogies, practices and beliefs

Suzanne Dekker1,2, Mirjam Günther-van der Meij2, Susanna Hettinga2, Joana Duarte1,2 & Irina Usanova3

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In the field of multilingual education, translanguaging refers both to fluid language practices of bilinguals and pedagogical approaches in which several languages play a role (Creese & Blackledge, 2010; García & Wei, 2014). The concept has been widely discussed in the scholarly literature, and, at times, controversially. Proponents of translanguaging hold that translanguaging spaces can contribute to the development of children’s entire linguistic repertoire; but opponents argue for separating languages, pointing to threats to minoritized languages. In fact, as García and Angel (2016) explain, there are two competing theories of translanguaging, one which upholds national languages albeit trying to soften the boundaries between the majority and minority languages, and one which postulates that multilinguals have one single linguistic repertoire.

This colloquium on translanguaging pedagogies, practices and beliefs, brings together researchers who examine the process of implementing pedagogical translanguaging in multilingual settings in the Netherlands and Germany. Translanguaging-based pedagogies are used for the purpose of meaning-making and knowledge construction. The first paper presents a theoretical approach for the integration of translanguaging within a wider model of multilingual education and presents pedagogical activities deriving from its implementation, drawing on data from three projects implemented in the Netherlands. The second paper discusses the beliefs that practitioners and primary school pupils hold about multilingualism and multilingual education. Finally, the last paper explores adolescents’ use of translanguaging in writing, indicating the ways in which they move between several languages and scripts.

**Holistic multilingual education: a new something or something new?**

Mirjam, Susanna and Joana present a holistic model for multilingual education (Author, 2017) which combines different knowledge and teaching approaches and places them in a continuum from the acknowledgement of different languages to their actual use as an instruction language. The model addresses attitudes, knowledge and skills in and for multilingualism of both teachers and pupils (Herzog-Punzenberger, Le Pichon-Vorstman, & Siarova, 2017) and is suitable for different school types and for minority and migrant pupils.
We will present the results of the implementation of this model in three multilingual education projects in the north of the Netherlands in which different approaches towards multilingual education for migrant and minority pupils are combined. This is done through design-based interventions in which teachers and researchers together develop multilingual activities in a bottom-up fashion (i.e., based on questions from the involved schools). Some preliminary results from the project are presented which discuss the extent to which the model is something new in research on multilingual education.

**Not with that attitude: translanguaging in Frisian primary schools**

In order to implement alternative translanguaging-based approaches, positive attitudes towards home languages of students and multilingualism in general are needed (Cummins, 2000). Currently, three projects working with trilingual schools in Fryslân address the issue of attitudes in order to reshape education for multilingual pupils by implementing school pedagogies based on using home languages as a resource. The aim of our paper is to examine the effect of these projects on the developing attitudes of teachers and students.

We employ surveys, implicit association tests, and questionnaires used to map attitudes towards multilingual education in migrant and minority languages (Pulinx, Agirdag & Van Avermaet, 2015). In this paper, Suzanne will present the first set of data from questionnaires and surveys with both teachers and students.

**The role of translanguaging for the acquisition of biliteracy among biscriptual bilinguals in Germany**

This contribution investigates how biscriptual students in Germany develop writing skills in both languages by applying translanguaging. The development of literacy skills is a crucial prerequisite for educational attainment. In biscriptual bilinguals, students’ biscriptuality, which involves translanguaging in different scripts, becomes a determinant of biliteracy. Translanguaging is thus considered as a “legitimate part of writing process in bilinguals” (Velasco & García, 2014: 10). Previous research reported that biscriptual students may strategically apply scripts in writing (Al-Azami et al., 2010; Kenner, 2004). However, the role of translanguaging for the development of biliteracy in biscriptual bilinguals remains, as yet, unknown. By implementing the mixed-methods approach, this contribution investigates writing skills of the 7th and 9th grade German-Russian biscriptual bilinguals (N=249). The results indicate that bilingual children implement translanguaging in writing to overcome the challenges in acquiring biliteracy, particularly with respect to the application of different scripts.

**References:**


Colloquium 2 Translanguaging in migration contexts

Stavroula Tsiplakou, Open University of Cyprus, Birgul Yilmaz, University of Westminster, London, UK, Gerardo Mazzaferro, University of Westminster, London, UK and University of Turin, Italy & Giulia Pepe, University of Westminster, London, UK and University of Turin, Italy.

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This panel aims to contribute to recent debates around translanguaging by presenting empirical studies from four different migration contexts. More specifically, this panel seeks to shed light on the understanding of this concept by showing its application to the investigation of different migratory situations. As a result of the 2008 financial and economic crisis, and due to the ongoing conflicts afflicting the Middle East and many African countries, Europe is experiencing an increase of migratory fluxes which give birth to socio-culturally and linguistically super-diverse spaces (Vertovec, 2007). In these, migrants come in contact with new languages and new multilingual practices.

The four contributions in the present panel aim to reflect on the relation among these contexts, speakers’ socio-cultural systems, and translanguaging practices. Based on empirical data from multilingual classrooms, refugee shelters and migrant communities, the papers explore the theoretical notion of “translanguaging space” (Li Wei, 2011: 2), where speakers’ identities and cultural knowledge not only co-exist but also merge together to create new meaningful cultural habits and identities, and how this space is reconfigured and reconceptualized in different contexts.

