

<p>Overview of abstracts</p> <p>The various guises of translanguaging</p> <p>Ghent 01/07/2019</p>

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Keynote 1 – Kathleen Heugh – Multilingualisms, translanguaging and transknowledging - 9:00-9:30

Room: Faculteitsraadzaal

Despite close to two decades of considerable attention to diversity, accompanied by awakening interest in ‘multilingualism as the new linguistic dispensation’ (Aronin & Singleton 2008), ‘the multilingual turn’ (May 2013), and ‘translanguaging’ (e.g. García 2009, García & Wei 2014, Wei 2017) there seems to be a gap in mainstream educational debates. This has to do with a focus on language (as if this were an end to itself) rather than a focus on language together with an exchange (and translation) of knowledge. The gap signals an implicit assumption that either epistemic knowledge embedded in one language and community is easily translatable to another, or that there is only one epistemic system of value, that of the mainstream.

The substance and processes of multilingualism and translanguaging (albeit in different vocabularies), have been matters of animated debate for 150 years in Africa and South Asia (Agnihotri, 2014). Embedded in these debates is a recognition that knowledge exchange and translation of knowledge across communities that place value in different systems of belief, ways of understanding the world and ways of being cannot be facilitated through monolingual forms of communication. This perspective has relevance in the context of increasing diversification and mobility of people, for considerations of inclusion, retention and wellbeing of students in education systems of most countries.

I argue that much contemporary literature that invokes notions of linguistic fluidity, i.e. ‘translanguaging’, needs to be read with caution, and that: a) the current lens inadvertently displaces the role of knowledge production and translation; and b) claims of social justice arising from translanguaging pedagogies in the absence of transknowledging require more careful contextualisation and substantiation. On the basis of my participation in several large-scale studies in Africa (e.g. Heugh 2012), and smaller-scale studies in an institution of higher education in Australia (e.g. Heugh, Li and Song, 2017), I suggest that we need a clearer understanding of two-way translation and knowledge exchange (transknowledging), how these are best facilitated in bi-/multilingual education, and how pedagogies that balance transknowledging and both horizontal and vertical dimensions of translanguaging (Heugh 2018) are fundamental to successful learning (as foregrounded in functional multilingual learning, Van Avermaet et al., 2018), and equitable and socially just education.

Session 1 – 9:30-10:45

1. *Cutrim Schmid, Euline - Learning to Develop and Implement Plurilingual Tasks in the EFL Classroom: The Value of Situated Practice in Pre-Service Language Teacher Education*

Room: *Faculteitsraadzaal*

The concepts of plurilingualism and plurilingual competence have become increasingly relevant over the last fifteen years due to ever-increasing international migration and intercultural encounters. Nevertheless, research findings obtained in different parts of the world (e.g. Cutrim Schmid & Schmidt, 2017; Van der Wildt et al., 2017; Haukas, 2016; Jakisch, 2015; Stille, 2015; Ziegler 2013; De Angelis 2011) have shown that language teachers still feel unprepared for dealing adequately with the complexity of linguistic diversity in the classroom, and they have limited knowledge and skills on how to implement plurilingual pedagogies that are systematic and integrated into the curriculum. These research findings point towards the need for investigating effective models of teacher education in this area. This paper presents findings of a study investigating a model of pre-service teacher education that incorporates key elements of a sociocultural approach to learning, namely situated reflective practice and peer-mentoring (Mueller-Hartmann, 2012; Johnson, 2009). The paper discusses the professional development paths of five pre-service English as a foreign language (EFL) teachers, as they learned how to translate concepts of plurilingualism and plurilingual education studied at University into pedagogical practice in primary and secondary schools in Germany. The project aimed at examining a) the underlying beliefs towards plurilingualism that shaped teachers' behavior b) teachers' professional development paths and c) factors that need to be addressed in language teacher education. Research data were collected via a variety of ethnographic research instruments namely classroom observations and field notes, video recording of school lessons, in-depth interviews, teacher reflective reports, anonymous questionnaires, and learner focus group interviews. The findings revealed the teachers' evolving understandings of the characteristics, benefits and challenges of plurilingual pedagogy. The data also provided insights into the impact of the teacher education program on pre-service teachers' professional identity construction, as they started to reconceptualize their roles as EFL teachers.

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2. *Rosiers, Kirsten - Between socio-pedagogical valorisation and professional identity. The effect of translanguaging practices on a teacher in a Dutch-medium secondary school in multilingual Brussels*

Room: *Faculteitsraadzaal*

This presentation will analyse the sociolinguistic value of different languages (1), the socio-pedagogical valorisation of pupils' translanguaging-practices (2) and its effects on the professional identity of a teacher (3) in a Brussels' Dutch-medium classroom.

