

Pedagogical translanguaging: theory and implementation in L2 classrooms

The 15th Nordic conference on basic literacy for adult immigrants
Voksne innvandrere med lite eller ingen skolegang – konferanse

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1

Pedagogical translanguaging



WHY?



WHAT IS IT?



HOW?

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2

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Wake-up talk & menti

- | | |
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| <ol style="list-style-type: none"> 1. What's your current stance on the use of other languages than the target language in your classrooms? 2. Do you encourage students to use their different language resources in your class? If so, how? 3. What do you know about translanguaging? | <ol style="list-style-type: none"> 1. Hva tenker du om bruk av andre språk enn målspråket i dine klasserom? 2. Oppfordrer du deltakerne i din undervisning å bruke deres ulike språklige ressurser? Hvis ja, hvordan? 3. Hva vet du om transspråking? |
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3

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4

Common European Framework of References for Languages (CEFR)

- New descriptors across all levels for
 - **Mediation** - making meaning and/or enabling communication beyond linguistic or cultural barriers (mediating texts, concepts, communication and mediation strategies, cross-linguistic, social and cultural mediation)
 - Language learner as a social agent: co-construction of meaning
 - **Plurilingual/pluricultural competence** (building on pluricultural repertoire, plurilingual comprehension, building on plurilingual repertoire)



Paradigm change in our view on L2 learners

BEFORE	NOW
L2 learner learning a new linguistic system (verbal code)	L2 learners learning to participate in a new language community, gaining his/her voice in this new language community, L2 learner as a social agent
L2 learners as «tabula rasa»	L2 learner as a competent language user of his/her whole repertoire of semiotic resources, and actively building on these resources in L2 learning process
Language separation: keep languages apart	Language integration – translanguaging: use the whole linguistic repertoire to construct meaning



New research and theory development

Key names in theory development



Ofelia García Li Wei Suresh Canagaraja



Empirical studies

- Made in different educational contexts, however, little research on adult education (Pajaro & Monsen, 2021; Rosén & Lundgren, 2021)
- TP created more opportunities for emotional investment in learning and integration, for supporting learning of different aspects of a new language (Burgess & Rowsell, 2020, Park & Valdez, 2018)
- Language classes with multilingual support contribute to better understanding of the material, and achieving the learning goals faster (Tøge, Vilhjalmsdottir, Malmberg-Heimonen Søholt, 2022; Vilhjalmsdottir, 2022)

7

Different views on multilingual competence



Two autonomous systems
Parallell bilingualism



L1 L2



Bilingualism as duality (Cummins)



Dynamic multilingualism



García & Li Wei, 2014, s. 14

8

WHAT IS PEDAGOGICAL TRANSLANGUAGING?

Translanguaging - Transspråking



Natural and spontaneous use of one's whole repertoire of semiotic resources

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Pedagogical translanguaging: planned teaching strategies for involving all linguistic resources of the students in the learning process

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Translanguaging practices of Ukrainian refugees in Norway

- Russian, Ukrainian, some Polish, some Eng
- Flexible and dynamic use of all available semiotic resources for communicating
- Navigating the new language through mediating tools
 - Materiality involved: artefacts
 - Extensive use of mobile devices
- Making sense of the new linguistic environment through what they already know

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11

«Translanguaging corriente»

- The linguistic resources that are available for the learners are like a flow running through the classroom landscape
- It is always there, present, in the ways how language learners engage with the content you are teaching, whether you realize it or not
- As a teacher, you have a choice:
 - To use it to maximize the learning opportunities
 - OR
 - To ignore it, and let it flow in hidden

(García, Johnson, and Seltzer, 2017)

12

Translanguaging Pedagogy

- an approach to teaching that recognizes and values the multiple languages and language practices that learners bring to the classroom
- It encourages the use of all different semiotic resources in learning, giving migrants a voice and agency in their learning process

The three strands of translanguaging pedagogy

Stance/Grunnsyn: Lærernes holdninger og syn på språk, språklæring og andrespråksinnlærere

Design: Planlegging og organisering av undervisningen

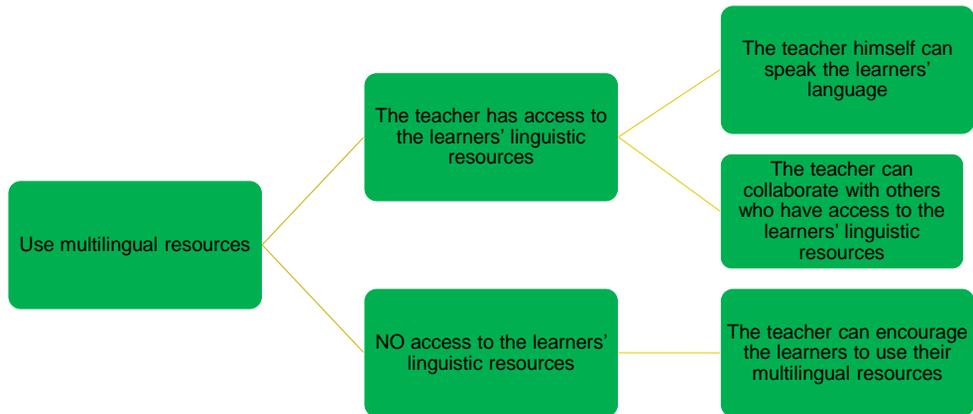
Shifts/Spontane valg: Hvordan læreren håndterer spontane klasseromssituasjoner

Figure 5.1. The Strands of a Translanguaging Pedagogy



Garcia & Kleyn (2017)

The teachers' access to «translanguaging corriente»



Different classroom arrangements

Teacher in a heterogeneous class

without access to the learners' linguistic repertoires

How can the teacher activate the learners' linguistic resources and use them actively in the class?

