Beyond Multilingualism:
Translanguaging in Education
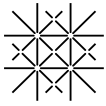

International Online Conference
8 – 9 November 2021

Institut für
Bildungswissenschaften

Content

Universität Basel

Institut für
Bildungswissenschaften

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       Northwestern Switzerland

Welcome

We are extremely pleased to welcome you to this first international conference on translanguaging to take place in the German-speaking world. From the initial initiative to its present online realisation, the Covid-19 pandemic compelled us to rethink and reorganize the date and form of the conference several times. Thank you to all keynote speakers and presenters for your undulating motivation and perseverance, which made it possible to arrange a conference with such an exciting and solid programme. The conference brings together scholars from different disciplines and parts of the world: from the Global South to the Global North, from the Eastern to the Western hemispheres. This promises two days of close encounters with diverse and novel approaches to translanguaging and its implications for education. We expect an engaging and stimulating event with new insights and ideas for future research and educational practice.

Edina Krompák
Conference convenor

Organising Committee

Dr. Edina Krompák
University of Basel
Schaffhausen University of
Teacher Education

Prof. Dr. Elena Makarova
University of Basel

Stephan Meyer
University of Basel

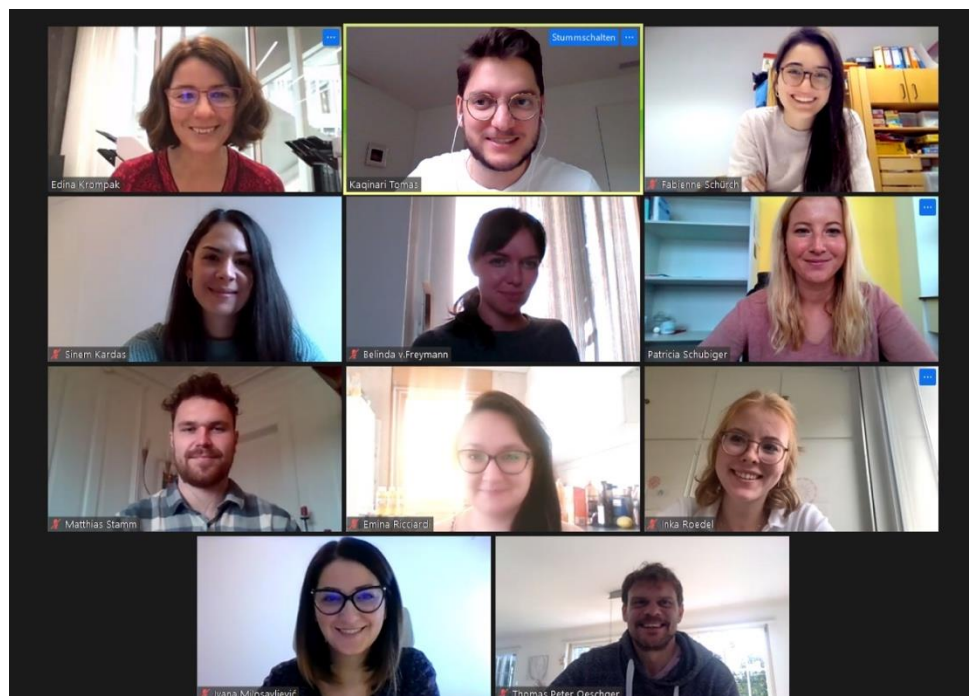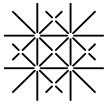Prof. Dr. Stefan Keller
University of Basel

Tomas Kaqinari
PhD Candidate
University of Basel

Patricia Schubiger
PhD Candidate
Schaffhausen University of
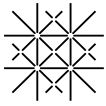Teacher
Education

Technical support

Program

Online Conference Program
Monday, 8 November 2021
Basel, Switzerland

Time CET	Zoom: https://zoom.us/j/96323602123		
9.00-9.15	**Welcome Elena Makarova**		
9.15-10.00	**Keynote 1 Adrian Blackledge & Angela Creese:** Beyond Multilingualism – Translanguaging in Education Introduction: Edina Krompák		
10.00-10.30	Coffee break in a virtual foyer https://gather.town/invite?token=EOIO6a7th7ugIgWD2ZNCSH_n_Rz8Veri		
	Session 1 https://zoom.us/j/96323602123	**Session 2** https://unibas.zoom.us/j/68878498181	**Session 3** https://unibas.zoom.us/j/67211857635
	Translanguaging in language learning	**Translanguaging & language policy**	**Translanguaging in transnational and transdisciplinary spaces**
10.30-11.00	**Lina Adinolfi & Caroline Tagg** Translanguaging practices across online modern language instructional spaces and task types	**Kevin Simoes Loureiro & Sascha Neumann** Young children´s influence on language practices in day care centres? The case of plurilingual Luxembourg	**Christian Hild** Translanguaging as a teaching and learning strategy for language-sensitive religious education
11.00-11.30	**Vimbai Mbirimi-Hungwe** Translanguaging as an act of emancipation: Rethinking assessment tools in multilingual pedagogy in higher education	**Soili Norro** Translanguaging in Namibian primary education	**Karin van der Worp** Translanguaging in cross-border university collaborations: Enhancing linguistic diversity
11.30-12.00	**Safia Serai** Translanguaging in higher education	**Sarah Hopkyns** Translanguaging in Emirati higher education: Challenging monolingual ideologies for social justice	**Sara Hillman** Translanguaging in transnational spaces: Language ideologies, policies, and practices at an American branch campus in Qatar

12.00-13.15	Lunch break

13.15-13.45	**Book launch by Multilingual Matters with Adrian Blackledge, Angela Creese and Leketi Makalela** https://zoom.us/j/96323602123

13.45-14.15	**Edina Krompák** Diglossic practices and regional linguistic identity. Translanguaging in teacher education in Switzerland	**Flavia R. Bley** Home languages and translanguaging as a pedagogical resource in a pre-primary classroom in Luxembourg – a longitudinal case study	**Philipp Saner** Translanguaging in music: Trans-idiomatic improvisation in tertiary music education

14.15-14.45	**Ursula Ritzau** Hybrid language use in a university foreign language course	**Alex Knoll & Anna Becker** English *yes*, Polish *no*. On practices of translanguaging and the selective establishment of languages in German-English daycare centres in Switzerland.	**Vildan İnci Kavak & Yasemin Kırkgöz** Translanguaging practices from a conversation-analytic perspective: An examination of international food engineering courses

14.45-15.15	Coffee break in a virtual foyer https://gather.town/invite?token=EOlO6a7th7ugIgWD2ZNCSH_n_Rz8Veri

15.15-16.00	**Keynote 2 Leketi Makalela** Introduction: Stephan Meyer

16.10-16.40	**Ai Inoue** Translanguaging and phrase-based practices in English language education for Japanese college students	**Nancy Wangui Mbaka** Translanguaging in a Kenyan primary school classroom

16.40-17.10	**Catherine Blons-Pierre & Sonya Maechler-Dent** Translanguaging in education: the emerging challenge for a multilingual assessment-based primary school programme in the Canton of Zurich	**Irène Zingg** Beyond marginalised multilingualism	**Dobrochna Futro** Translanguaging art. Exploring translanguaging practice and pedagogy with primary school pupils in Scotland

17.10-17.40	**Book launch by Multilingual Matters with Durk Gorter and Jasone Cenoz** https://zoom.us/j/96323602123

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Online Conference Program
Tuesday, 9 November 2021
Basel, Switzerland

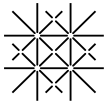| Time CET	Zoom: https://zoom.us/j/96323602123		
9.15-10.00	**Keynote 3 Sari Pietikäinen**: Cool Assemblages: Beyond multilingualism in the Arctic economic hotspots Introduction: Crispin Thurlow		
10.00-10.30	Coffee break in a virtual foyer https://gather.town/invite?token=EOIO6a7th7ugIgWD2ZNCSH_n_Rz8Veri		
	Session 1 https://zoom.us/j/96323602123	Session 2 https://unibas.zoom.us/j/68878498181	Session 3 https://unibas.zoom.us/j/67211857635
	Translanguaging practices in schools	Translanguaging & language policy	Translanguaging strategy / TL in subject matter teaching & learning
10.30-11.00	Sarah Dietrich Grappin A gateway to plurilingual competence: Translanguaging in the L3 foreign language classroom	Shubham Karmakar Students' attitudes to language policy and practices in Indian higher education	Audrey Freytag Lauer & Gabriela Steffen Translanguaging in Swiss bilingual education: Plurilingual resources for subject knowledge teaching/learning
11.00-11.30	Holli Schauber & Slavka Pogranova Translanguaging as a pedagogical resource in primary and higher education	Michał Paradowski Limits to translanguaging and trans-semiotising in heteroglossic school environments	Rosemary Wildsmith-Cromarty, Maryna Reyneke, Kotie Kaiser & Dolly Dlavane Translanguaging in Higher Education
11.30-12.00	Anila Panezai & Liaquat A. Channa Translanguaging in English medium classes: Exploring teachers' practices and perspectives in universities in Pakistan	Translanguaging in transnational and transdisciplinary spaces Chiara Facciani Translanguaging through the body: communication in multilingual contexts	Alaitz Santos & Jasone Cenoz Implementing pedagogical translanguaging in trilingual schools
12.00-13.15	Lunch break		

13.15-13.45	Natalia Evnitskaya, Rosamaria Felip Falcó, Marilisa Birello & Cristina Escobar Urmeneta AVANCEM teacher education programme: Translanguaging at the core of a plurilingual approach to language education in secondary schools in Catalonia	Translanguaging, identity & attitudes **Laura Karabassova** Translanguaging in L2 and L3 content classes: a study on teachers' perceptions in Kazakhstan	Rachel Bowden A teacher's construction of mathematics lessons in rural Rwanda
13.45-14.15	Dominique Caglia 'Discurrì' – 'Discu-was? ' Challenges and chances of translanguaging in Romansh-German primary school classes	Kristina Ehrsam & Sybille Heinzmann The study abroad setting as a translanguaging learning site	Aysel Kart Translanguaging as a path to educational success?
14.15-14.45	Lukas Bleichenbacher, Mara De Zanet, Robert Hilbe, Wilfrid Kuster & Mathias Picenoni Insights on translanguaging practices in an intensively plurilingual teacher education curriculum	Erguvan Uras Eren Kenan Dikilitaş Students' attitudes towards translanguaging	Translanguaging in written context **Mirjam Egli Cuenat** Translanguaging in English and French texts written by Swiss German lower secondary school students
14.45-15.15	Coffee break in a virtual foyer https://gather.town/invite?token=EOlO6a7th7ugIgWD2ZNCSH_n_Rz8Veri		
15.15-16.00	**Keynote 4 Claudine Kirsch:** Opening minds to a translanguaging pedagogy: perspectives from nursery and primary teachers in Luxemburg Introduction: Stefan Keller		
16.10-16.40	Melanie van den Hoven Beyond Arabic-English biliteracy and English-medium policies: modelling dynamic linguistic repertoires in the Gulf	Translanguaging practices in schools **Fotini Anastassiou** Translanguaging and biliteracy: towards new steps in bilingual education	Verbra Pfeiffer Translanguaging as a pedagogical resource in multilingual classrooms
16.40-17.10	Heini Lehtonen, Dragana Cvetanovic, Åsa Mickwitz & Auli Toom Students' and teachers' translanguaging practices in bilingual bachelor degrees	Elisabeth Erling The role and potential of translanguaging in English language teaching in Austrian middle schools	Nomalungelo Ngubane & Berrington Ntombela Translanguaging pedagogy in selected South Africa English first additional language FET writing classrooms
17.10-17.40	Closing remarks: Angela Creese & Adrian Blackledge https://zoom.us/j/96323602123		
	End of the conference		

Keynote Speakers

Adrian Blackledge and Angela Creese

Beyond Multilingualism – Translanguaging in Education

Language ideologies in education often assume that successful learning is dependent on teaching of and through separate, academic, languages. Common-sense arguments hold that learners' everyday communicative practices should remain outside the classroom, allowing academic language the space to prosper inside the classroom. In this talk we argue that a more appropriate pedagogy is one which creates the conditions for students' flexible communicative practices to take centre stage in education. We propose that ethnographic drama offers an opportunity.