References


Abstract 1. Language alternation is not always translanguaging: data from a diglossic, multilingual context

This paper examines linguistic data collected with ethnographic tools from Cypriot Greek classrooms, focusing on aspects of language or code alternation during learning activities; the question arises whether such language/code alternation may be seen as constituting some form of an informally adopted pedagogical strategy oriented towards translanguaging or whether the language/code alternation patterns observed actually paradoxically serve to uphold dominant linguistic ideologies and educational practices. In this paper I discuss data from a monolingual, dialect-peaking class (Grade 5) and data from a class in which three languages, Russian, Georgian and Standard Greek are used by the teacher and the students (Grade 1, a ‘reception’ class for immigrant children with varying levels of trilingualism between Russian, Georgian and Greek). The findings are particularly interesting, as it emerged that quite different sets of data yielded very similar pictures as regards the implementation of language/code alternation qua translanguaging. This study from one hand, offers food for thought for a theoretical discussion on the ontology of
translanguaging while on the other it suggests its relevance in pedagogical intercultural contexts.

Abstract 2. Translanguaging as ‘communicative survival’ in refugee settings in Greece¹

This presentation aims to explore theory and practice of translanguaging in times of ‘emergency’ and ‘survival’ by drawing on empirical data collected on the island of Lesvos (Greece) since October 2016 until June 2017, in educational settings in refugee camps, a shelter and a community centre. The outbreak of war and political instability in the Middle East and North Africa has brought nearly 60,000 refugees to Greece since the beginning of 2015. My ethnographic research reveals that translanguaging is the linguistic phenomenon that is most saliently attested among refugees. My findings show that learning English is a priority for refugees since English is perceived as a ‘global language’, as a language for survival’, and as a language assisting refugees in the asylum process.

However, in recent months, there has been an increased interest in learning Greek, as well, since the refugees’ stay in Greece has been prolonged and those who are granted asylum are encouraged by the humanitarian actors to learn Greek in order to gain citizenship and employment in the future. My research suggest that in the refugee camps and shelters, we are dealing with a new kind of translanguaging, one where the strategic use of multiple languages becomes an urgent necessity and a means of survival.

¹This presentation is based on ethnographic material produced in the framework of the project P.R.E.S.S. (Provision of Refugee Education and Support Scheme) which is funded by the Hellenic Open University in Greece.
Abstract 3. Immobilities: Resources, repertoires and practices

There is a growing body of literature on mobility, language and migration, but less attention has been given to how mobile resources and practices are reconfigured in relation to contexts of temporary, involuntary stasis, permanence and immobility. This presentation aims to investigate what kinds of communicative practices and repertoires of resources emerge and are used by refugees and asylum seekers within institutionalized temporary accommodation/shelters to construct, deal with or oppose conditions of both physical and experienced immobility. I discuss the implications for migration, immobility and language within an interdisciplinary framework including a plurality of approaches; mainly critical sociolinguistics, critical multilingualism and translanguaging studies. I have carried out my fieldwork within different institutional temporary accommodation/shelters for refugees and asylum seekers in the cities of Genoa, Torino and Asti (Italy). Data were collected over a period of time ranging from December 2016 to present. The latter involve a triangulation of participant observations, audio recordings of casual conversations, semi-guided and focus group interviews, and narratives of life trajectories and experiences of mobility and immobility. From my research emerges that though embedded in ‘exceptional spaces’, constrained by border making policies of securitization, control and physical immobility, aiming at depriving migrants of their agency and orchestrating their imaginaries and desires of mobility, the migrants develop tactics of resistance and change in and through everyday communicative or translanguaging practices.

Abstract 4. Translanguaging and the renegotiation of migratory identities: the case of the new Italian migrants living in London

After the 2008 financial crisis, Italian mass emigration has re-started after a long period of dormancy. This paper presents the findings of a study that sought to investigate the linguistic behaviour of a sample of post-2008 crisis Italian migrants living in London. In particular, the paper aims to shed light on the link between the development of new identities and multilingual communicative practices such as translanguaging. My discussion is based on the analysis of two sets of data. Firstly, audio recorded data were collected during natural events (such as dinners) organised by the research participants. Subsequently, the participants were interviewed. This study shows that translanguaging is a means the informants exploits to construct, to strengthen and, in conclusion, to display their polyphonic and fluid identities informed by their migratory experience. In the last decade literature on the new Italian migration and in the Italian media, the new migrants are generally presented as a brain drain, hence a highly educated elite. On the contrary, this project participants challenge this image in their narratives and in their reflections on their identity and migratory status. Through the analysis of their speech, with a particular focus on their translanguaging practices, the paper shows how these new Italian migrants re-negotiate the socio-cultural identities attributed to them.
Colloquium 3: Translanguaging Practices in English Language Teaching in Scandinavian Contexts

Marie Källkvist, Linnaeus University, Sweden, Lund University, Sweden, Henrik Gyllstad, Lund University, Sweden, Pia Sundqvist, Karlstad University, Sweden & Erica Sandlund, Karlstad University, Sweden.

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With the over-arching aim of contributing to the development of evidence-based teaching practices, this colloquium provides a forum for scholars doing research on language practices in the teaching of English as a foreign/second language (L2) in mainstream schools in Scandinavia. In Sweden, the English teaching profession has long been guided by monolingual, English Only, ideology, particularly at the secondary and upper-secondary levels where many students are proficient enough to use English as the medium of communication with their teacher (Källkvist et al. 2017; Lundahl 2012). While the predominant ideology has been English Only, classroom observation studies in Sweden and Norway have shown that in practice many teachers enact a bilingual, English-Swedish or English-Norwegian classroom language policy (Sandlund & Sundqvist 2016; Brevik & Rindal 2018; Lundahl 2012; Skolinspektionen 2011). Given growing linguistic diversity in schools in Scandinavia, teachers may embrace English Only as the language policy for the future: English is the only shared language the English classroom (cf. Lundahl 2012). Alternatively – and in stark contrast – teachers may welcome translanguaging ideology and pedagogy, and intentionally draw on students’ entire meaning-making repertoires in the classroom. English teachers may thus find themselves at the centre of a tension between monolingual ideology and translanguaging ideology with little guidance from national-level syllabi. Educational policy documents in Sweden leave English teachers to rely on their own professional judgement for when to use languages other than English to facilitate students’ learning of English and fostering their identities as users of multiple named languages (Hult 2017).

