Multilingualisms, translanguaging and transknowledging: education for inclusion, cohesion and wellbeing

Educaid.be
Seminar 12 November 2019

Kathleen Heugh

University of South Australia

Outline

Significant global diversities & movement of people

Changing foci in linguistics ⇨ theory & thinking about languages & literacy in learning

↓

Implications for education systems

↓

Diversification of student profiles in classrooms & schools in most countries

↓

Curriculum, pedagogy, & assessment

120 years of relevant research data from Africa (Global South)

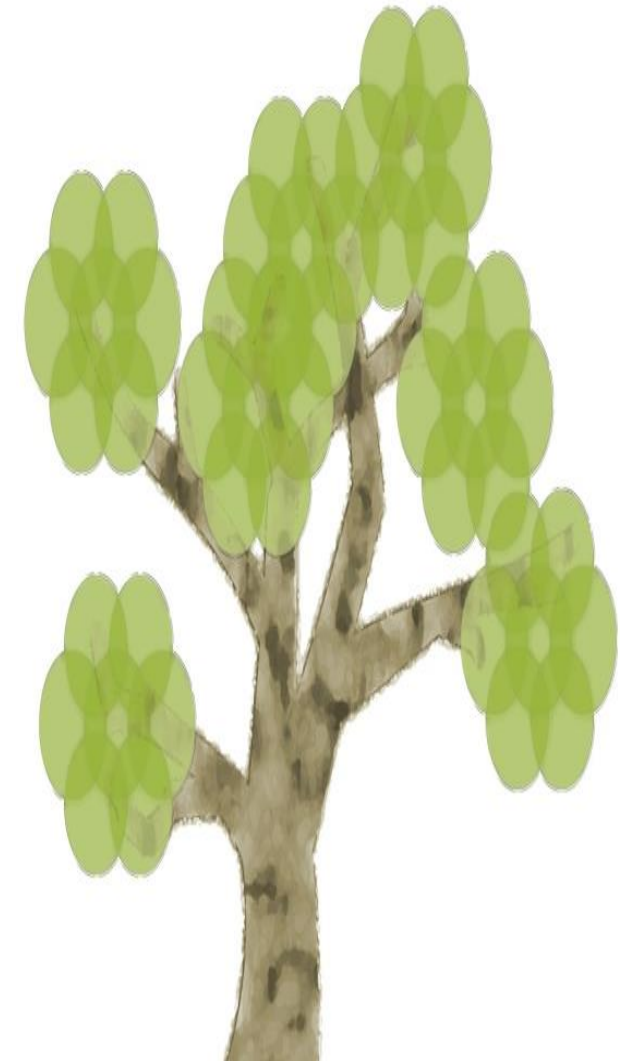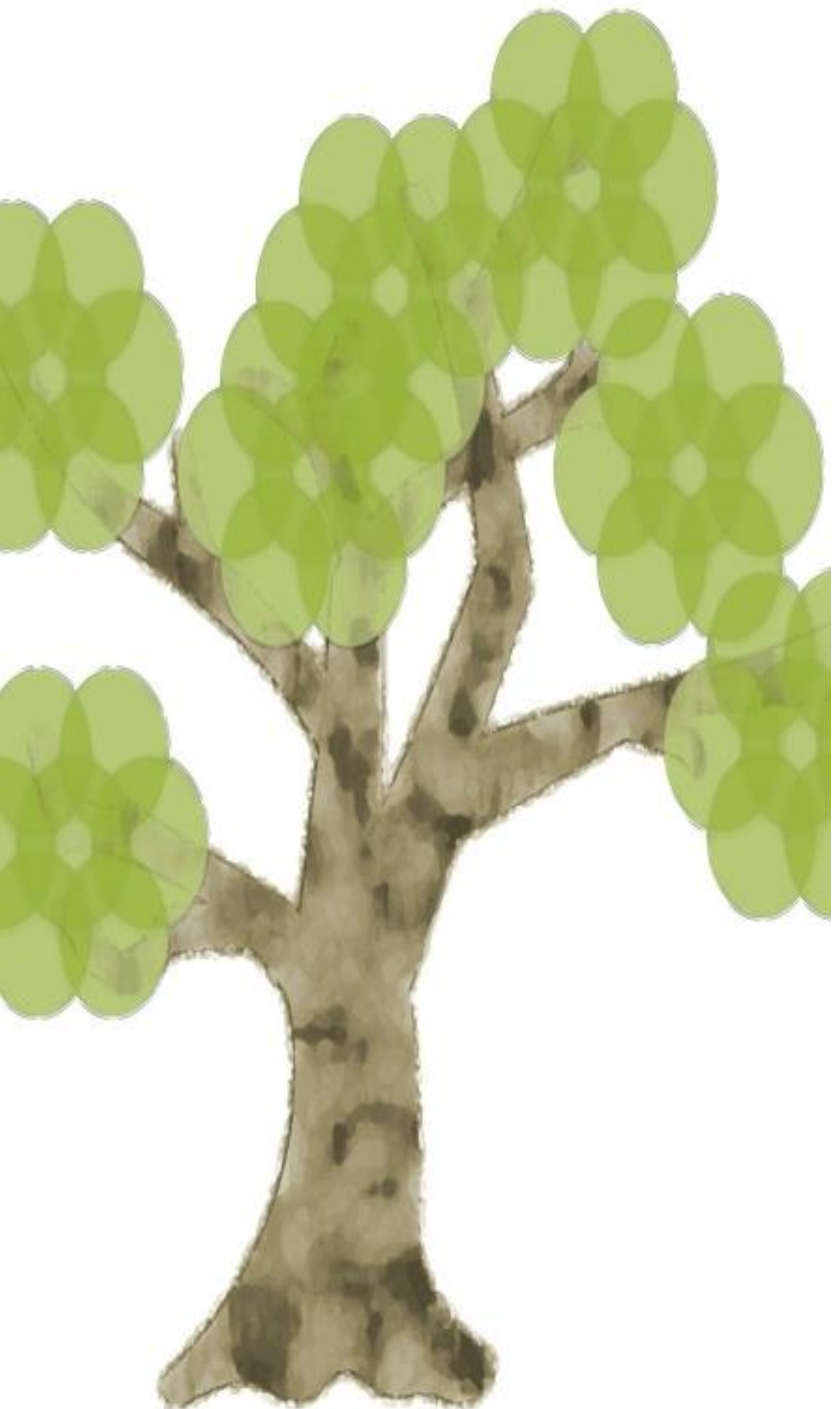**Professional learning / support of teachers**