Translanguaging in education faces challenges on at least two fronts. First, 'translanguaging' continues to be conceptualized linguistically. Much progress has been made in applied linguistics and sociolinguistics to develop new understandings of multilingualism and multilingual practice in education. But translanguaging is not a synonym for bilingualism, or for multilingualism. There is more to be done to shift into the mainstream understanding of translanguaging as embodied communication. Second, and relatedly, translanguaging is still the exception in education. In order for flexible communicative practice to play a leading role in the classroom, translanguaging must emerge from the shadows into the spotlight. This requires that translanguaging becomes everyday practice inside the classroom, as it is outside the classroom.

A creative, non-threatening way to bring translanguaging practice into the classroom is through ethnographic drama. In ethnographic drama we show each other the world, and show the full range of our semiotic repertoire. We make the familiar strange, enabling students to reflect on experience, and develop critical skills – to consider, evaluate, validate, and advocate. Ethnographic drama brings the outside in, moving students, teachers, and audiences closer to consideration of what is true, and what is of value. It is the combination of ethnographic drama, with its purchase on the real through the dramatic, and translanguaging, with its holistic conceptualization of the semiotic repertoire, that holds much promise for education in superdiverse societies.

Sari Pietikäinen

Cool Assemblages: beyond multilingualism in the Arctic Economic hotspots

A wealth of research has convincingly shown us how important the recognition and management of multilingualism is for economic, social and political processes and practices. We have also learnt that multilingualism can come in different shapes, scopes and volumes. However, we know less about how multilingualism works with the material and affective aspects of economic and political processes and practices. We know even less about how language, materiality and affect interact and what do they produce together. In this talk, I want to further explore this productive interaction between language, materiality and affect in the context of the *Cold Rush*, an accelerated race for Arctic natural resources, fueled by the actual and speculative transformations of commons into commodities (Pietikäinen 2021a, 2021b)). Examples of these interactions include turning ordinary berries into superberries, valuing mining work as a good job, and driving in the dark Arctic night into a Northern lights hunt. I will discuss the ways in which the concept of *assemblage* by Deleuze and Guattari (1980/1987) can be applied to grasp some aspects of this complex, emergent interaction and I will move beyond multilingualism without losing the sight of the critical and creative dimensions of language.

Reference

Deleuze, Gilles, and Felix Guattari. 1980/1987. *A Thousand Plateaus: Capitalism and Schizophrenia*. Translated by Brian Massuni. Minneapolis: University of Minnesota Press.

Pietikäinen, Sari. 2021a. "Powered by Assemblage: Language for Multiplicity". *International Journal of The Sociology of Language* 2021 (267-268): 235-240. doi:10.1515/ijsl-2020-0074.

Pietikäinen, Sari. 2021b. "Assemblage of Art, Discourse and Ice Hockey: Designing Knowledge about Work". *Journal of Sociolinguistics*. doi:10.1111/josl.12470.

Claudine Kirsch

Opening minds to translanguaging pedagogies: perspectives and practices of professionals in early childhood education and primary school

In Europe, migration, mobility, technology and globalisation have resulted in multilingualism at both the societal and the individual level. These changes require policymakers and educationalists to adapt teaching. For the past few decades, institutions and scholars have called for multilingual education programmes that recognise the existence of the multiple languages spoken by children. The policies of the Council of Europe encourage 'pluralistic approaches' as well as early language learning. In the United States, García and her team developed multilingual pedagogies, later called translanguaging pedagogies, that draw on the students' entire semiotic repertoire to leverage their learning. Research findings in monolingual, bilingual and multilingual contexts testify to the benefits of translanguaging for learning, well-being and identity-building. Such programmes are in line with the United Nations' Convention on the Rights of the Child, which demands respect for children's languages, cultures and values. While multilingual programmes have been implemented in early childhood education and primary schools in several countries in Europe, professionals seem to be unsure of how to promote multilingualism and deal with language diversity.

This presentation is based on the perspectives and practices of professionals in early childhood education (ECE) and primary schools in multilingual Luxembourg, where a programme of plurilingual education was implemented in ECE in 2017 and where primary school children follow a trilingual curriculum. I will provide insights into the perspectives of practitioners by drawing on five research projects carried out in Luxembourg over the last six years. I will present excerpts from interviews and observations that indicate that early years practitioners have opened up to multilingual education over the past few years and are tackling the multiple challenges they face during the implementation of the multilingual programme. Translanguaging also exists in primary schools but a clear language hierarchy is in place and teachers and children do not draw on their entire semiotic repertoire. The presentation concludes with a discussion of the implications for practitioners and policymakers.

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Leketi Makalela

From monolingual multilingualism to horizontal multilingualism: Lessons from ubuntu translanguaging for educational advancement

Global educational systems have until now adopted cognitive efficiency models and environmental opportunity hypotheses that are underpinned by both one-ness and deficit ideologies. While the one-ness ideological framing may have had its advantages during the European Enlightenment, it has become an epistemic burden for increasingly multilingual, complex, volatile and ambiguous education systems in the 21st C. Recent attempts at resolving monolingual bias are still, not surprisingly, embedded epistemologically in the logic and cultural constructs of linearity and boundedness. Concomitantly, multilingual students are disproportionately disadvantaged within and beyond their schooling period. In this presentation, I demonstrate how the horizontal multilingual competence (multilingual multilingualism) and a rhizomic pedagogical rapture can be harnessed as a resource for educational advancement. While embedding the discussions around the translanguaging paradox of internal idiolect and externally named languages, I use the notion of *discontinuation continuation* from the ubuntu translanguaging framework and show data from various education contexts to argue that chaos and cohesion can be in an orchestra – disrupting the walls of monolingualism while innovating for more fluid, overlapping and versatile ones that mirror a multilingual mind in the process of meaning making. The presentation ends with practical recommendations for using more than one language simultaneously for learning and teaching and related pedagogical modalities are highlighted for adaptations in comparable contexts.

Abstracts

Lina Adinolfi and Caroline Tagg, Monday, 10.30 – 11.00

Translanguaging Practices Across Adult Modern Language Instructional Spaces and Task Types

The value of translanguaging is increasingly being recognised as an effective means for enhancing learner engagement and attainment in educational contexts in which the dominant language differs from pupils' home languages (e.g. Cenoz & Gorter, 2011; Creese & Blackledge, 2010; García & Kleifgen, 2018). Yet, to date, its application to modern language instruction, i.e. the learning of language as a subject for interest or pleasure, particularly among adults, remains largely unexplored.

Our project explores the spontaneous translanguaging practices of distributed groups of adult language learners at post-beginner and intermediate levels in relation to different interactive online educational spaces and task types, both synchronous and asynchronous, within a modern languages programme in a blended-delivery university environment in the UK.

Our analyses reveal that learners routinely limit themselves to using the target language when responding to explicitly language-focused tasks. In contrast, in the more socially oriented communicative exchanges outside these tasks, they exhibit greater recourse to diverse elements from across their multilingual repertoires, drawing on translanguaging strategically and creatively, and to scaffold their learning and that of their peers. In these ways, learners draw on translanguaging practices to both meet their language-learning objectives and achieve community-oriented functions.

The particular prevalence of such practices in the context of the university's modern language learning MOOCs may be explained by the fact that communication within this relatively new mass learning space is more akin to social media use insofar as it is more authentic, anonymous, learner-led and collaborative than that of conventional instructional environments. These findings point to the need for curriculum design to take into account the role of translanguaging in fostering the contribution of learning communities to adult modern language instruction, thereby improving learning experiences and outcomes.

References

Cenoz, J. and Gorter, D. (2011) Focus on multilingualism: a study of trilingual writing. *The Modern Language Journal* 95, 356–369.
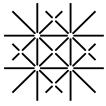
Creese, A. and Blackledge, A. (2010) Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal* 94: 103–115.

Garcia, O. and Kleifgen, J. A. (2018) *Educating Emergent Bilinguals: Policies, Programs and Practices for English Learners*. 2nd edn. New York: Teachers College Press.

Kevin Simoes Loureiro and Sascha Neumann, Monday, 10.30 – 11.00

Young Children's Influence on Language Practices in Day Care Centres: The case of plurilingual Luxembourg

As children's agency in influencing institutional language practices is currently not carefully reflected in early childhood education curricula, the objective of this study is to offer meaningful insights about how institutional language policies are both reproduced and transformed by children's everyday use of language. For this purpose, we combine conceptual resources from social theory, sociolinguistics and childhood studies in order to analyse children's linguistic behaviour by applying a structure-agency perspective as a relational approach. Drawing on data from ethnographic field research within institutional day care centres in Luxembourg, our findings demonstrate that the status of children as actors in institutional language practices is strongly connected to institutional policies as a structural condition. However, this does not mean that children just enact these language policies, because they are actors in maintaining, undermining and alternating them. In this respect, the translanguaging of children and caregivers in particular plays a crucial role in the Luxembourgish context, as it allows for a bridge to be built between the official institutional language policy and the individual linguistic repertoires. Considering the goal of establishing a plurilingual environment in early childhood education, which now is paramount to the educational language policy of the Luxembourgish government, this article suggests that translanguaging as a pedagogical resource should be considered as one of the key starting points to create a plurilingual ecology in and through everyday practice in the day care centres.

Christian Hild, Monday 10.30 – 11.00

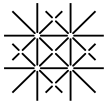## Translanguaging as a Teaching and Learning Strategy for Language-sensitive Religious Education

Religious education is the central learning space for social cohesion and plurality,[1] where three different languages meet: on the one hand the individual language worlds of the students, i.e. various dialects and also national languages, while on the other hand, the subjective "language for religiosity" and objective "language of religion(s)", the latter having become – especially for children and young people – a kind of "foreign language", which is characterised by a vocabulary

As a consequence, intralingual translations of subject-related linguistic worlds to the linguistic world of the students[3] become virulent in the current discourse on religious education for overcoming the distance between the linguistic worlds of the students and the "language of religion(s)".[4] Against this background (internal and external), multilingualism is an aim of current efforts in religious education and didactics, in which religious education is also to be designed language-sensitively for the above-mentioned three languages that clash in religious education; such postulates run on a theoretical level and practical implementations currently form a desideratum.[5]

The present contribution starts with the following thesis: The students participating in religious education are multilingual with regard to their linguistic worlds, but also with regard to the "language of religion(s)" and the "language for religiosity". Translanguaging as a teaching and learning strategy is capable of enabling the pupils to come to an intersubjective exchange about the "language of religion(s)" and the "language for religiosity" through the synergy of different interpretations, which lives from the plurality of interpretations, perspectives and points of view, whereby competence in verbal and non-verbal religious expression and communication skills is to be achieved. The thesis is supported by examples from practice (at secondary school) which were tested by the speaker himself.

References

[1] Pirner, M., Öffentliche Religionspädagogik. Religionspädagogik als Übersetzungsaufgabe?! in: Oorschot/ Ziermann (2019, ed. [see annotation 4]), p. 97–110; p. 104.

[2] Altmeyer, Stefan, Zum Umgang mit sprachlicher Fremdheit in sprachlichen Bildungsprozessen, in: Schulte (2018, ed. [see annotation 4]), p. 191–205; p. 193.
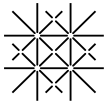
[3] Pirner, M., Religiöse Bildung zwischen Sprachschulung und Übersetzung im Horizont einer Öffentlichen Religionspädagogik, in: Schulte (2018, ed. [see annotation 4]), p. 55–69; p. 65.

[4] Haußmann, W. et al. (ed.) EinFach Übersetzen. Theologie und Religionspädagogik in der Öffentlichkeit für die Öffentlichkeit, Stuttgart 2019. Oorschot, Frederike v. et al. (ed.), Theologie in Übersetzung? Religiöse Sprache und Kommunikation in heterogenen Kontexten, Leipzig. Schulte, A. (ed.), Sprache, Kommunikation, Religionsunterricht: gegenwärtige Herausforderungen religiöser Sprachbildung und Kommunikation über Religion im Religionsunterricht, Leipzig 2018.

[5] Schulte, A., Religion übersetzen im Kontext religiöser Sprachbildung und Kommunikation im Religionsunterricht, in: Oorschot/ Ziermann (2019, ed. [see annotation 4]), p. 111–124; p. 120.