Based on linguistic ethnographic fieldwork, an ethnography of language policy was carried out (Hornberger & Johnson 2011) in one secondary school classroom. Analyses of governmental and school language policy were combined with interactional analyses of classroom practices. School language policy of the selected secondary school is very strict: only Dutch is allowed, which contrasts with pupils' multilingual reality. For this presentation, detailed attention will be paid to translanguaging moments in the English language course of teacher Audrey: I will explain how interaction unfolds when the 'total linguistic repertoire' is mobilised. Special attention is paid to the effect and use of translanguaging practices on the teacher.

Results are indicative of teacher-pupil translanguaging dynamics, yet, these are mostly restricted to 'dictionary moments'. When pupils activate different parts of their linguistic repertoire (i.e. Arabic, Dutch, English and French), their effect on the teacher depends on the value of these named languages in the symbolic market of the classroom and in larger Brussels society (Bourdieu 1982, Heller 1994). Audrey negotiates her professional identity in relation to the multilingual context. She acts against translanguaging practices because they challenge an important aspect of her identity as "teacher in a Dutch-medium school". On other moments, she recruits the multilingual repertoire because of its socio-pedagogical value (a.o. cognate relationship between languages, Cummins 2007). Audrey demonstrates a certain level of pragmatism in dealing with macro- and meso level policy, which is revealed in micro-interactional situated classroom practices.

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3. *Krause, Lara-Stephanie - Relanguaging Language in South African English Classrooms*

Room: *Faculteitsraadzaal*

Translanguaging has been conceptualised as a linguistic practice mostly with reference to individual repertoires (Garcia & Wei 2014; Otheguy, Garcia & Reid 2015). This has advanced our understanding of speakers as actualising linguistic resources undistracted by administratively codified named languages. Translanguaging seems less applicable, however, there where heterogeneous language practices are not merely results of deploying individual repertoires and where linguistic fixity is not easily transcended. I engage in this paper with data from an ethnographic study of South African township English classrooms. Teachers and students here are socially and spatially distant from language practices recognized as 'Standard English' by educational authorities and potential employers beyond the township. Nevertheless, pieces of this high-status set of linguistic resources

reach these English classrooms via teaching and testing materials from a centralised curriculum. While these language resources - that become local instantiations of linguistic fixity - have little to do with the individual repertoires of even teachers themselves, they are still central to the spatial repertoires (Pennycook & Otsuji 2015; Canagarajah 2017) of these classrooms. The actualisation of such classroom repertoires cannot be grasped with a concept that suggests that linguistic fixity is transcended rather than negotiated in practice. Engaging with translanguaging scholarship and work on spatial repertoires I introduce the term ‘relanguaging’ to describe how teachers mediate between students’ day-to-day linguistic realities - that might well be described as ‘translingual’ - and the comparably fixed, homogenised linguistic target of the classroom: Standard English. I argue that translanguaging cannot do all the work of describing language practices across diverse settings without becoming a rather broad catch-all concept that makes us miss important elements of sociolinguistic complexity (Jaspers & Madsen 2018). Additional concepts are needed that help accounting for linguistic fixity and fluidity as entangled and co-constitutive, rather than as alternatives to each other.

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4. Aleksić, Gabrijela & Džoen Dominique Bebić-Crestany - *Translanguaging facing the challenges of multilingual education in Luxembourg*

Room: first floor, 110.079

Amongst the many terms to describe the natural linguistic experiences of bilinguals, translanguaging is standing out as *the* socio-linguistic theory that consciously recognises a unitary linguistic repertoire of bilinguals. Translanguaging is used without regards to boundaries imposed by socio-politically constructed named languages and the unnatural differentiation of various forms of communication. The extensive research of many scholars, most notably by Li Wei and Ofelia García, confronts the social and educational suppression of minorities’ languages and cultures in schools. Their analyses and proposed solutions for social justice, therefore, serve as the theoretical and pedagogical basis of our research in Luxembourg’s multilingual education. The understanding that bilinguals translanguage

naturally in conversation and for sense- and meaning-making purposes has also been shown in Luxembourg: 64% of four-year olds in Luxembourg do not speak Luxembourgish and translanguaging happens naturally. Research also shows that students of minority groups generally underperform at school. The implementation of translanguaging in Luxembourg's multilingual education would therefore enable a better development of school and home language, metalinguistic awareness, linguistic tolerance, socio-emotional development and multilingual identity. To address the challenges of multilingual education in Luxembourg, we firstly offer a professional development (PD) course that aims to help teachers take a translanguaging stance, vital for its success. Secondly, we adapt the general translanguaging pedagogical methodology to incorporate home languages in teachers' daily classroom activities. Our project has been supported by the Luxembourg National Research Fund* to deliver 8 sessions from the Translanguaging guide developed at the City University of New York. Given the local multilingual context, introducing translanguaging and adapting the guide is a challenge for us as researchers. We will use quantitative and qualitative methods to assess the success of the PD and better understand translanguaging as a theory, practice and pedagogy.

