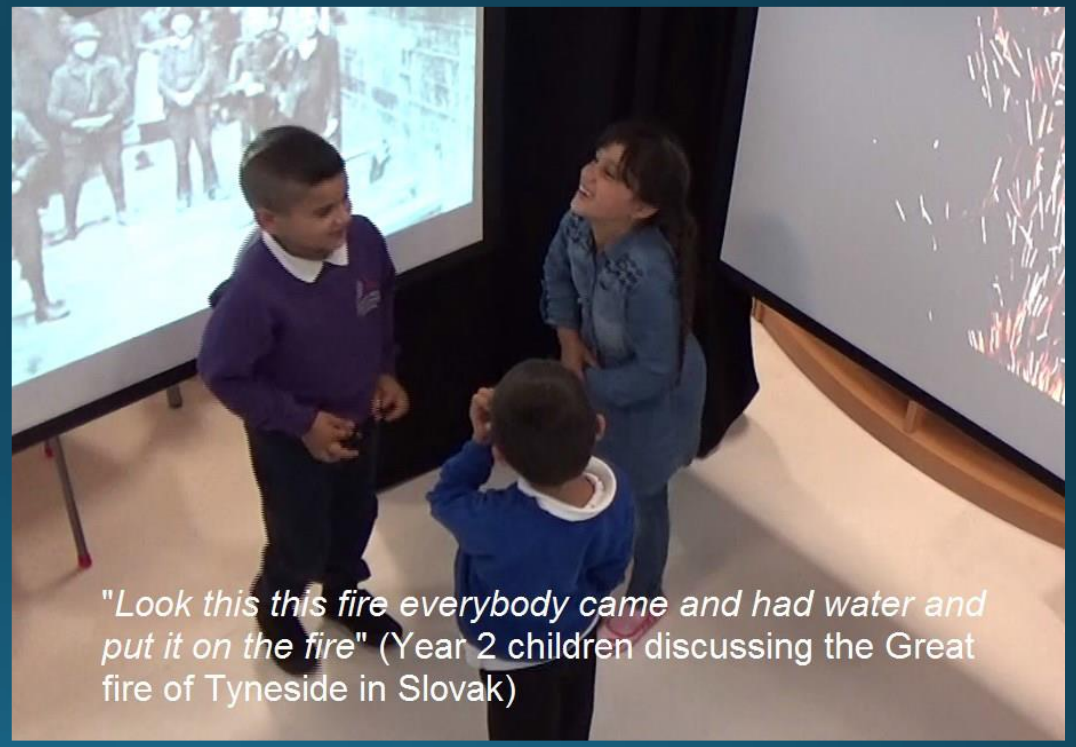
evidence and practical guidance

Translanguaging as a pedagogy for plurilingual pupil learning

Setting the Scene

What do we mean by:

- Translanguaging
- Translanguaging pedagogy
- Plurilingual
- And how do we understand learning



Sociocultural/Vygotskian perspective

We construct meaning with others through the process of languaging or the reciprocal processes of talking and being listened to, and of listening and interpreting the talk of others.

Here languaging is a verb, a social act people do, rather than a linguistic object that is possessed and learnt independent of its use (e.g. Garcia, 2009, Swain and Lapkin, 2011)

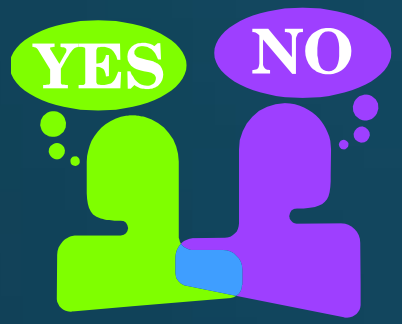
Culturally determined symbolic tools and signs

Activity of learning in action

How do discursive practices mediate thinking and learning in practice?