↑

Policy and planning
Local, National, Transnational
Multi-stakeholder collaboration & responsibilities
Recognising contributions of development & aid agencies, VVOB

Heugh, 12 November 2019

Key Policy & Planning considerations
& role of international aid / development agencies

Planning backwards from 2030 – UNESCO Sustainable Development Goals, UN Global Compact for Refugees 2018, etc.

Multi-stakeholder participation: bottom-up & top-down

  Local, National, Transnational – joint responsibilities

  Address minority & migrant student needs for inclusion & prevention of conflict

  Lessons from Africa & South /South East Asia; role of VVOB in Sn Africa

Capacity development

  Education officials, teacher educators, teachers
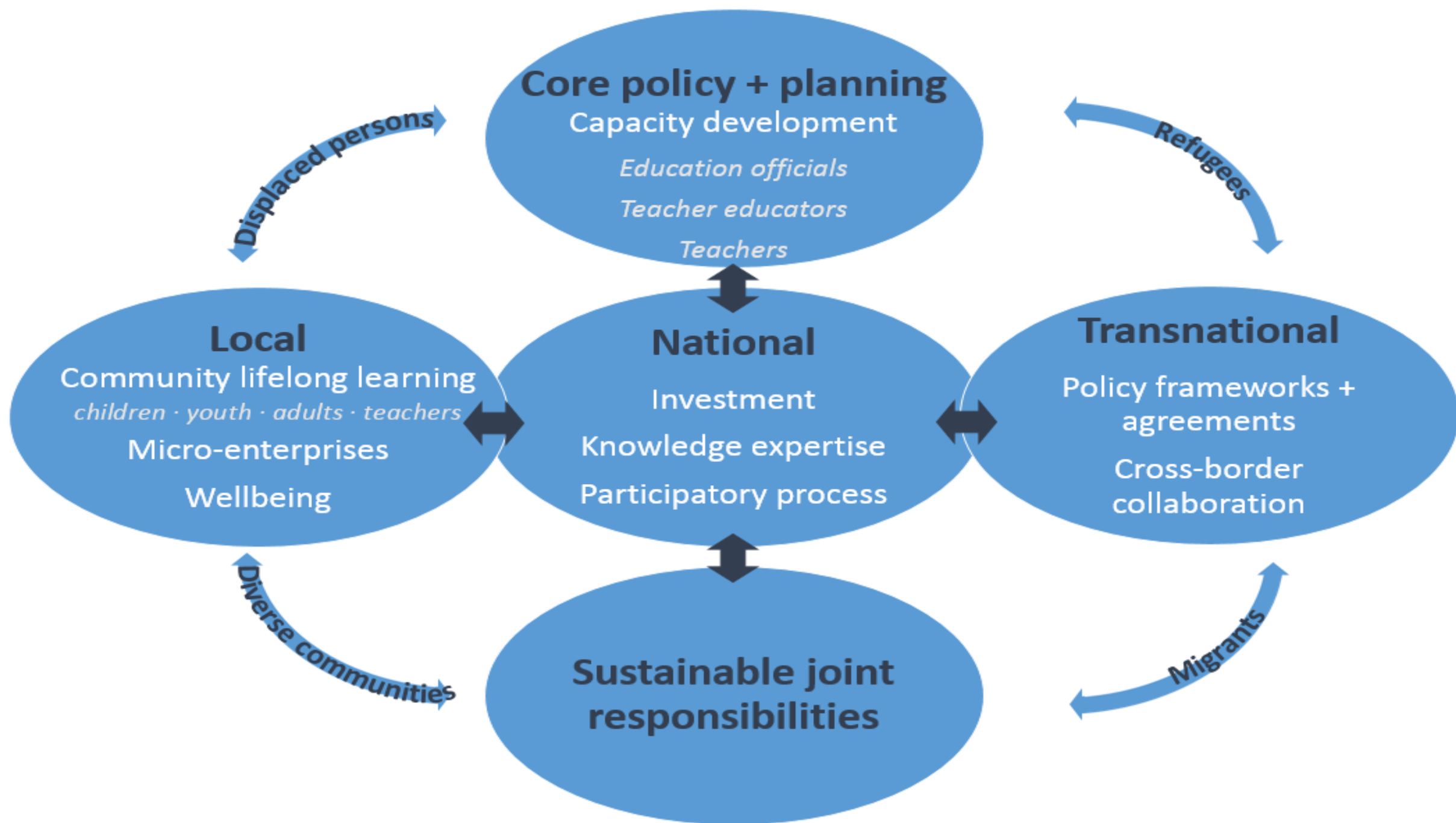
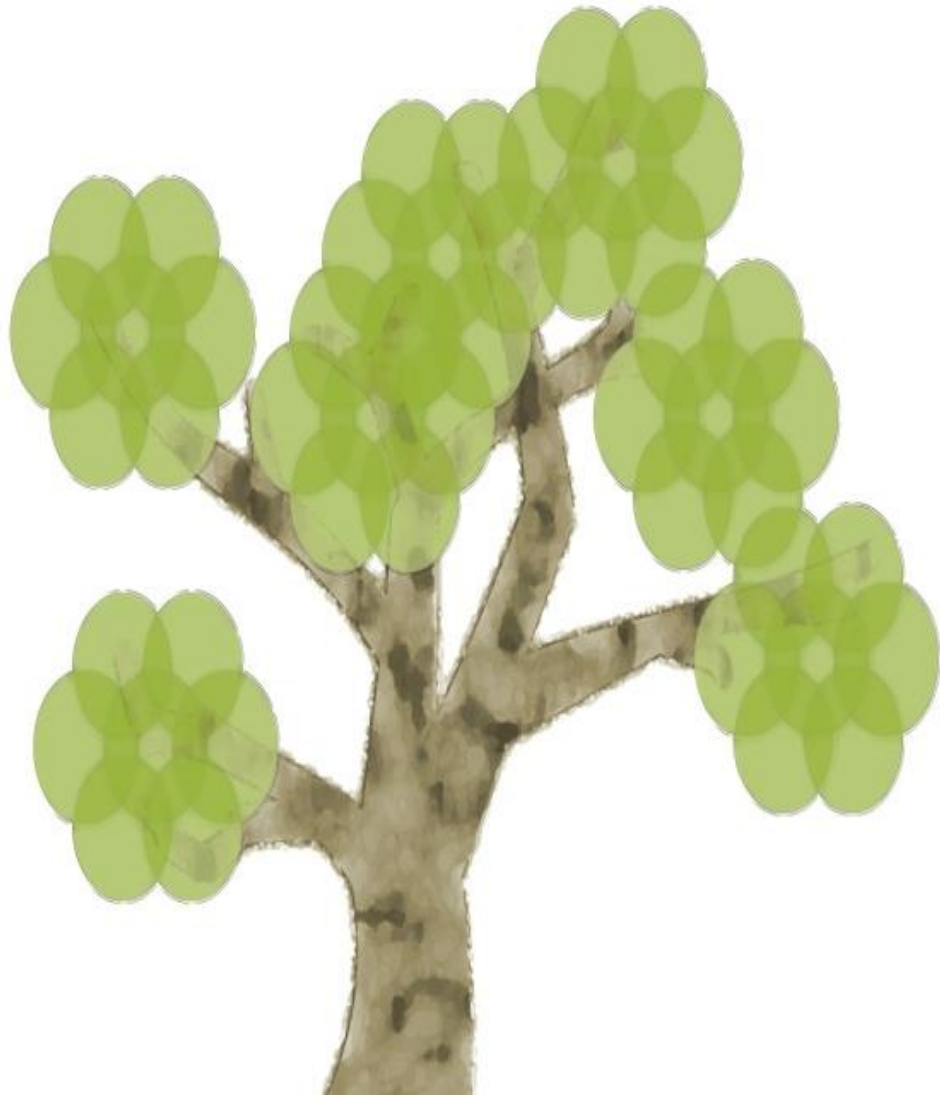 **– for institutional memory & durability**

Teacher education

  Biliteracy, bilingualism, multilingualism

Curriculum & assessment revision

Pedagogy

Heugh, 12 November 2019

Heugh, 12 November 2019

Capacity building for durable & inclusive planning

What do the stakeholders
- Education agencies
- Education officials
- Teacher educators
- Teachers, Parents

need to know?

