

Pedagogical translanguaging

Supporting multilingual students to learn Italian in university language courses

Innovation in Language Learning

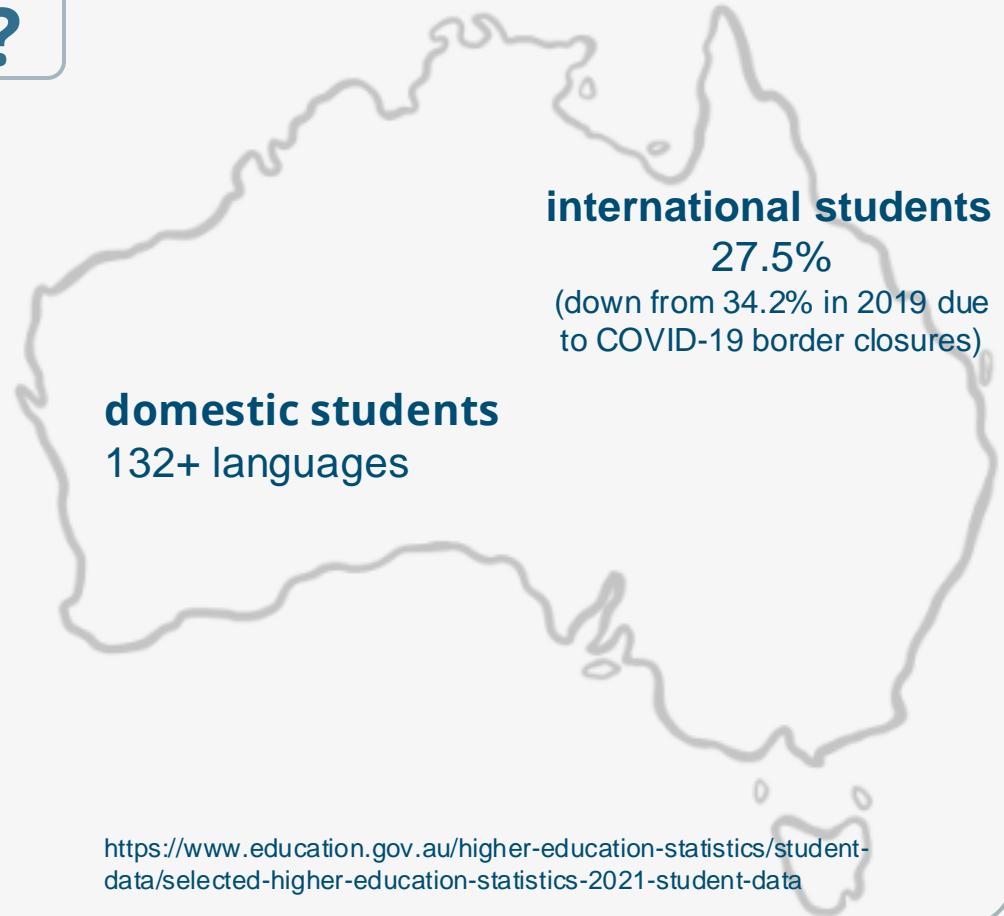
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why this research?

Australia is a multilingual
country

Students enrolled Italian courses
bring to the learning space a
wealth of languages, linguistic
practices and experience with
learning languages



<https://www.education.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2021-student-data>

Research Question:

What are the **affordances** of **pedagogical translanguaging** for writing processes in language learning?

Case study:

Participants	11 participants	beginner students of Italian (completed one semester)
Lessons	six lessons - 90 mins	via Zoom - informal course
Tasks	focus on writing (collaborative)	translanguaging by design

translanguaging

research in languages other than English

pedagogical

Cenoz & Gorter, 2022
García et al., 2017

theoretical

Li, 2018

“

Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential.