Sociocultural researcher, Neil Mercer postulated that pupil-pupil talk in class can be characterised by:

- Disputational talk, characterised by disagreement and individualised decision-making

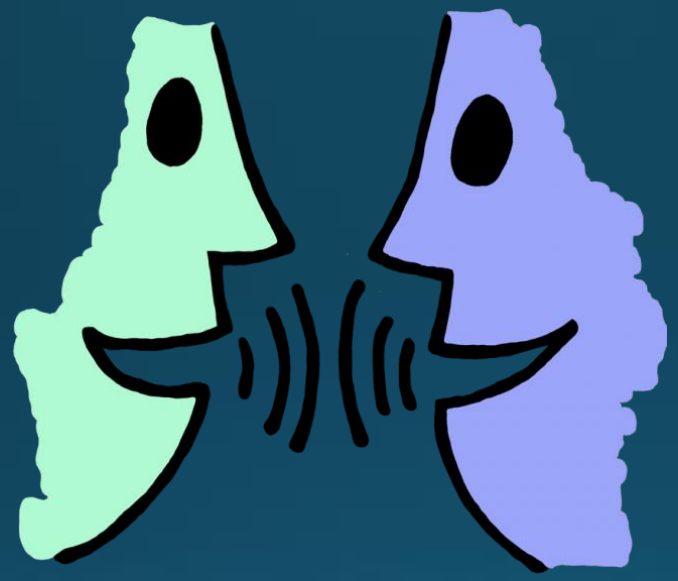


- Cumulative talk, speakers build positively but uncritically on what the other has said. It is characterised by repetitions, confirmations and elaborations

- Exploratory talk, in which partners engage critically but constructively with each other's ideas (Mercer 1995).

Neil Mercer, 1995, 2000

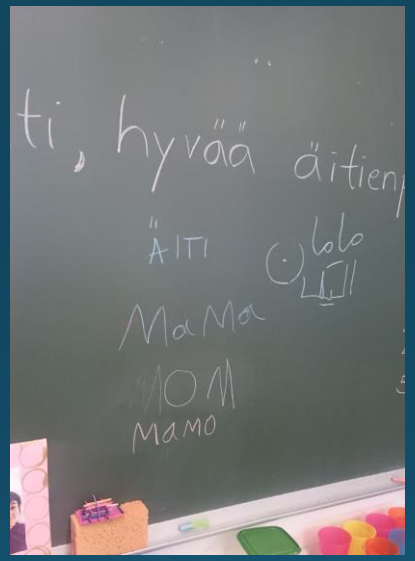
Sociocultural analysis of languaging for meaning making and learning involves **microgenesis** or the moment by moment unravelling of joint activity to reveal 'learning in flight'.



'communicative moments are taken as the fundamental unit of analysis, as they provide the context where both individual behaviour and the sociocultural processes by which it is shaped can be studied' (Hall, 1997: 304).

In line with this understanding of learning, and in order to capture the fluid, dynamic nature of languaging for learning amongst pupils who live and learn in more than one language (plurilingual)

translanguaging



the process of engaging in the "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds." (Garcia, 2009, p.45).

translanguaging

Digging deeper reveals two related assumptions within this construct:

- usage-based linguistic norms of plurilingual interaction are emphasised as opposed to monolingual norms in the 'two solitudes' approach to bilingualism commented upon by Cummins (2007, 2008) AND
- languages are 'disinvented and reconstituted' (Makoni & Pennycook, 2007) from discrete systems to a range of historically rooted and ideologically laden semiotic resources, or repertoires (Hua et al, 2015: 9).

translanguaging

Code-switching

actual languaging practices of bilinguals

translation

"there are no clear-cut boundaries between the languages of bilinguals… rather there is "a languaging continuum that is accessed." (Garcia, 2009: 47)

Translanguaging is not a shift from one language or code to another, rather it is "rooted on the principle that bilingual speakers select language features from a **repertoire** and 'soft assemble' their language practices in ways that fit their communicative situations. ..