Vimbai Mbirimi-Hungwe, Monday, 11.00 – 11.30

Translanguaging as an Act of Emancipation: Rethinking Assessment Tools in Multilingual Pedagogy in Higher Education

A plethora of research concerned with translanguaging pedagogy exists. Available research shows a considerable effort by researchers at the tertiary level in South Africa. However, the question of which language should be used for assessment, especially at the university level where proficiency in the language is expected, has not been tackled adequately. Using a group of first-year medical students a study was conducted to find out if proficiency in the English language is required as a measure of success in content-related material. Using statistical analysis between a control group and intervention group, the results showed a significant difference in the performance of the students after the assessment of a task that was given.

The intervention group, which was given the opportunity to discuss the main ideas of a text and write a summary based on the text, performed better than their counterparts in the control group. However, it should be noted that during the assessment, the grammatical rules of the English language were not the priority, rather emphasis was placed on students' ability to identify and use the main ideas in the summary. This result prompted me to conclude that through the use of a translanguaging pedagogy students are emancipated from the bounds of proficiency in the English language, enabling them to display their content knowledge. I therefore urge all lecturers to tease out assessment

to focus on content knowledge and allow students to use translanguaging to understand and make meaning of content material.

Soili Norro, Monday, 11.00 – 11.30

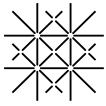## Translanguaging in Namibian Primary Education

About thirty languages are spoken in Namibia (ethonologue.com), English being the only official language. According to the language education policy (LEP), thirteen of these languages may be used in schools as the medium of instruction (MoI) and as subjects. The school languages are Afrikaans, German, English, Ju/'hoansi, Khoekhoegowab, Oshikwanyama, Oshindonga, Otjiherero, Rumanyo, Rukwangali, Setswana, Silozi and Thimbukushu. During the first three years, the MoI is the home language of the learner or a predominant local language. From Grade 4 onward, the MoI switches to English (NCBE, 2016).

Although the objective of the official policy is to both ensure the proficiency of all citizens in the official language and to promote the national languages (NCBE2016), the preponderance of English as the main MoI is inevitable. There are certain language ideologies and attitudes behind this policy. English has the widest communicative reach and is for that reason valued more than the local languages (Calvet, 1999; De Swaan, 2001; Lo Bianco, 2010). Parents want their children to have an education that gives them access to the highest positions in society and to the benefits of globalisation. In the minds of both parents and policymakers, this has often meant education in English at the expense of linguistic diversity and multilingual education (Lo Bianco, 2010; Tötemeyer, 2010).

For the purposes of my PhD study, I have collected data in Namibian primary schools using ethnographic methods such as classroom observations, teacher interviews and focus group discussions, as well as a questionnaire addressed to teachers. The focus has been on the teaching strategies and the scaffolding and translanguaging practices teachers use (Creese & Blackledge, 2010; Canagarajah, 2011; García & Li Wei, 2014; Otheguy et al., 2015). Some preliminary observations show that little translanguaging, such as asking peers or other teachers to translate, is taking place. These strategies are however used mostly spontaneously, not as pre-planned pedagogical strategies.

References

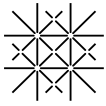Calvet, Louis-Jean (1999) *Pour une écologie des langues du monde*. Paris: Plon.

Canagarajah, Suresh (2011) Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal* 95 (3), 401–417.

Creese, Angela and Blackledge, Adrian (2010) Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal* 94 (1), 103–115.

De Swaan, Abram. 2001. Words of the world: the global language system. Cambridge: Polity Press.

García, Ofelia and Wei, Li (2014) *Translanguaging: Language, Bilingualism and Education*. London: Palgrave Macmillan.

Lo Bianco, Joseph (2010) The importance of language policies and multilingualism for cultural diversity. *International Social Science Journal* 61 (199), 37–67.

Otheguy, Ricardo, García, Ofelia, and Reid, Wallis (2015) Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review* 6 (3), 281–307.

The National Curriculum for Basic Education (NCBE) (2016) Okahandja: National Institute for Educational Development (NIED), Ministry of Education, Arts and Culture (MoEAC).

Tötemeyer, Andrée-Jeanne (2010) *Multilingualism and the Language Policy for Namibian Schools.* PRAESA Occasional Papers no 37. Cape Town: PRAESA/University of Cape Town.

Karin van der Worp, Monday, 11.00 – 11.30

Translanguaging in Cross-border University Collaborations: Enhancing Linguistic Diversity

The present study explores multilingualism in the field of higher education. More specifically, it looks into the increasingly common practice of international collaborations between universities and the role of translanguaging in these settings.

This paper focuses on the cross-border Ocean i3 project carried out between the University of the Basque Country at the Spanish side of the border and the University of Bordeaux at the French side of the border. In this interdisciplinary project, staff, students and professors from various faculties work together on the challenge of the ocean's plastic pollution, aiming to contribute to the reduction of pollution on the Basque-Aquitaine transboundary coast. This work group puts into play a diverse repertoire of

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languages, including the majority languages Spanish and French, the minority language Basque and the international language English.
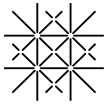
This study aims to analyse the use of different languages in this community in order to propose an adequate language policy preserving and promoting linguistic diversity. In the first phase of the study, the actual use of languages and the linguistic needs of the participants are analysed by observing their meetings and gathering questionnaire data. In the second phase, an action research approach is adopted by putting into practice various translingual dynamics and reflecting on them. The final phase consists of the development of a bottom-up language policy to promote linguistic diversity in this context and support the participants in their multilingual practices.

The results of the study show translanguaging to be the key element in an adequate language policy for cross-border university collaboration. This enables the participants to make use of their full linguistic repertoire and reduces the necessity of opting for one exclusive vehicular language.

Safia Serai, Monday, 11.30 – 12.00

Translanguaging in Higher Education

The monolingual approach has been challenged by the "dynamic bilingual" norm which subsides the rigid separation between languages and acknowledges the students' full linguistic repertoires. Bilingual instructional strategies and the process multilinguals follow to deploy what they do with languages is called translanguaging. As the term "translanguaging" is gaining increased attention in the literature, the main aim is to investigate this linguistic phenomenon from a pedagogical perspective at the Algerian tertiary level, which has been under-researched. In this regard, I am going to provide a better understanding of translanguaging by focusing on the practices that involve the use of different languages in the Algerian context where more than two languages may co-occur (English, Arabic with its varieties, French and Tamazight). In addition, the teachers' and students' attitudes in the English as foreign language classrooms will be investigated to elucidate the multilinguals' views about this language practice and check whether a valued and an acknowledged practice in higher education language classrooms is possible. The potential findings may suggest implications for teacher education about the use of the different languages the students know, and how to teach students the appropriate contexts to develop their proficiency in translanguaging. In conclusion, there

may be a significant contribution to what translanguaging is in the Algerian multilingual context.
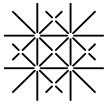

Sarah Hopkyns, Monday, 11.30 – 12.00

Translanguaging in Emirati Higher Education: Challenging Monolingual Ideologies for Social Justice

Multilingualism in the superdiverse nation of the United Arab Emirates (UAE) is both typical and expected. Although Modern Standard Arabic (MSA) is the official language of the UAE, Emiratis mainly use Khaleeji dialects at home and with friends. In addition, English is the de facto lingua franca and a medium of instruction at all levels of education. With residents from over 200 countries living and working in the UAE, approximately 100 other languages are also spoken. Top-down language policies overtly favour the two dominant languages of English and MSA which appear on public signage, in educational contexts, and online as two "pure" languages placed side-by-side or as "two solitudes" (Cummins, 2007). However, language on the ground is considerably more complex than as planned. This presentation explores the language ideologies and language use of 100 Emirati university students through a case study using mixed-method questionnaires and classroom observations. The study revealed that although combining languages through translanguaging is ordinary and natural, mixed attitudes towards such practices exist. While some participants viewed translanguaging as a pragmatic tool which eases communication and enhances meaning, others held firm monolingual ideologies whereby languages were only valued if used separately. It is argued that bottom-up translanguaging in classrooms could act as a counter-discourse to rigid "English only" expectations in English medium universities. However, for such translingual practice to be an effective form of resistance, deficit ideologies surrounding multilingualism in education (Blackledge et al., 2014) need to be challenged amongst educators and students themselves. From a World Englishes perspective, embracing the translingual turn places value on how languages are actually used rather than how policies state they "should" be used, which results in a power shift in relation to social justice.

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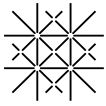
Sara Hillman, Monday, 11.30 – 12.00

Translanguaging in Transnational Spaces: Language Ideologies, Policies, and Practices at an American Branch Campus in QATAR

"Traveling" neoliberal ideologies, policies, and practices (Barnawi, 2018; Phan, 2017) have led to an exponential growth in English as a medium of instruction (EMI) (Macaro, 2018) and the internationalisation of higher education around the world. In regions like the Arabian Gulf, there has been rapid growth in transnational higher education through the importation of international branch campuses (IBCs) over the last two decades (Hillman et al., 2021).

An example of this is Qatar's Education City, where six American IBCs administer all their degrees through EMI. While there is a burgeoning amount of research on teachers' and students' educational experiences in these transnational spaces (e.g. Vora, 2019), there has been relatively little focus on language ideologies and what happens in the learning spaces of these campuses in terms of classroom language policy and practices and the impact on various stakeholders. In addressing this gap, this study examines teachers' and students' notions of language and perspectives on EMI and translanguaging pedagogies and practices at an American IBC campus in Qatar, which solely offers engineering degrees. Fifty-seven students and 22 teachers from different academic disciplines completed a survey and participated in interviews related to the topic of translanguaging pedagogy. A sample of the teachers were also video-recorded teaching their courses and then interviewed using stimulated-recall techniques.

The results shed light on the tensions between espoused monolingual ideologies and actual classroom practices and the complexities of the linguistic ecology of transnational higher education. I discuss both the challenges and the possibilities of transgressing monolingual ideologies and promoting a more translingual "stance" (García & Kleyn, 2016) in EMI transnational higher education in Qatar and beyond.
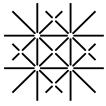
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Edina Krompák, Monday, 13.45 – 14.15

Diglossic Practices and Regional Linguistic Identity. Translanguaging in Teacher Education in Switzerland

Background and aims: Although the concept of translanguaging and its potential are becoming increasingly important in primary and secondary classrooms (García & Li Wei, 2014; Paulsrud, Rosén, Straszer & Wedin, 2017), translanguaging is not very well explored in higher education practice (Mazak & Carroll, 2017) and teacher education in particular. The research project, Teacher Education for Translanguaging (TET), aimed to fill this research gap. It applied participative ethnography approaches to investigate the individual language use of future teachers in Switzerland in different life settings: teaching, learning and private life. **Research questions:** The following questions led our research: How do future teachers reconstruct their diglossic practices and linguistic identities in their data? In which contexts do Swiss dialects appear and what are their aims? How applicable is autoethnography for exploring multilingual language practices? **Methodology:** The participants comprised 21 future teachers: 13 female and eight male. The participants were asked to observe and document their linguistic practices using ethnographic approaches. As a first approach, the participants wrote autoethnographic protocols (Chang, 2008; Ellis, Adams & Bochner, 2010) to document and reflect on their own linguistic practices in learning (at university), teaching (at the secondary school where they have their teaching practice) and in private contexts. The interpretation of the protocols was carried out using Charmaz's (2006) grounded theory. As a second approach, which we called "linguistic homescapes" (Krompák, 2018), the participants

collected and reflected on photographs of written signs and symbols in their private context. As a third approach, we analysed the audio recordings of participants' oral and written WhatsApp communication, using interactional sociolinguistics and discourse analysis (Gumperz, 2001). **First findings and implications:** Initial analyses have resulted in two key findings: Firstly, future teacher's linguistic practices differ significantly according to context. Whereas, in private contexts, translanguaging seems to be an everyday practice, learning and teaching contexts were governed by the institutions' overt and covert language policies (Shohamy, 2006). Secondly, we explored new phenomena: the diglossic linguistic identity as well as multidimensional and multimodal translanguaging in social media. Additionally, the participants reported how participation in the project increased their sensitivity for translanguaging, allowing them to reflect on their own linguistic practices and on the language use of their students.

