



Translanguaging as a ground-up pedagogy: Creating (dis)continuities

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LANGUAGE & MIGRATION IN EDUCATION

- Mismatch HL & Lol
- Monolingual norm
 - Language separation
 - Deficit perspective
 - Decapitalization of home languages in institutional spaces
- Structural inequalities / negative consequences on learning trajectories

CONSEQUENCES OF A MONOLINGUAL NORM

Multilingual children with migration background:

- Perceived as lacking “language”
- Higher risk: tracked at lower levels, repeat classes, special education
- Double challenge: content & language learning
- Internalization of linguistic hierarchy HL/Lol

TRANSLANGUAGING

a ground-up pedagogy that challenges the traditional monolingual norm by drawing on children's entire linguistic repertoire to support learning

TRANSLANGUAGING

- transformative potential
- softening, challenging, pushing, or breaking **linguistic boundaries**
- creates **continuity between in-school and out-of-school practices and closes the gap** between children's "different life-worlds"



OUTLINE OF THE TALK: TRANSLANGUAGING

Ground-up
pedagogy
(out-of-school
practices)

bilingual child
development &
psycholinguistics

Potential for
change

sociolinguistics &
applied linguistics

Next steps and
future directions

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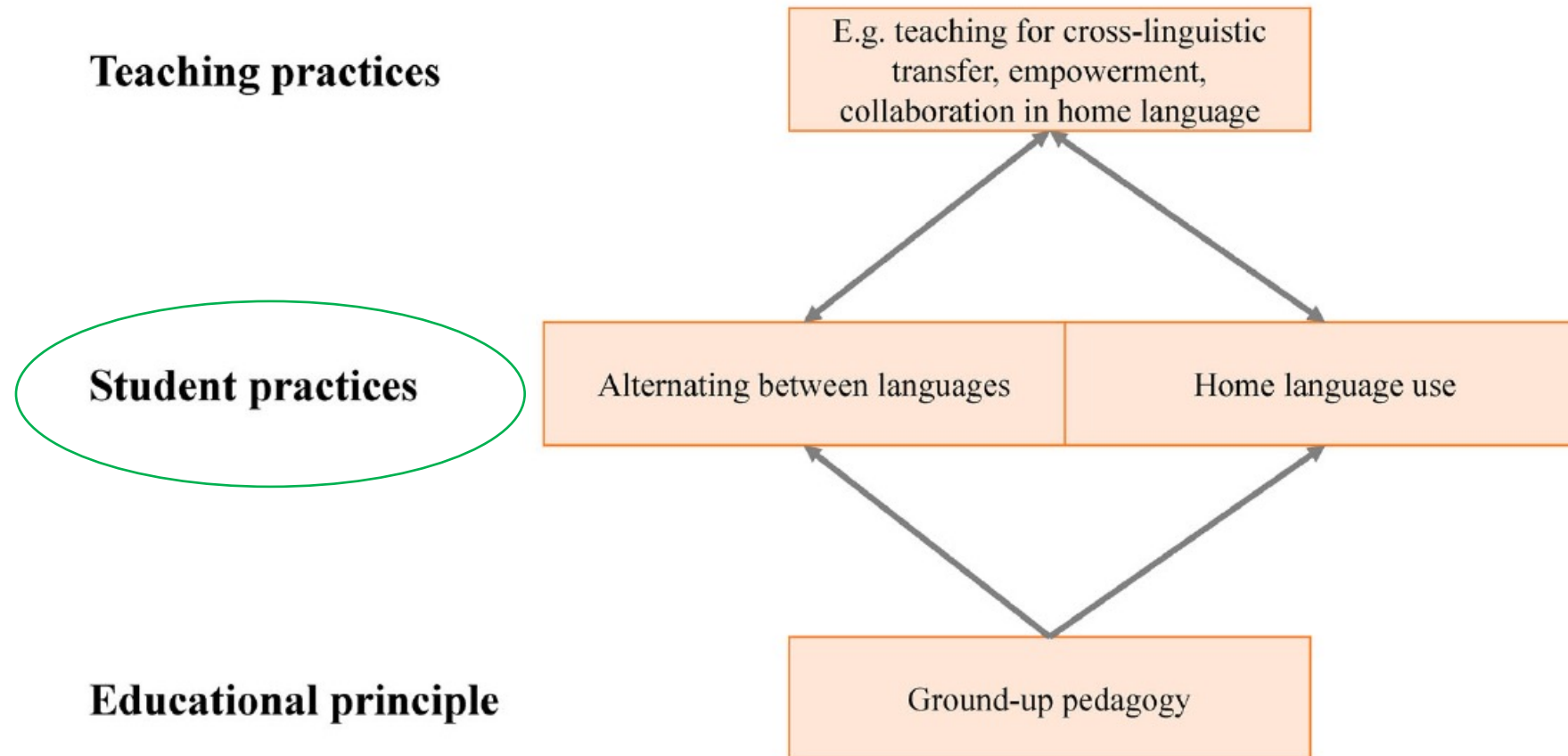
Next steps and
future directions