A research basis for translanguaging pedagogy is gradually developing. Four recent book-length publications on translanguaging in Swedish contexts (Paulsrud, Rosén, Straszer & Wedin 2017, 2018; Svensson 2017; Wedin 2017) reveal an impressive amount of interesting research in a range of educational contexts: primary education, mother-tongue instruction of different minority languages, deaf education, Swedish as a second language, subject teaching in English in English-medium schools, and higher education. At the same time, these books clearly reveal the lack of empirical research from L2 English classrooms in mainstream compulsory schools, i.e. the kind of school attended by the vast majority of students. The colloquium addresses this research gap by bringing together scholars who are researching the teaching of English in mainstream compulsory schools in Scandinavia. English classrooms are by their very nature multilingual spaces, so research is warranted here: All students are developing literacy in the majority language (Swedish in Sweden, Norwegian in Norway etc), in English (compulsory),
often another modern language such as French, German or Spanish, and in mother-
tongue instruction as an elective subject for students in Sweden who use a minority
language at home.

The colloquium includes presentations by five different researchers/research teams,
representing different universities in Norway and Sweden. Using an ethnographic
approach, presentation 1 focuses on teachers’ language practices in English for young learners in three primary schools in Sweden, all with a large multilingual
student body. Presentations 2 and 3 present two separate studies researching
translingual writing instruction in English classrooms in secondary and upper-
secondary schools in Norway. Presentation 2 is based in linguistic ethnography,
whereas presentation 3 reports results from a quantitative, quasi-experimental study.
Presentations 4 and 5 turn our attention to beliefs about the role of multilingualism
in the teaching and learning of L2 English in Swedish secondary schools among
students (presentation 4) and among teachers of L2 English (presentation 5). While
presentation 4 uses interview data from refugee-background secondary school
students, presentation 5 reports results from a large-scale questionnaire study of
English teachers in secondary schools across Sweden. To our knowledge, this is the
first time Scandinavian researchers interested in multilingualism and the teaching of
L2 English in mainstream schools gather in a colloquium to share and discuss their
on-going, as yet unpublished, research.

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Teachers’ ‘translation’ turns in response to learner questions in a multilingual ESL classroom.
The 6th LANSI conference, Columbia University, New York City, NY, USA, 7-8 October.


Skolinspektionen.


As part of an ongoing doctoral research project on English for young learners in multilingual primary classrooms in Sweden, this paper explores the linguistic practices in the English subject of participating teachers at three primary schools in Sweden with a large multilingual pupil body and an overarching explicit school policy to work with language development. These practices are explored through a translanguaging as a pedagogical practice lens; extending beyond the naturally occurring language practices of multilinguals by integrating the intentional, planned and deliberate use of flexible language practices as set up by the teacher for learning (Williams, 2012; Lewis, Jones & Baker, 2012; Ganuza & Hedman, 2017).

Data includes classroom observations of English lessons, fieldnotes, artefacts and transcribed audio-recordings of i) teacher-led classroom activities; ii) teachers and pupils in classroom interaction and iii) interviews with teachers. This paper lifts examples from the teachers in classroom interaction and both their observed and reported practices. Preliminary results show that the classrooms in these contexts are not ‘English-only’ spaces. The examples shed light on the role that English, Swedish and other languages play in the aim to mediate learning and language development in the English classroom. The examples will be discussed in relation to pedagogical translanguaging and its relevance for the current context.

References


Abstract Presentation 2: Translation as Translingual Writing Practice in English as an Additional Language

Translation has recently been taken up as a way to facilitate cross-linguistic transfer and pedagogical translanguaging and build metalinguistic awareness, particularly in linguistically diverse classrooms (Cummins, 2008; Wilson & González Davies, 2017; Woodley, 2016). However, very few studies exist of students’ translation practices during writing. The current study investigates multilingual students’ translation practices during English writing instruction, interpreting these in light of a translilingual orientation to writing (Canagarajah, 2013).

The study is a linguistic ethnography (Copland & Creese, 2015) of English writing instruction in two urban schools in Norway. Author 1 conducted participant observation: first in two lower secondary reception classes for recent immigrants
(participants = 2 teachers, 22 students) for three months; then in three mainstream upper secondary classes (participants = 1 teacher, 49 students) for four months. Data include field notes, video- and audio-recordings of writing instruction, recordings of students’ computer screens, student texts, and language portraits, which formed the basis for stimulated-recall interviews with participants.

Findings indicate complex use of translation across students’ writing processes. Students use translation to generate words and phrases for writing, verify their English usages, understand source texts, and sustain their multilingual repertoires. To accomplish these purposes, they apply a variety of linguistic and mediational strategies, often involving multiple steps across several languages or tools. Students nonetheless display conflicted ideologies, describing translation as a resource in their writing processes but also wishing to be able to work monolingually in English. The thoughtfulness of students’ translation practices points to translation as a means to build on multilingual repertoires in the English writing classroom. Moreover, applying a translingual lens to these practices breaks down the strict dichotomy between translation and monolingual writing processes by recognizing the interconnectedness of semiotic resources across modalities, media, and monolingual-multilingual features (Canagarajah, 2013; Horner & Tetreault, 2016).