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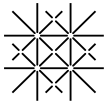
Flavia R. Bley, Monday, 13.45 – 14.15

Home Languages and Translanguaging as a Pedagogical Resource in a Pre-primary Classroom in Luxembourg: A Longitudinal Case Study

Luxembourg's latest language policy for early childhood education (2017) recommends that teachers in pre-primary schools (i.e. formal education for children aged 4 to 6 years) introduce French in their activities and daily routines at the same time that Luxembourgish continues being the majority language of class communication. Luxembourgish is, however, a second/third language for many children in class. The official government numbers show that at this age, 60% of children live in homes where Luxembourgish is not spoken. Teachers were also asked to value children's home languages, which presents another challenge due to the country's superdiverse linguistic context. This paper is part of my doctoral research which looks at how parents at home, teachers at school and educators in non-formal education institutions support the learning of multiple languages for newly arrived migrant children. The research is underpinned by a sociocultural perspective on language learning and draws upon Van Lier's (2004) concept of ecology of language learning. As a longitudinal interpretive case study, I employed ethnographic methods such as field observation, photos, videos, audio recordings and interviews. Data were collected from October 2017 to July 2018 in three pre-primary classrooms, two homes and two non-formal education institutions. The paper will present the teacher's activities when introducing French and valuing home languages. Looking more specifically at the newly arrived migrant girl, this paper illustrates how her freedom in using Portuguese in class did not prevent her from learning Luxembourgish, which she deliberately and gradually started using more often up to the end of the school year.

Philipp Saner, Monday, 13.45 – 14.15

TRANSLANGUAGING IN MUSIC: EXPLORING TRANSMUSICKING IN THE CONTEXT OF AN EXPERIMENTAL MUSIC ENSEMBLE

Translanguaging theory is used by scholars around the world to shed new light on the language use of bilinguals and multilinguals who make language "without regard to the boundaries of named languages" (García & Ortega, 2020: 46). But the theory also goes beyond what is usually considered to be language to include multimodal practices of meaning making, "trans-systems of semiosis" (García & Li Wei, 2014: 43) or what Pennycook (2017: 278) calls "semiotic assemblages" that might consist of sounds,
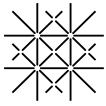
smells, clothes, gestures, bodies and artefacts. This holistic view on communication broadens the scope of translanguaging and encourages researchers to look into the diverse literacies applied by individuals to make sense of their surroundings – "of which language is just one" (Block, 2014: 62).

In this context, García and Ortega (2020) point out the similarities between the verb "languaging" – which is used to describe language as an ongoing process rather than a stable object – and what Christopher Small (1998) refers to as "musicking". Understanding both language and music as social activities that generate meaning, their analysis of children's musicking shows that it makes sense to integrate music into translanguaging theory. Inspired by Ortega's (2018) in-depth study of a music education programme and its positive effects on the school literacies, as well as on the self-image of minoritised bilingual children, the study at hand aims to expand on the potential of this relationship from a musician's and music educator's perspective. Attempting to do justice to the translanguaging philosophy, ideals like activating a speaker's entire linguistic repertoire and "[d]econstructing named languages" (Otheguy, García & Reid, 2005: 286) are translated into the realm of music. I will argue that named musical genres such as Jazz, Classical Music, Reggae or Bossa Nova – just like "named languages" – are social constructs closely linked to ethno-cultural identities and social hierarchies (Blanchard, 2019; Haynes, 2010; Westerlund, Karlsen & Parrti, 2020). Any individual's artistic expression within those genres is therefore limited and subjected to social and musical conventions. Consequently, I will look at the artistic and educational potential of more universally accessible ways of musicking, including improvisation, indeterminate composition and multimodality.

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Ursula Ritzau, Monday, 14.15 – 14.45

Hybrid Language Use in a University Foreign Language Course

In studies of language in society, new sociolinguistic notions referring to linguistic hybridity are increasingly gaining ground, for example the notions of translanguaging and polylanguaging (García & Li Wei, 2014; Møller, 2009). Hybrid language use is generally regarded as manifestations of stylisation, identity work or language play and is usually studied in ethnically and linguistically heterogeneous environments (e.g. Jørgensen et al., 2011).

Within the context of institutionalised foreign language learning, hybrid language forms that are structurally similar to those in the sociolinguistic literature are quite common as well. However, hybrid language use in foreign language learning contexts is usually viewed as learner phenomena reflecting lack of skills in the new, foreign language (Rampton, 2013).

My data show that foreign language learners use hybrid language forms that are structurally similar to those found in other sociolinguistic studies, although the

participants of my study may have other reasons for using such forms. They use hybrid language forms as manifestations of identity work or language play and as phenomena related to language learning.

This paper presents written and audio-recorded data from 49 Swiss German university students learning Danish as a foreign language in Switzerland. According to the participants' own estimates, they knew more than three foreign languages before they started the Danish course and they drew on languages such as German, English and Swedish while learning and using Danish.

The paper demonstrates how hybrid language use can be a means of social differentiation in some instances but not in others, although the context and the participants remain the same. This new insight calls for more research on hybrid language use in different contexts and contributes to the current theoretical discussions on translanguaging and related concepts.
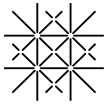
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Alex Knoll and Anna Becker, Monday, 14.15 – 14.45

English Yes, Polish No: On Practices of Translanguaging and the Selective Establishment of Languages in German-English Day Care Centres in Switzerland

The presence of multiple languages has a long tradition in Swiss education. However, learning a second language only starts at grade 5 (HarmoS). In early education and care, there is usually just one language present, spoken predominantly by teachers while children's multiple (migrant) languages pass unnoticed. There are some day care centres offering a (historically grown) multilingual learning environment, such as German-French (Brandenberg et al., 2017). Additionally, there are some that offer the inclusion of English as medium of instruction, but hardly any research exists on these so far.
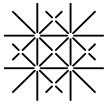
Relying on the concept of an ethnography of multilingualism (Blackledge & Creese, 2010) and research on dealing with multilingualism in early childhood in Switzerland (e.g. Kassis-Filippakou & Panagiotopoulou, 2015; Knoll & Jaeger, 2019) and in other countries (e.g. Kim et al., 2018; Neumann & Seele, 2014), we ask (1) how multiple languages are introduced by teachers in everyday classroom interaction, and (2) what importance is being attached to translanguaging and children's linguistic resources in other first languages. In an ethnographic field study conducted in spring 2019 in three German-English day care centres in German-speaking Switzerland, we observed teachers and pupils in their linguistic interactions. The centres' websites, linguistic conceptions as well as interviews with the centre leaders are also considered (Knoll et al., 2019).

Preliminary results show that (Swiss-)German seems to be the main language in the day care centres, while English is spoken as an additional language by only one teacher in the group and/or during special pedagogical sequences. Teachers do not refer to children's linguistic resources in other languages unless in very short specific routines such as individual counting in a circle sequence. We conclude that while English is 'let into' the classroom, other languages seem to be 'locked out', which might be even more true for these settings than for conceptually monolingual ones.

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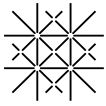Lehrforschungsprojekt [final report]. Universitäres Zentrum für frühkindliche Bildung Fribourg (ZeFF).

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Vildan İnci Kavak and Yasemin Kırkgöz, Monday, 14.15 – 14.45

Translanguaging Practices from a Conversation-Analytic Perspective: An Examination of Interaction in Food Engineering Courses

Globalisation and internationalisation have led to a dramatic rise in the number of bilingual and multilingual education programmes at universities. Following the trend, Turkish public and private universities began to embrace English-medium education as a matter of prestige and academic competitiveness. In such a context, this study aims to investigate translanguaging practices adopted in the courses of the Department of Food Engineering at Gaziantep University, a public university in south-east Turkey where engineering programmes are offered in English. The data were obtained through audio recordings, interviews, observations and field notes as a part of a doctoral study. Eight teaching hours were transcribed by using Jeffersonian transcription codes for conversation analysis. The data, along with complementary information from the interviews and notes, were studied to identify various functions of classroom translanguaging practices in the selected context. The data have showed that translanguaging is frequently used by engineering students as a practical communicative device serving particular pedagogical functions such as deeper understanding, checking and co-constructing meaning, building on previous knowledge, resolving misunderstandings and scaffolding. This study thus offers an insight into how, when, and why students mix and match their linguistic repertoires for different purposes and needs in content-based engineering classrooms. Representative extracts from the audio-recorded data will be provided to elaborate on how these important functions are shaped by students' translanguaging practices. This could be beneficial for learners to develop an awareness of their own language habits and uses, as well as for lecturers to broaden their understanding of students' field-specific linguistic collections and bilingual communication strategies

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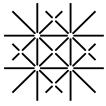
Ai Inoue, Monday, 16.10 – 16.40

Translanguaging and Phrase-based Practices in English Language Education for Japanese College Students

This study shows the effectiveness of translanguaging and phrase-based practices in English language education for Japanese English learners (JELs).

English education in Japan has traditionally and excessively put an emphasis on learning English grammar and considered that it is wrong to use a native language (i.e. Japanese) in a language class with the aim of putting an emphasis on improving communicative competence in English. For this reason, it is widely acknowledged that the low English proficiency of JELs needs immediate improvement. Ikuo Koike's research from 2004 to 2008 found that 80% of JELs are in the Level A (Basic User) category of the Common European Framework of Reference for Languages (CEFR). Especially, the written and spoken English of JELs somewhat lacks in authenticity. Hence, JELs may be hesitant to write and speak English, although they convince themselves that they have to write and speak English as native speakers of English do. Also, they tend to put excessive pressure on themselves when they write and speak English.

To improve the situation in Japan, this study introduces a book entitled *Phrase-based English Learning: Aiming for an Asset on a Global Stage,* which adopts translanguaging and phrase-based English education for JELs and tries to examine how translanguaging and phrase-based practices can contribute to the English proficiency of JELs. In all, 50 college JELs (with Test of English for International Communication scores between 450 and 600) responded positively to the book, achieving higher scores in the four quizzes (13.5 out of 20 points). On the other hand, they said that when an English-only book was used in class, they became less motivated and it took a long time to understand and use

certain words and phrases. Moreover, they obtained low scores in four different quizzes (10.7 out of 20 points).

Nancy Wangui Mbaka, Monday, 16.10 – 16.40

Translanguaging in a Kenyan Primary School Classroom

The sociolinguistic situation in Kenya is triglossic in nature (Schmied, 2012). English is at the top of the rank as the official language. Kiswahili has been in the middle as the co-official and national language. It is also used as the country's lingua franca. The indigenous languages are at the base of the hierarchy. This paper sought to evaluate whether the language-in-education policy is implemented in the classroom. A case study was carried out in Chuka Division, Tharaka-Nithi County, Kenya. The study sought to find out whether teachers implement the language policy in the light of the multilingual linguistic context that they work in. The role that each language plays in the education system is discussed in the light of the language policy as outlined in the Gachathi Report (1976). Stratified sampling was used to include the public and private schools. Naturally occurring classroom discourse was recorded through observation. The theoretical framework that guided this study was game theory, as proposed by Laitin (1992). He speculated that African countries would be multilingual with three or more languages in use. The paper establishes that teachers mainly use code mixing and code switching(translanguaging) in the classroom and also in official domains. Though they are aware of the language policy, other factors such as the failure by the Ministry of Education to enforce the policy, leaves the public school children at a disadvantage especially in their acquisition of English. The general set up of the education system also disadvantages mother tongue education. The findings in this paper contribute to scholarly literature in sociolinguistics and are of great benefit to curriculum developers and policymakers in the Ministry of Education in Kenya.
References

Language of instruction (LOI), mother tongue (MT), policy implementation, Language-in-Education Policy, Translanguaging

Catherine Blons-Pierre and Sonya Maechler-Dent, Monday, 16.40 – 17.10

Translanguaging in Education: The Emerging Challenge for a Multilingual Assessment-based Primary School Programme in the Canton of Zurich

"Translanguaging is becoming more widely recognized across educational contexts in an increasingly globalized world" (Hornberger & Link, 2012). This statement does not, however, seem to apply to the Swiss context despite Switzerland's rich linguistic diversity

and the language teaching practised at most academic levels, in several cantons, from kindergarten to secondary level. Translanguaging appears more to be a modest private undertaking. And, although introducing translanguaging in education requires time, it is still today very far from being widely recognised across educational contexts, such as the Swiss one for example.
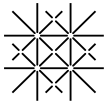
We propose here a reflection on the implementation of translanguaging in the teaching and learning of languages (English, German and French), through action research work carried out with teachers, parents and learners. We have been questioning, analysing and reflecting on translanguaging, on its advantages and disadvantages within a language primary school programme, on the weekly logistics, on teachers', parents' and children's contributions, and particularly setting this process within the context of the cultural and academic requirements of the Canton of Zurich's education department, as well as with all our schools' implemented assessment systems, including the DELF Prim assessments in an L3 programme.