5. *Carbonara, Valentina & Andrea Scibetta - "L'AltRoparlante": translanguaging-based inclusive pedagogy in Italian schools*

Room: first floor, 110.079

The current contribution aims at describing the main phases of implementation of a Transformative Action Research project (García and Kleyn 2016) named "L'AltRoparlante", which was awarded the European Language Label in Italy in 2018 (<http://altroparlante.unistrasi.it>). This project began during the 2016/2017 school year and is still being implemented in four Italian multilingual superdiverse schools. Its main purpose is to acknowledge students' individual and collective multilingual repertoires through a translanguaging-based pedagogy (García and Li Wei 2014). We engaged teachers and children in the construction of a more ecological linguistic schoolscape, in language portraits activities (Busch, 2012), in bilingual story-telling with parents and in the production of multilingual texts (Cummins & Early, 2011).

First, an overview about the current situation of educational and language policy in Italy, mostly focusing on the tension between monolingualism and plurilingualism in schools, will be provided. After that, plurilingualism and translanguaging will be analyzed with relation to the discourse regarding "named languages" (Li Wei 2017).

In the second part, attention will be dedicated to the analysis of 71 interviews conducted with focus groups of children involved in the "L'AltRoparlante" project. The research questions which guided the analysis concerned pupils' language uses in a pre-project phase and the impact of the project in terms of language awareness and linguistic communicative dimensions. The results show the emergence of empowerment dynamics and the legitimation of translinguistic practices as an expression of immigrant minority children's identity. Through the cross-analysis of focus groups and classroom interaction, collected by means of video-recording, we have also noticed a significant increasing in multilingual communication strategies and translanguaging practices between teachers and students.

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Session 2 – 11:15-12:30

6. Duarte, Joana & Mirjam Günther-van der Meij - Translanguaging in plurilingual interactions in Dutch secondary education

Room: Faculteitsraadzaal

The contribution discusses recent developments around translanguaging in the context of plurilingual secondary education in the bilingual province of Friesland. Several languages play a role in the province: the Dutch majority language, the Frisian regional language and increasingly also migrant languages. Despite this variety of languages, schooling mainly occurs in Dutch. Even trilingual education the three closely related target languages Frisian, Dutch and English are taught separately (Arocena & Gorter, 2013). Studies have shown, however, that to enhance learning, it is important to use pupils' plurilingual repertoires (Cenoz & Gorter, 2011; Cummins, 2008).

These insights led to the Holi-Frysk project that focused on: a) less separation between instruction languages; b) creating bridges between foreign languages and c) using translanguaging to include migrant languages in mainstream education. Eight teachers from three secondary schools participated in this one-year pilot. The project adopted a bottom-up approach to develop interventions around a translanguaging pedagogy (García & Wei, 2015). The plurilingual interventions were developed in co-construction with the teachers in a design-based approach (McKenney & Reeves, 2013).

Video-recordings were used to explore classroom interaction. Results identified three main functions of the use of translanguaging (Duarte, 2018). Official translanguaging with a *symbolic function* aimed at acknowledging and valorising migrant languages within mainstream education and required from the teacher no proficiency in those languages. A *scaffolding function* was achieved when temporary but systematic bridges towards other languages were incorporated in teaching attributing equal value to all languages. Teachers required no knowledge of migrant languages to do this, as long as pupils were perceived as language experts. Finally, official translanguaging also fulfilled an *epistemological function* when the different languages were actively used to enhance both content- and language knowledge. This was suitable in exploring migrant languages in their full potential as learning instruments.

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7. Nijhawan, Subin - "Translanguaging the foreign"? Three different methods of 'trans-foreign-languaging'

Room: Faculteitsraadzaal

Within the last decade, the notion of translanguaging has attracted the attention of many scholars and practitioners. Especially owing to García's (e.g. 2009; and with Wei, 2014) seminal work, it offers a new and innovative approach to language education.

However, we need to note that most contributions to translanguaging originate out of a second language learning environment. Lewis, Jones, and Baker (2012) state as reason that translanguaging as a pedagogical strategy rather applies to contexts with children already possessing a progressed command of the respective languages. We can infer that any related pedagogical strategy cannot apply to a pure foreign language learning context, i.e. when semiotic resources do not sufficiently preexist.