References


Abstract Presentation 3: Use of Students’ Linguistic Resources in ELT in Norway: An Empirical Study

This study explores the effect of three different writing modes, i.e. direct composition, translation from L1 into English, and translanguaging (García & Li Wei, 2014) on the quality of students’ short essays. Considering the complex nature of writing in L2, and the fact that Norwegian learners have shown a lower level of proficiency in written English compared to oral and reception skills (Nygaard, 2010), it is well worth looking into possible alternatives to existing approaches to writing instruction in ELT.
288 first year upper-secondary school students, age 15–16, participated in the quasi-experiment. They were asked to produce texts in the direct (English only), translation and translanguaging writing modes.

The reported study employs quantitative methodology to determine whether the alternative writing instructions - translation and translanguaging - has an effect on the quality of learners’ texts. The analysis consists of the rating process, an exploratory factor analysis, inter-rater reliability statistics, and a multivariate analysis of covariance (MANCOVA) for group comparison purposes.

The present study answers the call for more evidence-based research on multilingual practices in L2 writing instruction; it addresses the challenges and makes use of the opportunities that exist in Norwegian classes as they become more linguistically and culturally diverse. This study aims to promote the holistic view on learners’ linguistic repertoire among educators and policy makers.

The discussion of the outcomes of the experiment contributes to a better understanding of the applications and education potential of alternative approaches to writing instruction in ELT.

References


Abstract Presentation 4: Elevers uppfattningar om flerspråkighet i engelskundervisning

Presentationen tar utgångspunkt i resultat från ett ettårigt postdok-projekt kopplat till ”MultiLingual spaces: Language practices in English classrooms” (MLS), som undersöker hur lärare och elever på ett strategiskt sätt bäst kan använda sina språkliga repertoarer under engelsklektioner. MLS-projektet genomförs på fyra högstadieskolor och i den första fasen undersöks bland annat elevers uppfattningar om användning av olika språk för att underlätta lärande av engelska, men också bakomliggande ideologier om språk. Det aktuella postdok-projektet är kopplat till denna del av studien och syftet är att bidra med kunskap om elevers beliefs (uppfattningar) om flerspråkighet som resurs i engelskundervisningen. Forskningsfrågorna handlar om vad som är utmärkande för elevernas uppfattningar om hur de lär sig språk generellt och engelska specifikt. De studier som gjorts visar att elevers uppfattningar om flerspråkighet som värde och resurs i skolans undervisning har betydelse för optimalt lärande, men också för identitetsskapande.

Projektet tar teoretisk utgångspunkt i dels translanguaging (García & Li, 2014) och därigenom riktas fokus mot vad elever faktiskt gör med sin språkliga repertoar och mot språknormer i det svenska skolsystemet (se Källkvist, Gyllstad, Sandlund & Sundqvist, 2017), dels learner beliefs (Kalaja, Barcelos, Aro & Ruohotie-Lyhty, 2015), och närmare bestämt i en kontextuell syn på beliefs, som något dynamiskt
och beroende av interaktionen mellan individer i en given kontext. Detta implicerar att beliefs kan vara föremål för förändring om interaktionen förändras.

Intervjuer med cirka 30 elever i årskurs 8 har genomförts med hjälp av en teoretisk grundad intervjuguide och materialet har analyserats genom nexusanalys. I nexusanalysen är tre element centrala: historical body, interaction order och discourses in place (Scollon & Scollon, 2004). I presentationen visas exempel på hur elevernas språkliga biografier och erfarenheter av språklig interaktion i och utanför klassrummet får betydelse för deras uppfattningar om hur (och varför) man lär sig språk och om flerspråkighet som resurs.

Referenser


Abstract Presentation 5: Translanguaging in English Classrooms in Sweden? A Study of Teacher Beliefs and Practices

In English Language Teaching in Sweden, the entextualized ideology is monolingual, i.e., English Only (Hult, 2017; Lundahl, 2012). Evidence from a large-scale classroom observation study (Swedish Schools Inspectorate, 2011) and a smaller-scale classroom-interaction study (Sandlund & Sundqvist, 2016) reveals a de facto bilingual policy of both English and Swedish enacted in classrooms, however. As studies focusing on English teachers’ beliefs are lacking, we do not know whether in-service English teachers themselves endorse the monolingual belief that is entextualized in education policies (Hult 2017) and materials for pre-service teachers (Lundahl, 2012). In this paper we address this research gap by reporting quantitative results from a nation-wide questionnaire administered to a stratified random sample of in-service teachers of English in Swedish secondary schools (N = 139). The questionnaire, administered online in 2017, targeted beliefs and self-reported practices linked to the use of languages in the English classroom. The results show that an overwhelming majority of teachers (98%) saw multilingualism as something positive, and 83% said that background languages should be drawn upon when learning an additional one. More specifically for English, 63% agreed that pupils learn English best if they are allowed to use their background language(s) in the learning. At the same time, seemingly conflicting, c. 60% stated that they use English only when teaching, and 66% that pupils learn English best if they stick to English only during English lessons. These results will be interpreted through the theoretical lens of ‘educators as policymakers’ (Menken & García, 2010), where teachers are conceived of as active agents implementing language education policies as well as language (learning) ideologies into their teaching practices.
References


Translanguaging pedagogies, in which teachers structure opportunities for students to draw freely and flexibly on their full set of communicative resources in classrooms (e.g. Garcia & Kleyn, 2016), promise not only academic benefits, but socio-emotional rewards as well. Because language is so inextricably tied to identity and affect (e.g. Norton, 2000), legitimizing minoritized language practices as funds of knowledge (Gonzalez, Moll, & Amanti, 2005) in official school spaces has the potential to transform relationships between students, teachers, and the curriculum, teachers’ perspectives on students and families, and even students’ own views of themselves. An international body of classroom-based research has illustrated how translanguaging can promote shared identity, solidarity, and rapport between students and teachers (Arthur & Martin, 2006; García, Flores, & Woodley, 2012; Garcia & Leiva, 2014), increase students’ sense of belonging in the classroom (Seltzer & Collins, 2016) and affirm bilingual identities (Bucholtz, Casillas, & Lee, 2017; Gort & Sembiane, 2014).