Is there a collision? If yes, why? Is there room for more understanding on how to integrate translanguaging into the various lessons despite the intensive monolingual exam preparations? As each set of exams seems to need a thorough focus on each language separately, how can this, from a logistical point of view, work within a trilingual school?

Currently, it seems possible to promote translanguaging only through individual initiatives at the level of educational institutions. The new Common European Framework of Reference for Languages Companion Volume (Council of Europe, 2018) could, perhaps, under certain conditions, initiate an evolution in teaching practices and the assessment of multilingual skills in order to develop translanguaging in the didactics of languages.

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Irène Zingg, Monday, 16.40 – 17.10
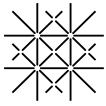
Beyond Marginalised Multilingualism

Classrooms are becoming more and more colourful, multilingualism is a fact of life, even in Switzerland. The development project "More Language(s) for All" (Mehr Sprache(n) für alle) is investigating this potential in the German-speaking part of the Canton of Berne (Switzerland) with the aim of making the existing diversity of languages more visible and using it for teaching.

The focus is on pedagogical cooperation between teachers of the heritage language and culture (HSK) and regular teachers. So far, they have only taught in separate parallel units. The teaching sequences that have been developed and tested in tandem since the 2018/19 school year now show integrated HSK teaching. The tandem model offers pupils and teachers from mainstream schools and HSK closer approaches and increased experience in the field of language teaching of school language and languages of migration. The model character of the project is intended to be extended beyond the cantons for targeted use in regular lessons.

The development project "More Language(s) for All", supported by the Federal Office of Culture, sees the phenomenon of multilingualism not as a problem but as an opportunity. In the Canton of Berne (Switzerland), more than 400 HSK courses, so-called courses in heritage language and culture, are held every week in 29 languages on the premises of the public school. Cooperation with primary school teachers has so far been limited to organisational matters, not least because these voluntary courses are not integrated into the timetable. Initiatives for cooperation between HSK and regular teachers are still rare and hardly known in the Canton of Berne; the resources of HSK teachers are therefore little used, although there would be many points of contact between the curricula – the HSK framework curriculum and Curriculum 21 (Lehrplan 21).

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Zingg Irène. 2019. Sprache – Macht – Schule. Dekoloniale Perspektiven auf die Mehrsprachigkeit. *Zeitschrift der Schweizerischen Ethnologischen Gesellschaft*, Tsantsa, 24, 58–66.

Dobrochna Futro, Monday, 16.40 – 17.10

Translanguaging Art: Exploring Translanguaging Practice and Pedagogy with Primary School Pupils in Scotland

In this paper I will present my PhD research, in which the multilingual works created by Krzysztof Wodiczko, Małgorzata Dawidek and Monika Szydłowska – Polish-born visual artists who combine multiple languages with other means of artistic expression in their artistic practice – were first employed as translanguaging resources in the design of the Polish language teaching model, and were subsequently used by primary school pupils in a Scottish mainstream school in their exploration of their language practices, attitudes towards translanguaging and the process of language learning.

I will briefly describe the context of my PhD project, situating it within the multilingual landscape of Scotland and the Scottish education system, with a total of over 140 languages being spoken as the main home language by pupils in Scottish schools and Polish being the most commonly spoken minority language. I will also discuss the 1+2 language policy currently being introduced by the Scottish Government into Scottish schools in recognition of the need to improve language learning provision in Scotland.

Next, I will introduce the concept of translanguaging art rooted in the theory of translanguaging, describe the project, in which I employed the pedagogical model built around this concept, and discuss how young learners of Polish in a Scottish primary school reflected on their languaging practices and the process of foreign language learning both verbally and through (translanguaging) art-making. Finally, I will discuss my methodology and preliminary findings.

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Sarah Dietrich Grappin, Tuesday, 10.30 – 11.00

A Gateway to Plurilingual Competence: Translanguaging in the L3 Foreign Language Classroom

Translanguaging in L3 learners' speech and interaction involves the psycho- and sociolinguistic 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.

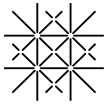They are used to overcome lexical gaps, with high acquisition potential, but also to express a variety of stylistic functions during a conversation. This might sensitise L3 learners for their upcoming plurilingual competence (Coste, 1991, Coste et al., 1997, Europarat, 2001; 2018), given that they also become aware of when and why they use translanguaging.

The paper will point out the results of a qualitative experimentation (Kleining, 2010) conducted in two classes of L3 French and L3 German after four years of L2 English and two years of L3 instruction (Dietrich-Grappin, forthcoming). By applying a reduction technique (conversation tasks in a strong communicative approach) and adjection technique (two-language task, i.e. L2 and L3 performance of the same task, Bailly & Ciekanski, 2003), the field was modified in order to enable learners to experiment more freely with their language repertoire. 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 the Revised Hierarchical Model (Kroll et al. 2010). While the exploratory group (two-language task) rather updated monolingual or monolingual-exolingual profiles (Porquier, 1994), tasks in a strong communicative approach seem to be more likely to elicit a wider range of communication strategies. A follow-up study focusing on retrospection data revealed that L3 learners easily become aware of production transfer, whereas code-switching and its functional analysis require more teacher guidance and data playback.

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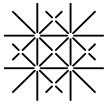http://student.unifr.ch/pluriling/assets/files/Referenzrahmen2001.pdf, letzter Zugriff am 23.7.2018

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Shubham Karmakar, Tuesday, 10.30 – 11.00

Students' Attitudes to Language Policy and Practices in Indian Higher Education

In recent years, translanguaging as a pedagogical practice has gained positive attention amongst educators and policymakers. Different studies (Canagarajah, 2011; García & Li Wei, 2014) suggested that allowing speakers to "translanguage" means to let multilingual students build on, scaffold and leverage their existing linguistic and cognitive knowledge in order to create new competences and acquire more knowledge (García & Li Wei, 2014). Despite studies on translanguaging having garnered interest in research on education and policymaking, little attention has been paid to the study of translanguaging as a pedagogical practice in the Indian sub-continent. Given its diversity in terms of languages, India represents a challenging setting in which to examine language policies and
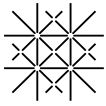
translanguaging as a pedagogical practice. Being a formerly colonised nation, higher-education language policies in India have been influenced by the nation's colonial past and the traditional educational system has been replaced by a British system of education, with English as the "default language of higher education". A few studies on language policy in Indian higher education (Agnihotri, 2007; Groff, 2017) report the lack of comprehensive evidence of language practices and remark on the fact that translanguaging practices occur. They also encourage further research in university classrooms (Groff, 2017).

This paper will investigate the languages in education policy in the state of West-Bengal (India) within the framework of a foreign language (Chinese) class in higher education. Moreover, it will try to examine the effects of translanguaging as pedagogical tool in a West-Bengal class with Chinese as foreign language. Through a qualitative analysis, it will be hypothesised that, given the complex multilingual situation in India, translanguaging could be a beneficial tool for learning.

Moreover, it will be argued that in increasing the Indian multilingual complexity in a study that involves Chinese as a foreign language, language policy in the classroom should be carefully problematised and planned.

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Audrey Freytag Lauer and Gabriela Steffen, Tuesday, 10.30 – 11.00

Translanguaging in Swiss Bilingual Education: Plurilingual Resources for Subject Knowledge Teaching/Learning

This contribution will explore translanguaging as a pedagogical practice in a French/English L2 – German L1 plurilingual programme in Switzerland. Specifically, it will focus on plurilingual classroom practices in a history and a geography class in compulsory school. The video-recorded classroom observations show how teachers and pupils draw on plurilingual resources to accomplish the ongoing tasks in geography or history. Semi-structured interviews with the teachers reveal that they think the language alternation out beforehand (didactisation) so that both languages ideally contribute to subject knowledge construction (Steffen & Freytag Lauer, forthcoming).
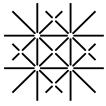
Francophone studies refer to this type of alternate use of languages in instructional interactions as meso-alternation (at the interface between and interrelation with occurrences of code-switching in classroom interaction and planned language alternation by the curriculum). It stands for didactic language alternation and relates to a plurilingual and integrative approach to subject and language knowledge teaching/learning, drawing on plurilingual resources (Gajo & Steffen, 2015; Steffen, 2013).

In many ways, meso-alternation is similar to translanguaging, initially described as a pedagogical practice deliberately alternating languages for receptive and productive use to deepen understanding of content (Williams 1994 in García & Wei, 2014); hence, it "switches the language mode in bilingual classroom" (García, 2009: 45). Since then, it has been extended to go beyond "the linguistic", including different modes of semiotic meaning-making in plurilingual practices as well as plurilingual pedagogical approaches (García & Lin, 2016).

The analysis of classroom practices (verbal and multimodal interaction, combined with the teaching materials used and teachers' discourse about their practices) is founded on an analytical framework at the crossroads between conversation analysis, discourse analysis, analytical tools from studies on plurilingual practices and on knowledge construction (see Gajo et al., 2013). The data were collected in the research project "Immersion and content-oriented language teaching: Didactic sequences and insertion into primary school's curriculum" (Gajo et al., 2020).

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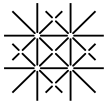
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Holli Schauber and Slavka Pogranova, Tuesday, 11.00 – 11.30

Translanguaging as a Pedagogical Resource in Primary and Higher Education

Our interest lies in translanguaging in foreign language teaching and learning (German and English) in primary schools and tertiary teacher training in the Geneva context. We focus on the naturally occurring and deliberate translanguaging practices in schools and the competences of communities of plurilingual teachers, who use their available linguistic repertoire in strategic ways during classroom interactions to enhance and enrich instruction and learning. Our work is bolstered by the range of views on translanguaging as a high impact student-centred practice among plurilingual populations (Creese & Blackledge, 2010; Ganuza & Hedman, 2017; Schwartz & Asli, 2014), by the notion of languaging or what individuals do with their languages (Guzula, McKinney & Tyler, 2016), and by García and Li Wei's (2014) notion of translanguaging as the "construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of language, but that make up the speaker's complete language repertoire" (p. 22).
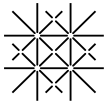
Based on our research (Pogranova, 2020a, 2020b; Schauber, 2012) and discussed in the light of recent literature (Allard, 2017; Cenoz & Santoz, 2020; Conteh, 2018; García, Johnson, & Seltzer, 2017; Li, 2018; Tian, Aghai, Sayer, & Schissel, 2020), our goal in the

presentation is multi-fold: (1) to make instructional proposals for translanguaging as a pedagogical resource in classrooms an institutional norm in subject-matter teaching and in higher education; (2) to identify the unique features of translanguaging practices in the above contexts; (3) to highlight the links with current curricula (PER, 2012), the FREPA (Candelier et al., 2012) and home language practices; and (4) to draw attention to the possibilities and practicalities. We provide stakeholders with an evidence-based departure point for planning and implementing instructional models where plurilingual populations exist and where translanguaging options are possible.

