

BOOK OF ABSTRACTS: CCERBAL CONFERENCE 2018
SOMMAIRE DES PRÉSENTATIONS : COLLOQUE DU CCERBAL 2018

PLENARIES | SÉANCES PLÉNIÈRES

Translanguaging and multilingualism in schools (EN)

Ofelia Garcia (The Graduate Center of the City University of New York)

This presentation proposes that the ways in which we think about language has consequences for the education of **all** students, and especially in the minoritization of some. Taking the standpoint that language is the widely distributed human capacity to relate to others and to ideas, and that language is not simply a discrete label such as English or French, we examine how this perspectival shift opens up spaces for pedagogical practices that expand the multilingual capacities of all language users. Besides clarifying the concept of translanguaging that underlies this framework, we give examples of how classroom teachers have taken up translanguaging to expand educational opportunities and multilingualism for all.

**“Translanguaging and multilingual academic literacies” How do we translate that into French?
Should we? (BIL)**

Guillaume Gentil (Carleton University)

Translanguaging, literacy, and derivatives (biliteracy, multiliteracies) are concepts that have been first developed in English and Welsh, and then variously adopted, resisted, and translated by the Francophonie. Examining such interrelated conceptual developments offers an interesting insight into the kind of translanguaging activities and challenges that French-speaking literacy educators, like other plurilingual scholars, must routinely engage in as they negotiate academic discourses across languages and modes, writing in French from English sources and vice versa. While we reflexively interrogate the translanguaging practices surrounding the concept of translanguaging as a case in point, we suggest the potential of this translanguaging work for developing a plurilingual approach to writing instruction that equips university students and scholars for professional and academic communication in a global world. In keeping with a translanguaging approach, the presentation will switch between English and French while offering written and visual support in the other language.

(Métissage, maillages de langues plurigraphies: Faut-il avoir peur du pluriel et de la complexité en didactique? (FR))

Danièle Moore (Simon Fraser University)

On note depuis quelques années une floraison de concepts cherchant à mieux théoriser la complexité et le pluriel en didactique des langues. Ces nouveaux termes ne servent-ils qu'à dépoussiérer ou remettre à la mode des notions antérieures ? La contribution vise, d'une part, à donner quelques repères historiques sur la théorisation de la compétence plurilingue et pluri-/interculturelle (Coste, Moore & Zarate, 1997/2009), notamment dans le monde francophone, et discutera comment différents concepts entrent en écho (ou non) avec d'autres concepts circulant du champ (Marshall & Moore, 2016) pour, d'autre part, en discuter les potentialités pour repenser les compétences en langues, la recherche et l'enseignement. Plusieurs études, menées dans différents contextes éducatifs complexes, nous serviront de toile de réflexion pour mieux comprendre comment les apprenants tissent et maillent leurs langues, les distinguent ou les fondent, font sens de leurs pratiques et mobilisent, dans les espaces d'action qui sont leurs, des ressources plurilingues pour comprendre et apprendre.

ROUND TABLES | TABLES RONDES

Hālau 'Ōlelo: A translanguaging model for online Hawaiian language learning and teaching (EN)

Candace Galla (UBC), Bryson Embernate (Capella University), Nada Atmeh (Hālau 'Ōlelo)

At the turn of the 19th century, the Hawaiian way of life was disrupted resulting in a loss of language, culture, and traditional practices which hindered the natural flow of intergenerational language transfer. `Ōlelo Hawai`i (Hawaiian language) shifted to English and as an outcome became an endangered language of Hawai`i. Nearly one hundred years later, a handful of educators, parents, and Native speakers and learners revived Hawaiian through the education of young children in the language of the land. With the introduction of the Internet and digital technologies, Hawaiian language has expanded to new domains -- foreign lands and online environments -- to reach Hawaiian language learners, specifically Hawaiian diaspora who want to (re)connect with their linguistic heritage, and non-Hawaiian practitioners who are committed and accountable to their Hawaiian cultural practice. One such global initiative that expands and collapses language spaces on demand is Hālau `Ōlelo. In this presentation, we will discuss how Hālau `Ōlelo and its community of practice uses translanguaging (working with the linguistic resources that are available to us) -- heritage language, target language, and additional languages -- as a method to facilitate understanding and communication in Hawaiian amongst a diverse group of language learners. Each Hālau `Ōlelo teacher and student brings their cultural and linguistic experiences to the online Indigenous synchronous space that helps to shape a dynamic learning environment. We engage in translanguaging at the intersection of instructional language, content language, and vernacular language to promote language equity. A safe learning environment is fostered such that students can progressively build on their prior knowledge, take risks, and are highly motivated to use the target language. Translanguaging (re)frames, (re)activates, and amplifies our proficiencies in

our Hawaiian language endeavors. Hālau `Ōlelo participants will share an active practice of a translanguaging model for online language learning and teaching.

Cross-curricular collaborations between French and ESL college teachers in supporting allophone students through plurilingual pedagogies (BIL)

Sunny Man Chu Lau (Bishop's University), Marie-Claude Brousseau, Michèle LeRisé, Melissa Blandford,
Elisabeth Maegerlein (Cegep de Sherbrooke)

We present some findings of from ongoing collaborative research project with four teachers offering “remedial” French and English Second Language (ESL) classes designed to support underachieving students' bilingual learning to prepare them for the regular pre-university college program in Quebec. *Plurilingualism* stresses the fluid mutuality of languages, arguing that languages are never learned in isolation but have reciprocal influences in their learning and use (Council of Europe, 2007). Hence, students' plurilinguistic and pluricultural resources should be mobilized (rather than dismissed) in learning new languages to maximize cognitive and social engagement (Castellotti & Moore, 2010). Our study seeks to explore how French and ESL teachers' strategic curricular collaborations help promote allophone students'(immigrants whose home language is neither French nor English) bilingual learning and plurilingual identities of competence (Armand & Dagenais, 2012).

Our collaborative action research model supports a critical learning community (Lau & Stille, 2014) that allows the researcher and the participating teachers, through cycles of planning, action-taking, and reflecting, to name new insights as we read literature on plurilingualism and analyze ongoing data. Preliminary findings reveal, despite some fundamental differences in the French and ESL curricula, a shared focus on building students' academic language and literacy skills. In this roundtable presentation, we focus on the *points of curricular convergence* and the *cross-cutting links* in the two language programs as identified in our class observations and collaborative analyses. These cross-curricular connections have led us to make ongoing changes to instructional strategies and program emphases, including the use of shared curricular themes, translanguaging, and a conscious effort in explicit instruction of cross-language reading and writing skills, all gearing towards the promotion of plurilingual competence and intercultural sensitivity. We hope the session helps excite further critical discussions to advance our understanding of the intersections between plurilingual theory and practice.

Transcending boundaries: Reflections on the use of plurilingualism, (trans)languaging, multiliteracies and related constructs (BIL)

Organisé par/Convened by: Jérémie Séror (University of Ottawa)

Intervenants/Speakers: Enrica Piccardo (University of Toronto), Valia Spiliotopoulos (Simon Fraser University), Saskia Van Viegen (York University), Diane Tedick (Minnesota University)

Multiple terms have emerged to try and define the key processes and concepts at the heart of the educational experience of language learners (e.g. translanguaging, multiliteracies, codemeshing, languaging, plurilingualism and multimodality, amongst others). This round-table seeks to examine some of these constructs, their origins, their underlying principles and their implications for the understanding of language learners' practices. Invited presenters will be asked to reflect on which concepts have shaped their work and on the evolution of their thinking within the field of applied linguistics. Individual reflections will be followed by a question and answer session fostering discussion between the round-table participants and audience members about the issues raised. The round-table seeks to promote sharing of perspectives as well as a chance to discuss and ask questions about the challenge of choosing the terms we use as language researchers and educators.