Bilinguals call upon different social features in a seamless and complex network of multiple semiotic signs, as they adapt their languaging to suit the immediate task." Garcia and Kano (2014), p. 260-261

translanguaging

CEFR: Plurilingual and pluricultural competence refers to

> the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw (Coste, Moore & Zarate, 1997, p. 12)

But there are many other recent '2nd turn' attempts to capture and conceptualise the multiple discursive practices of bilinguals.

dynamic multilingualism (García, 2010)

syncretism (Gregory et al, 2013)

flexible multilingualism (Blackledge & Creese, 2010),

heteroglossia (Bakhtin, 1934/1981; Bailey, 2007, Creese & Blackledge, 2014)

Translanguaging?

polylanguaging/polylingualism (Jorgensen, 2008)

metrolingualism (Otsuji & Pennycook, 2010; Pennycook & Otsuji, 2015)

Translanguaging

"The languages of an individual are rarely socially equal, having different power and prestige, and they are used for different purposes, in different contexts, with different interlocutors." Garcia, 2009, p.45

"an exclusive focus on the standard variety [of a language] keeps out other languaging practices that are children's authentic linguistic identity expression" (Garcia, 2009: 36)

As educators we can either "challenge the operation of coercive relations of power in the wider society, or .. reinforce those power relations" (Garcia, 2009: 318).

The acknowledgement of power differentials and the subsequent drive for equity and social justice as an intimate aspect of translanguaging as a process and pedagogy

Translanguaging Pedagogy

Enhances teaching and learning (Creese and Blackledge 2010) WHILST enabling pupils to demonstrate what they know (Garcia and Li, 2014), AND develop and enact standard academic ways of languaging (Garcia and Sylvan, 2011)/ 'cognitive academic language proficiency' (Cummins, 2000)

Evidence that enabling pupils to draw on all of their languaging resources for learning supports that learning (e.g. Barradas, 200/2003; Cummins, 2003; Mohanty, 2006; Sneddon, 200/2008; Thomas & Collier, 2001)

Practical resource suggestions for translanguaging, and principles and strategies (see for example, Garcia and Li, 2014; Celic and Seltzer, 2011), alongside older work in including pupils' home languages and in making dual language resources, e.g. The Multilingual Resources for Children Project, 1995;

Translanguaging Pedagogy

Translanguaging space

"a space created by and for translanguaging practices, a space where multilingual individuals integrate social spaces (and thus 'language codes') that have been formerly practiced separately in different spaces by 'bringing together different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into one coordinated and meaningful performance' (p. 1223)." (Hua et al, 2015: 9)

"multimodalities – gestures, objects, visual cues, touch, tone, sounds and other modes of communication besides words – and online and digital media afford new translanguaging spaces and resources for multilingual and multimodal communication." (Hua et al , 2015: 10)

Our work stands on the shoulders of all that has come before us in learning how to support home languages use in the classroom, whilst accommodating rapid technological advances, and recent sociolinguistic shifts in understanding languaging, but always with a focus on equity and justice.

Translanguaging Pedagogy

Based on an understanding of the lived reality of languaging for purposeful meaning making in plurilingual discursive practice, and therefore a normal everyday occurrence for pupils who live and learn in two or more languages

Enabling plurilingual pupils to translanguage is hugely beneficial to their learning and therefore a required practice for equity

A **right** for learners to draw on all of their languaging practices in the process of learning, and in learning to learn, and as such this must be enabled in schools in the creation of translanguaging spaces

Raises the status of pupils' plurilingualism, and particularly those languages which are assigned a lower status in society, thereby indexing a shift in pupils' identity as languaging experts in the eyes of all concerned: pupils, their families and teachers, which also acts to support more equitable practices.

Emancipatory Pedagogy

Year 2:
J (girl)
SA (girl)
L (boy)
S (boy)

Italics = Slovak (unless indicated as English)

{italics} – East Slovak Romani

Most conversations are in Slovak, with frequent translations for the teacher into English

Videos will be made available online

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Children after listening to Fireman Scott (the teacher stops it part way through), want to translate their understanding for the teacher. This leads to clarity about confusion between the words milk and mill, and a disagreement about L's translation SA's Slovak to English. This means SA has to move to English to clarify. It is more like exploratory talk V3

After hearing all of fireman Scott the children are meant to discuss whether they think he is responsible for the fire, but instead they co-construct an agreed version of events so far in Slovak. This is cumulative talk to recall and recount events V4

Year 2 children after meeting the rich tourist who came for entertainment, decide where to put the pictures of different materials in the Venn diagram, which they have separated into 2 distinct hoops. Here you see them speaking to each other predominantly in Slovak, to reason, justify and convince each other of their decisions. They do not conclude by agreeing. It is an example of exploratory talk V6

Videos will be made available online

Year 5:
M (girl)
K (boy) (referred to as Dominic in the video)
MA (boy)
BJ (boy) – also called MA
B (boy)

Italics = Slovak (unless indicated as English)

{italics} – East Slovak Romani.