Ofelia García (2009: 140)

critical and transformative
'political act'

García et al., 2021
Flores, 2014

methodological

Lee, 2022
Li, 2011, 2022

gap

affordances

raise awareness of
linguistic repertoire

tools and tasks

what is available to the
learner to do something with

(van Lier, 2004, p. 91)

conditions

instructions, modalities, interactions

translanguaging
affordances

García, O., Ibarra Johnson, S., & Seltzer, K.
(2017)

translanguaging design

Opening a translanguaging space (Li, 2011)

- explicitly explaining the notion of translanguaging
- completing a language portrait task (raising awareness of linguistic repertoires)

translanguaging affordances

García et al., 2017

providing instructions and resources to scaffold students to leverage their individual and collective linguistic repertoires

providing opportunities for collaborative work and discussion

Translanguaging activity

Attività di gruppo
Scrivi un poesia

Puoi includere:

- la musica che ti piace
- la tua esperienza a un concerto
- suonare uno strumento musicale
- parlare di un cantante o compositore che ti piace
- la musica della tua cultura di origine (cultural background)

Devi usare:

- almeno 3 verbi al passato prossimo
- almeno 3 parole nuove sulla musica

La poesia finale è composta di

- almeno 3 strofe (stanzas)

Translanguaging challenge:
In creating your own poem, I invite you to use Italian and any other language that you know in order to fully convey the meaning you want to share with the class. I also invite you to use other non-verbal languages such as images, photos, gestures, noises and sounds, anything that helps you to convey your ideas.

1 - content

- la musica che ti piace
- la tua esperienza a un concerto
- suonare uno strumento musicale
- parlare di un cantante o compositore che ti piace
- la musica della tua cultura di origine (cultural background)

2 - structure
based on the song

3 - Italian

- almeno 3 verbi al passato prossimo
- almeno 3 parole nuove sulla musica

4 - other languages and modalities

Use of Italian for instruction on content and success criteria

Use of English for translanguaging instructions

Use of Italian and English in a basic rubric

translanguaging reflections

García et al., 2017

eliciting reflections on the translanguaging processes activated

individually
collaboratively

RJ

REFLECTIVE JOURNAL
SESSION 2 | MULTILINGUAL AND MULTIMODAL POEMS

Note: Prompts are only suggestions for your reflection. You can choose to base your reflection to express other ideas. Prompts are here only in case you are stuck and need a...prompt to start with!

28 SEPTEMBER 20

YOUR NAME

Poem Writing

Did you decide to use languages other than Italian in writing your poem? Or any different modes (pictures, gestures, sounds). Which ones? Which language? Why?

Are you happy with your poem?

What benefits do you see in this type of activity if any?

Anything you would like to suggest for future activities like this one?

Anything else you would like to share about writing in the target language?

language portraits

to raise awareness of the languages available to individual students and the whole class

to capitalise on their experience as multilingual speakers and language learners



collaborative writing tasks

Poem

Group 1 (P1, P4, P7, P8, P11)

Quando avevo diciassette anni,

Ho sentito **la musica classica**,

I miei amici **hanno sentito il techno**,

Sono usciti senza me,

Sono usciti senza me,

Pero no me importaba,

Sono andato per guardare Phillip Glass,

E lui me ha fato una domanda:

Ha detto "Where are your friends?"

Dov'è i tuoi amici?

Story

La romantica avventura di snoopy

Ecco Snoopy, il cane. Molto fa, Snoopy ha fatto una viaggio grande. E' stato molto stanco della sua vita a casa, dove si sedette sul tetto della sua casa per tutti della giornata pensando. Lui sapeva che era ora di partire per se. Ha voluto andare lontano, in Italia. Ha pensato a andare in motocicletta, in aereo, in treno o a piesi, ma poi ha deciso andare in bus.

Snoopy ha viaggiato con il suo amante, l'uccellino giallo

Prima, hanno fatto colazione nella mattina, poi sono saltati sul Colosseo.

La polizia non le è piaciuto che Snoopy e l'uccellino hanno rotto il colosseo. È molto vecchio. La polizia ha fatto una domanda a Snoopy - "perché tu sei così grande?". Ma Snoopy e l'uccellino hanno provato molto felici e si sono innamorati gli.



Brochure

'La Notte della Taranta' is one of the great cultural festivals of Puglia in the south of Italy.

The concert features:

- Traditional food, language, music, and dance
- Energetic acrobatics
- Culturally important history
- A spider!