The linguistic risk-taking initiative at the University of Ottawa (BIL)

Organisé par/Convened by: Nikolay Slavkov (University of Ottawa)

Intervenants/Speakers: Laura Ambrosio, Manon Fleurus, Stephanie Marshall, Parvin Movassat, Margret Norenberg, Martine Rhéaume, Jennifer St. John (Université d'Ottawa)

This round table will showcase a novel initiative aimed at encouraging language learners at uOttawa to step out of their linguistic comfort zones and use their second official language (rather than their preferred language) in daily interactions on campus. We capitalize on the notion of a linguistic risk and recognize that integrating a second language in authentic communicative activities may sometimes be uncomfortable: making mistakes, being misunderstood, misunderstanding others, taking on a different identity, and changing already established language habits are a few examples of some of the "risks" involved. We view linguistic risk-taking as an important part of the learning process and of building bilingual competence and identity. To encourage learners, we designed a Linguistic Risk-Taking Passport which helps them track everyday communicative activities they have undertaken in their second language (e.g. order food at the cafeteria, speak to a professor, check out a book at the library, etc.). Students who participate in the initiative and complete a certain number of risks can also enter their passports in a draw for prizes near the end of each term. In this round table, members of the team of professors, staff and students involved in the initiative will offer pedagogical and practical reflections on the design and implementation of the passport.

THEMATIC SYMPOSIA | COLLOQUES THÉMATIQUES

Opportunities and challenges in translanguaging in language assessment (EN)

Organizer: Beverly Baker (University of Ottawa)

Discussant: Monika Jezak (University of Ottawa)

Fauve De Backer (Ghent University), Mario Lopez-Gopar, Julio Morales (Benito Juarez Autonomous University of Oaxaca), Jamie Schissel (University of North Carolina at Greensboro), Stef Slembrouck, Piet Van Avermaet (Ghent University)

A disconnect currently exists between our understanding of multilingual or plurilingual competence, which breaks down socially imposed barriers among a speaker's languages, and current language testing practices, which assume a monolingual worldview. Beliefs about the compartmentalization of languages for assessment are still very strongly entrenched (Shohamy, 2011). As Otheguy, García, & Reid (2015) put it, "schools confuse the assessment of general linguistic proficiency, which is best manifested in bilinguals while translanguaging, with the testing of proficiency in a named language, which insists on inhibiting translanguaging" (p. 281). In this symposium, we present assessment projects from a variety of settings in Belgium, Mexico, and Canada that explore this disconnect from the points of view of test takers, language teachers, test developers, and test score users. In this symposium, we critically question current construct definitions of language ability for assessment in multilingual contexts. The 120 min. symposium will be organized in the following order: Brief introduction (5-10 min); Paper 1 (20 min plus 5 min for questions); Paper 2 (20 min plus 5 min for questions); Paper 3 (20 min plus 5 min for questions); Discussant comments (15-20 min); General comments and discussion (15-20 min).

Implementing translanguaging pedagogy in schools with English-medium and bilingual education programming (EN)

Organizer: Maite Sanchez (Hunter College, CUNY)

Laura Ascenzi-Moreno (Brooklyn College, CUNY), Gladys Aponte, Sara Vogel, Ivana Espinet (The Graduate Center, CUNY)

This symposium features six research projects conducted in schools with English-Medium and Bilingual Education Programming whose school administrators and teachers went through the Translanguaging Project, a professional development project that attempted to transform the theory and practice of language and bilingualism in education by taking up translanguaging theory (as understood by Otheguy, García & Reid, 2015). The first presentation focuses on describing the project and documenting changes in administrators' beliefs about translanguaging in schools. The other four presentations go in depth into describing and analyzing the work with teachers on translanguaging pedagogy and changes in classroom practices in four schools in New York with different programming for emergent bilingual students: a dual language bilingual education (DLBE) elementary classroom, a middle grade English-as-a-second-language

(ESL) classroom, a middle grade English language arts (ELA) classroom, and two high school ESL classrooms.

WORKSHOPS | ATELIERS

Pratiques interlangagières en classe de langue seconde avec des adultes multilingues : Réflexions autour de l'approche « Comparons nos langues » (FR)

Caroline Dault (Concordia University)

Une approche pédagogique en langue seconde (L2) incluant des références aux langues connues des étudiants pourrait comporter des avantages sur le plan de la valorisation de l'identité linguistique des apprenants (Cummins, 2001) et de leurs capacités de réflexion métalangagière (Horst, White & Bell, 2010). Toutefois, en classe de L2 multilingue, l'utilisation du répertoire langagier des étudiants est généralement sous-explorée. L'approche *Comparons nos langues* (Auger, 2005) vise à outiller les étudiants en contexte d'apprentissage multilingue pour leur permettre de déceler les similarités et les différences entre les langues qu'ils connaissent et celle qu'ils apprennent. Une recherche portant sur la faisabilité de cette approche interlangagière auprès d'immigrants adultes étudiant le français L2 au Québec nous a permis de constater l'intérêt des étudiants et des enseignants pour ce type d'approche pédagogique et son potentiel pour améliorer l'expérience d'apprentissage d'une L2 (auteur & auteur, 2017).

Nous souhaitons donc proposer un atelier pédagogique s'adressant aux enseignants de langue seconde et visant à explorer les possibilités d'exploitation interlangagières dans leurs contextes d'enseignements respectifs. Dans un premier temps, nous présenterons des exemples d'activités utilisant cette approche, notamment celles mises en œuvre lors de notre expérimentation. Nous discuterons des réactions des étudiants et des enseignantes que nous avons recueillies à l'aide de rétroactions écrites et d'entrevues (de groupe et individuelles), ainsi que des conclusions que nous avons pu en tirer. Nous verrons ensuite les impacts à moyen terme sur les stratégies d'enseignement des enseignantes ayant participé à l'étude, tels que relatés par ces dernières. Dans un second temps, nous amènerons les participants à se questionner sur leurs pratiques interlangagières actuelles. Puis, nous explorerons avec eux les activités interlangagières qui pourraient être mises en place dans leur contexte d'enseignement et les inviterons à réfléchir aux difficultés qui pourraient survenir, ainsi qu'aux moyens de les contourner.

Translation and translanguaging pedagogies in intercomprehension and multilingual teaching (BIL)

Cedric Oliva (St. Lawrence University), Clorinda Donato, Francesca Ricciardelli (California State University, Long Beach)

Since 2009, California State University, Long Beach has been engaged in the application of multilingual pedagogies in the teaching of French and Italian for Spanish speakers courses in a three-course series. Additionally, a course on the Intercomprehension of the Romance Languages has been added to the curriculum for students who know English and one Romance language. This workshop offers strategies for applying the pedagogies of translation and translanguaging in the Intercomprehension and multilingual classroom that we include in our teaching. We have been developing materials for our courses that actively use translation as a strategy for acquiring meaning among the various languages. The translation that is enacted and elicited emerges from a place of translanguaging. Since our students are constantly moving between English and the Romance language(s) they speak, more often than not, Spanish as a heritage language, they bring the other Romance languages they are learning in the French and Italian for Spanish speakers courses into the translanguaging they already practice. They are very comfortable with a translanguaging form of translation and they use it to extract meaning as they move among languages. Our workshop will demonstrate the translanguaging and translation pedagogies that we have incorporated into our courseware for our French and Italian for Spanish Speakers courses, as well as for our Inter-comprehension courses. Finally, the intercultural aspects of our methods will be considered as well. We will address questions related to the linguistic and cultural specificities that emerge as a function of the pedagogical translation and translanguaging techniques we have developed.

When bilingual books cross borders without papers : Pistes pratiques pour exploiter des livres bilingues en milieu scolaire (BIL)

Catherine Gosselin-Lavoie (Université de Montréal), Fernando Rodriguez-Valls (California State University, Fullerton)

La diversité linguistique et culturelle au sein des classes étant de plus en plus présente, les enseignant-e-s, tant monolingues que bi/plurilingues, peuvent promouvoir dans leurs classes des approches de *translanguaging* où l'ensemble des ressources du répertoire langagier des élèves sont mobilisées afin de donner un sens plus profond aux apprentissages et de légitimer les pratiques langagières diverses (Garcia, 2016; 2009).