120 years of research data on failure of subtractive/transition from L1 /home language to dominant language

Value of systematic & sustained bi-/multilingual pedagogies in schooling - **for all students**

Principle 1: Bi-/multilingual literacy for all
Gaps between early literacy and academic literacy:
language policy & curriculum weakness in most settings

Focus on teaching literacy only Reception – Grade/Year 3

Gap between <u>early literacy</u>

'Learning to read and write '*stories*

⬍

and the kind of <u>literacy</u> needed

<u>across the curriculum</u>

'Reading and writing to learn' *science, mathematics, history, geography etc.*

from Year 4 onwards.

This involves a cognitive jump for all children around the world

Heugh, 12 November 2019

Gaps between early literacy, biliteracy, academic biliteracy,

Most children change from local language(s)
   to a dominant /national language e.g. English, French, Portuguese, Spanish, Dutch, Russian, Arabic
      before or by the end of year 3 in post-colonial settings
      And now also in Europe, N America

Attempts to use L2 / L3 for teaching & learning
   • when learners have **± 500-600 words**, and
   • simple sentence structures [simple syntax]

➜ for whole curriculum
   • which needs **± 5000-7000 words** and
   • **complex structures** and sentences
      from year 4 ≠ workable.

It creates a double jump for students from a minority language community

⬆

The double jump ⬆ is too great

For **displaced or refugee students this is a ⬆ triple jump**
(see also Mohanty, 2019)

Common findings in relation to most language learning & reading programs

Grade 1-3

Grade 4-6

Grade 6/7+

Biliteracy & bi-/multilingualism necessary from the beginning

Student achievement more or less similar across most reading programs

Gaps begin to widen depending upon program

Students who are not at the national norm by Grade 6 – unlikely ever to catch up

Students in dual language medium (bilingual) programs outperform other students

Chall 1968, 1983; Macdonald, 1990; Ramirez et al., 1991; Thomas & Collier, 1998, 2002; Heugh, 2006, 2011; Collier & Thomas, 2017; Chimbutane, 2020 (ftc)

Heugh, 12 November 2019

Principle 2:
Two plus languages &
Two plus knowledge systems

How to:

o include students

- from linguistic & knowledge backgrounds that differ from the mainstream, and

o value what they know

o develop co-dependent & reciprocal strategies

- for mainstream and migrant background students to recognise & value co-dependent learning relationships
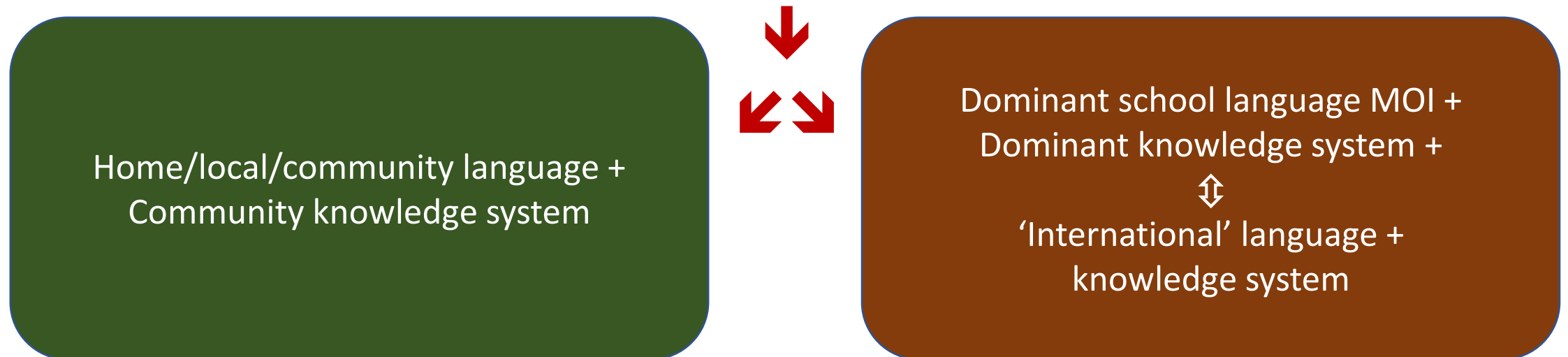
Core message:

o teachers and students

- many from marginalised & displaced communities,

o need reciprocal opportunities to recognise, share and value

- minority & mainstream repertoires of language & knowledge to enhance their sense of belonging, purpose and well-being.