Most conversations are in East Slovak Romani, with some switching into Slovak

Before they meet any of the Babylonian characters, year 5 speculate what the artefact might be. Here the talk is cumulative in the first instance, but then one boy, without encouragement, decides to speculate further providing reasoning for these speculations. V1

Further speculations about what its made from. This time they try to find a word to describe the material in any language, but it is not until they attempt to translate for the teacher that they eventually find the word B was searching for, first in Slovak and then in English. V2

Videos will be made available online

T1: Tell each other what you think it's made of.

M: {Playdough?} offers a suggestion (note interesting word choice in Roma)

KA: *This one it's playdough, dry playdough.* Adds detail about the sort of playdough

BO: {I think it's where you mix things.} he is talking about what its for

KA: {Where you put the sand in.} adds to peer's idea

BO: {yes. What's it called?}

M: {This?}

Teacher: yes? No? Do you agree B**?

BO: *Playdough*.

KA: *Same.*

*Teacher: M** you hold it*

*Teacher 2: come on M** join in*

*Teacher 1: M** can you tell the others what you think it is.*

BJ: I dunno (English)

K: {I said it,} *it's playdough.* They agree its playdough

K(to BJ): What is it, how to say it in English? Prompt for translation

BO(to BJ): {So what do you think this could be?} starts discussion again

M: (unclear)

BO: (TO BJ) *What do you mix and put it in.* question to secure terms Possibly he is not happy with the idea of playdough.

K: *Playdough.* Repeats earlier decision

BO: *So it's this where you mix it and then the clay comes out.* More detail in his question, introduces the word clay in slovak

BJ: So, (English) *No, so (English) what's it called? (*(unclear) Disagrees and act acts to stimulate further discussion

BO: *I know*.

T1: Do you want to record what you think it's made out of?

BO: Miss I think it's like, you put in the thing and you mix it (HAND GESTURES) and it's coming out like <u>mud</u> thingy. Reverts to English and the word clay becomes mud in english

T1: Ohh, it does feel kind of like [mud doesn't it?].

BO: [Like you put on] like that on the floor. He exemplifies what the product is used for to support their search for the missing lexis.

MA: {Like you're making a house.} adds to the meaning to his peer

BO: *Cement.* *This seems to trigger the word for Boris who finds it in Slovak*

MA: *Yeah, cement.* His peer agrees

T1: *Cement*, ah that sounds like our cement doesn't it.

BO: Yes, cement. So they agree either that the artefact is made of cement or is used to mix cement

In this small section we see how children draw on their languages to work out 2 things, a) what the artefact might reasonably be made from and/or used for and b) to locate a specific term which is not one which has been used in the enquiry or which naturally accompanies work on ancient civilisations!

Alongside exploratory talk scaffolded by each other, including questions to each other and to the teacher, they shift between languages drawing on each when most appropriate to achieve the outcomes above.

Slovak
Playdough, dry playdough
Clay
Cement (cementos)

Roma
Playdough,
Mix
Sand
Making a house

English
Mud
Put on the floor
Cement (after teacher recognised the word cementos)

East Slovak Romani	Slovak	English
playdough	Playdough; dry playdough	
Mix things		
Put sand in		
	mix	
	clay	
		Mix it; mud
		Put on the floor
Make a house		
	Cement(cementos)	
		cement

We are now at the very end of the enquiry and the children have met all of the characters. They must now decide what the artefact is, and if possible come to an agreement about this. They do not agree and so in order to change each other's mind they have to present reasons and justify but also criticise others' justifications and reasoning. This is an example of exploratory talk in Roma with some translations into English for the teacher. V3

Videos will be made available online

Translanguaging is also used to support a peer in writing in English V2

Learning in action in Sete (children co-constructing for each other with and for teachers and parents)

Videos will be made available online

Children work in the museum and disagree about the translation from French in Roman for the word 'harbour'. It is an example of exploratory talk for translation and meaning making.

