Pedagogical translinguaging: theory and implementation in L2 classrooms

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

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Pedagogical translanguaging

WHY?
WHAT IS IT?
HOW?
Wake-up talk & menti

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?

Mentimeter:
Go to www.menti.com
Use the code: 7265 5078

WHY?
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)

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**Paradigm change in our view on L2 learners**

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2 learner learning a new linguistic system (verbal code)</td>
<td>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</td>
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<tr>
<td>L2 learners as «tabula rasa»</td>
<td>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</td>
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<tr>
<td>Language separation: keep languages apart</td>
<td>Language integration – translanguaging: use the whole linguistic repertoire to construct meaning</td>
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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, Vilhjalmssdottir, Malmberg-Heimonen Søholt, 2022; Vilhjamsdottir, 2022)

Different views on multilingual competence

Two autonomous systems Parallell bilingualism

Bilingualism as duality (Cummins)

Dynamic multilingualism

Garcia & Li Wei, 2014, s. 14
WHAT IS PEDAGOGICAL TRANSLANGUAGING?

Translanguaging - Transspråking

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

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 English
- 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

«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 your 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)
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

Garcia & Kleyn (2017)
Mapping the available linguistic resources in the classroom

  What languages are a part of you? – visual representation

- The students perceived their repertoires in terms of named and well established languages, which were represented as separate entities in the drawings

- In their presentations, some students also mentioned that they did not want to use certain languages

- After working with translanguaging pedagogy in the class, the language portraits changes: more languages appeared, and they also realized the importance of relying on their previous knowledge

- More reflected attitude to their linguistic repertoires and in what way they can use them for learning a new language
The teachers’ access to «translanguaging corriente»

- Use multilingual resources
- The teacher has access to the learners’ linguistic resources
  - The teacher himself can speak the learners’ language
  - The teacher can collaborate with others who have access to the learners’ linguistic resources
  - The teacher can encourage the learners to use their multilingual resources
- NO access to the learners’ linguistic resources

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

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
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!»

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
References


Damm Akademisk.


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?