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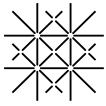
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Michał B. Paradowski, Tuesday, 11.00 – 11.30

Limits to Translanguaging and Trans-semiotising in Heteroglossic School Environments

Although the multidimensional concept of translanguaging (TLAN) has now gained world fame and popularity in the scholarly literature and among teachers "on the ground", it is not without problems and caveats. The talk discusses (1) the limits to the applicability and (2) the ramifications of translanguaging practices in the narrow sense of a multilingual resource-based set of pedagogical practices. We shall examine how TLAN may be less transformative and critical than has been suggested, how the demographics – and language repertoires – of teachers often fail to align with those of the student population, how TLAN practices may unintentionally reproduce disadvantages and reinforce inequalities and the hegemony of majority languages, how language singletons in particular face steeper challenges, that the students' home language (HL) is not always their strongest language, that not all students appreciate the opportunity to use their HL, that TLAN does not work everywhere or all the time, that pupils may not find it liberating at all, and that it may actually cause a decrease in well-being, that there is a necessary trade-off between the provision of translanguaging, the need to 'cover' the content required by the oft-overloaded curriculum within the allocated time, doing so in a manner comprehensible to the students, and providing sufficient exposure to the concepts in the language of instruction, and the need to reconcile the acknowledgment of students' linguistic diversity, freedom of expression and respect for the equality of languages with

making them learn the register or language that is the target of instruction. Naturally, many aspects and practices of TLAN are worthwhile and salvageable. The final minutes of the talk will focus on these, concluding with a recommendation of critical, reflective pedagogy that always takes into account the circumstances and ecologies of the classroom and the subjectivities of the students.
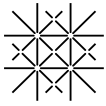
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Rosemary Wildsmith-Cromarty, Maryna Reyneke, Kotie Kaiser and Dolly Dlavane, Tuesday, 11.00 – 11.30

Translanguaging in Higher Education

This paper reports on an accredited short course on multilingual pedagogies for 30 university lecturers teaching first-year students across eight faculties at a South African institution. The aim of the course is to support lecturers in helping students gain access to their disciplines using translanguaging strategies. Translanguaging refers to the fluid

and flexible language practices that mark the heteroglossic nature of students' linguistic repertoires (Garcia & Wei, 2014; Gorter & Arocena, 2020; Infante & Licona, 2018; Makalela, 2019). In recognition of this, the institution's language policy has 'functional multilingualism' as a leading principle (NWU, 2018). Staff teaching first-year flagship modules from a range of disciplines formed the first cohort of participants for the short course. A participatory action research approach is used whereby successive workshops for the course are informed by participant feedback from previous ones. In between workshops, staff have been encouraged to try out strategies in their online teaching with their students. These vignettes, in turn, inform the content of subsequent workshops. Research methods include a pre-course online questionnaire survey for course participants regarding their reasons for joining the course, their attitudes towards the use of multiple languages in their lectures and what they expect from the various workshops that comprise the course. The first workshop also included a language history questionnaire, a language portrait exercise and post-workshop reflections. We discuss findings on staff perceptions of translanguaging in their teaching, their knowledge of and sensitivity towards their students' linguistic repertoires, their own language backgrounds and the challenges they face in catering for linguistic diversity in their lectures.
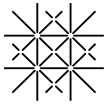
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Anila Panezai and Liaquat Ali Channa, Tuesday, 11.30 – 12.00

Translanguaging in English Medium Classes: Exploring Teachers' Practices and Perspectives in the Universities of Pakistan

This mixed-methods study explored translanguaging practices by university teachers in three universities of a provincial capital of Pakistan. Data collected for the study included
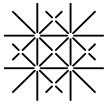
class observations, interviews and a questionnaire survey. Although English is the only medium of instruction prescribed by higher education at the university level, the teachers believed that they could not use English exclusively in class as their students came from different educational backgrounds. The participants held that translanguaging by utilising Urdu, which is a part of students' linguistic repertoire, helped them to teach lessons efficiently to their students. Furthermore, the study found that translanguaging allowed students to take part in class activities. Interview data affirmed that teachers switched to students' native languages because some students were not proficient in Urdu. This mixed-methods research found that teaching in the languages students understood maximised their learning. This study found that the translingual practices provided an interactional space for teachers and students to create meanings without considering the boundaries between macro and micro languages, as noted by Wei (2011). Despite such benefits of translanguaging in the university classes, teachers, however, believed that sometimes translingual practices resulted in neglecting some students in a multilingual class. Teachers held that when they used a native language of one specific ethnic group, other students felt ignored. In addition, teachers believed that students' English skills were affected when they exclusively translanguaged in the class by using Urdu and students' native languages. The study contributes to the growing scholarship on translanguaging and recommends that teachers will be made more language aware as they could successfully navigate their teaching in multilingual settings.

Chiara Facciani, Tuesday, 11.30 – 12.00

Translanguaging Through the Body: Communication in Multilingual Contexts

Increased migration flows in many European countries and the spread of globalisation all over the world have accelerated the development of multilingual and multicultural societies. Like other European countries, these migration flows have affected Italy, which has rapidly turned into a "superdiverse" society, indicating the heterogeneity of migration not only in terms of nationality, ethnicity, language and religion, but also with regard to the motivations, modes and migratory paths of individuals reaching the country and settling down to start a new life. Such changes in society urge scholars to see sociolinguistic phenomena and processes as determined by mobility and to examine them from a new perspective. To describe the flexibility and hybridity of communicative practices determined by mobility, scholars have developed a new way of describing and

analysing language use in late modern societies by adopting a translanguaging (TL) perspective. Through a qualitative analysis of a collection of audio-video recordings collected between September 2019 and February 2020 at Centro Interculturale MoviMenti (Cesena, Italy), this paper examines how migrant speakers utilise their entire communicative repertoire by focusing not only on their linguistic practices but also on non-verbal elements such as gaze, gestures and posture. Although the plurality of speakers' histories, heritages, biographies and linguistic backgrounds might undermine interactions and create misunderstandings, this paper will portray how TL practices have the potential to transform communication as the speakers interact using their entire repertoire, creating safe spaces where diversity is not regarded as an obstacle but as a tool for communication.
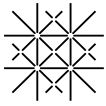
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Alaitz Santos and Jasone Cenoz, Tuesday, 11.30 – 12.00

Implementing Pedagogical Translanguaging in Trilingual Schools

The present paper reports a study of primary and secondary school teachers in Basque schools where Basque, Spanish and English are included in the curriculum. Traditionally, the three languages have been taught separately and the possible benefits of using the whole linguistic repertoire to establish links between the languages was not acknowledged (Cummins, 2017). New trends in multilingual education focusing on the whole linguistic repertoire and translanguaging have provided opportunities to change

traditional approaches to teaching and to explore the potential advantages of translanguaging (Cenoz & Gorter, 2015; May, 2013). In this study, a group of teachers from different trilingual schools were provided with theoretical and practical information about translanguaging in different contexts and were asked to implement pedagogical translanguaging in their own class. Teachers were given a guideline for the implementation and were asked to prepare a lesson plan including activities that involved the use of two or more languages for pedagogical purposes. Then, the teachers taking part in this study used translanguaging for at least one lesson, received feedback from their students and reflected on the implementation. The results of this study show that pedagogical translanguaging can provide new opportunities for language learning and language awareness in the context of multilingual education.
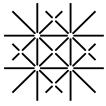
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Rosamaria Felip Falcó, Natalia Evnitskaya, Marilisa Birello and Cristina Escobar Urmeneta, Tuesday, 13.15 – 13.45

AVANCEM Teacher Education Programme: Translanguaging at the Core of a Plurilingual Approach to Language Education in Secondary Schools in Catalonia

Traditionally, and in line with the predominant monolingual bias, languages have been taught separately in the school curriculum (Cenoz & Gorter, 2011; 2017). The globalised world and multilingual societies nevertheless call for new pedagogical approaches that take a multilingual and inclusive perspective on language teaching and learning. In the case of Catalonia, one of the officially bilingual autonomous communities in Spain, this necessity has been evidenced by the current competency-based school curriculum for
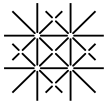
secondary education (Generalitat de Catalunya, 2015) and the recently updated language model of the Catalan education system (Generalitat de Catalunya, 2018), which promotes a strongly plurilingual and intercultural approach to language teaching at school. The concept of "translanguaging", which refers to both pedagogically oriented strategies and spontaneous language practices (Canagarajah, 2011; García & Wei, 2014; Wei, 2018), is changing perceptions of bilingualism and multilingualism in language education by foregrounding the importance of multilingual competence (Kramsch, 2009), the issues of social inequalities (Setati et al., 2002) and language policing (Amir & Musk, 2013).

This paper will present AVANCEM, an innovative teacher education programme launched in 2017 by the Generalitat de Catalunya and addressed to secondary schools which aim to adopt a plurilingual approach to language education where all curricular languages are integrated. This programme explicitly focuses on translanguaging as an essential part of plurilingual education. Whole-school involvement is key and at least 80% of language teachers are required to participate in the training sessions and collaboratively design plurilingual teaching units. Additionally, schools are required to create a project steering team which receives specific training within the AVANCEM programme to ensure the successful long-term development of the school project. Examples of teaching and training materials used in AVANCEM will be shown and the possibilities for transferring sustainable translanguaging and the teacher education programme to other multilingual contexts will be discussed.

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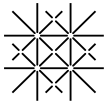Wei, L. (2018) Translanguaging as a practical theory of language. *Applied Linguistics* 39 (1), 9–30.

Laura Karabassova, Tuesday, 13.15 – 13.45

Translanguaging in L2 and L3 Content Classes: A Study on Teachers' Perceptions in Kazakhstan

In the context of content and language integrated learning (CLIL), translanguaging refers to teachers' and students' systematic and strategic use of and change between the different languages (San Isidro & Lasagabaster, 2019). Goodman and Tastanbek (2020) argue that teachers, teacher educators and ESOL researchers need to shift from a separate (monoglossic) view of languaging practices to a holistic (heteroglossic) view, and that teachers and teacher educators in English-language classrooms need to be explicitly taught ways to integrate translanguaging pedagogies into their teaching practice.

The present study reports on the results of an exploratory qualitative study investigating CLIL teachers' perceptions on translanguaging in a selected trilingual school in Kazakhstan. Kazakhstan is among the first countries within the post-Soviet context in Central Asia to introduce CLIL into its education system as part and parcel of an ambitious national plan which promotes trilingualism (Nazarbayev, 2007). While the teaching of Kazakh, Russian and English as language arts is no stranger to Kazakhstan, the new policy sets out the use of these three languages simultaneously as languages of instruction to teach different subjects in the school curriculum, thus replicating the model other multilingual contexts have used, for example the Basque Country in the European context (Cenoz, 1998), or Brunei in Asia (Nawi and colleagues, 2015).

The qualitative data gained from semi-structured face-to-face interviews and classroom observations showed ambiguity in teachers' perceptions and attitudes. On the one hand, they considered the exclusive use of the target language as an ideal in agreement with the one-teacher-one-language policy. On the other hand, they accepted the inevitability

of translanguaging among students. Moreover, teachers made use of translanguaging as a way to scaffold content.
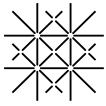
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Rachel Bowden, Alphonse Uworwabayeho, Innocente Uwinez and Jean Claude Dushimimana, Tuesday, 13.15 – 13.45

Meshing Language and Practice: Mathematics Lessons in Rwanda

This presentation draws from a case study of mathematics teaching and learning in a government secondary school in rural Rwanda, conducted as part of a PhD programme. The study explored how one teacher constructs and how students participate in lessons, and how the competence-based curriculum (CBC) and English medium instruction (EMI) are constructed by the teacher and students, as part of lessons. Through detailed description and analysis of pedagogical and linguistic practices, the study aims to inform teacher continuous professional development (CPD), education policy and research in this and comparable contexts. Data include over 13 hours of video-recorded mathematics lessons, gathered over a five-month period; post-lesson teacher and student interviews; teacher interviews and student focus groups; and participant observation at school. In

this presentation, lesson extracts are used to illustrate how the teacher employs language as a visible and transparent resource (Adler, 1991; Lave & Wenger, 1991; Setati, Molefe & Langa, 2008) to enable students to access mathematical language and practice. We propose the term 'meshing' to describe the teacher's integrated, flexible and responsive use of language as part of practice in this classroom. We discuss why 'meshing' appears to be a more relevant term than 'code-switching' (Clegg & Afitska, 2011; Ferguson, 2009) and 'pedagogical translanguaging' (Cenoz, 2017; Probyn, 2015) in this and comparable classroom contexts, and highlight key implications for policy, research and teacher education.

