

Translanguaging Teaching:



Comparing traditional (bilingual) and super-diverse contexts

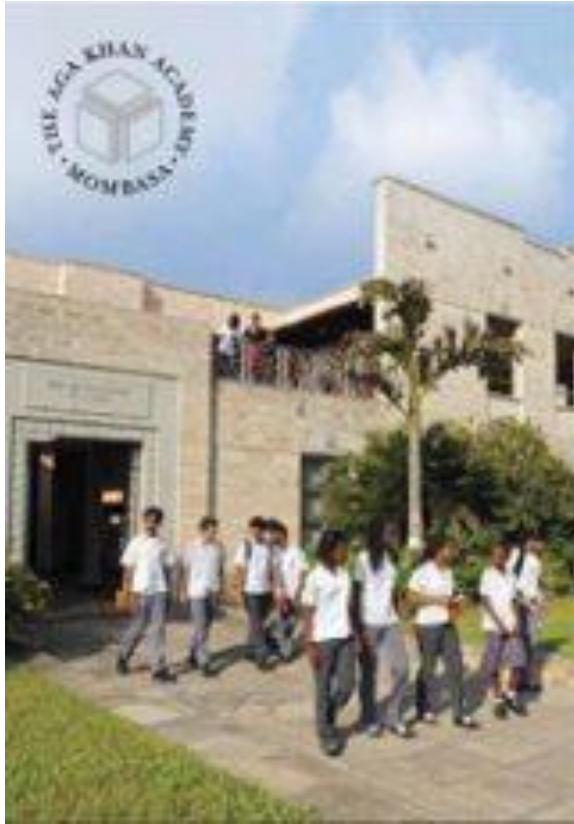
Background





- ∞ Translanguaging as classroom pedagogy
 - “Dual-language” school
 - Super-diverse school
- ∞ Comparing motivation and implementation
- ∞ Strengths and weaknesses

School A: Challenging the “two solitudes”



- ∞ K-12 IB school
- ∞ “Dual-language” PYP in English and Kiswahili
 - Connecting the local and the global
- ∞ “Two solitudes” model
- ∞ Year 1-3 – 2.5 days in each classroom
- ∞ Pupils becoming weaker in KS and stronger in English
- ∞ Year 4?

