



Inclusive multilingual pedagogies

- **Multilingual pedagogies** (García & Nelson, 2011; García & Wei, 2014)
 - Are inclusive and empowering (the teachers' responsibility, Peček, 2014)
 - Are supportive of social justice and political participation
 - Provide spaces for **dynamic and** transglossic language arrangement
 - Focus on the (flexible) use of languages as media of instruction
 - Give children a choice and some agency when it comes to language use
- **Two core pedagogical principles:**
 - Attention to social justice
 - Attention to social practice




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Project iTEO




- The iPad App iTEO
 - Records and edits oral language
 - Automatic replay: materializes and objectifies language encourages reflection on language use
- Children develop language and metalinguistic skills (Gretsch, 1994, 2014; Kirsch, 2014; Gretsch & Kirsch, 2014, forthcoming)
- Learning languages through collaborative storytelling on iTEO
 - Focus on literacy
 - Language/ language learning perceived as a dynamic, social, cultural, cognitive and emotional process
 - Focus on collaboration and dialogue
 - Respect for and capitalization on children's linguistic background/ TL as "normal"
 - Voice, audience
 - Agency, control, responsibility over the task

<https://blog.bsce.uni.lu/storying/>; <https://itunes.apple.com/de/app/iteo/id485277167mt=8>



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Multilingual pedagogies

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Collaborative storytelling and languaging in the nursery



Narrating, listening, playing, having stories written down, "reading", acting out stories

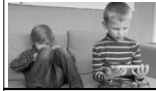






Different groups of children, different materials, different languages

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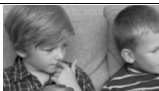
Languaging on iTEO (1)


	
J: Once upon the time there was a princess and she has, uh, she lived in a land, that was not very beautiful. There came a prince. He was very handsome and, she, uh, he wants to marry her.	
	
D: Then a baddie arrives. And he destroys everything with his mega, mega knife. He destroys the house. And he destroys everything, everything. With (?), four, five (?).	J: And then, hey, Keeko, do you give me this?



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Languaging on iTEO (2)

	
D: Yes, and then can, and then he said J: Yes D: No	J: No. And then came a baddie, he can, he killed the man.
	
D: And then the, uh, was destroyed. J: And now the story is over.	



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Methodology



Qualitative longitudinal study
(2013 – 2016)

- funding: University of Luxembourg and Ministry of Education, Childhood and Youth

Research questions

- How do teachers and children use iTEO in their daily practice?
- In what ways does iTEO contribute to change language learning practices?

Participants

- 2 primary school classes (Year 1/ 2)
- 2 nursery classes


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Methods

- Observation
- Video-recording of children’s collaborative storytelling ⁽¹²⁾
- Video-recording of activities with iTEO involving the teacher and the class ⁽¹²⁾
- Semi-structured interviews with the teacher carried out by the researcher
- Semi-structured interviews with parents ⁽²⁾
- Regular conversations with the children ⁽¹²⁾

Data analysis


- Grounded theory
- Instances of TL
 - Categories (languages, people involved, context, task, reason)
 - Based on 86 stories and 2 interviews



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Overview

- Context Luxembourg
- Multilingual pedagogies & iTEO project
- Translanguaging/ using one’s entire linguistic repertoire
- Findings of the iTEO project



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Using one’s entire verbal and non-verbal linguistic repertoire / Translanguaging

- Garcia (2009:45): “For us, translanguaging is multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds. Translanguaging therefore goes beyond what has been termed code-switching, although it includes it, as well as other kinds of bilingual language use and bilingual contact.”
- Lewis, Jones, Baker (2012: 656): languaging is regarded as the “holistic process through which we gain understanding, make sense, communicate, and shape our knowledge and experience through language”.
- Blackledge and Creese (2010): “... make meaning, transmit information, and perform identities using the linguistic signs at [their] disposal to connect with [their] audience in community engagement”

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One of the foci of our research project