continuity

discontinuity



TRANSLANGUAGING AS A GROUND-UP PEDAGOGY



What do out-of-school practices of children with a migration background look like?

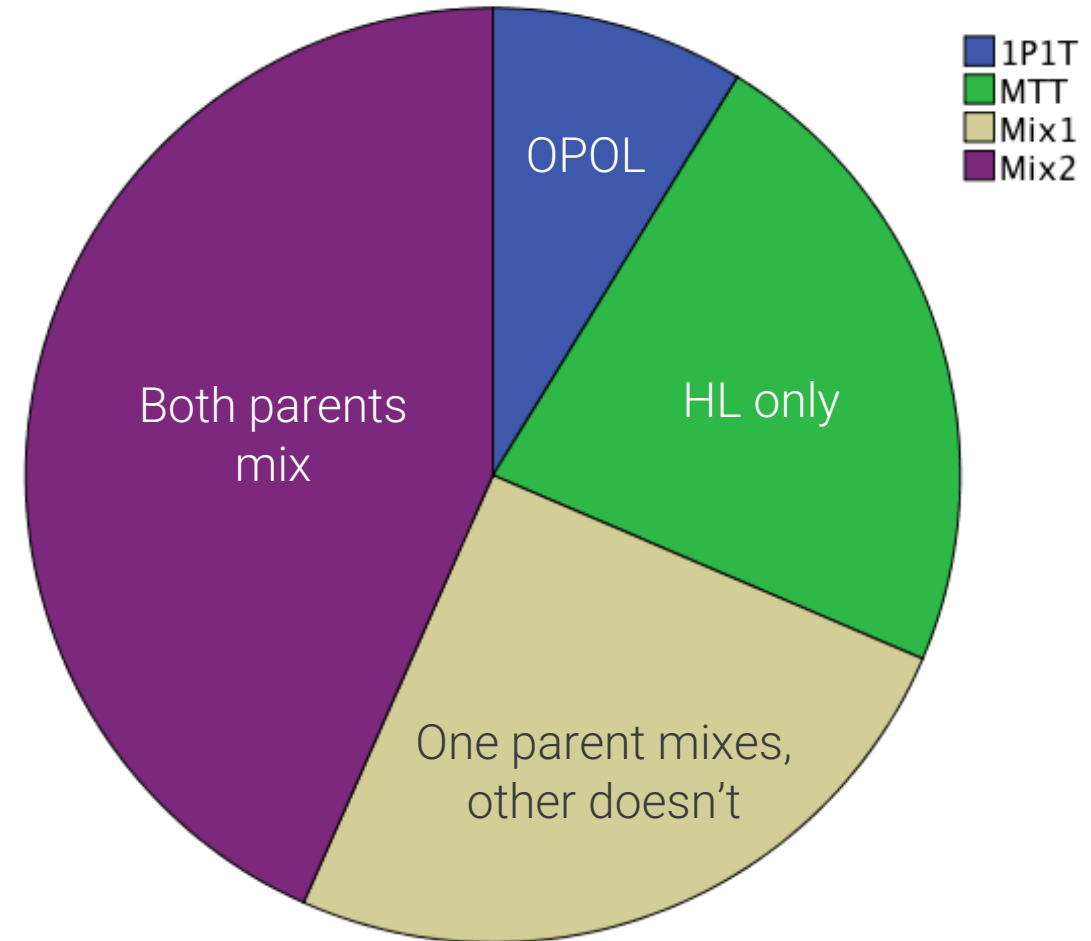
To create continuities across school and out-of-school settings, we need to know more about multilingual children's out-of-school life-worlds, experiences, and practices



