Pedagogical translanguaging
Supporting multilingual students to learn Italian in university language courses

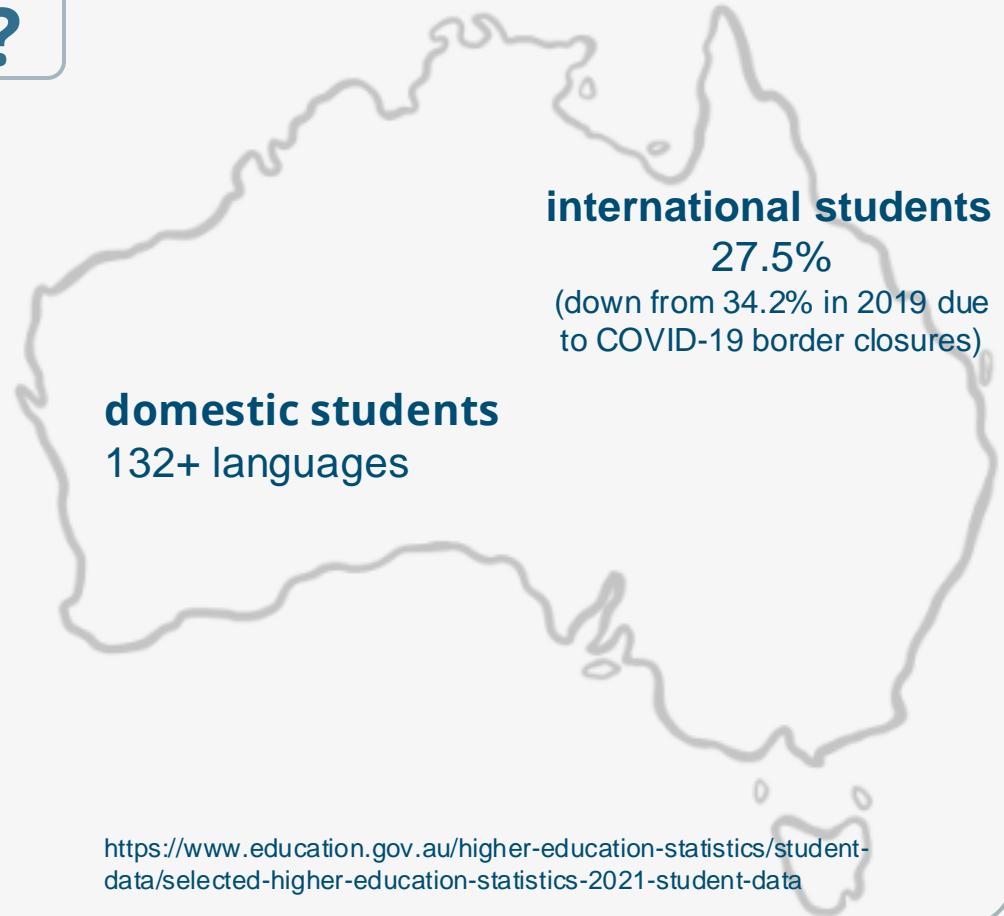Innovation in Language Learning

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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

international students
27.5%
(down from 34.2% in 2019 due
to COVID-19 border closures)

domestic students
132+ 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)

gap

critical and transformative 'political act'
García et al., 2021
Flores, 2014

methodological
Lee, 2022
Li, 2011, 2022

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 reflections
García et al., 2017

eliciting reflections on the translanguaging processes activated

individually

collaboratively

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

Story

Brochure

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

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?

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' piacuto. 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)

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

negotiation of meaning
→ use of a stronger language

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

'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

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

---

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).

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

expression of identity and agency

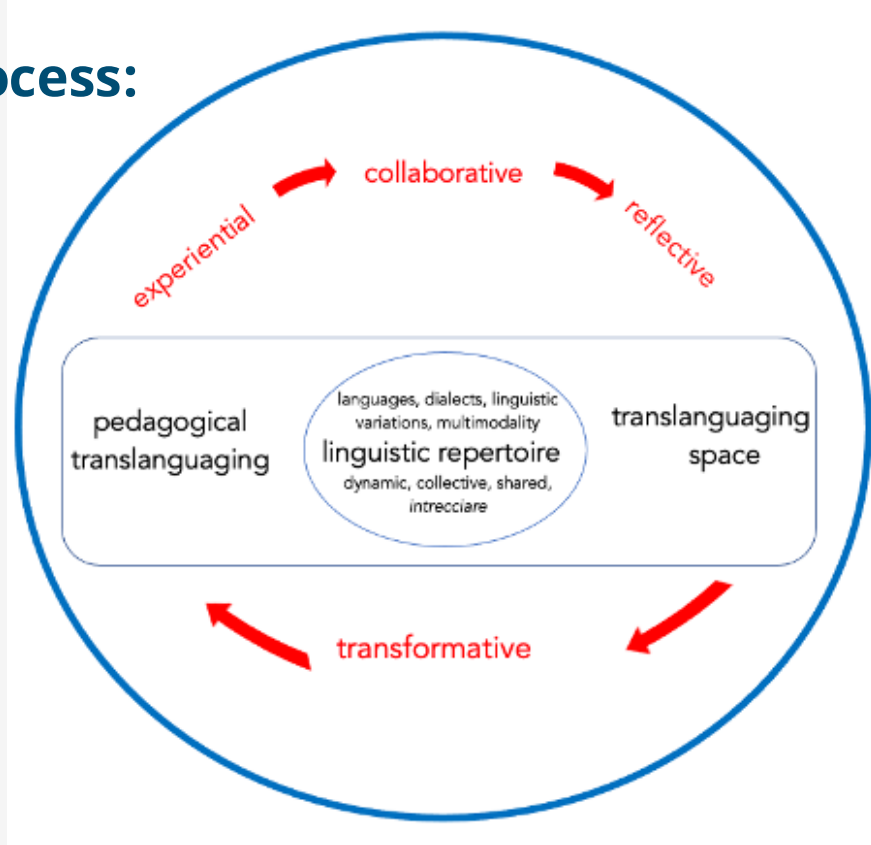**negotiation and co-construction of practices**

- 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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