You can visit the festival each year at the end of August

La Notte della Taranta



Each August in Puglia

Ogni agosto in Puglia

'La Notte della Taranta' è un del grande evento di musica di Puglia, nel sud d'Italia.

Caratteristiche tradizionali dell'evento:

- il dialetto, il cibo, la musica e la danza
- Acrobazie
- La storia significativa
- Una taranta che può suonare il violino?!
- No... che pazzo!

Voi potete visitare il concerto ogni anno alle fine di agosto

analysis

moment analysis
(Li, 2011; 2022)

qualitative thematic analysis

It focuses on the description of linguistic actions generated in multilingual exchanges

critical moments
=

events with the potential for generating changes/development in communication/writing processes

learners express their **creativity** and **criticality** in drawing on their full linguistic and socio-cultural repertoires

activation of translanguaging practices

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Dov'è i tuoi amici?

Critical moment 1

Luna: Yeah. All right. ma...ma non...[unclear] **my brain is thinking in Spanish...** but I didn't mind

Lapo: I don't know how to say that either

Lori: We can say it in Spanish, if you know how to say it.

Luna: Yeah, I can put it in Spanish, *pero no me importaba...* just to mix things up a bit. That's Spanish ...it doesn't matter to me.

(Group 1, Lesson 2)

Translanguaging strategy: Using a stronger language to express a concept not yet available in the target language (Postponing strategy, Velasco & García, 2014).

overcome limitation in communication

→ use of a stronger language

Il viaggio di Snoopy

"La settimana scorsa Snoopy e' andato al parco in bici con il suo amico si chiama Woodstock. Hanno mangiato gli panini, poi hanno voluto giocare a tennis perche gli e' piaciuto. Ma un alieno a vole' leur ballon!! Snoopy e Woodstock hanno avuto paura!

Un alieno ha portato Snoopy sulla luna in rocket. Snoopy si e stato sentito felice perche la luna e' fatta di formaggio e Snoopy ama il formaggio.

~~Woodstock estate da solo. Che peccato!"~~

overcome limitation in communication

→ transfer of grammatical knowledge

Critical moment 5

Lina: I mean, like the moon, like la luna is formaggio (typing: perché la luna è formaggio) or something? I have to say is made of. But we can say like ...

Leda: like è fatto di formaggio... possibly? I don't actually know **that's what it'd be like in French.**

Luis: perché sono stati...perché ci sono stati molti formaggi?

Leda: è fatta...[...] Yeah, I think it's like the moon is and then fatta being like made of cheese. I think ...my best guess ...

(Group 2, Lesson 4)

Translanguaging strategy: Transfer of grammatical knowledge from one language to another (Cummins, 2017).

Critical moment 4

Lapo: Maybe, maybe they did not hear... they did not sense the beauty of the music.

Luna: I miei amici...uhm...non hanno...uhm...*how would you say sensed?*

Lapo: Sentito!

Luna: I think that's heard.

Lapo: Yeah, but I think it can be used more broadly than that. I was... I think it can be.... it's been perceived.

Luna: Oh, OK.

Lapo: ~~But even so, even if it was heard that would still work,~~

Luna: That work...non hanno sentito

(Group 1, Lesson 2)

negotiation of meaning
→ use of a stronger language

Translanguaging strategy: Creating meaning in the target language by verbally negotiating it in the strongest language with peers in a group discussion.

assert agency/authorship → express concepts in forms divergent from the standard

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La Notte della Taranta



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Critical moment 10

Luca: **Are we directly translating the two opposites?** Is that what we're doing?

Liam: We don't have to...

Lapo: Well, I thought so, I guess it didn't have to be direct, but it'd be good if it had some correspondence.