As part of a culturally-relevant pedagogy, translanguaging has also been found to create space within the curriculum for students to express themselves more freely (Carroll & Morales, 2016), to feel safe and persist longer academically (Bartlett & Garcia, 2011) and to navigate socio-emotional challenges (Seltzer & Collins, 2016). However, the field is just beginning to tease apart the roles of translanguaging and other aspects of school and community ecologies in facilitating student well-being and achievement (Allard, 2017; Hornberger & Link, 2012).

In this colloquium, we highlight the socio-emotional and affective impacts of translanguaging pedagogies in four U.S. schools that are high in the linguistic heterogeneity characteristic of increasingly globalized cities (Garcia, Flores, & Chu, 2011). We examine how emotionally beneficial translanguaging practices can provide relief from otherwise oppressive school settings, create tensions with other desired outcomes, or work together with additional pedagogical features to create a culturally sustaining pedagogy (Paris & Alim, 2014). Our three papers will be followed by commentary by an internationally renowned scholar of language and education.
Paper one, a collaborative, qualitative study at a linguistically diverse high school, focuses on the ways in which one teacher’s translanguaging allowed for self-expression and mutual understanding among recently-arrived Central American “unaccompanied minors” and their Spanish-English bilingual teacher. In this context, in which each English as a second language class enrolled a majority of Spanish speakers and just a few students from other ethnolinguistic backgrounds, however, pedagogical translanguaging also had unintended, negative consequences. These findings illuminate the difficulties of enacting language policies premised on bilingualism with multilingual groups and suggest the need for nuanced approaches to translanguaging by teachers in diverse, multilingual classrooms.

Paper two demonstrates how translanguaging creates space to liberate the voices of language minority students, who often feel excluded, and transforms both heritage language and public school classrooms into more emotionally supportive and linguistically rich environments. In one Mandarin heritage program, ethnic Chinese students from various Chinese language backgrounds struggled with Mandarin as an imposed identity, but activities in which they used multiple Chinese languages to critically examine the diversity of Chinese languages in the U.S. supported their language learning and affirmed their linguistic identities. In elementary school settings in which students spoke English and Korean, Spanish, and Mandarin, translanguaging also helped diminished feelings of vulnerability among language minority students, allowing them to be repositioned as language experts.

Paper three documents how students’ self-efficacy beliefs and, in some cases, academic persistence were transformed in a setting that necessitated translanguaging by design: a translation and interpreting class in a career and technical high school in which the teacher spoke none of her students’ home languages. Translanguaging and other features of this program validated students’ linguistic practices and identities in ways that their previous high school courses – even Spanish classes – had not. This was accomplished by making space for students to use their full linguistic repertoires and to rely on funds of knowledge from home pedagogies and family-based experiences. In addition to translanguaging activities designed to expand their vocabularies, literacies, and cultural understandings, students critically examined their practices as child language brokers through role plays and reflections on prior experiences as they transformed into trained interpreters ready to challenge the power dynamics inherent in various community settings in which they interpreted.

Together, these qualitative studies analyze the varying and contingent ways in which teachers draw on students’ linguistic repertoires and students employ personal and community resources in response to translanguaging tasks. In so doing, they advance a critical understanding of possibilities and constraints for translanguaging pedagogies for advancing social justice by supporting the affective needs of minoritized students in multilingual classrooms.

**Individual Paper Abstracts**

**Paper 1: Negotiating Translanguaging Pedagogy in Almost-Bilingual Classrooms**
Translanguaging, or bilinguals’ fluid uses of their communicative resources, is a natural and characteristic linguistic practice that also has great potential as a pedagogical tool.

Translanguaging pedagogy is possible in both bilingual and multilingual settings, but it necessarily differs in each. Whereas in bilingual settings, the teacher can use both languages with the whole group as well as work with students in either or both languages to interpret and produce texts, in multilingual settings translanguaging is more commonly enacted among students from same-language backgrounds, with teacher-talk occurring in the majority language. This paper describes a third possibility in which bilingual groups include one or more “singletons” whose home languages are not shared by any peers (García, Flores, & Chu, 2011).

This study shares findings from a qualitative investigation of ESL, newcomer, and sheltered content courses at a Philadelphia high school, focusing on one teacher’s linguistic moves in her “almost-bilingual” classrooms-- a newcomer class which enrolled one Pashto speaker and other classes where Spanish speakers constituted the vast majority but speakers of Vietnamese and Haitian Creole were also present. Drawing on ethnographic fieldnotes, interviews, and documents as well as on the teacher’s reflections on her own practice, we argue that the use of Spanish offered a key socio-emotional support for recently arrived Central American students experiencing immigration-related traumas. However, the frequent use of Spanish in class also posed affective challenges for singletons and even some Spanish speakers, who felt demotivated by the dominant mode of translanguaging in class. Our findings suggest a need for dynamic, translanguaging pedagogies that respond to students’ diverse and sometimes conflicting needs.