Dans cet esprit, l'exploitation de livres bilingues, qui présentent une histoire écrite en deux langues, permet des approches de complémentarité entre les langues (Armand et al., 2015; Perregaux et Deschoux, 2007). Des recherches ont mis en valeur des effets positifs liés à l'utilisation de livres bilingues auprès d'enfants bi/plurilingues sur différentes facettes du développement langagier (Gosselin-Lavoie, 2016; Naqvi et al., 2012 ; Rodriguez-Valls, 2011 ; 2009 ; Ariaz, 2010), sur le développement de l'identité personnelle et culturelle (Ma, 2008 ; Sneddon, 2008) et sur l'engagement dans des pratiques de

littérature (Rodriguez-Valls, 2011; Sneddon, 2008). Lorsqu'utilisés en classe dans une optique de *translanguaging*, les livres bilingues permettent d'inclure et de légitimer la totalité des pratiques langagières des enfants et ainsi de remettre en question les hiérarchies qui existent au sein des systèmes scolaires (Garcia, 2017; 2016).

Dans cet atelier, nous verrons comment il est possible d'exploiter un album bilingue dans une optique de *translanguaging*, où les langues des enfants sont perçues comme parties d'un même système langagier plutôt que comme des codes séparés et concurrents. Dans cette optique, les élèves sont incités à recourir à l'ensemble de leurs ressources linguistiques, qu'il s'agisse des langues qui figurent dans le livre bilingue ou non, pour interagir autour de certains éléments clés de l'histoire ainsi que pour analyser les symétries entre les langues en présence. Il est à noter que la présentation sera bilingue anglais/français et qu'un support écrit bilingue sera fourni.

A translinguistic grammar: L'utilisation de réseaux littéraires plurilingues pour démocratiser l'enseignement grammatical à l'élémentaire (FR)

Joël Thibeault (Université de Régina), Claude Quevillon Lacasse (Université du Québec à Montréal)

Un certain nombre d'auteurs proposent de nos jours d'enseigner la grammaire à partir d'œuvres pour la jeunesse (Lefrançois, Montésinos-Gelet et Anctil, 2016). Selon eux, une telle démarche didactique ancre l'enseignement grammatical dans un contexte socioculturel précis, permet à l'apprenant de comprendre les utilités communicationnelles de la grammaire et, en ce sens, favorise le développement d'un rapport positif vis-à-vis de cette discipline scolaire. Plus récemment, pour que l'usage de la littérature de jeunesse en classe rende compte des différentes langues qui apparaissent dans le cursus scolaire et des pratiques discursives plurilingues qu'adopte un nombre grandissant d'élèves, d'autres chercheurs (Lyster, Collins et Ballinger, 2009; Moore et Sabatier, 2014) ont suggéré le recours à la littérature de jeunesse dans plusieurs langues. Ainsi, arguent-ils, le répertoire linguistique composite des élèves peut pleinement être reconnu et apprécié, ce qui soutiendra dès lors son développement. Dans le cadre de cet atelier, nous proposerons donc des réseaux littéraires qui, visant l'enseignement de différents concepts grammaticaux, amèneront l'élève à découvrir des livres de jeunesse qui favoriseront la mise en perspective de la grammaire de plusieurs langues, principalement celles de l'anglais et du français. Nous mettrons aussi en avant des activités que l'enseignant œuvrant en contexte linguistiquement hétérogène peut mettre en place à partir de ces œuvres et qui, nous l'espérons, l'aideront à démocratiser son enseignement de la grammaire.

Bonjour/hi: homoglossia and heterophobia se rencontrent (EN)

Rhonda Chung (Concordia University), Emmanouela Tisizi, Alison Crump, Caroline Riches, Mela Sarkar
(McGill University)

The BILD (Belonging, Identity, Language and Diversity) research group proposes to organize a workshop on translanguaging, more specifically on tools that educators and researchers can use to spread the perspective that it is time to move past *homoglossia* and *heterophobia*, and finally embrace linguistic pluralism. Translanguaging celebrates linguistic pluralism, pushes the boundary of monolingual ideology, and has been shown to be empowering for multilingual speakers both in and out of classrooms (Canagarajah, 2011; Creese & Blackledge, 2010; García et al., 2016; García & Kleyn, 2017; Hornberger & Link, 2012).

The workshop will be divided into several parts, each utilizing different elicitation tools: *Inkshedding* (Hunt, 2005), *video response*, and *language portraits* (Crump, 2017; Prasad, 2014). These tools are primarily intended to stimulate conversation and will be focused on language use and the complexities surrounding linguistic identity. Additionally, these tools will serve to familiarize audience members with techniques that they may wish to use in their own classroom settings. We will ask audience members to draw their own *language portrait* to incite them to reflect on their daily language use and complex linguistic identities. Then, we will ask them to get into groups and share their understanding of translanguaging with other group members in order to orient a written discussion. This *inkshedding* activity aims to centre the voices of all audience members, and avoid the pitfalls that oral discussions can often engender: the domination of a few voices over the many. Finally, the videos presented will demonstrate translanguaging pedagogical activities in the second language classroom (Auger, 2013; Dault & Collins, 2016; Galante, 2017), where the audience will be invited to respond to these techniques. We will refer to the differences between code-switching and translanguaging (Gafaranga & Torras, 2002; García, 2009), and we will finish by prompting audience members to brainstorm other ways to break down homoglossia.

Appropriate assessment e instrucción de los emergent bilinguals con disabilities (EN)

Steve Przymus (Texas Christian University)

As compelling as the argument for supporting the home language of emergent bilinguals (EBs) with developmental disabilities (DD) is (Kay-Raining Bird, Trudeau, & Sutton, 2016; Peña, 2016), administrators, educators, and even parents often fall back on personal beliefs that undermine the abilities and expectations for these children to learn bilingually. A current trend is to remove these individuals from dual-language classrooms, in order to focus on the development of their English (Kay-Raining Bird, Genesee, & Varhoeven, 2016; Paradis, 2016; National Academies of Sciences, Engineering, and Medicine, 2017). This can result in a loss of bilingual identity, a loss of peer social networks, and have a negative psychological and academic impact (Parra, Evens, Fletcher, & Combs, 2014). This

practice can stem from a lack of understanding of translanguaging in the assessment and instruction of EBs and the understanding of bilingualism through a monolingual paradigm, leading to the “language-as-problem” orientation in decision-making (Martínez-Álvarez, 2014; Ruiz, 1984). A partial solution can come from recognizing and pushing back on common myths regarding the potential and the placement of EBs with disabilities in dual-language classrooms (National Academies of Sciences, Engineering, and Medicine, 2017), and through the implementation of assessment and instructional procedures that honor individuals' full and unique idiolects. In this workshop, I bridge the research on translanguaging (García, 2009) with the promoting of bilingual children with DD participation in dual-language classrooms by demonstrating how translanguaging can fit into dynamic assessment (Peña, Gillam, & Bedore, 2014), bilingual language transcript analysis (Przymus, in press), and third-space instruction for purposeful translanguaging (Przymus, 2016). The objectives of this workshop are to 1) show how translanguaging can enhance the dynamic bilingual assessment of children with DD, provide participants with example translanguaging content lesson plans, and share examples of bilingual narrative analysis using the Systematic Analysis of Language Transcripts (SALT).

Growing aspects of translanguaging as classroom practice (EN)

Rahat Zaidi, Joy Pablo-Wrzonek, Elaine Schmidt (University of Calgary)

Scholarly work in recent history has stressed the importance of translanguaging (including students' background knowledge and linguistic repertoires) as a valuable resource in the classroom. This involves creating learning conditions that deepen understandings and socio-political engagement, developing critical thinking and consciousness, advancing cross-linguistic metalinguistic flexibility, positively positioning emergent bilinguals' identity, questioning linguistic inequality, and interrupting existing linguistic hierarchies and monolingual assumptions. In this workshop we explore translanguaging through three different lenses:

- Methodological and curricular considerations in promoting translanguaging pedagogies through facilitating community engagement in mainstream literacy education. This includes examining the integral role the teacher plays in the negotiation of language practices in school settings.
- The investigation of changes in teacher perception and practice challenging the traditional unilingual classroom model in which other languages hold little credibility and are devoid of linguistic difference.
- The pedagogical role of the first language within additive bilingual pedagogy. This example involves the L1 (English) as the majority language and (Spanish) as the minority (L2) language.

Through the exploration of these three lenses, participants will be provided with opportunities to look at research, and data examples to gain insight into the benefits (and processes) of translanguaging pedagogy. The investigation involves action research and participatory action research within three different multilingual and bilingual educational secondary settings in Alberta, Canada. The workshop will culminate in an interactive discussion regarding ways for working within a translanguaging paradigm by relating these studies to previous research on translanguaging in multilingual and/or bilingual educational settings.

INDIVIDUAL PRESENTATIONS | PRÉSENTATIONS INDIVIDUELLES

Translanguaging as a pedagogical tool to promote effective education in Nigeria (BIL)

Michael Akinpelu (University of Regina)

As in many countries in sub-Saharan Africa, language policy in Nigeria is largely a continuation of the legacy that was bequeathed to it from colonization, highly favoring the use of English in official domains, such as administration and education. Although, the language policy has been slightly amended in the education sector to promote the use of indigenous languages as languages of instruction in the first three years of formal education (National Policy on Education, 2004), in practice, English remains the main language of instruction in Nigeria at all levels of formal education (primary, secondary and higher). It is also considered the "language of success" as it offers socio-economic opportunities. This policy, however, has proved ineffective since it invariably marginalizes a large part of the population rather than empowering it to contribute to development. It is estimated that only about 20% of the population can understand and speak English in Nigeria (Simire, 2003; Obanya, 1979). In addition, 30% of pupils who enroll drop out of primary school (UNICEF, 2005). While there can be several reasons for this, the move from indigenous language instruction to English- only instruction during the fourth year of school is perhaps one of the main reasons pupils drop out of school. Arguing that education is an effective means by which people are empowered to participate in the process of development, and that this is best achieved through a comprehensive use of the mother tongue (Brock-Utne & Skattum, 2014; Ademowo, 2010), we propose the adoption of translanguaging as a pedagogical method for education in Nigeria, as it promotes the use of more than one language as a mixed resource, in order to facilitate and optimize learning (García & Wei, 2014). We provide country-specific implementation strategies, drawing on examples from other countries.

The integrated teaching of languages and translanguaging: Two relevant didactic proposals for multilingual education? (EN)

Ana Aldekoa, Ibon Manterola (University of the Basque Country)

The aim of this presentation is to show that teaching oral expository skills by means of a trilingual didactic sequence that integrates Basque, Spanish and English fosters multilingual development, being inter-linguistic discursive transfer and sustainable translanguaging relevant didactic resources (Cummins, 2008; Cenoz & Gorter, 2017). The promotion of multilingualism including a minority language such as Basque is a major specificity of the Basque educational system (Cenoz, 2009; Idiazabal et al., 2015), and the Integrated Teaching of Languages (ITL) is highlighted as a relevant approach for multilingual education both in the Basque and European contexts (Gobierno Vasco, 2015; Troncy, 2014). Oral expository texts produced at the beginning and at the end of a didactic sequence by trilingual students constitute the empirical data of this study. The texts produced by students, as well as the classroom activities carried

out within the didactic sequence, combine Basque, Spanish and English. We followed text genre-based criteria in order to analyse students' trilingual productions (Dolz & Schneuwly, 2016). The elements analysed in students' initial and final texts include the use of topic introducers in the three languages, the use of discourse resources in English to clarify the meaning of Basque words and finally, the use of past verb forms in English. Results show an overall development of students' skills, even if we also identified some differences among the aspects analysed. We will conclude that well-defined language alternation and integration, which in our case occur both in students' productions and in the classroom activities, reflect a "planned" and sustainable translanguaging (Cenoz & Gorter, 2017). We will further argue that this kind of translanguaging fosters interlinguistic transfer, resulting in the development of students' multilingual competence. Finally, we will discuss the theoretical complementarity between translanguaging and the Integrated Teaching of Languages.

Greatest challenges to implementing translanguaging practices in the Swedish deaf context (EN)

Karin Allard (Örebro University), Deborah Chen Pichler (Gallaudet University)

In Sweden, recent waves of immigration have dramatically altered the linguistic landscape of Swedish schools for the deaf and hard of hearing. Many newly arrived students come with no experience with any sign language, and/or rudimentary skills in one or more spoken languages. Educating such a linguistically diverse population poses vexing challenges. Translanguaging offers exciting potential as a framework to guide teachers in recognizing and utilizing the totality of students' varied linguistic resources to promote learning, regardless of current proficiency in Swedish and Swedish Sign Language. However, the promises of translanguaging elicit mixed reactions among [Deaf educators]. On the one hand, it affirms that a multilingual repertoire naturally leads to language use that draws from multiple sources, a fact that should be recognized and supported by educational practices. Translanguaging offers a valuable framework for analyzing the dynamic blending of signed and spoken language that educators have long observed from all deaf children. On the other hand, Deaf signers are alarmed by translanguaging practitioners' calls to abandon the concept of language separation and allow elements of signed and spoken language to mix freely. Such unrestricted mixing calls to mind the long struggle against "SimCom," the simultaneous mixing of speech and degraded signing that has repeatedly proven inaccessible to deaf signers.

How can Swedish Deaf schools employ translanguaging in a way that ensures equal access for all students, not just those with greater access to spoken language? The answer depends on teachers with strong competence in both Swedish and Swedish Sign Language, specifically trained to create visual learning environments where sign language skills are actively developed and used to facilitate access to spoken language content. Our talk highlights examples of such practices and identifies specific aspects of teachers' ability to understand and leverage the multilingualism in their classrooms.

Apprentissage du français en milieu communautaire. D'une langue à l'autre pour mieux se connaître et reconnaître l'autre (FR)

Laura Ambrosio (Université d'Ottawa)

Un des projets de ma pratique pédagogique est l'intégration de la notion de l'apprentissage en milieu communautaire (AEC) dans le cadre de mon enseignement des cours de Français langue seconde (FLS) et de Didactique des langues secondes (DLS). L'apprentissage par l'engagement communautaire est une expérience d'apprentissage créditée, réalisée dans le cadre d'un cours, pendant laquelle les étudiants participent à des activités bénévoles structurées répondant à un besoin de la communauté, puis exercent une réflexion critique sur ce qu'ils ont appris au sein de la communauté dans le but d'accroître leur compréhension de la matière présentée en classe et de leur domaine d'études. Ces réflexions sont documentées par un journal de bord, périodique et régulier, écrit en français, qui doit permettre la mise en relation de l'expérience de l'étudiant, des attentes des partenaires communautaires et des résultats d'apprentissage escomptés.

Même si les contextes de partenariat communautaires sont choisis en fonction du caractère francophone qui enrichit les objectifs d'apprentissage du français, la « communauté » est souvent bilingue. Les étudiants se retrouvent souvent en situation de comparaison ou cohabitation linguistique entre l'anglais et le français. Toutefois, les réflexions écrites en français par les étudiants, témoignent de leur capacité à se servir du levier de la langue maternelle pour apprivoiser plus facilement « la tâche authentique » mettant à l'épreuve leurs habiletés d'utilisation de la langue seconde.

Une analyse approfondie des journaux confirme l'apprentissage souhaité et dévoile d'autres dimensions reconnues comme importantes dans la théorie de l'enseignement des langues, surtout en ce qui a trait à la représentation identitaire des étudiants, apprenants et collaborateurs des communautés de langues secondes qu'ils ont choisi d'intégrer.

Cette expérience favorise donc l'apprentissage actif dans un milieu authentique, développant la motivation intrinsèque et une occasion de coopération permettant une meilleure connaissance de soi et de l'autre.

Student-generated, multilingual artifacts as mediators for emergent bilinguals' emotional well-being (EN)

Michele Back, Mihyun Han (University of Connecticut)

In most U.S. schools, English-only approaches to learning prevail, resulting in students with little to no proficiency in English (emergent bilinguals) navigating complex academic content and social situations in an unfamiliar language. These difficulties generate profound emotional responses typical among language learners, including frustration and anxiety (Nieto, 2000, Horwitz, Horwitz, and Cope, 1986).