School B: Challenging the monolingual monolith



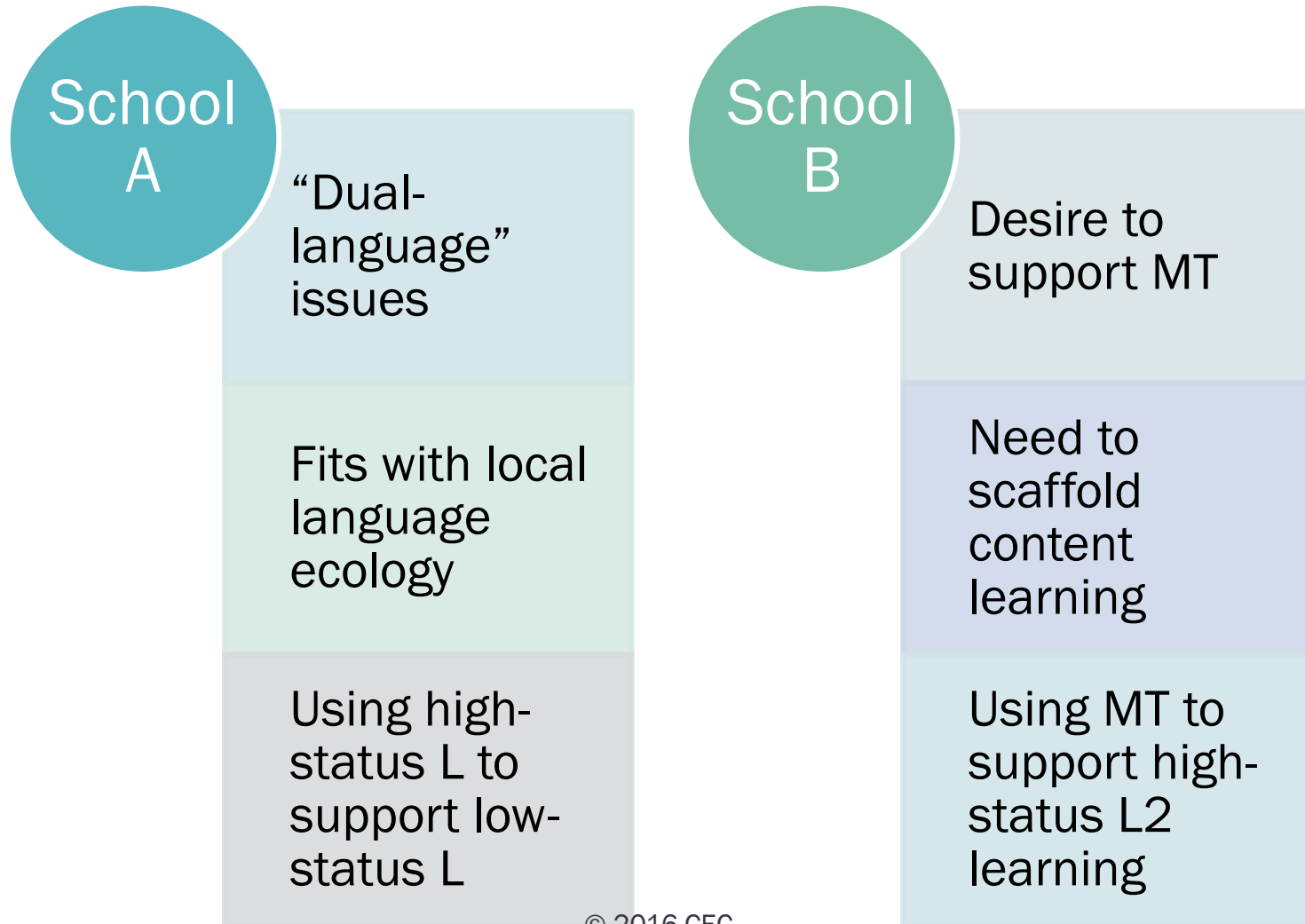
- ∞ K-12 IB school
- ∞ Super-diverse population (50+ nationalities)
- ∞ Integrated MT (5 languages) and extra-curricular MT (11 languages) programs
- ∞ Pupils becoming (often) stronger in English and weaker in MT

Focusing in

Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.