**Paper 2: Voices from the Field: Translanguaging in Heritage Language and K-12 Classrooms**

Translanguaging as a multilingual pedagogy for teaching and learning (Garcia & Leiva, 2014) provides educators with a tool and framework to create more equitable classrooms. In this paper, we discuss experiences from heritage language and elementary classrooms in which the purposeful use of students’ languages promoted student agency in constructing an identity of strength that challenged the deficit view they so often encountered. For example, classroom observations and interview data from a Mandarin heritage language program for ethnic Chinese students from various Chinese language backgrounds suggest that many students struggled with Mandarin as an imposed identity. The teacher’s flexible use of linguistic resources enabled students to use multiple Chinese languages and critically examine the diversity of Chinese languages within the U.S. context. This, in turn, facilitated their Mandarin learning in the classroom. Similarly, data from a qualitative study in elementary classrooms support translanguaging as a pedagogical heuristic which helped to create space to liberate the voices of language minority students. Classroom examples of translanguaging involving Korean, Spanish and Mandarin with an English-speaking teacher illustrate the powerful impact of translanguaging on students’ socio-emotional and academic learning.
Paper 3: Translanguaging in a Program for Young Interpreters

Translanguaging, or using one’s full linguistic repertoire in a way that challenges norms of monoglossia and separation of named languages, is key to building dynamic, multilingual learning contexts where bilingual students can expand their linguistic repertoires and increase participation in school discourses (Gort, 2015). This paper is an analysis of changes in student affect and related academic and linguistic practice in an unusual setting in which translanguaging was given a front and centered role: a translation and interpreting program in a career and technical education (CTE) secondary school. Because the teacher was an ASL interpreter and spoke neither Spanish nor any of her diverse students’ other home languages, the students were compelled to take ownership of all translanguaging necessary for class assignments, which they managed by drawing on funds of knowledge from classmates with different transnational educational trajectories, family members, reference materials, and their own lived experiences.

Because a number of students reported finding this program transformative in terms of self-efficacy beliefs, school persistence, and even bilingual family relationships, we analyze the role translanguaging may play in relation to other parts of a culturally relevant pedagogy and more general curricular components such as portfolio assessment and service learning. Given the chance to bring their funds of knowledge as young interpreters (Valdés, 2003) into a school setting and to do academic work around the development of those personal skills, students enthusiastically expanded their linguistic repertoires in a cycle that directly bridged translanguaging in home, school, and the broader community.

Works Cited


Colloquium 5: Translanguaging at Society, School, and Individual Levels: A Multi-layered Perspective from Kazakhstan

Organizer/Discussant: Bridget Goodman, Nazarbayev University Graduate School of Education, Kazakhstan

Abstract 1: Dinara Kaipova & Gulfarida Myrzakulova, Nazarbayev University, Kazakhstan

Abstract 2: Serikbolsyn Tastanbek, Nazarbayev University, Kazakhstan

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Kazakhstan, a Central Asian republic and former republic of the Soviet Union, is a context where bilingualism (Russian-Kazakh) is a historical norm. Since the early 2000s, trilingualism (Kazakh-Russian-English) has been emerging as a national policy expectation in which Kazakh is seen as the state language and emblem of national identity, Russian is the legacy language of interethnic communication within the country, and English is the language of integration into the global economy. The purpose of the three presentations in this colloquium is to demonstrate the fluidity of languaging practices among Kazakhstani residents and educators, and to portray the continua of beliefs around translanguaging among two or more languages, from monolingual or purist ideologies to full acceptance of mixed varieties in and out of school.

Abstract 1: TRANSLANGUAGING IN LINGUISTIC LANDSCAPE

This study investigates the concept of translanguaging as a significant element that shapes linguistic landscapes and makes it dynamic. The research project is based on linguistic landscape analysis which in its turn is focused on visually positioned language variations (Kazakh, Russian, and English). This study mainly focuses on commercial signage, namely shop and place signs which were collected by using digital cameras and doing a photographic investigation of the multilingual cityscape. The study focuses on analysis of multilingual signs in two big cities of Kazakhstan: in Astana – a north metropolis of the country and in Shymkent – a south metropolis. These signs are shown as representatives of linguistic resources that come out as a result of the bottom-up language policy. Analyzing the signs from the perspective of translanguaging, using Reh’s (2004) categorization of multilingual writing, we noticed that mainly duplicating and complementary types of combinations of language and information were met. The findings show that the multilingualism of the sign depends on the district (location) the shop or cafe it is situated in. In other words, the languages written on the sign are the reflection of the linguistic diversity of the particular neighborhood where these languages are used as languages of communication of local people, tourists, or migrants. We conclude that translanguaging is important mechanism that changes, formulates and shapes linguistic landscape that lets multilingualism develop forward.
Abstract 2: KAZAKHSTANI PRE-SERVICE TEACHER EDUCATORS’ BELIEFS ON TRANSLANGUAGING

The theory of translanguaging has emerged to promote viewing learners’ linguistic repertoire holistically and harnessing a set of naturally occurring multilingual and multimodal practices. In multilingual classrooms, depending on their beliefs teachers have the authority to leverage or reject translanguaging. Development of teachers’ beliefs and practices tend to shape during university-based teacher preparation programs, especially since future teachers adopt the teaching approaches and beliefs modelled by teacher educators. Considering by 2020 within the trilingual education policy framework Kazakhstan intends to increase the share of citizens fluent in English to 20%, efficient pre-service teacher education is critical. In this context, there is scarce information on whether Kazakhstani pre-service teacher educators acknowledge translanguaging as a legitimate practice and pedagogic strategy or continue to employ it illicitly. The purpose of the study is then to explore pre-service teacher educators’ beliefs on translanguaging. In particular, the study attempts to reveal Kazakhstani pre-service teacher educators’ beliefs around translanguaging as a practice and a pedagogical strategy. For that, a qualitative interview-based case study will be conducted after the institutional research committee grants ethical approval to begin research activity. Through convenience and snowball sampling, the study will recruit approximately 10 pre-service teacher educators from two universities in Shymkent that train students majoring in “Foreign language: two foreign language”, where one language is English. The research findings have the potential to improve higher education institutions and other stakeholders’ awareness of translanguaging practices and teaching methodology employed in teacher education hence contributing to preparation of culturally responsive and competent classroom practitioners.