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LANGUAGE USE IN MULTILINGUAL HOMES

- Mixing languages is common
 - Variation between families in how they mix and how much
 - Variation within families
- at home there is no complete linguistic fluidity / variation of linguistic norms



BILINGUAL DEVELOPMENT

Children mix languages in their daily lives:

- “for the power of expression”
 - Fill gaps and pragmatic reasons
 - Associated with high and low multilingual proficiency
- language socialisation and linguistic norms
 - Context-dependent (where, who, what)

IMPLICATIONS FOR TRANSLANGUAGING

- All contexts and interactive settings of children have linguistic norms
- Whether or not translanguaging at school would create continuity between the different life-worlds of children could potentially vary from child to child

How does the mind handle
this?



research in psycholinguistics



BILINGUAL MIND: CO-ACTIVATION

- **FACILITATING EFFECTS**
e.g., faster lexical access
(cognates)

- **CROSS-LANGUAGE INTERFERENCE**
e.g., slowing down finding the
right word

Bosma et al., (2019). *International Journal of Bilingual Education and Bilingualism*

Snijders et al. (in press). *Bilingualism: Language and Cognition*

SUMMARY

Research on alternating languages in out-of-school settings shows that it:

- is common, but also varies widely in terms of how and how much
- can increase a child's power of expression, but may come at a (cognitive) cost

Implications for translanguaging:

- Creating continuity in linguistic norms and practices across out-of-school settings and school is neither simple nor straightforward

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Translanguaging **within and across Learning Settings**: A Systematic
Review Focused on Multilingual Children with a **Migration Background**
Engaged in **Content Learning**

94 publications

TRANSLANGUAGING: MAIN CRITIQUES

- Polysemic term / challenging “to know which meaning is at play” (Jaspers & Madsen, 2019)
- Little conceptual consensus: fixity vs fluidity (continuum) (Bonacina-Pugh et al., 2021)
- Doubts about the empirical evidence supporting the transformative claims / Does it really lead to change? (e.g., Jaspers, 2018).
- Framed as a ‘silver bullet’ without considering new challenges / ‘solves all discontinuities, leads [only] to continuity’
- Not a “universally empowering educational practice” (Mendoza et al., 2023)

AIM

to identify, synthesize, and analyze the possible processes, challenges, favorable conditions, and **potential for change** involved in translanguageing

RESEARCH QUESTION

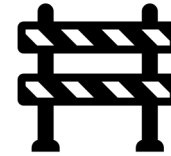
What is the potential for change involved in translanguaging?

Does translanguaging have the potential to change the negative consequences the monolingual institutional norm has for multilingual children? If so, how?

Does translanguaging lead to continuity across home and school for multilingual children? If so, does it lead only to continuity?

BOUNDARIES & BOUNDARY CROSSING

Boundaries: imply **discontinuities** in action and interaction across different settings and practices



Institutional monolingual norm as a boundary for multilingual children
(discontinuity across home & school)

Boundary crossing: “Ways in which continuity in action or interaction is (re-)established”.



Translanguaging as a form of boundary crossing
(continuity across home & school)

BOUNDARY WORK

encompasses ongoing efforts towards
boundary creation, maintenance, and crossing
interplay between continuity and discontinuity
for different agents and institutions
at multiple levels

What is the potential for change involved in translanguaging?



TRANSLANGUAGING LEADS TO:

Boundary crossing

→ continuity across learning settings for multilingual children

Boundaries

→ discontinuity for institutional settings

→ discontinuities within learning settings for multilingual children



CONTINUITY ACROSS LEARNING SETTINGS FOR CHILDREN

- Supports content learning
- Increase in participation and engagement in learning processes
- Strong socio-emotional role
- Disrupts oppressive power relations & promotes social justice

CONTENT LEARNING

- Access to curriculum & instruction (comprehension)
- Enables expression and demonstration of knowledge and understanding
- Construction of disciplinary meaning



RECEPTOR vs PHOTORECEPTOR
RECEPTOR vs FOTORECEPTOR

*Translanguaging allows to “discuss the validity of a scientific idea”, a key feature of making sense of scientific knowledge
(Wu et al., 2018, p. 120)*

TLG can facilitate conceptual understanding, and not only scaffold mainstream language learning.