In order to explore whether the benefits of translanguaging can nevertheless provide instrumental also for foreign language learning, I altered the concept into the **idea of transforeign-languaging (trans-FL) as a pre-stage**. I defined as main aim the construction of "translanguaging spaces" (Wei, 2011). My underlying assumption constitutes a "'judicious' and 'principled' use of L1" (Lo, 2014) as main scaffold. Together with language learners as main stakeholders, three different micro methods of trans-FL were developed during my seven week "design-based action research" (Nijhawan, 2017) in a 10th grade CLIL classroom in Politics & Economics (German: L1; English: L2).

- (1) a phase-based model (with mutual code-switching between different lesson phases);
- (2) a role-based model (with half of the learners in the L1 and the L2);
- (3) a mode-based model, (learners speak in one, and write in the other language).

I incorporated these models into one single CLIL teaching model for an affordance-based approach to foreign language learning, recognizing the differentiated needs of different learner types. The work tries to respond to general demands for offering tangible pedagogies to render the overall idea of translanguaging into a daily pedagogical practice in various contexts.

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8. Karlander, David - *The question of intellectual history in anti-linguistic sociolinguistics: Translanguaging as a case in point*

Room: Faculteitsraadzaal

According to some of its proponents, the concept of *translanguaging* radically breaks with the idea of language-as-object, stressing instead the primacy of situated language use. Sociolinguistic activities, in this view, exist prior to linguistic artefacts. Free-flowing languaging is taken to precede the existence of individuate languages (see e.g. García and Wei 2014). Such claims have often been draped in a rhetoric of ‘newness’ (Jaspers and Madsen 2016). The anti-linguistic critique of purportedly dominant visions of language is often construed as a great theoretical leap forward – as a radical refutation of a flawed past. In this paper, I aim to examine this meta-theoretical mode of argumentation. However, I argue neither for nor against the standpoints advanced by translanguaging theorists (e.g. Blackledge, Creese, García, Wei). Rather, I aim for a critical contextualisation of the great-divide figures upon which their theorising is built. It is striking that theoretical discussions of translanguaging (and related notions) have been relatively unwilling to historicise their anti-linguistic critique of language, steering clear of thoughts that share similarities with their own. Roy Harris’s work is – at most – discussed sporadically and hardly ever at-length. Wilhelm von Humboldt’s notion of *energeia* (language-as-activity) is barely mentioned at all. These and other lacunae point to a *paradoxical relationship* of translanguaging theory *with intellectual history*. The recurrent figure of the radical break presupposes a history of linguistic thought, but this history is rarely addressed in depth. Furthermore, the lack of deep engagement with the history of linguistics begs questions about the nature of sociolinguistic critique and theorisation. As the case of translanguaging seems to suggest, an epistemologically ambitious sociolinguistics has much to gain from emulating an intellectual historical point of view on its research on language and social life.

9. Usanova, Irina - *Translanguaging as an Umbrella Term for Crosslinguistic Phenomena in Multilingual Writing*.

Room: first floor, 110.079

The current contribution aims to critically reflect on the applicability of translanguaging as an umbrella term for the vast range of crosslinguistic phenomena in writing. By analyzing students’ writing in three languages (Russian/Turkish, German and English), this paper explores translanguaging (TL) within and throughout students’ multilingual writing repertoire based on the data from German panel study “Multilingual Development: A Longitudinal Perspective (MEZ)”. With more than 2000 students having participated in this study and the broad scope of tested languages (Russian/Turkish (heritage languages), German (majority language), English, French/Russian (foreign languages), this longitudinal study comprises the unique and extensive receptive and productive data on students’ multilingual literacy skills in Germany (Gogolin et al., 2017).

As of now, *written* TL has been relatively seldom investigated. According to its broad definition, TL involves the “flexible and meaningful actions through which bilinguals select features in their linguistic repertoire in order to communicate appropriately” (Velasco and Garcia, 2014). Furthermore, TL is considered as a process, during which children draw upon and strategically apply common linguistic resources for conducting their writings (Velasco and Garcia, 2014). While being rarely applied as a term, TL in *writing* has been covered by the vast variety of phenomena in the research on bilingual writing. Thus, different crosslinguistic phenomena in writing have been referred to as *code-mixing*, *code-switching*, *codemeshing*, *language mosaic*, *multilingual* and *translingual writing*. The current contribution argues that TL in its broader sense may serve as an umbrella term for such crosslinguistic

phenomena in writing which involve the instances of flexible application of languages at different dimensions of writing. Furthermore, it argues that regardless of the dimensions of its occurrence, TL in writing represents a natural way of applying available language resources for the purpose of composing regardless of students' language background (bilingual vs. monolingual).