References


Abstract 3: SHALA-KAZAKH: ATTITUDES AND FACTORS

There is a paucity of research on the language contact between Kazakh and Russian, which is the phenomenon of bi(multilingual speakers) in Kazakhstan, so called “Shala-Kazakh”. The Kazakhstani scholar, Muhamedowa (2009) defines Shala-Kazakh as “insertion of single lexemes and grammar structure of one language variety into a syntactically independent construction of another variety between Kazakh, a Turkic language, and Russian, a Slavic language” (p.332). The definition of translanguaging by Garcia (2009), “translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” (p. 140) allows considering Shala-Kazakh as translanguaging where people draw on both Kazakh and Russian to communicate, without seeing it as two separate languages. The present inquiry explored the practices, factors and attitudes towards Shala-Kazakh. The quantitative exploratory survey was utilised, where 90 participants were recruited by non-probability convenient sampling in the shopping malls in Kostanay, Almaty, and Astana.

The findings revealed that age, language of schooling, and residence are the major factors of translanguaging. The overwhelming majority of participants within the group 30-39 tend to translanguage more compared to other age groups. The graduates of Kazakh-medium schools are more likely to translanguage than Russian school graduates. Regarding the attitudes, the participants did not perceive Shala-Kazakh as a sign of non-patriotism and deterioration of language purity. However, a number of participants indicated that they faced discrimination on the ground of using Shala-Kazakh. Further research involving qualitative method will allow getting more in-depth perceptions of translanguaging in Kazakhstan at the professional and individual levels

References

Colloquium 6: Meaning making, learning, and identity formation through dynamic, dialogic, and multimodal translinguaging processes in spatiotemporal ecosocial systems

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Angel M. Y. Lin, Faculty of Education, Simon Fraser University, Canada (Moderator)

Paper 1: Yanming (Amy) Wu, Faculty of Education, University of Hong Kong, Hong Kong SAR, China & Angel M. Y. Lin, Faculty of Education, Simon Fraser University, Canada

Paper 2: Haiwen (Karen) Lai, Faculty of Education, The University of Hong Kong, Hong Kong

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While translinguaging has become well-established as a practical theory of language (Li, 2017) in bilingual and multilingual education (García, 2009; García & Li, 2014; García, Lin & May, 2017), questions and misinterpretations about translinguaging are equally noticeable. Among these disputes are the mixing up between translinguaging and the existing pedagogical approaches such as co-switching/code-mixing as well as the disagreement on the positions of language as reflected in the strong version vs the weak version of translinguaging (García & Lin, 2017).

To address these issues, this colloquium explores on-site and on-line translinguaging practices in multi-level (i.e. secondary and tertiary school levels) educational contexts by individuals from multilingual and multicultural (e.g. English, Cantonese, Putonghua, etc.) backgrounds learning various subjects (e.g. Biology, Science and English as a Second Language) under diverse curricula with language playing different roles (e.g., Content and Language Integrated Learning (CLIL), English Medium Instruction (EMI), and English as a Second Language Instruction (ESL Instruction)). Drawing on recent theoretical explication of translinguaging in sociolinguistics and socio-semiotics such as Bakhtin’s (1981) dialogic theory, Thibault’s (2011) distributed language view, Lemke’s (2016) translinguaging as flows, Canagarajah’s (2018) new materialism perspective as well as Lin’s (2018) theorization of translinguaging and trans-semiotizing for content-based education, this colloquium aims to approach translinguaging events through a lens that emancipates educators and researchers from the shackles of the traditional
structuralist code view of language, the boundaries between named languages, the mono-languaging dogma as well as the monolingual language policies that are still dominating bi/multilingual education classrooms in many countries and regions around the world.

This colloquium is worthy of attention in the following aspects: first, it attempts to explicate the nature and patterns of translanguaging phenomena as dialogic, heteroglossic and fluid processes with complex dynamic entangling of multiple meaning-making artifacts within ecosocial systems across long and short timescales (e.g. Paper 1); second, it advocates a paradigm shift for validating and valuing translanguaging practices in classrooms and challenges traditional solidified boundaries and hierarchies such as L2 vs. L1, languages vs. multimodalities as well as academic registers vs. everyday registers (e.g. Papers 1, 2, and 3); third, it illustrates pedagogical designs based on translanguaging and trans-semiotizing perspectives as well as the model of Multimodalities /Entextualisation Cycles (MEC) (Lin, 2015; 2018) (e.g. Papers 1, 2, and 3); last but not least, all three research studies to be discussed in this colloquium have been conducted following well-planned research design and qualitative data collection as well as fine-grained data analysis. Hence, this proposed colloquium not only provides data-driven evidence for elucidating the theories and hypotheses about translanguaging, but also offers theoretical, methodological, and pedagogical references for future translanguaging studies.

To deepen the discussion on translanguaging, the colloquium puts forward the following questions which remain yet to be answered: 1) If translanguaging is a complex dynamic process of knowledge construction that entangles multiple meaning-making resources in the ecosocial systems across timescales, what implications can teachers have in the CBI/CLIL/EMI/ESL classrooms? 2) Should translanguaging be prohibited to avoid giving learners the chance to use their more familiar languages as the “buoys” that may hinder their progress in using the target language? 3) How should researchers collect and analyse data of translanguaging events to achieve methodological validity and reliability? 4) How can researchers define “translanguaging events”, “timescales” and “ecosocial systems” when doing data analysis? The brainstorming and reflection on these questions will provide potentially crucial implications for future research and pedagogical practices.