DISCONTINUITIES FOR EDUCATIONAL SETTINGS

- TLG both leads to and requires discontinuities for educational settings.
- Strong tension with the monolingual norm
 - ideology, policies, attitudes, pedagogical knowledge, structural conditions, practices
- Most significant challenges to TLG : monolingual stances
 - policies, institutions, educators, children, caregivers

For a TLG approach to work, such a norm needs to be renegotiated.

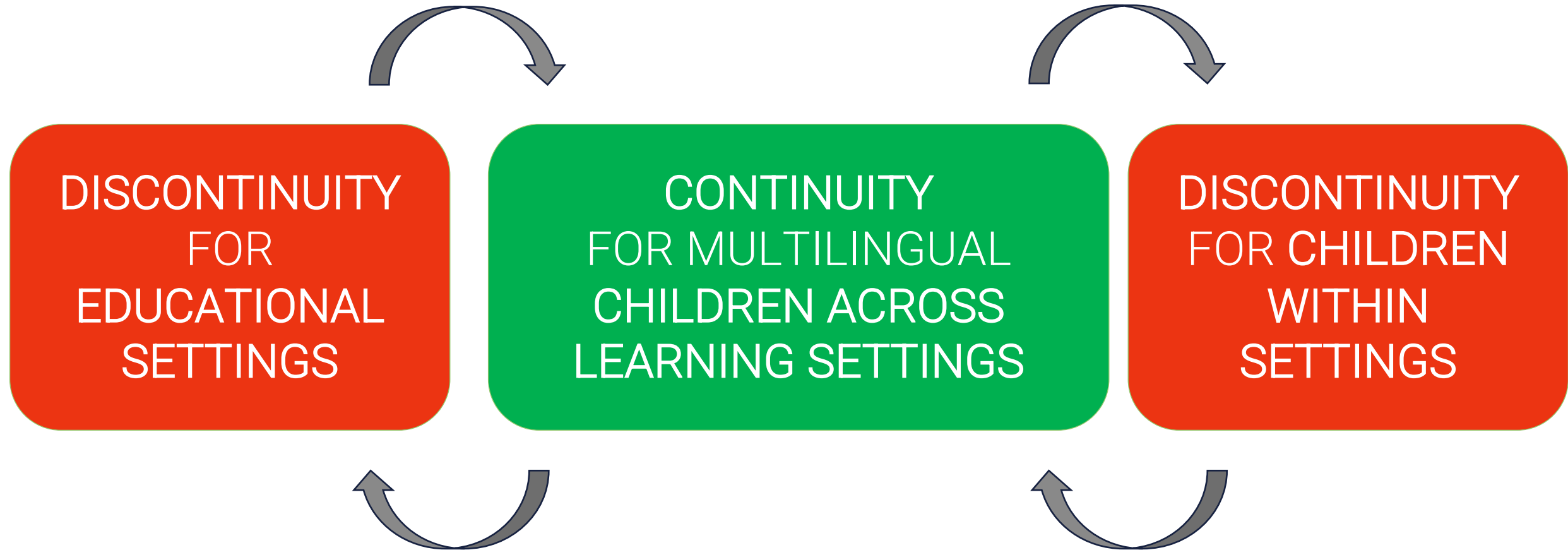
DISCONTINUITIES FOR CHILDREN WITHIN LEARNING SETTINGS

- Group boundaries: conflict, exclusion
- Time: tension with the curriculum (slower speed)
- Missed opportunities to practice subject-specific content
- The need to master the “language of power” –monolingual testing

*Challenge to disentangle: result of TLG vs reproduction of monolingual norm

*The continuities for children surpass by far the discontinuities reported

TRANSLANGUAGING DOES INVOLVE POTENTIAL FOR CHANGE



CONCLUDING REMARKS

Paying attention to the dynamic interplay between the continuity and discontinuity involved in TLG may be an important lens that can inform decision-making at policy, institutional, and educator level.

NEXT STEPS AND FUTURE DIRECTIONS

- What works for whom under what conditions?
- Out-of-school settings & across learning settings
- Disciplinary meaning-making
- Power relations & intersection language, class, ethnicity, 'race', gender



Multi-STEM

Multilingual voices in STEM education

Thank you!