(Baker, 2011, p.288)

Comparing situations



Understanding translanguaging

School A

Recognition of translanguaging

Ability to see the usefulness

Underlying resistance to “language mixing”

Difficulties in understanding planning

School B

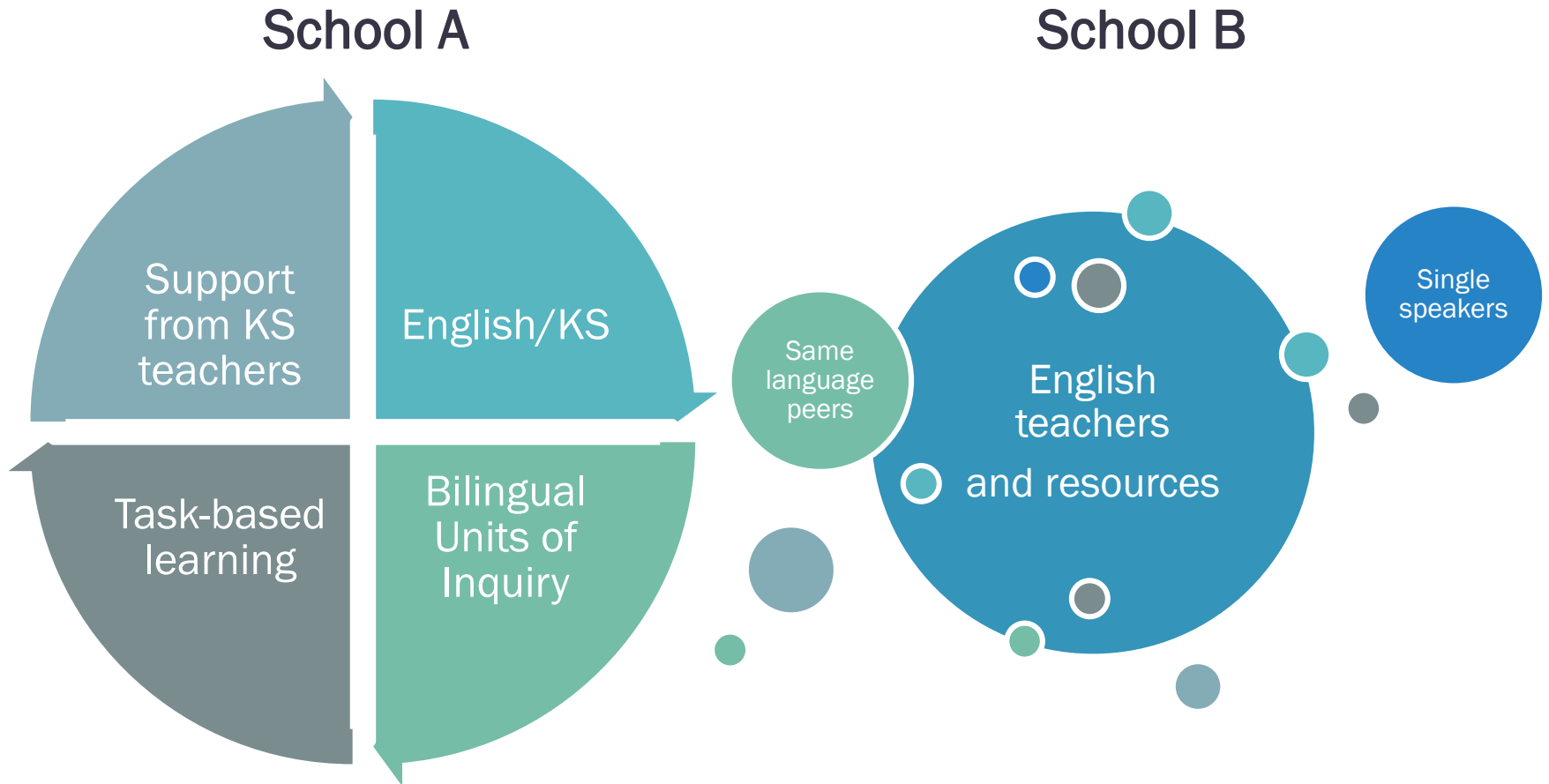
Tensions with use of other languages in class

Is it possible?
Number of languages, mainly monolingual staff

Is it necessary?
Is it our job?

Where is the research?

Comparing implementation



Frameworks fo analysis



- ∞ “Planned” vs “serendipitous”
- ∞ “affordance” vs “scaffolding”

Affordance is...

that which is offered by the linguistic environment and perceived by the learner as “available”

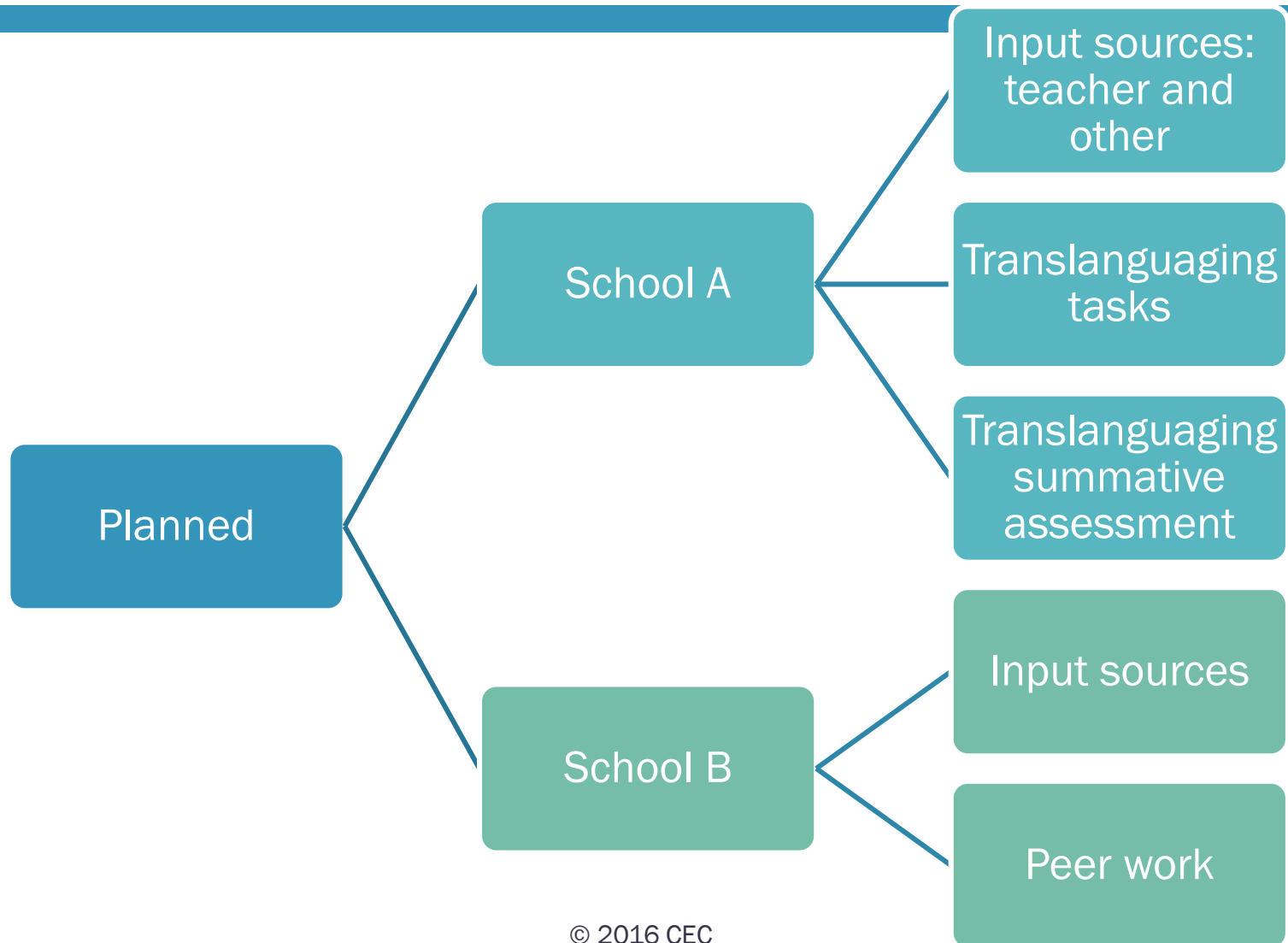
Van Lier 1996:12

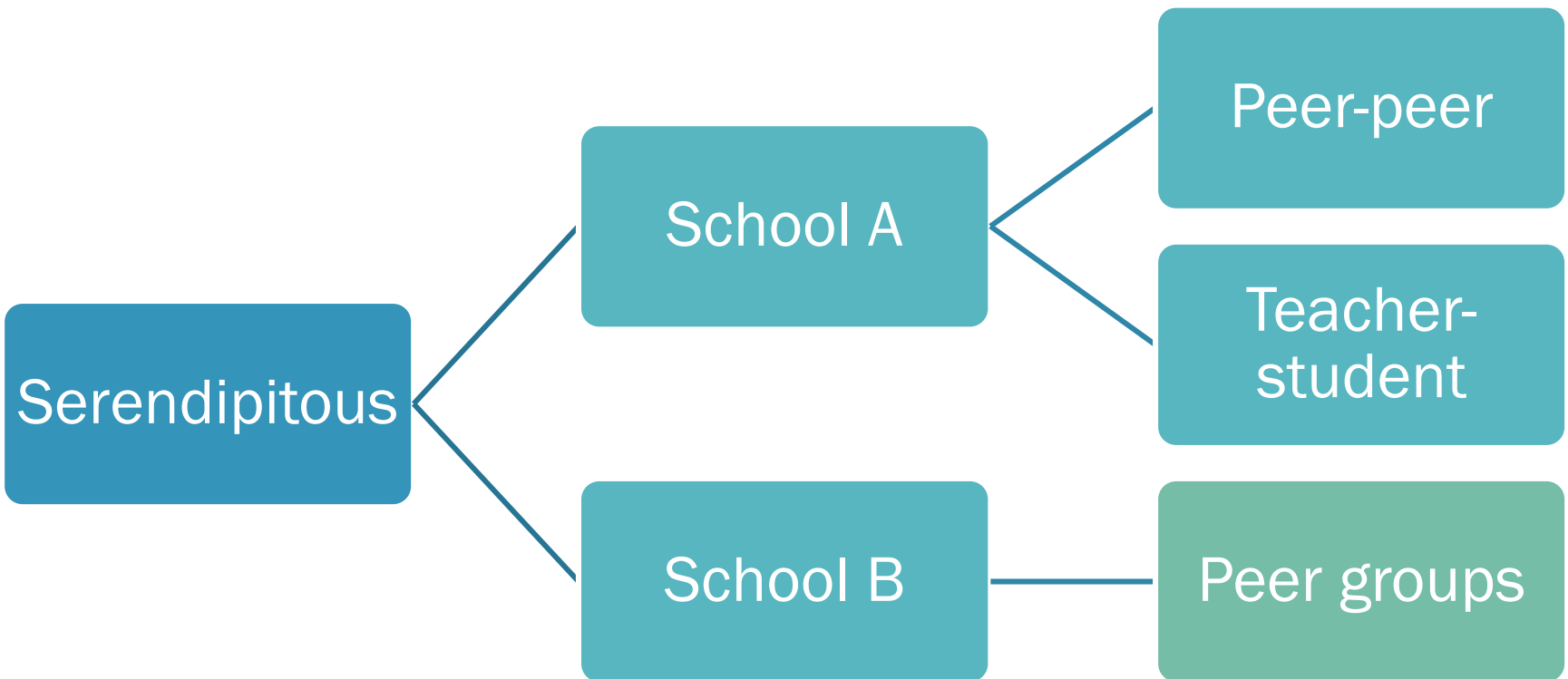
Scaffolding is...