Principle 2: Two+ languages & Two+ knowledge systems

Implications – two sides of the same coin:

Dutch (French, English) medium education means that there are more languages present in the classroom

Teachers need to know how to see, hear and use

Multilingual Education

Home/local/community language +
Community knowledge system

Dominant school language MOI +
Dominant knowledge system +
⇕
'International' language +
knowledge system

Multilingual Education ➜ Translanguaging & transknowledging

Translating knowledge from one language to another

involves both

language & knowledge

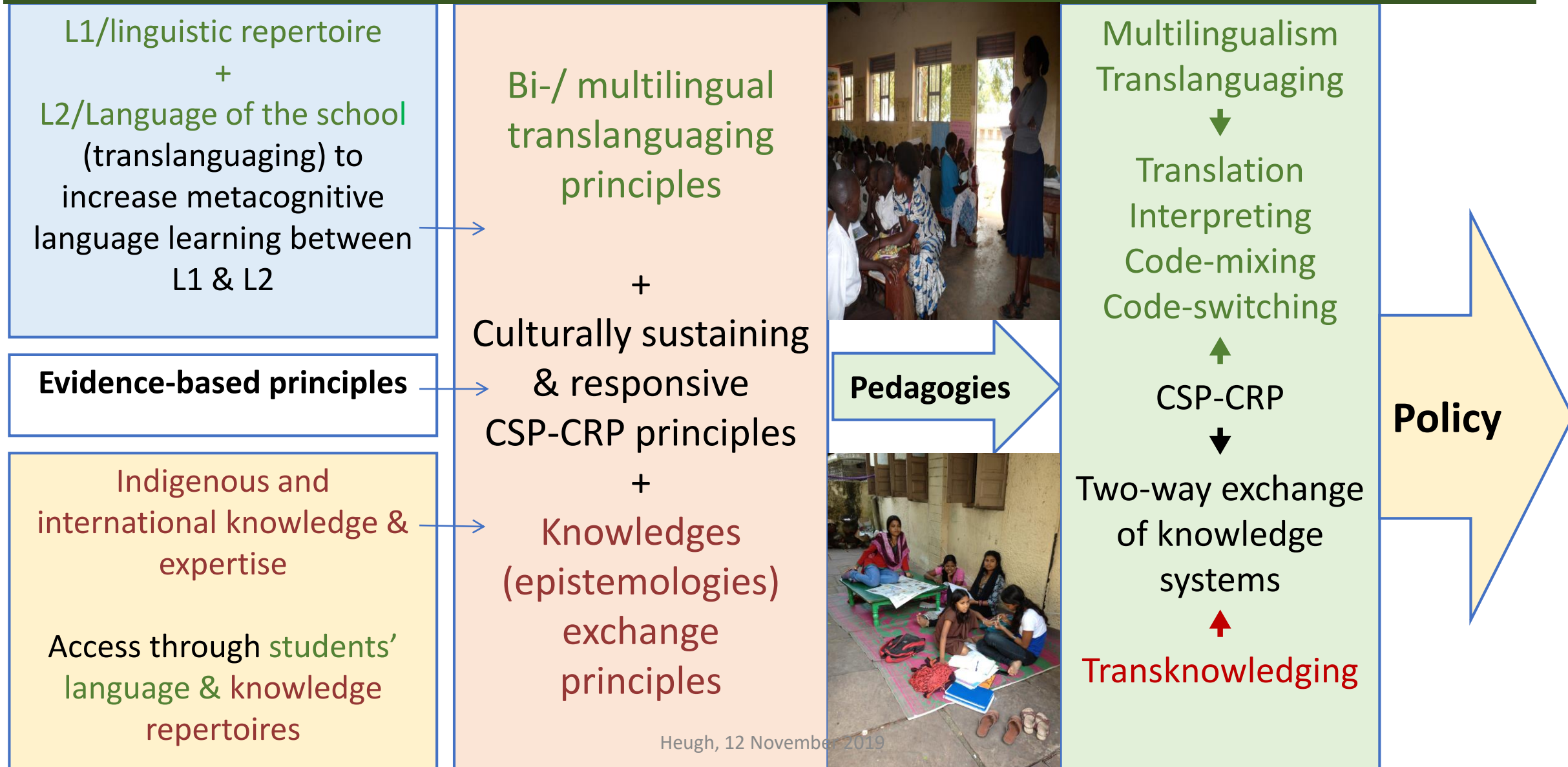Knowledge developed in one language may not be known in another language.