Recently, the notions of translanguaging and multilingual ecology have been proposed as pedagogical practices that empower emergent bilinguals to capitalize upon their multiple languages (García & Wei, 2014). Findings from schools that successfully educate emergent bilinguals reveal that these schools intentionally employ these strategies to foster student linguistic diversity (Sánchez, Espinet & Seltzer, 2014). However, little research has been conducted that analyzes the role of translanguaging and multilingual ecology on bridging the gap between teacher, student, and parent understandings of emergent bilinguals' emotional difficulties.

This comparative case study (Creswell, 2013; Yin, 1994) focuses on student-generated, multilingual artifacts as mediators for emergent bilinguals' emotional well-being. Grounding our analysis in sociocultural notions of agency (Ahearn, 2010), artifacts (Thorne, 2003), and mediation (Vygotsky, 1978; Daniels, 2012), we report on research conducted in two multilingual school districts with small but significant percentages of emergent bilingual students. We show how the creation and reception of students' multilingual artifacts, from schoolwide signage to narratives created specifically for the schools' emergent bilingual population, played a key role in constructing multilingual identities and fostering agency among all emergent bilingual students in the school community. Triangulating our analysis of these artifacts with participant interviews and observations of classroom translanguaging practices, we show the role of these artifacts and practices on increases in emergent bilingual engagement and decreases in behavioral issues caused by language-related frustration and anxiety. We discuss implications for multilingual school districts and how they can harness these practices to benefit all students, including monolinguals.

Immersive versus multilingual FLT at beginning levels: A comparison of French and Arabic (EN)

Amanda Brown (Syracuse University)

Contemporary theories of language pedagogy have advocated almost exclusive second language (L2) use in classrooms (Ellis & Shintani, 2014). However, this 'monolingual' view of pedagogy (Hall & Cook, 2012) is drawing criticism. Indeed, the issue of immersive versus multilingual approaches to L2 teaching is “the most important theoretical and pedagogic question facing both the research and practitioner communities today” (Macaro 2011). From a ‘multicompetence’ perspective (Cook, 1991), which considers all known languages to constitute a single system of knowledge, the goal of foreign teaching/learning should be the development of bi/multilingualism, with proficient, flexible use of multiple languages (Creese & Blackledge, 2010). This study examined whether strategic use of learners' native language (L1) facilitates L2 acquisition at the beginning level, contrasting more and less commonly taught foreign languages.

In a longitudinal, 10-week study, two French and two Arabic foreign language classes at beginning levels of proficiency were taught, contrasting immersive (i.e. L2 only) versus multilingual (i.e. L2 + L1) pedagogies. Classroom observation data showed close to 100% use of the L2 (French or Arabic) in the immersive environment, and between 5% and 95% L1 (English) use in the multilingual environment.

Analyses of learning outcomes revealed higher scores, at times statistically significantly so, from the both multilingual groups (Arabic and French) on all weekly quizzes. We argue that multilingual pedagogies, such as 'translanguaging' (Garcia & Wei, 2014), which recruit a learner's full linguistic repertoire, facilitate second language acquisition at the beginning levels in contexts of both more and less commonly taught languages.

From code-switching/mixing to translanguaging. A new pedagogical pathway for an effective bi/multilingual education (BIL)

Nthatsi Bulane (Institut National des Langues et Civilisations Orientales)

The language-in-education policy ranks high amongst the important reforms that South Africa is engaged in. This continues to be the case twenty years after the declaration of eleven official languages (English and Afrikaans, and nine Bantu languages) and a language-in-education policy vesting them all with the right to be languages of learning and teaching (LoL/T). The new status of the Bantu languages allowed for their speakers to be instructed in their languages similar to their counterparts, speakers of English and Afrikaans. It has nevertheless become evident that the implementation of the policy necessitates a radical and fundamental reviewing, especially in highly multilingual urban schools, as is the case with township schools. The multilingual learner population in these schools presents multiple significant pedagogical challenges to the teachers, requiring them to adapt to the varying learning needs.

Township schools are the natural extensions of the social and linguistic melting pot nature of the townships where the official languages do not solely co-exist with their own varieties and the foreign languages of the immigrants but are also fundamentally breeding spaces for the emerging urban varieties shared by the great majority of the inhabitants. In many townships, these urban varieties have become the first languages of the learners. Against this language backdrop, teachers have resorted to code-switching and code-mixing as effective languages of learning and teaching given that most of the learners and the teachers are not proficient in any one of the official languages of learning and teaching (LoL/Ts) recommended by the language-in-education policy.

This paper takes a critical look at the classroom language practices in the township schools and suggests translanguaging as a substantial pedagogic approach to the use of the learners' true languages as languages of learning and teaching.

Enabling translanguaging in the French language classroom: Bridging the gap between multilingual perspectives and multilingual practice (BIL)

Noella Charbonneau, Michiko Weinmann (Deakin University)

In this paper, the authors report on a national online survey on multilingual perspectives and practices of teachers of French in Australia. The survey's objective was to comprehensively capture how teachers of French understand the teaching and learning of languages in general, and of French in particular, which is a widely taught and well supported language in Australian schools. Another aim of the study was to gain insight into the perceptions, beliefs, and values (in regards to languages, languages education and effective pedagogy) that underpinned these understandings.

The study revealed several tensions between the language teachers' beliefs and practice. While the majority of the survey participants expressed strong support for innovative pedagogies such as translanguaging (Garcia & Wei, 2014), and keen motivation to engage the full multilingual repertoire of the learner, a closer reading of the data indicated that most of them felt restricted in their practice by “the normative terms and conditions of an understanding of languages and languages education that remains rooted in parochial, monolingual and pecuniary perspectives” (Weinmann & Arber, 2017, p. 173). In particular, the findings indicate that (self) perceptions of “non-native” language teachers as “culturally deficient” continue to frame the notion of what constitutes a “good” language teacher and quality language teaching (Holliday, 2015).

The authors argue that reconceptualising the normative terms and conditions of languages and languages teachers beyond national, linguistic and cultural boundaries is key to reorientating approaches to languages education. For teachers to feel more confident and better equipped to effectively implement translanguaging pedagogies in their practice, teachers' perceptions of their own multilingual identities and how these are shaped within the systems they work in (Young, 2017) need to be better understood.

EILs' translanguaging and language choices viewed from the academy (BIL)

Le Chen, Shelley Taylor (Western University)

Universities prioritize “internationalization” in recognition of the need to integrate an intercultural dimension into the purpose, function and delivery of higher education (HE) (Beck, 2008; Jones, 2009; Knight, 2008; Maringe, Foskett & Woodfield, 2013). However, the role of language(s) and academic language policies in the process of internationalizing HE remains unclear (Jenkins, 2014). Consensus has not been reached on the L1's role or strategies for L1 use during instruction and interactions in the multilingual HE classroom (Taylor & Cutler, 2016). In an increasingly globalized university context, what counts as “good” language practice in some discourse communities may be outside the norms and

conventions of others, leaving EILs' voices constrained in their socialization into English-medium academic communities. The dual purpose of this talk is to explore university professors' awareness of constraints on EILs' "voice" in the "international" university, and factors influencing their (lack of) awareness. Informed by theories of critical language awareness (Fairclough, 2014; Taylor, Despaigne & Faez, 2017), language policy (Spolsky, 2004, 2009), identity negotiation (Cummins, 2001, 2011), plurilingualism (Coste, Moore & Zarate, 2009) and translanguaging (Garcia & Kleyn, 2016), this talk investigates professor views of EIL students' plurilingual resources, voice and needs in relation to English Medium Instruction (EMI) and EAP programs. It addresses how professors negotiate identities to deliver their view of quality courses leading to EIL students' academic success. Interview and document analysis constitute the main sources of data for this qualitative research. The professors were recruited from Canadian and Danish universities offering EMI in either EAP courses or credit-bearing courses across a range of faculties. Findings reveal a spectrum of beliefs reproducing, recognizing, and challenging the privileged/hegemonic status of English in multilingual HE classrooms. Implications for language policy making and pedagogical decision making, and translingual strategies for promoting plurilingually-oriented pedagogies in EAP pathway programs and EMI are presented.