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Paper 1: Exploring the Nature of Translanguaging Practices in a CLIL Classroom in Hong Kong: Implications of a Multimodal Classroom Discourse Analysis

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While translanguaging perspectives have been gaining currency in educational research and practices (e.g. Williams, 1994; Creese & Blackledge, 2010; Garcia & Li, 2014), one contested issue involves how it is different from code-switching/code-mixing and existing pedagogical approaches which already seem to value using L1 to scaffold learning of additional languages and/or content subjects.

To address this issue, this study aims to elucidate how an experienced science teacher co-constructed complex biological concepts with students in a Grade 10 CLIL (Content-and-Language-Integrated-Learning) biology class in Hong Kong through frequent translanguaging and trans-semiotizing (Halliday, 2013; Author 1, 2015) by drawing on new theoretical insights into translanguaging, which encompass Bakhtin’s dialogic theory (Bakhtin, 1981; Bailey, 2007), Thibault’s conceptions of first order languaging and second-order language (Thibault, 2011; Li, 2017; Author 1 & Co-authors, forthcoming), and the new materialism perspective (Canagarajah, 20172018a, 2018b). Data will include classroom videos analyzed through fine-grained multimodal analysis (Heap, 1985; Kress et al., 2001), researcher field notes and interviews with the teacher and students.

The study reveals important nuances of the translanguaging phenomena, calling into question the traditional structuralist code view of language and learning: First, every utterance in the lessons examined is always dialogic and multi-voiced (Bakhtin, 1981), emerging in and through ‘trans-’ processes, i.e., complex dynamic entangling of multiple meaning-making resources (i.e., the so-called languages, L1, L2…, different linguistic features, registers, visuals, gestures, actions, material and spatial resources) across shorter and longer timescales. Second, in translanguaging performances, the traditional boundaries and hierarchies of privileging L2 (English) vs. L1 local languages, languages vs. multimodalities, academic registers vs. everyday registers are transcended, as the nature of all these resources are reexamined and found distributed, mutually shaping each other and equally indispensable, together forming a continuous holistic meaning-making process.
Implications of the study for furthering the theorization and practices of translanguaging will be elucidated.

References:

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Paper 2: Trans-registering in CLIL Materials Design – A study to develop Secondary Students’ English Academic Literacies

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Objectives: The English as the medium of instruction (EMI) education in Hong Kong poses tremendous challenges to Chinese speaking students, especially those with basic English proficiency suffered in their achievements in content subjects (e.g. science) that are taught in English (Lo & Lo, 2014). These content subjects use various academic genres which are different from students’ everyday genres, such as narratives (Rose & Martin, 2012). Nonetheless, there are many genres lying in-between these two genres in practice (Lin, 2016) and they are called “hybrids” by Lemke (1990). These hybrids genres are examples and semiotic configurations (Lin,
2018) of trans-registering, hybridizing every day registers with academic registers, which presents one’s fluid meaning making processes and constructing discursive practices. Therefore, making effective use of these hybrids can largely help move students from every day registers to academic registers as well as highly potentially interact with students’ original, dynamic and spatial language repertoire. But the question falls into how – how to make effective use of these trans-registering in various forms of hybrid? And while trans-registering bridging students from everyday repertoire to academic repertoire, how content knowledge can be incorporated into the process? This design-based research study will answer these questions by designing content and language integrated (CLIL) materials for teachers to implement in their EMI classrooms, and by observing these classrooms’ practices.

Theoretical Framework: The Multimodalities-Entextualisation Cycle (MEC) (Lin, 2016) and the Sydney School’s genre theory are drawn on as the theoretical framework informing the design of the CLIL materials. The major principle in these materials is ‘trans-registering’ presented in the form of tightly integrating the elemental “narrative” genres (Martin & Rose, 2012) and key school academic genres.

Significance: By exploring how to make effective use of trans-registering presented in the form of hybrids in the material design level, the study will extend the current framework of Sydney School’s genre theory and draw pedagogical implications for CLIL materials design.

References:


Paper 3: Translanguaging and Trans-semiotizing in On-line English Tutoring Classes

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On-line tutoring as a way of coaching high-stakes language assessment tests has become an emerging trend in China. Despite its mobility and flexibility for participants, we still have insufficient understanding of the semiotic processes
involving on-going coordination of different semiotic resources including the whiteboard, bodily intonation, spoken and written verbal texts, and emoticons.

Previous studies found the role of webcam in on-line language tutoring could be more disruptive than resourceful, as participants demonstrated very limited effective use (Anthony, 2010; Develotte, Guichon, & Vincent, 2010; Guichon & Wigham, 2016). Some studies suggested ways to improve the use of webcams such as better strategies of framing and positioning of the instructor so as to achieve the best possible simulation of the face-to-face settings (Guichon & Wigham, 2016). However, few studies have considered the alternative option of dropping the webcams and focusing on audio conferencing with visual aids (i.e., slides, and/or whiteboard). Could this configuration be more resourceful for meaning-making than requesting instructors to act out on webcams?

The researcher of this study has been working as an on-line tutor for more than two years, preparing students for high-stakes English proficiency tests. This study aims at exploring the possibilities of making strategic use of various semiotic resources to make meaning in an audio-conference context.

This study examines the 6 video recordings of on-line tutoring in coaching students for the TOEFL iBT speaking test, which covered the six tasks in TOEFL iBT speaking test respectively. Instead of assuming one kind of semiotic resources taking the leading role in communication, the analysis adopted a linguistic ethnographic approach (Wortham, 2008) by working from the bottom up to make fine-grained analysis of the dynamic, fluid, meaning-making processes involving translanguaging (García & Li, 2014) and trans-semiotizing (Lin, 2018).

References:


