

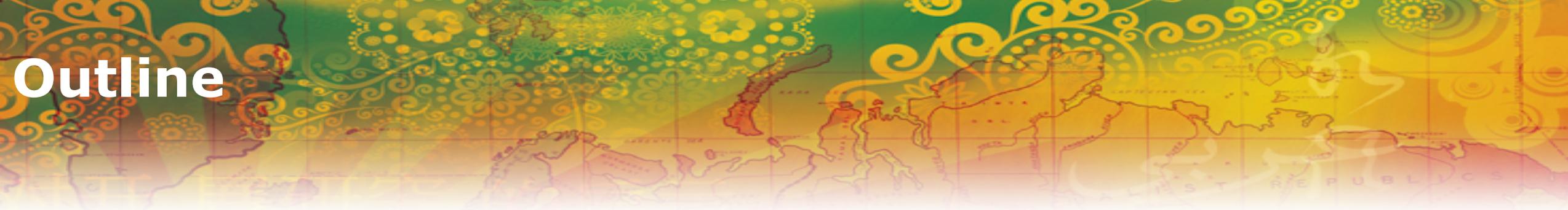
RESEARCHING MULTILINGUALLY: PERSPECTIVES ON/FROM RESEARCHER EDUCATION IN UK UNIVERSITIES

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Multilingualism in Higher Education (HE) in Europe

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Outline

1. Our institutions, cities – local and international multilingualism(s)
2. Informing projects (x4) – researching multilingually (AHRC)
3. Researching multilingually:
 - a) an instrumental perspective
 - b) a translingual mindset
 - c) epistemic injustice and languaging
4. Some concluding thoughts
5. References

A decorative header featuring a world map in the background, overlaid with intricate, colorful patterns in shades of green, yellow, and orange. The patterns include swirls, floral motifs, and geometric designs. The text "A Tale of Two Cities and Universities" is written in a bold, white, sans-serif font across the top.

A Tale of Two Cities and Universities

University of the West of England (Bristol)

The University of Manchester (Manchester)

(England, UK)

A tale of two (university) cities: **Bristol**

- 91 Ways to Build a Global City – a community cohesion charity inspired by 91 languages used in communities in Bristol <https://91ways.org/>
- Bristol City Council data – 89 languages used (data from 2011 Census) <https://opendata.bristol.gov.uk/explore/dataset/language-list/custom/>
- Polish, Somali, Urdu, French, Spanish, Panjabi
- University of the West of England Strategy 2030:
 - “Creating an inspiring local and global gateway to the future”
 - 29,000 students, of whom 1,406 are from EU, 3,867 from other countries
 - data on the student body does not cover language repertoires

A tale of two (university) cities: **Manchester**

- Greater Manchester 2021 population = approx. 2.7 million
- *Approx 66% White (including Irish!)*
- *Approx 50% Christian, 25% non-affiliated, 15% Muslim, 2nd largest Jewish population (UK)*
- *“Relative to its population size, Manchester is one of the most linguistically diverse Cities in the United Kingdom and Europe.” (MLM)*
- Up to 200 languages used in the city; approx. 50% of residents use more than one language; 40% of primary children use 1+ languages in addition to English
- *Community languages with the largest number of speakers in Manchester are Urdu, Arabic, Chinese, Bengali, Polish, Panjabi, and Somali*
- UoM has 40k students, of whom over 33% are ‘international’ (from 170+ countries) – **no data re students’ or staff’s linguistic resources**
- UoM aspires to be *“recognised globally for the excellence of our people, research, learning and innovation, and for the benefits we bring to society and the environment”*

Informing Projects

UK's Arts & Humanities Research Council, e.g. Translating Cultures Theme

<http://translatingcultures.org.uk/>

- 2010: Exploratory seminar (Durham)
- 2011-13: **Researching Multilingually** (network grant) (AHRC AH/J005037/1)
<https://researchingmultilingually.com/>
- 2014-17: **Researching Multilingually at the Borders of Language, the Body, Law & the State** (large grant) (AHRC: AH/L006936/1)
<http://researching-multilingually-at-borders.com/>
- 2016-18: **Idioms of Distress, Resilience and Well-Being: Enhancing understanding about mental health in multilingual contexts** (AHRC/GCRF: AH/P009786/1)
- 2017-2018: **Creating Welcoming Learning Environments** (AH/R004781/1)

Perspective 'a' – an instrumental approach

Our starting points – experiences of doctoral students negotiating different languages in their studies

We noted - Issues raised over time from different disciplines:

- Bradby (2002) from health
- Androulakis (2013) from sociolinguistics
- Andrews (2013) from education
- Gibb, Tremlett & Danero Iglesias (2019) from sociology, anthropology
- Martin-Jones & Martin (2017) researching multilingualism

Questions posed (1)

- How to reflect hybridity of languages and identities in research instruments (interview questions and questionnaires) and findings? E.g. known use of “Punjabified English” in community being researched [Bradby, 2002]
- How to operate as a multilingual team when working in a multi-professional research project? E.g. working with linguistic mediators from 3 minority communities [Androulakis, 2013]
- How to work with a multilingual data set in a research project which does not have a primary focus on multilingualism? E.g. are resources available for translating and transcribing the full data set? [Andrews, 2013]

Questions posed (2)

- What skills does the researcher (in a multilingual context) need? e.g. appropriate language learning experiences, and time, prior to fieldwork (Gibb, Tremlett & Danero Iglesias, 2019)
- How to research multilingualism in new times? e.g. mobilities, narratives of migration, online communication, semiotic resources (Martin-Jones & Martin, 2017)

Perspective 'b' – a translingual mindset

- Canagarajah (2013:6) – “communication transcends individual languages” and
- “communication transcends words and involves semiotic resources and ecological affordances”
- = a paradigm shift with implications for research and our thinking
- shifts and moves between languages are used as expressions of identity – examples from rap music

Researching multilingually: global mental health research in northern Uganda → researcher education

- Andrews & Fay (2020), Andrews, Fay, & White (2018a, 2018b)
- researcher education ... in (apparently Anglophone) university contexts
- (limitations of) linguistic preparation for researchers
- Translating Distress (Case Study 1)
- Lira in northern Uganda used DIME methodology, implemented by local researchers using 'the' local language (assumed to be Lango)
- Difficulties with creating verbatim accounts in Lango of participant responses
- “plurilingualism in learning and teaching can helpfully be applied to the distinctive case of the learning and teaching of researchers preparing for fieldwork in real world contexts”
- although “more thinking and planning relating to languages in research will always be invaluable”, the particularities of each context of research make it impossible to prescribe a curriculum for linguistic preparation for research

- (broader aspiration of) researcher translingual mindset

[this] is built on linguistic preparation. Thus, researchers can usefully find out about three language-related issues, namely:

- (1) the linguistic features of the context of the research** (i.e. focusing on the way that language in e.g. Lira has been shaped by historical, political and geographical considerations);
- (2) the language preferences and habits of the participants in that research;** (e.g. English-educational background of local researchers in Lira); and
- (3) the way in the linguistic is understood in disciplinary research tradition in which the research has been designed** (e.g. DIME methodology in GMH)

- Researcher education – supervisors and doctoral researchers

1. Language needs to be acknowledged as central to the research process ... and this reaches beyond questions of translation and interpretation.
2. Issues of researcher identity, positionality, and values need to be viewed as clustering together with linguistic considerations in research projects.
3. While acknowledging linguistic repertoires within research (those of researchers and research participants) may improve the transparency of the research process, they raise challenges for the researcher, e.g. increasing the amount of data to be worked with, that need acknowledgement.
4. Foregrounding language in research should involve mutual learning between doctoral researchers and supervisory teams as critical and challenging questions are addressed in the research.
5. When researchers foreground language in their research, they are likely to need to challenge institutional norms and expectations as shaped by global practices, e.g. in publishing.

Perspective 'c' – epistemic injustice and languaging

- (Exploring) the use of multiple languages in research

Network project

(researcher development re RM)

- (Exploring) the implications of research being 'languaged'?

Large grant

(translingual researcher mindset)

- (Mapping) the languaging of distress, well-being, resilience

+ Ross White

GCRF 'idioms' grant

- (Exploring) the languaging of research 念(*niàn*)/mindfulness

+ Zhuo Min Huang

epistemic injustice / intercultural ethic

- (Proposing) an language-oriented intercultural ethic in transknowledging

JPHE article (forthcoming)



Epistemic injustice – multiple perspectives

- Fricker (2007, etc) – concerned with the wrong done to someone specifically in their capacity as a knower
- Bhargava (2013) – concerned with ‘Western’ concepts and categories replacing or adversely affecting other epistemic possibilities
- Monceri (2014) + *epistemic ethnocentrism* -- homogenisation of knowledge as certain knowledge (e.g. ‘Western’ knowledge) becomes the norm
- Halvorsen (2018) + *epistemic expropriation* -- extraction or epistemic appropriation of ideas from one epistemic community and valorisation in another → knowledge can become decontextualized
- de Sousa Santos (2015) / Hall & Tandon (2017) + *epistemicide* -- some knowledge systems are overpowered or destroyed by others (links to global English and linguicide?)
- Okpanachi (2012) + *epistemic oppression* // Kubota (2019) + *epistemological racism* // Spivak (1994) + *epistemic violence*
- Chenggui Li (2016) + 话语垄断 [hua yu long duan / discourse/speech monopoly] + 西方学术霸权 [xi fang xue shu ba quan / Western academic hegemony]

Translanguaging / transknowledging

- Translanguaging can be understood as a critical, creative, and transformative aspect embracing speakers' multilingual identities and resisting socio-political boundaries associated with named languages (Garcia & Wei, 2014; Otheguy, Garcia & Red, 2015)
- Transknowledging -- Heugh (2017, 2019a, 2019b, as reported in Stroud & Kerfoot, 2020)
- Transknowledging revisited -- ... critical, creative and transformative aspect embracing an individual's multi-epistemic identity rather than being constrained by the socio-political boundaries associated with names epistemes

A modest proposal

Doctoral researchers and their supervisors need to:

1. recognise the role of epistemological power (with particular regard for how such power is languaged);
2. develop critical reflexivity (with regard to the transparency and accountability of researchers in their transknowledging and the languaging of it); and
3. practise researcher activism (with particular regard to injustices arising from epistemic and linguistic hierarchies).



Some concluding thoughts

Our thinking has been shaped by:

- Our work as researchers
- Our work as supervisors of research students
- Collaborations – with communities, across disciplines, across modalities (arts practices)
- Contexts – local, national, international, institutional
- Reflexivity, values, ethics

All relating to = languaging in research

An ongoing exploration

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Researching Multilingually Series ... books so far:

1. *Critical Reflections on Research Methods - Power and Equity in Complex Multilingual Contexts.* (Edited by: Doris S. Warriner, Martha Bigelow)
2. *Learning and Using Languages in Ethnographic Research.* (Edited by: Robert Gibb, Annabel Tremlett, Julien Danero Iglesias)
3. *Translanguaging as Transformation - The Collaborative Construction of New Linguistic Realities.* (Edited by: Emilee Moore, Jessica Bradley, James Simpson)
4. *Multilingual Online Academic Collaborations as Resistance Crossing Impassable Borders.* (Edited by: Giovanna Fassetta, Nazmi Al-Masri, Alison Phipps)
5. *Researching Language in Superdiverse Urban Contexts Exploring Methodological and Theoretical Concepts.* (Edited by: Clare Mar-Molinero)

<https://www.multilingual-matters.com/page/series-results/researching-multilingually/>