Language learning and language use in primary grade classrooms: Teachers' understandings (EN)

Joanna Cichocka (York University) **CANCELLED**

This study lies at the intersection of language learning and teacher cognition research, and as such it aims to investigate what teachers of young linguistically diverse learners know, think and believe in relation to their students' language learning and language use. By employing the concept of *plurilingualism* (The Council of Europe, 2000), language competence is understood in my study as dynamic and highly dependant on the context. Plurilingual language users are seen here as active agents whose linguistic repertoires are unique to their individual biographies and experiences. One of the practices natural to plurilingual language users is *translanguaging* (Baker, Jones & Lewis, 2012).

Following Kubanyiova and Feryok (2015), *teacher cognition* (that is, everything that teachers think, know and believe) is viewed in my study as *an emergent sense making in action*. This definition recognizes that *teacher cognition* is complex and situated in particular contexts of their activities. By employing qualitative research methods such as questionnaires, semi-structured interviews and observations, my study investigates how four teachers of young language learners (pre-K to grade 2) understand language learning and language use. The main questions of the study are:

Q1: *How do teachers who work with young students who have facility in more than one language understand language learning and language use?*

Q2: *How does this understanding of language learning and use affect teachers' beliefs about their linguistically diverse students?*

Q3: *How does this understanding of language learning and use affect teachers' practices in a linguistically diverse classroom?*

In my presentation, I will focus on teachers' beliefs with regard to the practice of translanguaging. It is important because the area of young language learners has been under-studied from the teacher cognition perspective (Borg, 2003). Additionally, there are a few studies that adopt a dynamic and situated view of teacher cognition.

Translanguaging and scholastic linguistic landscapes (BIL)

Gail Cormier (Université de Saint-Boniface)

The purpose of this presentation will be to review how the theory of translanguaging can be used to explore the linguistic landscapes of bilingual schools. Both Pennycook (2017) and Gorter & Cenoz (2015) noted that translanguaging offers theoretical insight into the analysis of linguistic landscapes. This approach views space and language holistically and requires researchers to understand the space in which signs are located on a deeper level. This may involve analyzing a sign's relation to its space by determining who placed a particular sign in a space and how the bi- and multilingual individuals who interact with that space interpret the sign (Pennycook, 2017). However, an important tenet of the translanguaging theory is its focus on pedagogical foundations (García & Kleyn, 2016). Therefore, translanguaging offers the needed focus on pedagogy that is currently lacking in the field of linguistic landscapes. In such a perspective, the school's linguistic landscape can be viewed as a representation of the students' "single complex language repertoire" (García & Kleyn, 2016, p. 16). Moreover, when students are asked to analyze their own school and other schools' linguistic landscapes, they are in fact participating in a translanguaging exercise that highlights the complexity of their translanguaging practises. Such translanguaging practices include codemeshing (Canagarajah, 2011), translation and the expression of linguistic identity. In this presentation, qualitative data, including photographs and student interview citations, will be presented from three different secondary school contexts; French immersion single-track, French immersion dual-track and French-minority education. This data will illustrate how translanguaging offers a new way to approach the analysis of scholastic linguistic landscapes in bi- and multilingual contexts.

**Language interactions in the bilingual mind: The case of mood selection in Spanish relative clauses
(EN)**

Hugues Lacroix (Université Bordeaux Montaigne), Maura Cruz-Enriquez, Anahi Alba de la Fuente
(Université de Montréal)

The contrast between the subjunctive and indicative mood has garnered significant attention in the fields of Second Language (L2) (Borgonovo et al. 2015) and Heritage Language (LH) Acquisition (Montrul 2007). This study builds on previous research on this topic in an effort to further understand how languages interact in the bilingual mind. Specifically, we analyze two groups of French-Spanish bilingual speakers: L2 (L2SP) (n=10) and heritage (LHSP) (n=11), to whom we administered a sentence combination felicity task in Spanish, both in written form (task 1) and orally (task 3), and an elicited production task in French. In addition, two groups of native speakers served as control: monolingual native speakers of Spanish for tasks 1(n=11) and 3 (n=17), and native speakers of French with no knowledge of Spanish for task 2 (n=21).

The specific interest of studying this language pairing is that, even though both French and Spanish include the subjunctive mood in their grammars, subjunctive is very productive in Spanish, whereas French is currently in the process of losing this mood (Menanteau 1986).

Preliminary results for task 1 reveal that the L2 speakers pattern more closely with the native control group than LH speakers, which is in line with previous claims that heritage speakers are not necessarily at an advantage when it comes to structures that are acquired late (cf. Montrul and Perpiñán 2011). In task 2, all bilingual speakers show higher levels of subjunctive use than the control group (L1FR), more often in contexts in which the equivalent Spanish translation would require a subjunctive (i.e. analogy with Spanish indicative/subjunctive distribution). It appears that their knowledge of Spanish had an influence in their production of the subjunctive in French, showing that, at least for this particular structure, there may be an effect of the L2/weaker language on the L1/dominant language.

**High school French immersion students' "academic" and "non-academic" language: Translanguaging
for mathematical problem solving (BIL)**

Karla Culligan, Joseph Dicks (University of New Brunswick)

This study explores the translanguaging practices (e.g., Creese & Blackledge, 2010; García, 2009; García & Wei, 2014) used by high school students enrolled in a French immersion program, when they engage in collaborative mathematical problem solving. The analysis is rooted in sociocultural theory (e.g., Lantolf, 2000; Vygotsky, 1978; Wertsch, 1993) in order to highlight the ways in which students co-construct linguistic and mathematical meaning through their language choices. Moreover, the study is inspired by work in the mathematics education field that has questioned the relevance of the dichotomization of

“academic” and “non-academic” registers for mathematical problem solving, particularly for bilingual learners (e.g., Barwell, 2007; Halliday, 1978; Moschkovich, 2010; Pimm, 1987). Pairs of Grade 9 French immersion mathematics students were audio recorded while working through a mathematics problem-solving task in French, their second language, that was rooted in a real-life scenario. Student interaction discourse was analyzed with a focus on use and meaning (Gee, 2014), and coded for language-related episodes (Swain & Lapkin, 1998) related to the mathematics at hand (Barwell, 2009; Moschkovich, 2007). Results suggest that students work together via several translanguaging practices to construct shared meaning of both language and content (mathematics). Results also show that attempts made by teachers or researchers to disentangle so-called academic and non-academic mathematical registers may prove challenging or even counter-productive, especially when mathematics problems aim to engage students in meaningful, real-life tasks. The presentation concludes with a discussion of the implications and challenges related to adopting a more holistic view of the mathematics register as well as a translanguaging pedagogy for the bilingual mathematics classroom.

Le translanguaging dans les classes de FLS pour immigrants adultes en contexte francophone minoritaire : La place de la tâche authentique bilingue (FR)

Russell De Haan, Monika Jezak (Université d’Ottawa)

La recherche en pédagogie basée sur la tâche prône l'enseignement dans la langue cible afin de favoriser la pratique signifiante de celle-ci (Skehan, 2003). Toutefois, les études portant sur l'utilisation des langues au Canada hors Québec attestent d'un va-et-vient continu entre les deux langues officielles : l'anglais et le français (Gilbert et *al.*, 2014; Violette, 2008).

Les enseignants qui œuvrent dans les classes de FLS pour immigrants adultes en contexte francophone minoritaire sont donc confrontés au dilemme de s'appuyer sur les tâches unilingues en français, au nom de la pratique axée sur le sens, ou encore sur les tâches bilingues français-anglais, authentiques dans les contextes de vie des apprenants. Face à ce dilemme, nous avons interrogé les perceptions de la tâche pédagogique et les pratiques de la pédagogie par tâche à l'aide d'un questionnaire administré à une trentaine de ces enseignants. Ceux-ci utilisent comme base curriculaire le référentiel les *Niveaux de compétence linguistique canadiens (NCLC)* qui propose la pédagogie basée sur la tâche.

Les résultats de l'étude témoignent d'un malaise des enseignants face à la tâche bilingue, et ceci même lorsque l'authenticité est en jeu. Ils mettent également en évidence un besoin de formation de ces enseignants aux nouvelles approches pédagogiques ouvertes au transit des langues en salle de classe, notamment celles basées sur les travaux en *translanguaging*, intercompréhension et approches plurielles.