- In what ways do nursery children develop their linguistic repertoire through iTEO? When and how do they translanguange in collaborative storytelling events?*
- To what extent do young bilinguals translanguange in collaborative tasks?
 - Williams; Baker, Jones & Lewis (2012): TL generally with the more proficient ones
 - García (2009): possible with beginners
 - García & Kano (2014): different strategies depending on proficiency
- When and how do children translanguange?
 - Strategies for pupil-initiated TL have been identified but more research is needed

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Insights into pupil translanguaging

Aims (García & Wei, 2014)	Strategies/ situations
“Build background knowledge to help students in the meaning-making process”	<ul style="list-style-type: none"> Ask questions, hypothesize, give explanations, clarify the meaning, make links Translate, paraphrase ⁽⁷⁾ Read and write multilingual texts ^(1, 3, 5, 6, 9, 10, 11, 12, 13, 16, 17) Use multimodality ^(7, 18) Translate ^(17, 18) Model ⁽¹⁷⁾ Gather information & discuss content in different languages ⁽²⁾ Use glosses when writing, making annotations ⁽¹⁸⁾

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Insights into pupil-initiated translanguaging


Aims <small>(García & Wei, 2014)</small>	Strategies/ situations
Communication	- Possibility to communicate together (6) - Written communication (4, 17, 18)
"Differentiate and adapt to sby's needs"	- Help a peer (7, 17)
Identity investment and positionality	- Mark identify (4,6) - Convey one's voice (4, 18)

2. Lewis, Jones, Baker, 2012; 4. Canagarajah, 2011; 6. Creese & Blockledge, 2010; 7. Esquinca et al., 2014
17. Olmedo, 2003; 18. Velasco & Garcia, 2014

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Findings: Extent of TL

Class 1	Class 2
Luana (P)	Jim (E)
Amiin (S)	Daniel (F, I)
	Christina (P)

- All children use TL
- Apart from one child, TL instances occur in the majority of their storytelling events (47 events)

The data are based on 86 storytelling events

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Languages used

	Luana	Amiin	Jim	Daniel	Christina
English			18	1	1
French		1	9	3	6
German		15	1		
Portuguese	20		1		6
Spanish	4				
Luxembourgish	✓	✓	✓	✓	✓

- Children drew on a range of languages
 - Multilingual country
 - Languages of their peers
 - New technologies (Russian)
- TL depends on the child and on the "space" and develops over time

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Findings continued: TL situations

Activities	Numbers of time
multimodality	31
manage task	18
collaborative talk	17
metalinguage	9
chat	8
construct knowledge	5
defer	5
evaluate	4
translate	2
differentiate	2
correct	1
repeat	1
co-constructing	1

- use of pointing and other body language
- language pairings

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Identity performance

Type of text	Translanguaging n° of times
Own creation (G, F, E, P)	29
Song (F, P, E, Sp, Russian)	11
Count, tell the time	4
Retell a story	2
Report on an event/ experience	1

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"In this translanguaging space, children's language practices are brought together in ways that not only develop an extended bilingual repertoire capable of deeply involving them cognitively, but also a more sophisticated metalinguistic awareness that would enable them to negotiate these extended linguistic repertoires.

That is, in these translanguaging spaces linguistically diverse students are able to co-construct their language expertise, recognize each other as resources, and act on their knowing and doing."

(García & Wei, 2014, 75)



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Discussion: TL situations

Similarities with other authors

- Multimodality (Velasco & García, 2014)
- Deferral ("postpone" - Olmedo, 2003; Velasco & García, 2014)
- Translation/ paraphrase (Olmedo, 2003; Velasco & García, 2014)
- Voice (Creese & Blackledge, 2010; Canagarajah, 2011; Velasco & García, 2014)
- Chat ("communication with friend" - Creese & Blackledge, 2010)
- Management of the task
- Collaborative talk (Lewis, Jones & Lewis, 2012; García & Wei, 2014)
- Evaluation



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Discussion

- New perspectives on TL in "super-diverse" classrooms
- Contrast with the TL strategies of children in primary school (e.g. different languages, different interpretation and appropriation of the iTEO collaborative storytelling task)
- Cummins on how to address inequalities:
 - literacy engagement
 - identity performance
- Role of professional development



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Thank you for your attention!

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