Two-way exchanges of knowledge between community and the school

and between

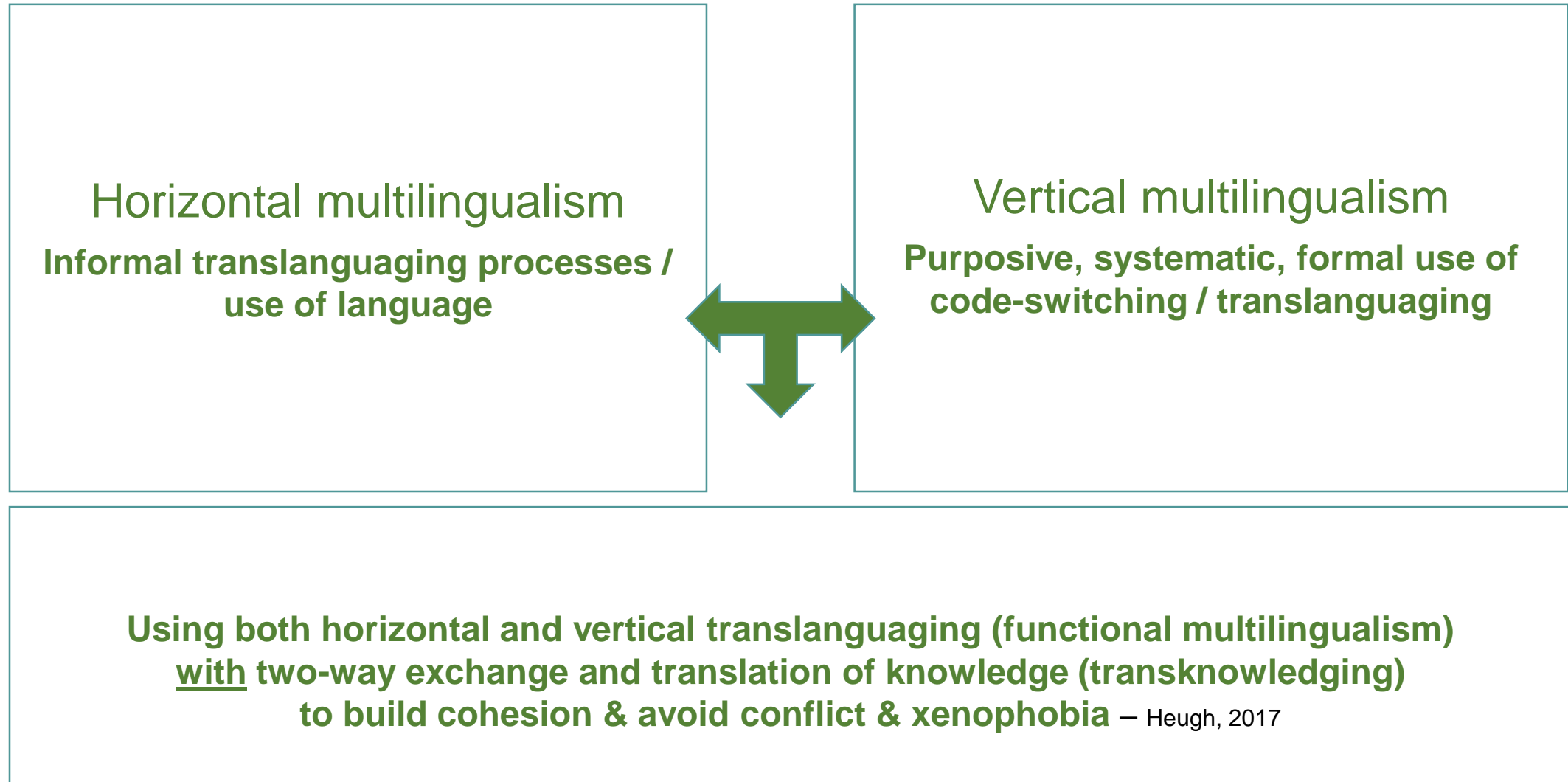the school and the community

involve transknowledging – 'learning to read the world'

Teachers who think about both translanguaging and transknowledging

especially for students from Indigenous, minority, and refugee communities

are likely to strengthen inclusion, social cohesion and the wellbeing of all students

(both the migrant or minority students and the more settled mainstream students)

Multilingualism, Translanguaging & Transknowledging

L1/linguistic repertoire
+
L2/Language of the school
(translanguaging) to increase metacognitive language learning between L1 & L2

Evidence-based principles

Indigenous and international knowledge & expertise

Access through students' language & knowledge repertoires

Bi-/ multilingual translanguaging principles

+

Culturally sustaining & responsive CSP-CRP principles

+

Knowledges (epistemologies) exchange principles

Pedagogies

Multilingualism
Translanguaging
↓
Translation
Interpreting
Code-mixing
Code-switching
↑
CSP-CRP
↓
Two-way exchange of knowledge systems
↑
Transknowledging

Policy

Heugh, 12 November 2019

Functional multilingualism = **systematic use** of translanguaging & transknowledging

Horizontal multilingualism

Informal translanguaging processes / use of language

Vertical multilingualism

Purposive, systematic, formal use of code-switching / translanguaging

**Using both horizontal and vertical translanguaging (functional multilingualism)
<u>with</u> two-way exchange and translation of knowledge (transknowledging)
to build cohesion & avoid conflict & xenophobia** — Heugh, 2017