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10. De Luca, Mariana - Participant Perspectives on Translanguaging Practices in the Classroom.

Room: first floor, 110.079

Most translanguaging studies in educational settings have focused on translanguaging as a product from a researcher's perspective. An insider perspective on how this competence assists or hinders learning, how students relate to translanguaging and how they perceive these practices are important to develop translanguaging as a teachable pedagogical practice and to predict its pedagogical success (Canagarajah, 2011).

This study explores the initial involvement of two eighth grade students as participant researchers in their US Spanish immersion classroom. The aim of the study was to answer the following questions:

1. How do eighth graders use their languages in the Spanish Classroom?
2. What benefits or disadvantages do students perceive in the way they use their knowledge of the two languages?
3. What challenges emerge from this participatory research?
4. What are the outcomes of this participatory research?

The presentation describes the procedures and issues related to this participatory research. It also examines students' analysis of the collected data (two classroom recordings and two written activities) in order to answer the questions. The recordings were transcribed and analyzed for two purposes: 1) to identify natural translanguaging exchanges while completing academic tasks; 2) to add to our understanding of how these practices may enhance or hinder learning from the students' perspectives. A protocol for approaching the transcriptions was created following Swain and Lapkin (2000) method of analysis. By following the protocol, participant researchers were prompted to look at the documents freely and to create their own coding system based on the data (Lampert & Ervin-Tripp, 1993).

The presentation includes participant researchers' findings which demonstrate that translanguaging can both enhance and hinder learning, coinciding with previous studies. In addition, it provides a summary of the implications for a larger study involving students as co-researchers and the possible outcomes of participatory research.

11. Baynham, Mike & Tong King Lee - *Translanguaging: a "Maximalist" Perspective*

Room: first floor, 110.079

In this paper we present an approach to translanguaging informed by the Translation and Translanguaging (TLANG) project and our monograph, *Translation and Translanguaging* (Baynham & Lee 2019 in press). We take a position of theoretical complementarity with regard to translanguaging in relation for example to the more established notions of code-switching and code-mixing and will briefly discuss this, appealing to theoretical complementarities in fields such as quantum theory (field, particle and wave) and closer to home in systemic functional linguistics (synoptic/dynamic accounts). Underpinning this discussion is the persistent difficulty noted since Whorf onwards in conceiving language as languaging i.e. dynamically, when the metalanguage is a language like English with its preference for "thingification". Our approach to translanguaging could be termed maximalist in that we extend the construct beyond its initial focus on the deployment of two or more languages in the repertoire (interlingual translanguaging) to consider the deployment of registers and dialects (intra-lingual translanguaging) and other semiotic orders (intersemiotic translanguaging). We are inspired in this by Jakobson's seminal work on translation (Jakobson 1959). While the interlingual and intra-lingual dimensions would still be quite recognizable to Jakobson, the intersemiotic focus has expanded exponentially over the last three decades, due to work in the visual/verbal/gestural/embodied in multimodal communication (cf Adami 2017) and in linguistic ethnography and ethnomethodology by such as Charles Goodwin (cf Goodwin 2001). In addition we propose two other types of translanguaging that go beyond Jakobson's framework, interdiscursive translanguaging (in which what is being mediated in the repertoire are discourses rather than languages, dialects, registers or modes) and, going beyond a simple focus on gesture, to consider translanguaging at the language/body interface, informed by the recent work of Judith Butler (Butler 2015). We will conclude by discussing why, despite an approach that embraces the full range of modalities and embodiment, we persist in using the term translanguaging, despite its apparent lingual bias. While this is a primarily theoretical paper we will exemplify the discussion at points with data from the TLANG project and Baynham and Lee (2019 in press).

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Keynote 2 – Diane Dagenais – Materiality and ecologies of multilingual-multimodal digital story creation
- 12:30-13:00

Room: Faculteitsraadzaal

In an ongoing project entitled *Ecologies of multilingual and multimodal story production*, my research partners Geneviève Brisson, Magali Forte, Gwénaëlle André, and I are examining relationships formed by school-aged children, a digital tool called *Scribjab* (www.scribjab.com), and other human and non-human participants in multilingual and multimodal story creation at home, school and community libraries. With Kuby and Rowsell (2017), we see a need to study literacies as emergent local phenomena constituted by multiple things that matter, including literacy materials, physical arrangements, social positionings, and discourses about what counts as literacy practice. Building on the insights of scholarship on multimodality (Kress, 2003), plurilingualism (Moore, 2006) and translanguaging (García & Li, 2014) that articulate how languages and diverse modes of expression are mixed and reconfigured continually in multilingual communication, we draw as well on theories of materiality to conceptualize the process of story creation with *Scribjab* in terms of multiplicity, permeability and fluidity.