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Dominique Caglia, Tuesday, 13.45 – 14.15

«Discurrì» - «Discu-was?» - Challenges and Chances of Translanguaging in Romansh-German Primary School Classes

The Grisons is a trilingual canton in Switzerland with German, Italian and Romansh as official languages. The canton actively promotes multilingualism in schools, particularly the two minority languages Italian and Romansh (Gregori, Gross, Todisco & Trezzini, 2011). Due to regional differences, many different models of bilingual schools and classes have emerged during the last decades (AVS, 2020; Gregori, Lutz & Todisco, 2012). One
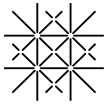
of those school models is the optional bilingual classes at German schools. In regions where German is the majority language, the Romansh-German primary school classes are intended to promote multilingualism for both emergent and experienced bilinguals (AVS, 2013; García, Johnson & Seltzer, 2017: 183). While the political objective is evident, it remains unclear how teachers and students deal with this unique constellation in practice.

To fill this research gap, in my ethnographic master's thesis I examined the oral language practices in Romansh-German classrooms (Dosch, 2019; Caglia & Knoll, submitted). I conducted participant observations in four 5th and 6th grade classes at two different primary schools. Class compositions regarding proficiency in Romansh differed strongly. While all students were experienced German speakers, some students were emergent and some experienced Romansh speakers. Consequently, the study shows great differences between individual oral language practices of students and teachers especially during (partially) immersive Romansh lessons. The differences are likely due to language shifts and linguistic demands of the teachers. Likewise, the content of the utterances – as exercises, organisational questions or metalinguistic topics – played a considerable role in different translanguaging (García et al., 2017) and monolanguaging (Neumann, 2015; Neumann, Schnoor & Seele, 2012) patterns.

The different oral practices suggest both challenges and chances. On the one hand, by showing creative and constructive language practices, teachers and students seemed to take a translanguaging stance which is approved by some scholars (García et al., 2017). On the other hand, the dominance of the German language in combination with heterogenous classes apparently made it difficult to support the minority language on an individual level (Hamman, 2018). The insights of this qualitative study improve our understanding of teaching practices in a multi-sociolinguistic environment, particularly regarding two-way dual language classrooms.

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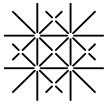
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Kristina Ehrsam and Sybille Heinzmann, Tuesday, 13.45 – 14.15

The Study Abroad Setting as a Translanguaging Learning Site

This paper presents preliminary results of a multi-cohort, longitudinal, mixed-method research project investigating the development of study abroad (SA) students' language attitudes, practices and competences. The focus of the current contribution is on SA students' self-reported language practices within their social network and the

interrelations between their language practices and their monolingually – or plurilingually – oriented language attitudes.

While previous SA research was primarily concerned with the effects of SA on the development of the target language, measured against the monolingual native speaker as a benchmark, our perspective broadens this scope by investigating students' employment of their whole linguistic repertoire while abroad. In this way the increasingly plurilingual backgrounds of SA students and their host environments are also acknowledged. Our approach thus paves the way for an understanding of SA settings as translanguaging spaces.

The sample (first cohort of a multi-cohort study) consisted of Swiss and German students (n = 31) who spent a minimum of ten weeks in an English-speaking area or an English-medium programme elsewhere. The students' language attitudes and practices were assessed using online questionnaires. Data analysis involved factor analysis, descriptive statistics of students' language attitudes and practices, and correlation analyses between the two. First, we will shed light on the make-up of SA students' social networks abroad and the languages used in interaction with both their newly established and previously existing social contacts (cf. Freed et al., 2004). Second, we will discuss their attitudes towards language variation, accuracy and plurilingualism. Third, we will explore relationships between students' attitudes and their actual language practices during their time abroad and outline possible implications for the SA setting as a translanguaging learning site.
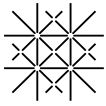
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Aysel Kart, Tuesday, 13.45 – 14.15

Self-regulated Multilingual Learning Strategies and the Understanding of Student's Translanguaging Practices in Upper Secondary School

This research project investigates students' self-regulated multilingual learning strategies for understanding their translanguaging practices in the classroom and analyses the relationship between students' subjective perception of their use of languages for

learning in secondary school and their multilingual identities. It focuses specifically on the potential of translanguaging for multilingual learners and shows how translanguaging is particularly important for students during the learning process, as they learn to consciously self-regulate their entire linguistic repertoire to achieve their learning goals. The qualitative study presents evidence of students' individual and self-regulated multilingual learning processes through semi-structured interviews, digital learning diaries and focus group discussions. The research provides the different ways students' use of multilingual resources and skills and their multilingual learning strategies, which they developed especially in dealing with academic language demands and challenges in understanding the academic language in the subject lesson, and discusses the possibilities of translanguaging in school practices.
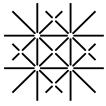
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Lukas Bleichenbacher, Christof Chesini, Mara De Zanet, Cornelia Gantenbein, Robert Hilbe, Wilfrid Kuster, Mathias Picenoni, Anna Schröder-Sura, Tuesday, 14.15 – 14.45

Insights on Translanguaging Practices in an Intensively Plurilingual Teacher Education Curriculum

While there is an increasing consensus on the need for teachers to develop competences related to multi- and plurilingualism, the implementation of corresponding policies (e.g. Beacco et al., 2016), curricula and instruments can be a slow and cumbersome process (Ziegler, 2013). Our preliminary analysis (Bleichenbacher et al., 2019) of how plurilingualism and interculturalism are integrated into teacher education (TE) curricula in Switzerland, indicated a reluctance by educators to emphasise plurilingualism elsewhere than in courses that focus on the plurilingual methodology taught in the majority language of schooling. As a result, the future teachers' own experience of plurilingual teaching may remain marginal and their integration into professional practice uncertain.

In our contribution, we present first insights from a research project concerned with the implementation of a plurilingual TE curriculum for secondary school teachers, characterised by an intensive use of various target languages (including English, French, Italian, and German as the local L1) in methodology as well as content studies. One aim of this intensive use of multiple target languages is to enhance the teachers' plurilingual competences by fostering their translanguaging abilities, also with respect to languages they do not formally train for.

The ongoing research in a mixed-methods design concentrates on the practices of the lecturers, with a particular focus on how they employ and elicit translanguaging practices in their courses, and how they account for their practices. Preliminary results indicate that while the potential of translanguaging for teacher professionalisation and curricular coherence related to multi- and plurilingualism is recognised and appreciated, the remaining challenges call for both a careful assessment of the language policies, practices and ideologies involved, and a conceptual leap beyond simple dichotomies such as 'monolingualism vs. plurilingualism/multilingualism'.
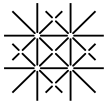
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Erguvan Uras Eren and Kenan Dikilitaş, Tuesday, 14.15 – 14.45

The Effects of Translanguaging Activities on EFL Students' Language Learning Process

Translanguaging, which allows for the dynamic and interchangeable use of multiple languages, has recently gained increased attention as a pedagogical approach in language teaching contexts. The empirically borne benefits of translanguaging encourage more and more teachers to adapt this strategy in their teaching practices. However, how and which translanguaging activities to implement as well as their impacts have remained largely unexplored in the literature. Aiming to address this gap, the present study explores the potential influence of adopting translanguaging as a pedagogical strategy in the language
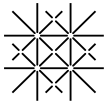
learning process, and how the liberty of meaning-making through creatively integrating two languages across language skills affects students. Altogether 25 language learners who received 24 hours of English language classes per week in a Turkish preparatory university programme participated in the study. Each week two hours is dedicated to translanguaging activities for six weeks. The translanguaging tasks include offering receptive and productive language skills in English and Turkish in order to create a supportive learning process. Data obtained from open-ended questions and focus group interviews revealed (1) that the use of translanguaging as a pedagogical strategy led to a deeper understanding of language learning, (2) that students reported a better comprehension of content, (3) that they developed more comfort and confidence in using English, and (4) that they obtained advanced co-learning opportunities. The study concluded that adopting a translanguaging lens and freeing students from undergoing language separation has valuable pedagogical benefits that the teachers should be aware of. Teachers can assist the language learners by creating spaces in which they can use all their linguistic resources to make meaning and develop metacognitive skills.

Mirjam Egli Cuenat, 14.15 – 14.45

Translanguaging in English and French Texts Written by Swiss German Lower Secondary School Students

So far, translanguaging as fluid, original and complex language practices, implying the simultaneous activation of resources in different varieties of an individual's multilingual repertoire (Garcia & Wei 2014), have not had an established place in foreign language learning at school. These practices seem difficult to reconcile with the goal of acquiring a standard variety of a language, especially when a monolingual logic prevails (Cenoz & Gorter, 2019, Coste et al., 2009). Recently, however, there has been growing evidence that such practices can be used beneficially in language teaching (e.g. Leonet, Cenoz & Gorter, 2020). Additionally, efforts are being made to recognise translanguaging as an integral component of language competence to be included in the curriculum (Council of Europe, 2018).
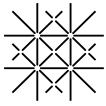
In the case of the simultaneous teaching of two foreign languages in compulsory education in the German-speaking part of Switzerland, such a resource-oriented perspective is relevant in particular for the tertiary language French, which in some cantons is learnt as a second foreign language after English (Manno & Egli Cuenat, 2018).

The present contribution is situated in this context and focuses on writing in foreign languages. Texts written in English and French by 220 Swiss German students in their first year of lower secondary education were analysed with regard to overt crosslinguistic lexical influence (CLI, De Angelis et al., 2015; Dewaele, 1998, Ringbom, 2001). The results show that CLI does occur in learners' texts, but is not very frequent. CLI appears more often in French, i.e. the second learnt foreign language, than in English, the first learnt foreign language. Furthermore, there is a moderate correlation between CLI in French and English texts: learners using CLI elements in one language tend to use such elements in the other language as well. In the proposed paper, we will briefly report on the results from the quantitative analysis and present a more in-depth qualitative analysis of examples illustrating the variety and complexity of the observed CLI phenomena. Finally, we will discuss the pedagogical implications of our findings for translanguaging practices in the foreign language classroom, especially for French as third language, challenging the current monolingual instructional norms.

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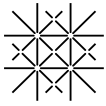
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Melanie van den Hoven, Tuesday, 16.10 – 16.40

Beyond Arabic-English Biliteracy and English-medium Policies: Modelling Dynamic Linguistic Repertoires in the Gulf

Research into student experiences of Arabic-English bilingualism, Arabic diglossia and other hybridised practices of English and Arabic is still in its infancy. Preliminary studies show that students in higher education in the Arabian Gulf embrace translingual practices while others attest to barriers when researching bilingual educators who admit to hybridised conversational activity. Furthermore, assumptions of subtractive bilingualism dominate the regional literature, positioning English as a threat to Arabic, Islam and the cultural identity of students, and limiting open discussion of the agency of language users who can shift up and down registers and across languages and their varieties. One way to move away from English versus Arabic orientations is through the increased use of visual models showcasing practices of societal bilingualism for comparative purposes in other Arabic-speaking contexts.

This poster presents the findings of an ethnographic study, conducted in Abu Dhabi during the 2010–2017 era governed by a policy of biliteracy in government schools. Drawing on social constructionism and a thematic approach to data analysis, this study investigated 16 students' accounts of language use in and around an educational institution. Specifically, students were asked to describe how they use the languages they know. The findings are then displayed as a compilation of the students' linguistic repertoires. Influenced by other models of linguistic variation, the poster displays twelve conversational patterns as a continuum moving from Arabic as a base mode to English. It aims to map out how, where and when students favoured Arabic and English and to show the status of Modern Standard Arabic, Academic English and instances of translanguaging. The model offers a way to visualise language use in Abu Dhabi in order

to increase discussion of situated language practices, where language mixing and blending serve strategic purposes in linguistically diverse societies.
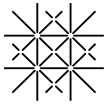
Fotini Anastassiou, Tuesday, 16.10 – 16.40

Translanguaging and Biliteracy: Towards New Steps in Bilingual Education

Translanguaging has been an effective pedagogical practice in a variety of educational contexts in which the language of instruction differs from the languages of the students. By deliberately breaking down the artificial and ideological differences between the languages of the natives over the languages of the immigrants, the language of the majority against that of the minority, and the target language against the mother tongues of both students and teachers, translanguaging transforms power relations and focuses the process of teaching and learning on helping improve overall teaching experience and develop students' identities (García, 2009; Creese & Blackledge, 2015). The concept of translanguaging proposed by Williams and Baker has been innovative in that it is not designed to be described and analysed as an object or as a linguistic structural phenomenon, but as a practice and a process. One of the topics that linguists deal with in the field of translanguaging is its role in achieving biliteracy and pluriliteracy. Research in this area often focuses on the use of multiple languages in classrooms as well as in extracurricular settings. Although recent research provides evidence for the development of bilingual education programmes that would help students acquire biliteracy, there is still significant difficulty in effectively implementing bilingual education. Thus, future research would provide more insights on the way teachers can implement curricula that help students to develop bilingual and biliteracy skills.