Functional multilingualism = systematic use of translanguaging & transknowledging

Horizontal multilingualism
– Co-operative, inclusive & bridging language practices – porous borders
– Fluid moving back & forth between languages
– Code-mixing, code-switching,
– Hybrid languages
– Texting, informal writing

Informal translanguaging processes / use of language
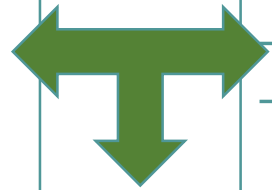
Vertical multilingualism
– Exclusive, bounded & practices of differences between languages
– Multiple parallel monolingualisms: education, government, legal systems, literary works
– Formal translation & interpreting
– Bi-/multilingual literacy → high level

Purposive, systematic, formal use of code-switching / translanguaging

Using both horizontal and vertical translanguaging (functional multilingualism) <u>with</u> exchange and translation of knowledge (transknowledging) to reduce inequalities, maximise recognition and development of students' language, literacy, linguistic, and knowledge resources – Heugh, 2017
Similar focus in **'functional multilingual learning'** – Sierens & van Avermaet, 2014; van Avermaet et al., 2018
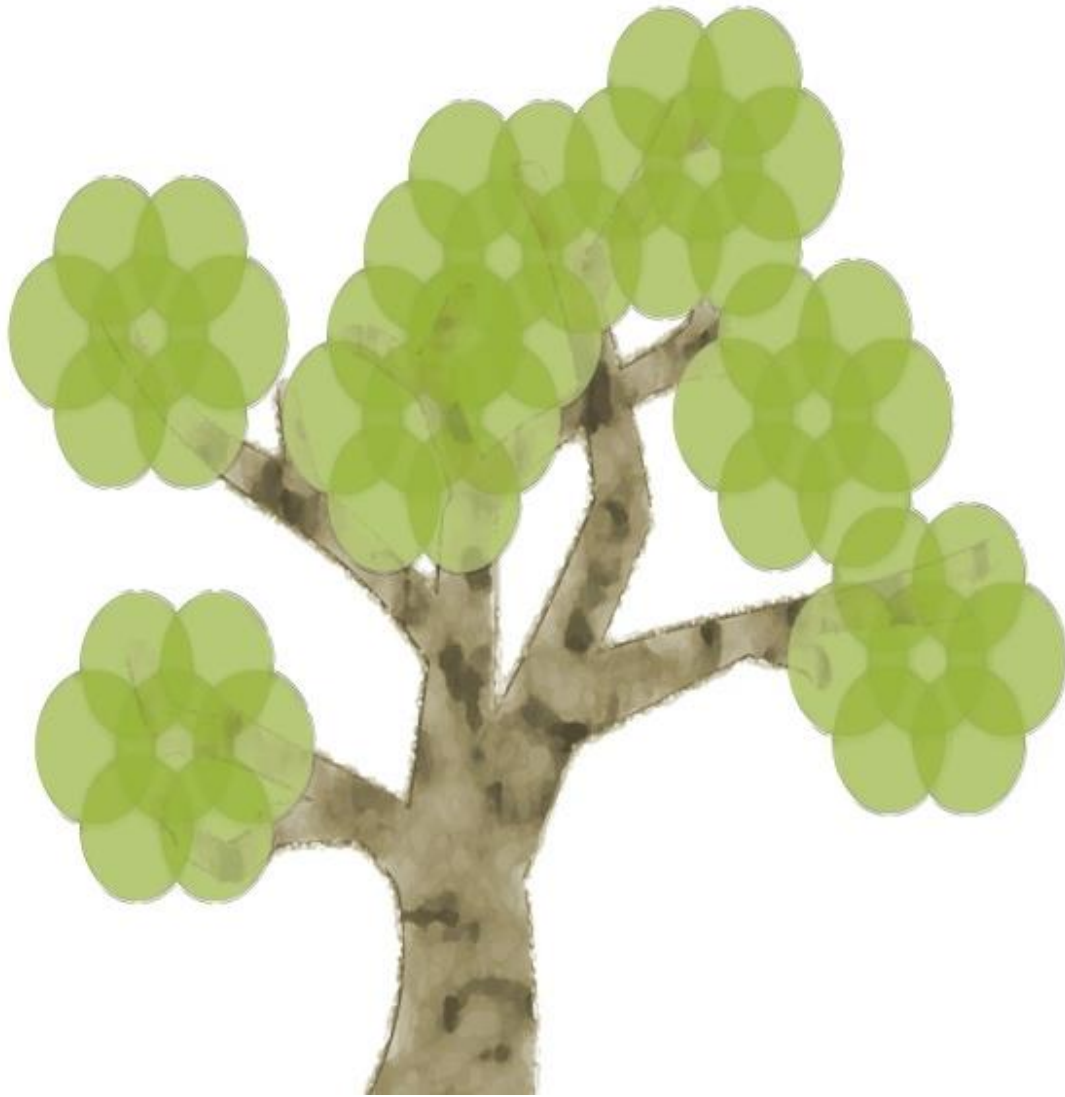
Conclusion