Language and literacy research based on theories of materiality (Canagarajah, 2018; Pennycook, 2018; Toohey, 2018) query how human bodies, affect, discourses and materials become entangled (Barad, 2007; Bennett, 2010) and form relationships, or assemblages (*agencements* in Deleuze & Guattari, 1982) that affect learning. Working with *agencements* as a construct entails moving away from a human-centric gaze, an exclusive focus on language and a reliance on representational logic. In our study, this helps us consider how literacy learning ecologies include more than social processes.

In this talk, I pursue thinking more specifically about *agencements plurilittératiés*, which builds on *répertoires plurilittératiés* originally introduced by Dagenais & Moore (2008). I will explain how our research team has been working with the first idea to expand our gaze beyond a focus on individual repertoires and look more broadly at social and material encounters in multilingual and multimodal environments.

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Keynote 3 – Ruth Harman – SFL Theorizing of Multilingual and Multimodal Meaning Making - 14:00-14:30

Room: *Faculteitsraadzaal*

This conceptual study first provides an overview of the SFL theory of multilingual meaning making. Halliday theorized register as the semantic configuration of meaning according to the context of situation. From an SFL perspective, modes, languages and dialects provide dynamic choices as opposed to closed systems in meaning making within or across registers (Halliday, 1978; Harman & Khote, 2018; Matthiessen, 2018; Matthiessen, Kazuhiro, & Wu, 2008). Indeed, multimodal learning becomes optimal when multiple languages and dialects are acknowledged and incorporated into classroom discourse (e.g., Garcia, 2009; Martinez-Roldan, 2015; Rowe & Miller, 2016). Thus, multilingual and multimodal meaning potential need to be theorized as complementary semiotic resources in knowledge generation (Matthiessen, 2018).

To illustrate our SFL multilingual praxis in K-12 educational contexts, the presenter uses illustrative data from a longitudinal NSF-funded science teacher training initiative and an after-school combined teacher and youth arts program (Buxton et al, 2019; Harman et al, in press). The presenter purposively selects data that illustrates how teachers engaged in multimodal and translanguaging practices that co-constructed meaning with youth in three distinct ways: building the field (e.g. ideational meanings), the tenor (interpersonal meanings) and mode (textual meanings). Aligned with key findings from previous studies (e.g., Harman et al, in press), illustrative data shows how teachers learned the importance of actively engaging in multilingual and multimodal practices in classroom instruction. Specifically, video clips show the multimodal and multilingual assemblage that emerged from the relational work of teachers and youth. Implications of this paper relate to the affordances of SFL as a theory and praxis in inquiry-based teacher education and youth programs.

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Session 3 – 14:30-15:45

12. *Vandenbroucke, Mieke - Translanguaging as identity construction in gatekeeping encounters*

Room: Faculteitsraadzaal

The study of translanguaging practices has to a large part been confined to the study of multilingual language use in educational settings. In this paper, I explore the validity of the notion of translanguaging by adult language learners for identity construction and sociolinguistic performance in an institutional gatekeeping process. Based on a number of empirical examples taken from gatekeeping interviews held with marriage applicants in Belgium, I discuss how certain interviewees switch between their native language and the official language of the interview for various reasons, including to make themselves denotatively understood and cover gaps in their linguistic repertoires, to project a favourable migrant identity and positive face to the evaluating civil servant, to generate goodwill and align more closely to the interviewer, or to convey credibility and trustworthiness as their statements undergo examination. The empirical data comes from linguistic ethnographic observations of gatekeeping interviews with cross-border marriage applicants in Belgian municipal registry offices during which marriage applicants are interviewed by a civil servant to determine whether their case involves marriage fraud. Based on these examples, a certain paradox emerges: while interviewees switch and mix languages as language learners of the official language to render meaning (both denotatively and symbolically), at the same time this practice also relies on the perpetuation of a delineated boundary between the two languages (as if they were discrete entities) to convey a willingness to integrate linguistically into their potential new host society.