This conversation is extended when back in class when the parents help. Here we can see the parents as translanguaging experts.

Pupils translating for each other in the museum, swiftly from French to Ursari.

So what have the effects been on children and teachers?

Roma Translanguaging in Newcastle: from shock to status in a few short seconds!

Videos will be made available online

And the teachers in Newcastle:

Seeing the children differently as expert translanguagers and knowers of curriculum content

Some changed practices

Some way to go…

Roma translanguaging in Sète: from curiosity (why are you interested) to a statement of worth

Videos will be made available online

Roma pupils feel for the first time, not only allowed to express themselves in their mother tongue but also to think about it. Ursari has been put on an equal footing with the other languages; French and Romanian. This is unusual not only in France, but also of their experience in Romania, where Ursari can be stigmatized.

But here, somehow, Ursari gets into the museum <u>but</u> as a living, currently spoken language as respectable as any other language: a language they can be proud of.

Roma translanguaging in Sète: and so to improved attendance

Résultats

- **La médiation, instrument de (re)construction identitaire?**
  - Les parents cautionnent la présence de l'école dans la sphère familiale

- Attention accrue à la scolarité des enfants : assiduité + devoirs

ABSENCES	TRIMESTRE 1	
	2015-2016	2016-2017
ESTERA	128	26 (-102)
ISAC	0 (?)	26 (+26)?
SHAKIRA	70	88 (+18)
ALEJANDRU	70	26 (-44)
SOLEDA	70	45 (-25)
SARAH	60	22 (-38)
ANDREA	72	39 (-33)

What did the teachers learn? (Helsinki)

- To reflect systematically on the dangers of linguacentrism
- To pay attention to their own discourses and those of others on language(s)
- To question their assumptions about the children's language(s)
- To conceive of linguistic identity beyond unicity
- To respect and discuss the children's own linguistic identification
- To include multiple languages in a meaningful manner in their teaching
- To accept their secondary position when it comes to language(s)

Translanguaging in Romania: new understandings

The children are more inclined to use their Roma language and see it as their right to think in their own language.

They show that they are more confident in their ability to translanguage and by doing so their status is raised.

The teachers learnt to appreciate the children's home language as a tool for learning and have invited parents into their classes to support the children's learning.

Teachers are more inclined to facilitate the children's thinking in Roma and then ask for feedback on their learning in Romanian

Following the ROMtels conference in Romania working with local teachers in the area, a number of schools in the region with higher than average percentages of Roma pupils, have introduced Romani classes for pupils .

About 20 teachers who attended the conference have registered with the a professional development course (school inspectorate) to learn Romani to support their understanding of the children's cultural and linguistic heritage.

Translanguaging Pedagogy: principles for practice

Classroom organisation: e.g. grouping. *If the process of translation is a natural consequence of mixed languages and is supportive of learning then think about who to work together in a group remains crucial.*

Pupil –pupil collective scaffolding is possible (e.g. Donato, 1994, Lantolf, 2000, Smith 2006) through "natural translanguaging" (Williams 2012) or "pupil-directed translanguaging" (Lewis et al, 2012).

Normalise translanguaging as part of everyday routines

Lesson planning: subject contexts, enquiry/problem based learning – *creating contexts where languaging is purposeful and meaningful, where talk for problem solving is essential for task completion to encourage exploratory talk, and where translanguaging allows plurilingual pupils to demonstrate what they know and can do.*