"Translanguaging" dès la naissance (BIL)

Sandra Descourtis (UW-Madison)

La mondialisation et l'augmentation des migrations favorisent aujourd'hui le bilinguisme et le multilinguisme. Beaucoup de gens vivent en dehors de leur pays d'origine ou sont en relation avec des personnes qui ont une L1 différente. Ainsi, un nombre croissant d'enfants grandissent avec différentes langues et cultures, et deviennent bilingues ou plurilingues dès la naissance. Swain (1972) utilise le terme «bilingualism as first language» et comme De Houwer (2009), elle suggère que ces multiples langues s'acquièrent de la même façon que les monolingues développent leur unique langue.

Cette étude s'intéresse à Ilona, une fillette de trois ans, née et élevée aux États-Unis, avec une mère française et un père vénézuélien, qui grandit naturellement dans le « translanguaging » depuis sa naissance. À la maison, seuls le français, l'espagnol et l'italien sont autorisés. Cependant, depuis qu'Ilona va à l'école, l'anglais est devenu plus présent.

J'analyse le développement du « translanguaging » d'Ilona à travers ces quatre langues ainsi que la manière dont elles influencent sa socialisation à l'école et la construction de son identité. Comme Ochs et Schieffelin (1986) l'affirment, «language is acquired in a social world and ... many aspects of the social world have been absorbed by the child by the time language emerges » (p. 306). J'explore aussi les habitudes linguistiques avec ses parents ainsi que leurs perceptions sur ce développement sociolinguistique. Ils ont des «stratégies» à la maison (comme «un parent - une langue» (Ronjat, 1913) et des aspirations quant aux résultats.

À travers des interviews, je tente de mettre en perspective le développement langagier d'Ilona, les attentes de ses parents, et leurs idées sur l'évolution de son langage et de son identité. Ce cas n'est aujourd'hui plus une exception et l'émergence de cette nouvelle population pose la question du « translanguaging » dès la naissance.

Investigating translanguaging in the teaching of literacy in an English as a second language context (EN)

Kelly Doucette, Eva Kartchava (Carleton University)

Despite significant research suggesting that targeted use of students' first language (L1) may help to facilitate deeper understanding of concepts and subsequent L2 learning (e.g., Carroll & Samboñ Morales, 2016; Hussein, 2013), L1 use in English as a second language (ESL) learning contexts, including second language (L2) literacy instruction, has traditionally been discouraged (Auerbach, 1993; 2016). More recently, however, the Canadian Language Benchmarks (CLBs) for adult literacy learners have recognized the potential of a translanguaging approach – defined as “pedagogical practices that use

bilingualism as a resource, rather than ignore it or perceive it as a problem” (Garcia, 2011, p. 1) by suggesting that additional language support in the form of language coaches, who are proficient in the learners’ L1s, may prove instrumental in helping ESL learners make connections between their L1 and L2, thus enabling their successful transition towards being able to read and write independently in the L2 (CLB, 2015). Yet, the potential benefit of such a support in L2 literacy classrooms has yet to be explored empirically. To address this gap, this study explored (1) the role of a language coach in an ESL literacy context and (2) the ways in which translanguaging practices employed by the language coach facilitated student engagement with the L2 and enabled their autonomy in L2 reading. In addition to observations of three ESL literacy students working one-on-one with a language coach, semi-structured interviews were conducted with an ESL literacy instructor and language coach at a language school in Ontario. The interview and observational results suggest that having a language coach in the L2 literacy classroom may not only be helpful for the learners, but that translanguaging strategies used by the language coach in particular may support CLB’s recommendations in enhancing literacy students’ reading comprehension and overall engagement with the L2.

Plurilingual competence as asset for active learning: learners of Japanese or English as foreign language (L3) from an ethnic Korean highschool in Northeast China (EN)

Meilan Ehlert (Simon Fraser University)

With plurilingualism (Council of Europe, 2001) and plurilingual competence (Coste, Moore & Zarate, 1997/2009) as a main conceptual lens, the study examined the complex relations between learners’ languages, identities and sense of agency, especially how a group of new generation students in a minority interlink language learning, academic success and career advancement while navigating various geographical and symbolic transitions. Employing a qualitative ethnographic visual research methodology, this four-year longitudinal study documented experiences and perspectives of these plurilingual youths learning Japanese or English as their foreign/third language in a public ethnic Korean highschool in Northeast China. Data collection methods include participant observation, field notes, screenshots of virtual communication records, photographs of written artefacts, and interview excerpts. The findings have shown that the strategic use of multiple resources can be an important empowerment tool for supporting the effectiveness and efficiency in learning; this includes strategic implementations of (i) instructional media (multi to mono) and (ii) using “mobile” resources (plurilingual practices on virtual network spaces). For them, it is an opportunity not only for the development of skills in different languages but also for the chance of (re)configuring multiple identities. Most participants reported that learning multiple languages in a school context that drew on their various language resources enhanced their awareness of the importance of plurilingualism as the active use of multilingual and multiliteracy resources, which ultimately was a powerful asset for effective learning. The study suggests that the process of learning multiple and foreign languages not only helped the focal ethnic Korean plurilingual students to learn about their “roots” (i.e. linguistic and cultural identities), but also connected them to essential “routes” (i.e., academic and career aspirations) for building a better future (Hall, 1996). Implications for foreign/additional language education and applied linguistics are discussed.

Using translanguaging to strengthen the relationship with families in early childhood classrooms (EN)

Ivana Espinet, Gladys Aponte (CUNY, New York State Initiative on Emergent Bilinguals)

This presentation will share the work of teachers in early childhood New York City classrooms who use translanguaging collaboratively with their diverse multilingual families and communities.

Traditionally, many early childhood classrooms have been set up as English only spaces, creating a separation between home and school language practices. There is evidence that students in early childhood multilingual settings are more likely to be “ready for school” than emergent bilinguals who receive English-only instruction (Tazi, 2014). Moreover, emergent bilingual children who receive instruction only in English typically experience a decline of home language skills and no greater gains in English (Morell, 2017).

Home language activities in the context of school strengthen families' ability to focus on developing their children's home language. This paper will discuss the strategies that early childhood teachers use to bring families' translanguaging practices into their linguistically diverse classrooms in order to create spaces where children can access their full linguistic repertoire and gain an appreciation for multilingualism. In these classroom settings, the teachers use translanguaging to strengthen the relationship between language and social-emotional, physical, and cognitive developmental domains. Specific examples will demonstrate how teachers foster these practices and deliver a common message to families about the value of home languages to enhance learning.

Translanguaging to make foreign language education accessible for deaf students (EN)

Cigdem Fidan (University of Rochester)

Today, acquiring linguistic capital is important to access global knowledge and other forms of capital available in the globalizing world. However, not all people can have access to different linguistic resources. Deaf students are among these people as these students generally do not have access to appropriate foreign language education. This paper examines language policies and practices used in different countries for foreign language education of Deaf students. Translanguaging is discussed as an approach to be used in foreign language education policies and practices for Deaf students. The paper concludes with recommendations for policymakers and practitioners.

Translanguaging, recours aux langues et aux cultures de la classe autour d'albums de littérature de jeunesse pour des publics allophones d'Ottawa (Canada) et de Montpellier (France) : opportunités et défis pour la classe (FR)

Carole Fleuret (Université d'Ottawa), Nathalie Auger (Université Paul-Valéry Montpellier III)

Notre approche pluridisciplinaire combine les aspects linguistiques et sociaux dans le but de soutenir des apprenants allophones d'Ottawa et de Montpellier à dynamiser leur réussite scolaire. Notre projet vise le recours aux langues et à la diversité culturelle de la classe au travers de l'utilisation d'albums de jeunesse pouvant susciter des activités trans - langues et cultures. Après avoir défini notre conception des activités dites trans-langagières, en nous positionnant par rapport à des notions telles que le *translanguaging* (Garcia et Li Wei, 2014), la compétence plurilingue et pluriculturelle (Coste, Moore et Zarate 1997) relevant d'une didactique ascendante (Chiss, 1997), qui permet de concevoir la réalité linguistique et culturelle de la classe et de ses objets (dont l'album de jeunesse qui est notre artefact central dans ce projet) comme une ressource pour les activités de classe. Les alternances macro, méso et micro de langues, les références culturelles seront analysées dans ce dispositif. On discutera des opportunités saisies ou non par les élèves et les enseignants et les défis qui restent à envisager en termes de formations d'enseignants.