Sustainable and durable solutions inclusion of refugees & migrant & mainstream students

Need to be embedded within holistic policy that addresses the needs of minority / marginalised students alongside needs for 'host' / mainstream students

To ensure best prospects for

- Social cohesion & avoid social disaffection or conflict

- Effective joint collaboration & responsibilities

- Effective sharing of resources & expertise
    - Local, regional collaborations
    - Cross-border collaborations
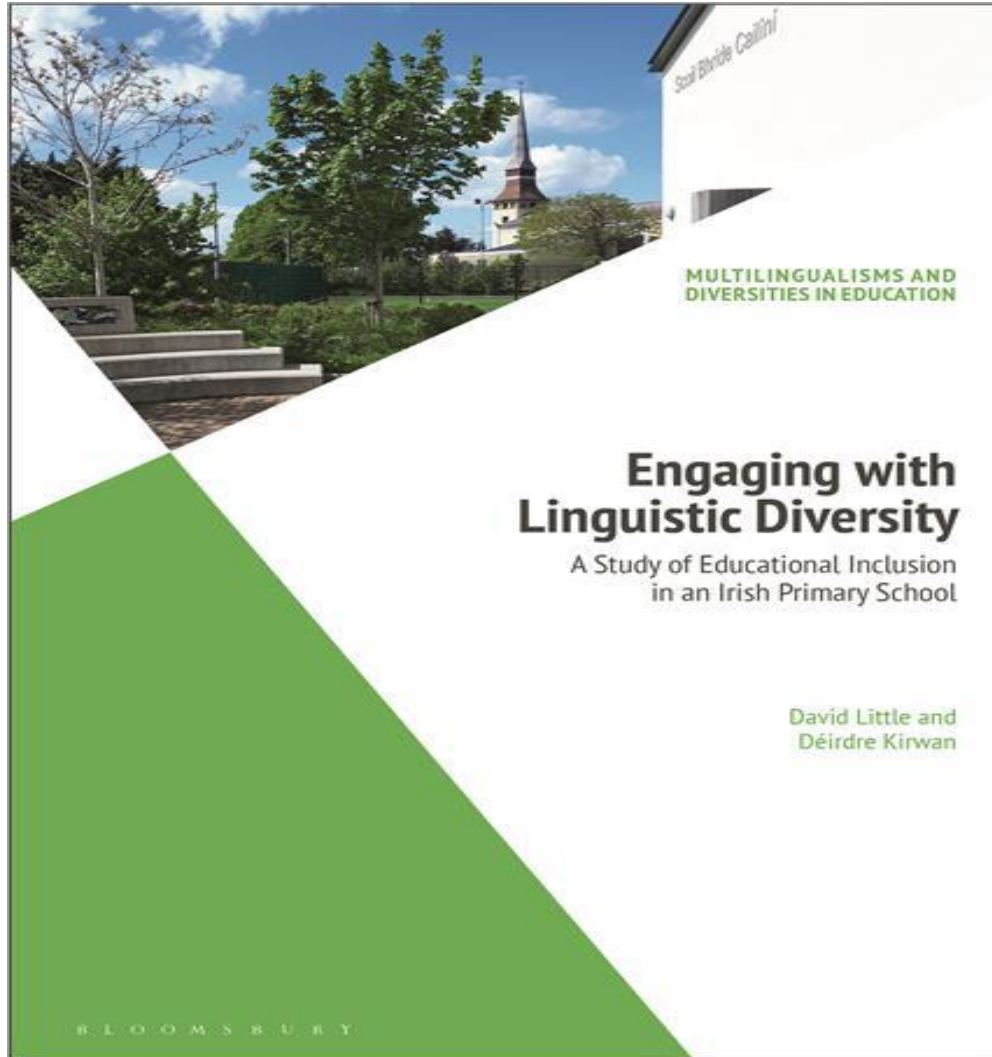   - Transnational collaborations

Resources for teachers & teacher education

BRITISH COUNCIL   TeachingEnglish

Using multilingual approaches: moving from theory to practice
A resource book of strategies, activities and projects for the classroom
Kathleen Heugh, Mei French, Janet Armitage, Kerry Taylor-Leech, Necia Billinghurst and Sue Ollerhead

Free online book resource with short introductory video

https://www.teachingenglish.org.uk/article/using-multilingual-approaches-moving-theory-practice

Resources for teachers and teacher educators

Engaging with Linguistic Diversity

A Study of Educational Inclusion in an Irish Primary School

David Little & Déirdre Kirwan 2019

Bloomsbury

This book analyses a highly successful and innovative approach to inclusive plurilingual education at primary level and demonstrates how it can be replicated without access to special funding or resources.