Verbra Pfeiffer, Tuesday, 16.10 – 16.40

Translanguaging as a Pedagogical Resource in Multilingual Classrooms

With multilingualism as the backdrop, this longitudinal study conducted from 2016 until 2019, focused on students' conception of what good writing might be, on improving their writing skills and investigating the extent to which translanguaging occurs when students think in one language and write in another. Palfreyman and Van der Walt (2017: 9) refer to translanguaging as the use of languages that are available to make sense of academic content: strategies and practices, referring to both a communicative action by individuals

in a variety of situations, and a pedagogy, when a lecturer creates the opportunity for translanguaging to occur. When considering translanguaging in writing it may be seen as the ability for students to draw on their linguistic resources and experiences of writing practices (Kaufhold, 2018: 1). It should be noted that translanguaging in writing is an effort to represent what would actually be spoken, implying that there is actually no difference between the two modes (writing and speaking) and that translanguaging happens internally, which means it can be formal or planned in writing or it may take on a more organic form as in speaking. Some of the home languages of the participants were Afrikaans, English, German, IsiXhosa, IsiZulu, Siswati and Eritrean. This study was conducted with 427 student teachers over four years at a university in South Africa. The aim of this study was to gather students' opinions of what they think good writing is and also whether they think the home or community language has a role in this process. After their period of teaching practice, they were asked the same questions to find out how their views of what good writing is may have changed. Once our future teachers understand the importance of good writing and the role that translanguaging might play in the process, they will hopefully be motivated to convey its importance to learners.
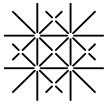
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Heini Lehtonen, Dragana Cvetanovic, Åsa Mickwitz, Auli Toom, Tuesday, 16.40 – 17.10

Students' and Teachers' Translanguaging Practices in Bilingual Bachelor Degrees

The University of Helsinki is a bilingual university with the responsibility for educating experts both in Finnish and in Swedish. In 2014, the university introduced bilingual bachelor degrees (TvEx) in a variety of academic disciplines. The aim is to educate Finnish-Swedish bilingual experts. Students attend one third of the courses in Finnish, one third in Swedish, and one third in a language of their choice.

This paper is based on a current project (PEDAMO) that aims to develop support for learning and teaching in bilingual programmes. We will explore translanguaging pedagogy that supports deep learning and bilingual expertise, as well as aspects of linguistic support the students receive, their self-regulation, motivation and engagement. The methods used in the study are both quantitative and qualitative. The data consist of participant observation and field notes, retrospective interviews with the students, a survey for the students as well as interviews with the teachers.

In this paper, we will focus on teachers' and students' conceptualisations of translanguaging practices and pedagogy, based on interview data:

- What kind of existing linguistic and pedagogical practices in support of bilingual expertise and learning do the teachers and the students identify and describe?
- What kind of practices do they prefer in order to support bilingual expertise, and how do they wish to develop these?

We argue that the teachers, even if they manifest language awareness, still have limited knowledge about the possibilities of applying translanguaging pedagogies. The students explicitly define their goal as becoming bilingual experts in their own field, and they argue for student-centred, engaging pedagogies in linguistically asymmetrical classes. It becomes apparent in our data, that the societally prominent language ideologies and norms govern the linguistic practices in university teaching.

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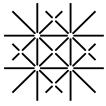
Elizabeth J. Erling, Tuesday, 16.40 – 17.10

The Role and Potential of Translanguaging in English Language Teaching in Austrian Middle Schools

This presentation describes an emergent research programme which explores the role and potential of translanguaging in English language teaching in Austrian middle schools. A growing body of research suggests that an important means of raising the learning outcomes of minority multilingual students is by mobilizing their linguistic repertoires as resources for learning (Cummins, 2010; Duarte, 2019; García & Kleyn, 2016; Vallejo & Dooly, 2020). The translanguaging pedagogies put forward in this work entail languages being used flexibly in education, so that students can benefit from content learning across languages, as well as improve their competence in all their languages. Such pedagogies have been proven to be powerful in developing language awareness and metalinguistic competence. They also help bridge the gap between the learner and the school, and allow the school to connect more readily with the community, enabling activities, interests and purposes to be reflected in the school and brought into the curriculum. The specific value of translanguaging in English language education (ELE) is being increasingly recognised, particularly for multilingual students who come from lower socioeconomic backgrounds. This profile accurately describes the context of many urban middle schools in Austria, where outcomes of ELE are far below those in other forms of secondary school (Schreiner & Breit, 2014). Research so far has, however, suggested that there is resistance to the idea of using translanguaging in the foreign language classroom (Brummer, 2019), and thus not only do pedagogies need to be developed but also attitudes and beliefs understood and engaged with. This presentation will show how teacher attitudes are being researched in a project (Erling, Radinger, & Foltz, 2021), and how appropriate, effective and realistic translanguaging approaches are being developed for ELE through collaborative teacher education research projects.

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Nomalungelo Ngubane and Berrington Ntombela, Tuesday, 16.40 – 17.10

Translanguaging Pedagogy in Selected South African English First Additional Language FET Writing Classrooms

Research shows that English language proficiency remains a barrier to learning among second language learners and teachers in South Africa. This is because learners come to school knowing only their mother tongue. In spite of years of training, teachers find it difficult either to teach in English or to effectively communicate with their bilingual learners using English only. One strategy they often use to address this communication gap in academic and social spaces in the school is translanguaging, which is the process by which bilingual learners and teachers engage in multi-faceted conversational or dialogic practices that embrace all learners' language practices in order to build new language practices for meaningful learning in the classroom.

Currently, there is a growing body of literature on the use and effectiveness of translanguaging (Baker, 2011; Banda, 2018; Garcia, 2011; Garcia & Lin, 2016; Garcia, Johnson & Setlzer, 2017; Makalela, 2015; Makelela, 2019; Maseko & Mkhize, 2019; Wei, 2017; Wei & Lin, 2019) in educational contexts. Most studies (e.g. Banda, 2018; Maluleke & Makalela, 2018; Maseko & Mkhize, 2019; Wei & Lin, 2019) have since identified the pedagogical benefits of using both learners' home languages and English second language or the language of teaching and learning (LoTL) to enhance the teaching and
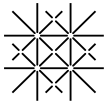
learning of multilingual learners. Generally, the studies also agree that monolingual approaches and practices are ineffective for multilingual classrooms, since they fail to provide the efficient pedagogic and cognitive support needed for multilingual learners (Makalela, 2015).

What remains unexplored in the available literature is the utility of translanguaging as a pedagogical strategy for the teaching of writing in English First Additional Language (EFAL) in FET phase (grades 10, 11 and 12) where teachers and learners speak isiZulu as their home language and English as a second language. This study, therefore, explored how teachers and learners in five selected schools in Pinetown District, South Africa, used translanguaging in their EFAL writing classes. The study addressed two research questions: (1) How is translanguaging used in EFAL writing classrooms in township secondary schools? (2) What are the implications of translanguaging for teaching and learning in English FAL writing classes?

This paper foregrounds the utility of translanguaging practices in teaching writing to EFAL FET learners in South Africa. The study adopted a qualitative approach to examine how translanguaging is used, and the types and implications of translanguaging in five selected EFAL schools. Classroom observation using a video camera was used as the method of data collection. A sample of 200 learners participated in this study. Three grades, 10, 11 and 12, were observed for a total of 12 weeks from each of the five schools. One class from each grade was observed and a total of 15 EFAL writing classrooms were observed in the five schools. The study examined the learners' and teachers' translanguaging practices and their influence on the learning of writing. To generate data to address the research questions, the study used participatory classroom observations. All 15 lessons were video recorded.

Guided by socio-cultural theory, the study highlights the extent to and ways in which translanguaging is useful in enhancing the learning of writing in this context. Vygotsky (1978) found that languages do not replace each other in the human mind but coexist. Vygotsky's (1978) socio-cultural theory frames the use of home language, through translanguaging, as a tool for cognition and development by teachers and learners in the EFAL writing classrooms.

The findings suggest that bilingual teachers creatively employed translanguaging practices for pedagogical and pastoral purposes. Konu et al. (2002) argues that pastoral care is increasingly taking a more inclusive function, one that is inextricably linked with teaching and learning to promote learners' personal and social development and to foster positive attitudes in the classroom. In this study, the teacher used the learner's mother tongue, isiZulu, to establish a parental role within which the learner would feel comfortable interacting with the teacher on issues of well-being. In the extract below, the

teacher's use of isiZulu-English translanguaging fulfilled the purpose of pastoral care. Teacher translanguaging in this instance was necessary to ensure that the personal and social well-being of the learner was taken care of before she began the lesson. And, for the teacher and the learner, since this role was not part of the formal teaching and learning, they chose to interact or dialogue, as Makalela (2019) would put it, in their home language which they were most comfortable in, which is isiZulu, not their second language, English, as seen in the extract below:

Teacher: *Yini kwenzenjani* my boy? *Uyagula* today? *Unani?* (What's wrong my boy?) (Are you sick?) (What illness do you have?).

Learner: *Umzimba wonke* is sore mam (My whole body is sore).

Teacher: *Kubuhlungu* the whole body? (Your body is sore?).

Teacher: **Ama**parents *akho uwatshelile* that you are well today?(Did you tell your parents?)

Learner: Yes mam.

Teacher: *Bathini?* What did they say?

Learner: *Bathi ngizoya* eclinic after school (They said I will go to the clinic after school). [The teacher pats the child on the shoulders to comfort him].

The use of isiZulu in the above conversation enabled the learner to express himself freely and confidently without any fear of incompetency. From the classroom observation, the learner in the above conversation felt comfortable and closer to the teacher when he was addressed in isiZulu, the code he understood.

Nevertheless, in situations where the integration of isiZulu and English explained writing concepts better, translanguaging was found to enhance learners' cognition of the writing concepts and stimulate active participation in the learning of writing. The following two extracts show examples of how the teachers used both isiZulu and English in writing to explain writing concepts:

Extract 1
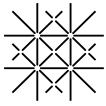
Teacher: *Konje ke iyini* writing? (What is writing?).

Learners: (silence).

Teacher: When we writing we expressing our ideas and thinking. *Uma sibhala sibeka imicabango yethu, angithi?* (When we write we express our thoughts, isn't it?).

Learners: Yes.

Extract 2

Teacher: You must think about you telling your narrative story in a an interesting and captivating way, *ngendlela ehehayo* (in an appealing way).

The findings also suggest that translanguaging is a useful learning resource in multilingual contexts where the use of English only is an obstacle to effective learning. Finally, translanguaging recognises values and respects the languages that bilingual learners bring to the school from home and this restores learners' identity.

Translanguaging in this study will not differ from that which occurs in speaking, in the sense that the focus was on teaching writing as it occurred in the writing classroom. That is, teachers were observed teaching writing in class – the interaction between teachers and learners was a verbal one. It was mostly teachers who employed translanguaging for the purposes of improving the acquisition of content, which is a pedagogical function, and for administering care to learners' psychological well-being, which is a pastoral function. Although translanguaging was observed during teaching, the writing that learners ultimately produced was monolingual without any traces of multiple languages at play. Therefore, translanguaging was largely a verbal act.
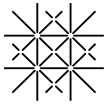
Keywords: translanguaging, translanguaging pedagogy, bilingualism, pastoral care, sociocultural theory

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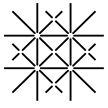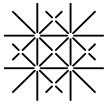
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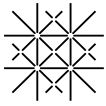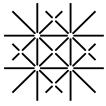
Participant List

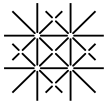| Name	Email	Institution
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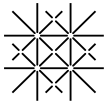|		
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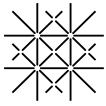|		
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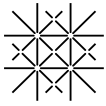|		
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