(Group 1, Lesson 5)

Translanguaging strategy: Expressing identity and language ownership in forms divergent from the native speaker standard (Canagarajah, 2011).

dell'evento:

- Il dialetto, il cibo, la musica e la danza
- Acrobazie
- ~~La storia significativa~~
- Una taranta che può suonare il violino?!
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pedagogical translanguaging

Language students responded by activating translanguaging strategies

- to overcome limitations in communication
- to negotiate meaning
- to assert agency, identity and authorship

Strategies to overcome limitations in communication

- Using a stronger language to express a concept not yet available in the target language (Velasco & García, 2014)
- Rehearsing the grammatical features in order to find the “best fit” for the communicative purpose (Velasco & García, 2014)
- Transfer of grammatical knowledge from one language to another (Cummins, 2017)
- Transfer of textual/genre knowledge from one language to another (Cummins, 2017; Esquinca, 2011)

Strategies to negotiate meaning (or meaning-making strategies)

- Creating meaning in the target language by verbally negotiating it in the strongest language with peers in a group discussion
- Using visual modes/images to expand or negotiate meaning
- Using digital tools/online dictionary to check meaning (Velasco & García, 2014)

Strategies to assert agency, identity and authorship

- Choosing to “mesh” languages in a way acceptable and negotiated with the audience (Canagarajah, 2011)
- Expressing identity and language ownership in forms divergent from the native speaker standard (Canagarajah, 2011)
- Acknowledging the use of cultural terms in their original language

findings

pedagogical translanguaging facilitates writing processes

enhanced linguistic competence

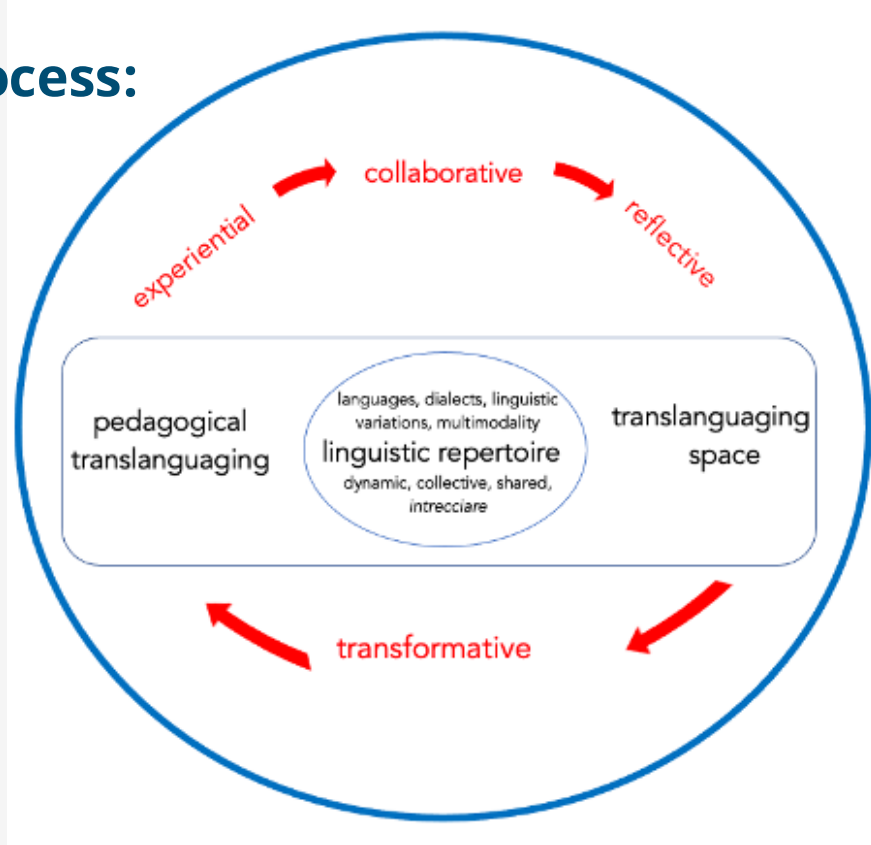
negotiation and co-construction of practices

expression of identity and agency

- the translanguaging design
- the shared and collective linguistic repertoire
- the choice (or not) of the students to leverage their repertoires
- the collective response to the task
- the (individual and collective) reflection on the writing process

translanguaging as a collaborative learning construct

Process:



Results:

enhanced linguistic competence

higher complexity in language use

more interesting content

expression of agency/identity

experimenting non-standard use of the language

choice/agency in expressing content

implications for teaching

Translanguaging is the work of teacher and students:

- introducing effective tools to investigate the linguistic repertoire of students
- providing (translanguaging) affordances
- including collaborative tasks

to facilitate translanguaging practices

thank you | grazie

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