Teacher + MA

Indirect access to the learners' linguistic repertoires

How can the competence of the MAs be used actively for learning?

Teacher in a class with one or several homogeneous groups

without access to the learners' linguistic repertoires in a class

How can the teacher organize the classroom activities for engaging the learners in collaborative learning?

Lesson topic «the body»

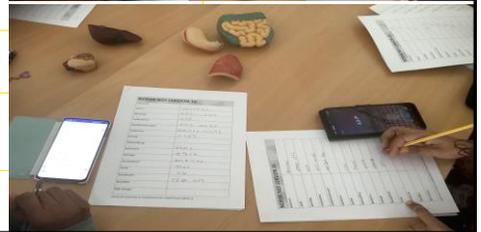
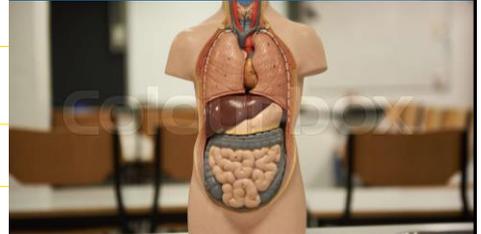
Teacher alone in the classroom:

- Describe the pictures in your language – before they take it in the class

Teacher + 3 Mas

- Group task with the torso

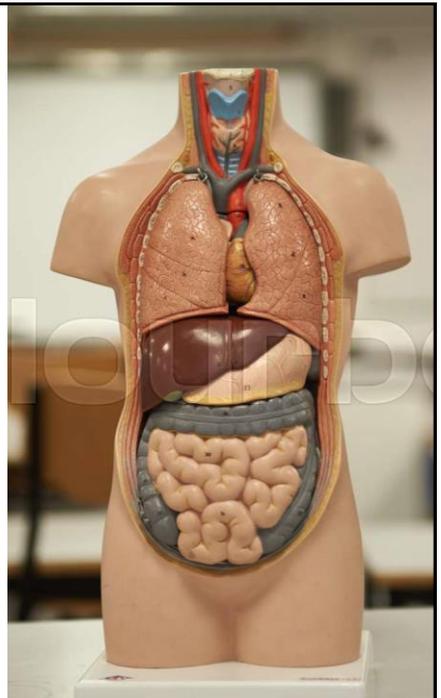
Individual work with the vocabulary lists using different digital resources



19

Multilingual assistants work in groups

- Use different strategies and adopt those to the learners needs
- Arabic MA:
 - Allows the participants try on their own
 - Modelling, mediating the group work, poses questions – «What do you think this part is?» «Where do you think you should put it?»
 - Disagreements lead to heated discussions in the group, both regarding the task, but also pronunciation/different versions of Arabic words for the body parts □ MA are moderating discussions
- Tigrinja:
 - Helps the newly arrived newbeginner learner with something else, while the other learner works alone on the task
 - Answers questions and provides approval for the learner
- Swahili:
 - Provides long explanations, uses 4 languages: swahili, fransk, engelsk og kinyarwanda – meaning-making activity because the learners do not know all the names in only one language
- Heterogeneous group without MA:
 - Followed up by the teacher



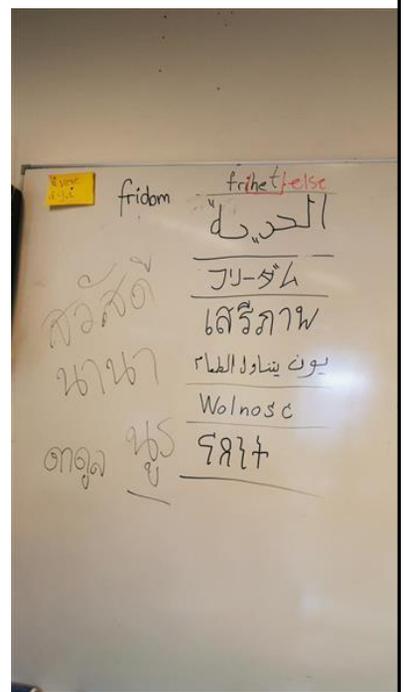
20

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Individual work with vocabulary

- All participants were using translanguaging strategies to understand the words in focus
- Reluctant to tell about their strategies for vocabulary learning
- Active use of translanguaging strategies in the classroom lead to more use of such strategies, peer-learning
- From individual to collaborative learning strategies
- Developing critical thinking skills
- More attention to language nuances
- Enormous engagement in collaborative endeavor → positive influence on the feel of safe and collaborative learning environment
- High interactional activity in the classroom: «We are never finished with what I planned!»

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How did it influence the learning process?

- Motivation / investment
- The feeling of managing
- High language activity
- Faster learning
- More adapted to individual needs
- Classroom as a secure space
- More secure in expressing themselves
- Intercultural competence
- Curiosity and active exploration
- Critical thinking

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22



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23



Questions for discussion

- What opportunities do you think translanguaging pedagogy can create in your classrooms?
- How can translanguaging pedagogy be used in your classroom?
- What does implementation of TP require with regard to the teacher competence?
- How your school can organize collaboration between language teachers and MAs?
- What challenges do you see in this approach to learning?

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24