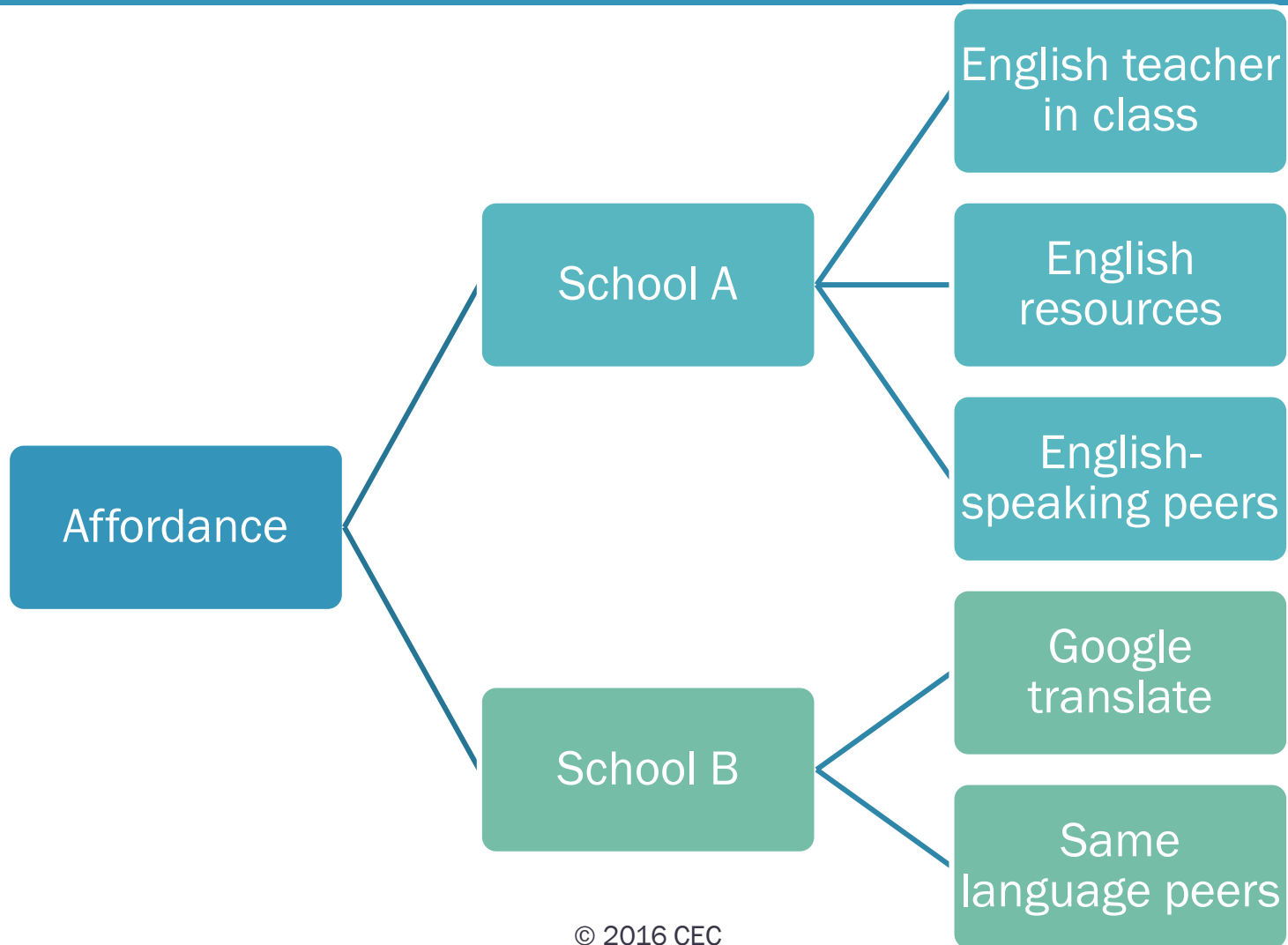
temporary assistance given at the point of need, when that need is expressed by the students or perceived by the teachers

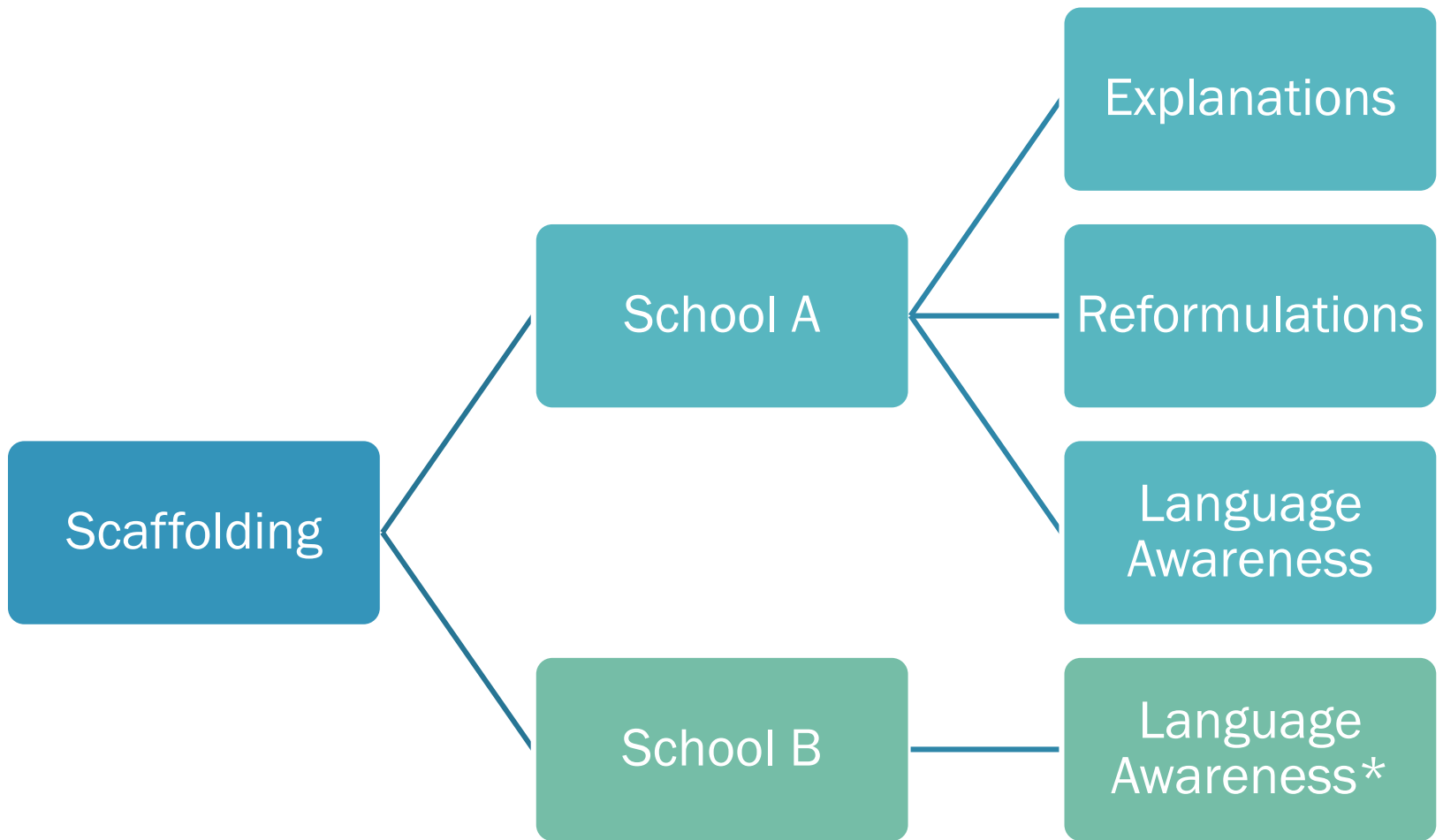
Yoxsimer Paulsrud
2014: 187

Looking at early results



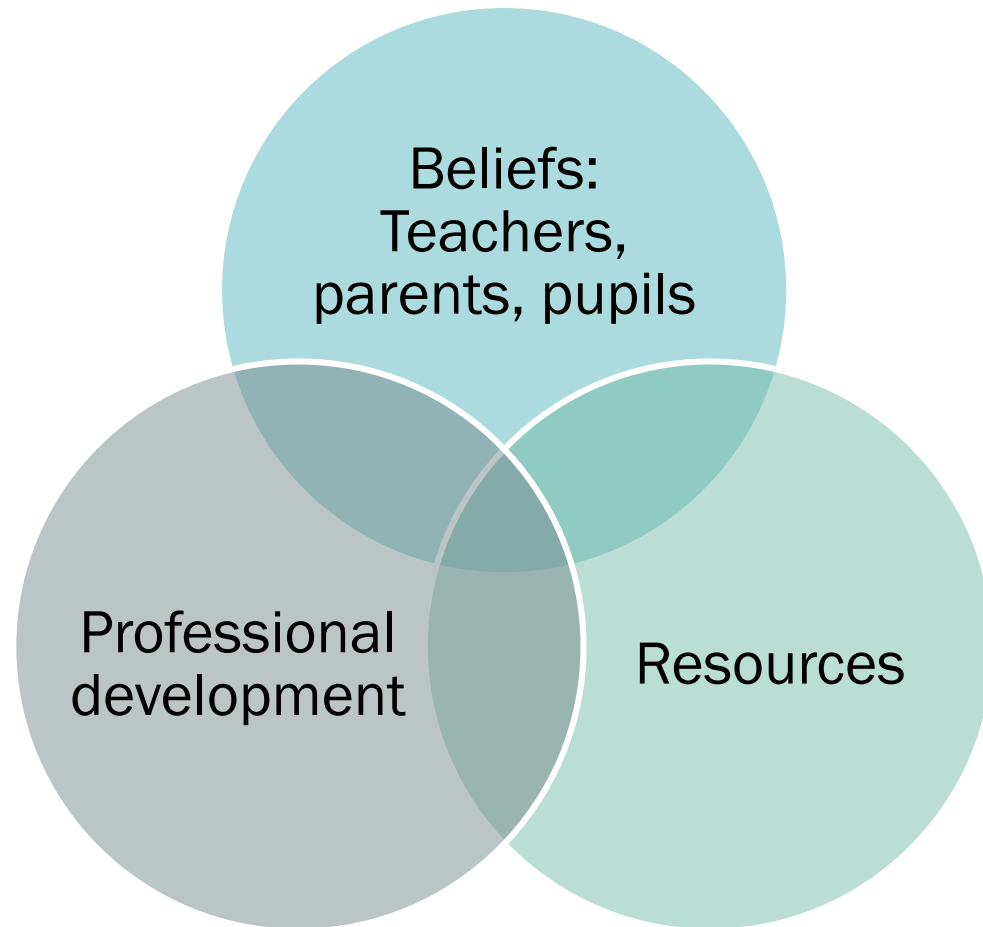




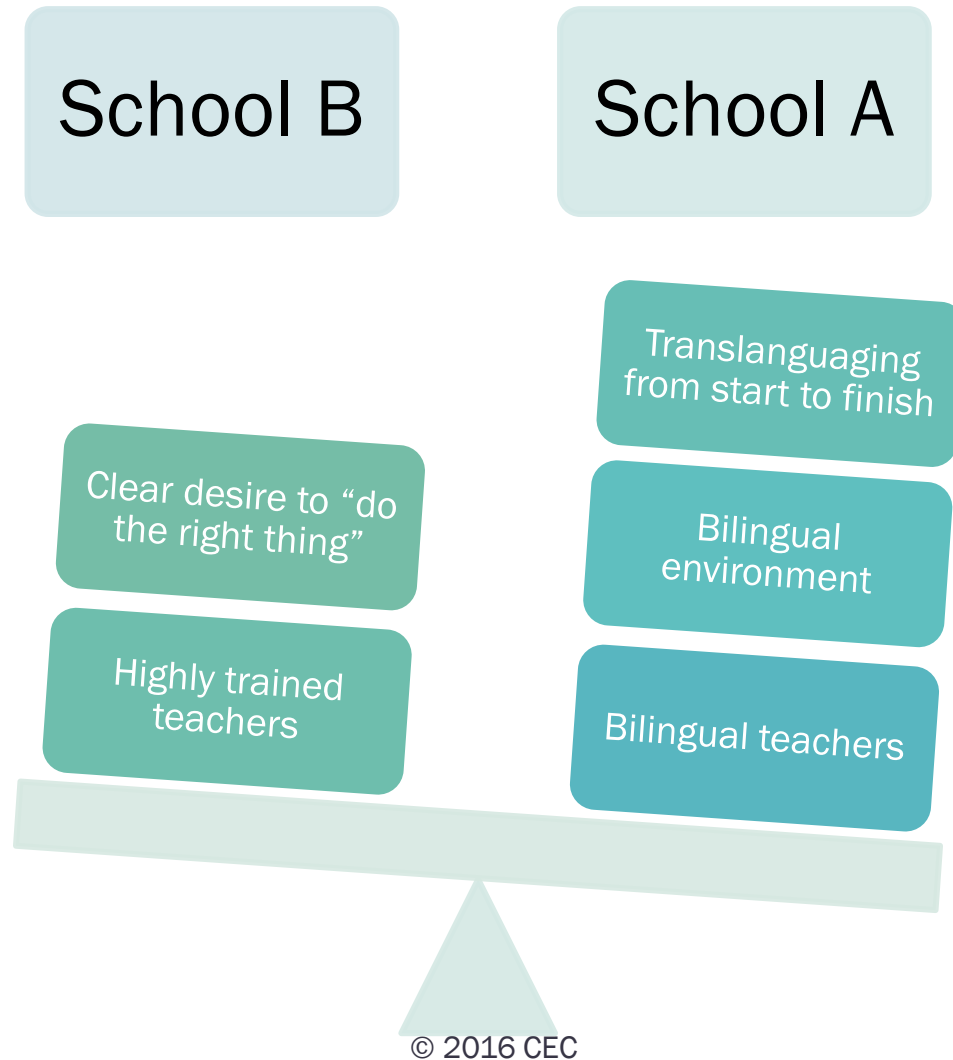


* Mainly from bilingual teachers

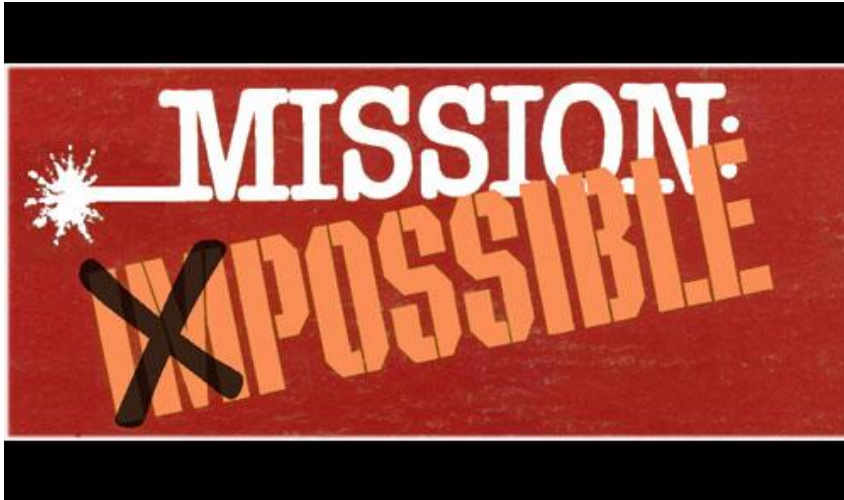
Comparing Challenges



Comparing “success”



So, can it be done?



- ∞ Yes, but...
- ∞ Challenges are greater in super-diverse environments
- ∞ And for monolingual teachers
- ∞ Understanding *why* is key for teachers
- ∞ Figuring out *how* for each learning environment