13. *Muth, Sebastian - Translanguaging as capital: Making sense of the speculative dimension of communicative value*

Room: Faculteitsraadzaal

In line with an increasing commercialization of healthcare and the now global circulation of patients across borders, India is currently aspiring to become a destination for medical tourists from emerging economies and developing countries. Within this context, the Indian medical industry created an increasing demand for multilingual healthcare interpreters and brokers to attract and linguistically accommodate patients from a variety of backgrounds that include the elites of former Soviet republics and war-torn Central African states, North Americans outsourced by their health insurers as well as Iraqis and Yemenites in search for accessible and affordable healthcare.

This globalized industry also has implications on language production and the valuation of communicative resources that are dependent on patient demand, projections of market growth and the inherent volatility of a globally operating neoliberal service industry. While medical interpreters enter this industry as self-entrepreneurs or zero-hour laborers with proficiency in one foreign language as capital to draw from, they soon realize that to sustain a living and remain competitive in this market it is imperative to strategically expand their communicative repertoires even without formal language instruction available. To highlight this speculative dimension of translanguaging and the value ascribed to different communicative resources, this paper follows the professional lives of three workers who started off as Russian-speaking healthcare interpreters and who are now navigating this market as self-enterprising multilinguals. Drawing from long-term ethnographic research of their working lives at private hospitals in the Greater Delhi area, this paper aims to further highlight the ways, the ability to build social relations and trust within medical tourism markets and local healthcare professionals alike.

This happens in two distinct yet interrelated moments, selectively expanding one's own health literacy in English as well as building social relationships with patients. The former refers to the ability to both discuss diagnostics and network with practicing physicians in both Hindi and English, while the latter relates to an implicit commodity value of the first languages of patients for whom Russian is usually an L2. While this ability to draw from a number of linguistic repertoires in interactions with patients and physicians is discursively constructed as an activity that promises future employability and success, I argue that this promise of prestige is contrasted by strenuous work conditions, insecurity within volatile healthcare markets and contrasting regimes of linguistic value. This volatility ties in with the social and cultural backgrounds of medical interpreters and their initial social backgrounds, highlighting language teaching and learning as a site that both reflects and reproduces social inequalities in the country.

14. *Tusting, Karin - A translanguaging perspective on academics writing*

Room: Faculteitsraadzaal

Translanguaging is a concept which highlights creativity and fluidity in combining semiotic resources, and which challenges unitary notions of language. The main focus of my own recent research has been studying academics' writing practices. In this paper, I will reflect on what a translanguaging perspective can bring to this work, by highlighting how academics creatively combine a range of semiotic resources in their writing. While our research did include some multilingual academics, this was not the main focus of our work and so I will not be centralizing translanguaging in its most established sense of drawing fluidly on semiotic resources historically considered to be separate languages. Instead, I will argue that drawing on aspects of the notion of translanguaging highlights important aspects of academic writing practices more generally. Using a translanguaging lens draws out the way the academics in our study responded to changing roles, technologies and disciplinary engagements by combining semiotic resources of genre, mode, and disciplinary language in creative ways to address the demands that they were facing. I will ask how this perspective can provide insight into how academic identities are changing, as academics balance and negotiate in their writing practices conflicting pressures from managerial accountability demands and disciplinary expectations, and as they change their practices in response to the changing affordances of technology available to them. In particular, I will show how adopting this perspective highlights the permeability of disciplinary boundaries and ask what this can tell us about how knowledge is constructed in the academy.

15. *Kirsch, Claudine, Sarah Degano & Simone Mortini - Translanguaging as a strategy and pedagogy in a primary and preschool in Luxembourg*

Room: first floor, 110.079

The concept of translanguaging has been continuously redefined in education, psycholinguistics and sociolinguistics, which has led to some loss of meaning. Regarding teacher translanguaging, studies show that it has been used as a strategy to further comprehension and learning, and as a pedagogy. The latter recognizes the existence of multiple languages in class and leverages the students' semiotic system to make meaning and learn (García et al. 2017). Translanguaging has thereby been understood either as a resource-oriented pedagogy that challenges traditional conceptualizations of bilingualism and language learning, or as a pedagogy that fights social inequalities. Most research studies adopt the first view (Poza, 2017).

The present paper combines two longitudinal doctoral studies and investigates the ways in which a preschool and a primary school teacher use translanguaging in their classes in Luxembourg. Drawing on interviews and observations, the findings show that the preschool teacher implemented a

translanguaging pedagogy. She planned for the use of several languages, opened translanguaging spaces, and systematically translanguaged where she believed it would support learning (Kirsch et al. submitted). By contrast, the primary school teacher used translanguaging as a pedagogical strategy. She used the curricular languages and only translanguaged to support particular students. These differences are explained by the curriculum and the preschool teacher's attendance of a professional development course. The findings contribute to our understanding of possible ways of implementing translanguaging as a pedagogy.