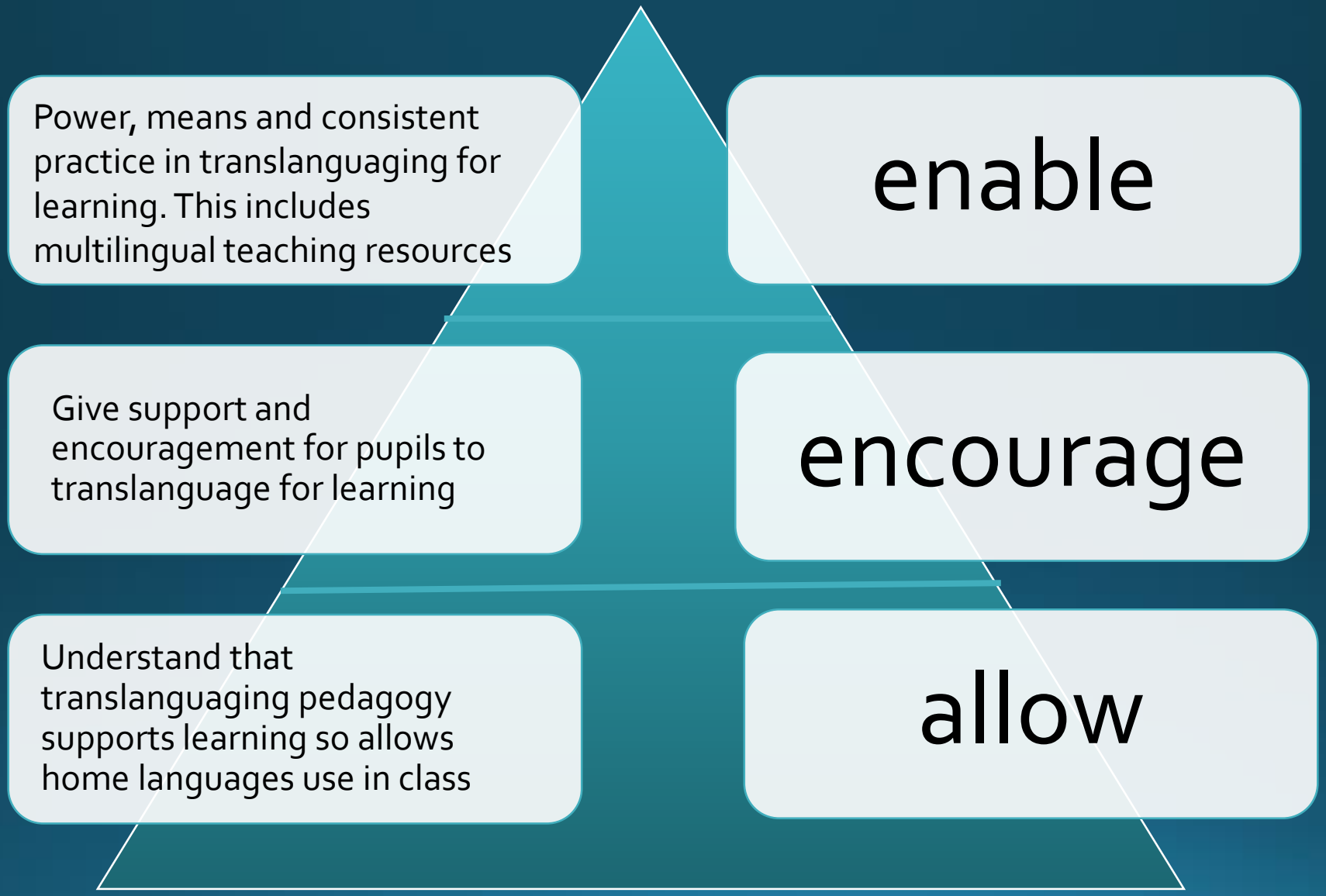
Translanguaging Pedagogy: principles for practice

Resourcing – (see for example, Garcia and Li, 2014; Celic and Seltzer, 2011) *How to include translanguaging for learning given particular contexts; consider the role of technology.*

From bilingual to monolingual teachers – *set up translanguaging spaces; try out translanguaging him/herself; employ resources to support and enable translanguaging*

Garcia, Flores and Woodley (2012) report on 3 pedagogical metafunctions of such practice: a) contextualisation of key words and concepts
b) metalinguistic awareness
c) affective bonds between pupils and teacher

Translanguaging Pedagogy: from allowing to enabling



Translanguaging Pedagogy: from allowing to enabling

Know your pupils: gather meaningful and useful information and acknowledge the complexity of language use in different domains

Schools and parents working together with parents positioned as language experts (e.g. Goï (2008); Castellotti & Moore (2010); Candelier, (2013); Audras, Leclaire & Ramdani (2016).

More on each of these after lunch!