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16. Krompák, Edina - Translanguaging in Higher Education in Switzerland: Reconstruction of Translingual Practices and Diglossic Linguistic Identity

Room: first floor, 110.079

Background and aims

Although the concept of translanguaging and its potential are becoming increasingly important in primary and secondary classrooms (García and Li Wei, 2014; Paulsrud, Rosén, Straszer and Wedin, 2017), translanguaging is not very well explored in higher education practice (Mazak and 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 translingual practices and linguistic identities in their data? In which contexts appear Swiss dialects and with which aims? How applicable is autoethnography to exploring multilingual language practices?

Methodology

The participants comprised 21 future teachers: 13 female, 8 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 and 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, we called it linguistic homescapes (Krompák, 2018), the participants collected and reflected on photographs about written signs and symbols in their private context. As a third approach, we analysed 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 as 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 the 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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17. Bagga-Gupta, Sangeeta & Giulia Messina Dahlberg - *Practice, method or the emperor's new clothes? Contemporary conceptual webs-of-understandings in some global-North spaces*

Room: first floor, 110.079

Against the backdrop of epistemological flows vis-à-vis increasing diversity – and thus new communicative practices, neologisms like *Translanguaging* and *Nyanlända* (Swedish: “newly-arrived”) have quickly been embraced in Swedish policy directives and frameworks. This paper traces the emergence of some central concepts in the language sciences (“bi/multi/pluri/semilingualism”, “trans/languageing”) and the literature on migration studies and globalization (“super/hyper/diversity”, “im/migrants/newly-arrived”). Theoretically framed at the crossroads of sociocultural and decolonial perspectives, the study illuminates the ways in which nomenclature shifts and “academic branding” (Pavlenko 2017) contribute towards (or confound) communication and diversity issues in the educational sector. Here, social practices across analogue and digital settings, where the focus is on individuals interacting with one another and tools, and where locality and spatiality are not always bound to the four walls of institutional learning settings, claim analytical attention.

Drawing upon ethnographical projects at the CCD research group (www.ju.se/ccd) and analysis of naturally occurring interactional and textual data the study specifically asks how a neologism like *Translanguaging* differs from what is “normal languageing”, and what neologisms like *Nyanlända* or *Super/hyperdiversity* offer in comparison to “normal diversity”? What, in other words, we ask is *normal languageing* and *normal diversity*?

The results shed light on the diversifying conceptual hegemony in how language and identity are being framed in the educational sciences in some global-North spaces in general and in Swedish nation-state spaces in particular. In parallel, the analysis highlights the continuing marginalization of scholarship from global South-North settings where social practices vis-à-vis linguistic heterogeneity are centre-staged. Finally, the paper empirically illustrates how studies of “linguaging” (Jorgensen 2008, Linell 2009) and “identiting” (Bagga-Gupta 2017) across time and global North-South arenas, including digital sites, can open up alternative spaces for reframing what language and identity are and can be (Bagga-Gupta 2017, Butler 1999, Finnegan 2015, Gramling 2016, Messina Dahlberg, 2015).

Keynote 4: Stef Slembrouck – Translanguaging and “its volatile exchange rates” - 16:15-16:30

Room: Faculteitsraadzaal

The notion of “Translanguaging” (TL) has been promising, its use expanding rapidly and enthusiastically. Undeniably, its mobilizing appeal has its origins in important sociolinguistic, linguistic pragmatic and language educational observations about the nature of contemporary experiences of “bilingualism” (and later, “multilingualism”), in particular, the need for these to be recognized in their own terms, in an user-based perspective, as well as that such a recognition comes with the promise of a considerable return in bridging several educational gaps when TL is put into practice in the context of esp. populations of immigrant learners. Has the concept of “translanguaging” subsequently become prone to effects of “overshooting”? In international finance, the overshooting model argues that foreign exchange rates will temporarily overreact to changes in monetary policy to compensate for sticky prices. Can similar tendencies be observed in the case of TL? In my paper, I want to concentrate on TL’s “exchange value” as a sociolinguistic theory of contemporary bi/multilingualism, as a pedagogical model for language and other forms of learning, as a stake in a paradigmatic struggle between “cognitive psychological” and “social” approaches to (language) learning, and as a moral-political stake in a contemporary world ridden by far-reaching inequalities. What might one gain from attempts to “contain” the concept’s multiple currencies, e.g. by insisting on a historical reading and testing it empirically in relation to some of the “uncomfortable” questions raised by the earlier theoretical and conceptual frameworks which it is believed to have superseded.

Discussion – Diane Potts and Piet Van Avermaet 16:45-17:15

Room: Faculteitsraadzaal