The effects of plurilingual instruction compared to monolingual instruction: a quasi-experimental study in an EAP program in Canada (EN)

Angelica Galante (OISE)

Plurilingual instruction has gained much attention in language education in recent years, particularly in multilingual contexts. English for Academic Purposes (EAP) programs in Toronto, one of the most multilingual cities in Canada (Statistics Canada, 2016), tend to be strictly monolingual, preventing students from drawing on their languages and cultures to advance knowledge in the target language/culture. While previous research shows benefits of plurilingual instruction, such as the development of cultural empathy (Dewaele & van Oudenhoven, 2009) and awareness of plurilingual agency (Marshall & Moore, 2013), exploring both potential challenges and affordances of plurilingual instruction compared to monolingual instruction is needed. This paper reports results from a SSHRC- and TIRF-funded quasi-experimental mixed methods research study that investigates potential added values of plurilingual instruction compared to monolingual instruction in an EAP program at a Canadian university. Participants were EAP instructors ($N=7$) and their students ($N=129$), who were part of monolingual (comparison) and plurilingual (treatment) groups. Pedagogical interventions included translanguaging, intercomprehension, comparons nos langues, cross- linguistic and -cultural comparison, among others. Data were collected through demographic questionnaires, the plurilingual and pluricultural competence (PPC) scale, learner diaries, and focus groups. Semi-structured interviews with the EAP instructors gathered perceptions of both monolingual and plurilingual instruction. The PPC scale was applied at T1 and T2 and pre- and post-tests suggest a significant difference between groups, with the treatment

group having more gains than the comparison group ($p = .01$). Results also show instructors unanimously preferred plurilingual instruction compared to monolingual instruction, despite being untrained in plurilingualism. In addition, students in the treatment group gained awareness of plurilingual identity, cognitive and metacognitive skills, and empathy, among other cognitive and affective factors. These results are significant as they provide further evidence for the benefits of plurilingual instruction in EAP programs. Recommendations for teacher education will be discussed.

Transitioning to translanguaging? Introducing a biliteracy approach in Louisiana French immersion (EN)

Michelle Haj-Broussard (University of Louisiana at Lafayette), Susan Ballinger (McGill University)

In North American immersion programs, teachers and students are expected to maintain the language of instruction during its allocated time, and one-way immersion programs rarely promote cross-curricular or cross-linguistic connections or collaboration among teachers. In the previous decade, bilingual education researchers and translanguaging theorists have called for an end to this strict language separation (Cummins, 2014; García & Lin, 2014; Swain & Lapkin, 2013), noting that this is not in line with the dynamic way that bilinguals process linguistic information or communicate meaning (Kroll, Bobb & Hoshino, 2014; Otheguy, García & Reid, 2015). They argue that instead of fighting against this tendency, bilingual educators should rely on innovations that make use of learners' linguistic repertoire. Some studies have sought to develop cross-linguistic pedagogical methods (Ballinger, Lyster, Sterzuk & Genesee, 2017; Horst, White & Bell, 2010; Gunning, White & Busque, 2016), including biliteracy approaches (Escamilla et al., 2014; Urow & Beeman, 2013) to help students make and strengthen connections between the languages of instruction in bilingual programs. The current study follows the introduction of a biliteracy approach in Grades 2 to 5 at a Louisiana French immersion school and aims to 1) document the challenges, successes, and pedagogical decisions involved in implementing such an approach, 2) examine teachers' perspectives regarding the impact of the initiative on students' grade-level language and literacy goals, and 3) compare the impact of biliteracy structures on student language production. Findings related to the first goal will be presented based on video/audio recordings of a group planning meeting and three biliteracy sessions, as well as two focus group meetings. The project's implications for a general shift from isolated to dynamic language teaching and for the development of cross-linguistic methods will be discussed.

Learner corpus analyses in the context of adaptive technology-mediated language learning (BIL)

Marie-Josée Hamel, Sarah Auyeung, Giselle Lehman (University of Ottawa)

In this presentation, we will explore how technology can help teachers better differentiate (Tomlinson, 2004) their pedagogical interventions with regards to learners' individual profiles in the context of technology mediated language learning (TMLL), written corrective feedback (WCF) (Bitchener & Ferris,

2012) being one such core interventions. We will see how the use of natural language processing and corpus analysis tools can facilitate and enhance teachers' WCF by providing a more comprehensive insight on learners' performance and progress (Hamel, Slavkov, Inkpen & Xiao, 2016). To demonstrate this, we will report on pilot study part of a SSHRC funded research project aiming at devising learner personas (Heift, 2008) with a view to inform and adapt pedagogical interventions in technology mediated language learning (TMLL) (Vandewaetere, Desmet & Clarebout, 2011). For the purpose of this presentation, and to be in line with the conference theme of translanguaging, we will focus on investigating some Complexity, Accuracy, Fluency (CAF) indicators (Housen, Kuiken & Vedder, 2012; Agren) found salient in L2 French corpus (Agren, Granfeldt & Schlyter, 2012), namely a significant ratio of lexical errors (Hamel & Milicevic, 2008) and of FR-ENG cognates (Horst & Collins, 2006). The data used for our pilot study consisted of written task output produced by a group (n = 25) of high intermediate (B2) learners of French over one semester in a hybrid FLS class. We will explain how the data was treated and analyzed: the learner corpus collected and prepared for analysis, the tools used to investigate the CAF variables and the results obtained. We will conclude by making some recommendations on how to reuse such data results meaningfully in the context of adaptive TMLL, namely for the provision of comprehensive WCF.

**Exploring ideological becoming in professional development for teachers of multilingual learners:
Perspectives on translanguaging in the classroom (EN)**

Jennifer Holdway (Study Abroad Canada Language Institute)

This paper explores the pedagogical resource of using students' first languages in the classroom while confronting beliefs on English monolingualism. As part of a larger 15-week online, asynchronous, professional development (PD) course, K-12 in-service public school teacher-participants were introduced to translanguaging and engaged in study and reflection on current practices and the benefits of including students' first languages in learning. This paper reports on the responses of seven representative teacher-participants from across the state of Hawai'i, USA, on their learning, which on a broader scale focused on theories and methodologies for teaching language simultaneous to mathematics content. Through the use of written reflections, teachers shared their personal stories of both new pedagogical content knowledge and ideological awareness. Findings also include teacher-participants who were hesitant to allow their students to use their first language in the classroom, and one participant who reported a lack of desire to change her English-only learning environment. Despite varied resistance to the idea of encouraging students to use their first language in the classroom as a learning resource, engagement with this topic in the course helped the majority of teacher-participants become more critically aware of their personal ideologies and those prevalent in the local education system; it also supported teachers' transformations of belief on how they might make different decisions, thus impacting what they as teachers do in their respective classrooms.

Translanguaging dans les interactions intergénérationnelles de familles transnationales (BIL)

Suat Istanbulu (Institut National des Langues et Civilisations Orientales)

L'existence même des plus de 6000 langues du monde indique que le multilinguisme est présent partout, non seulement dans les espaces multilingues mais au sein même des répertoires des individus qui sont tous plurilingues ou au moins pluri-stylistiques ou pluri-dialectaux.

Les familles transnationales (Glick-Schiller *et al.* 1995) vivent dans une situation de « multiplicité » géographique où plusieurs langues sont parlées. En partant d'une enquête ethnographique multi-sites (Marcus 1995) réalisée auprès de familles plurilingues et transnationales liées historiquement à une région au sud de la Turquie, Antioche, et vivant en Île-de-France ou Berlin et en combinant deux approches méthodologies d'analyse (quantitative et qualitative) complémentaires, je montre comment des familles plurilingues utilisent leurs ressources linguistiques hétérogènes (Léglise 2013). Dans leurs interactions, ces familles présentent la caractéristique d'avoir deux langues héritées (arabe et turc) ainsi que la langue nationale du pays de résidence principal qui s'y ajoute (Istanbulu 2017), transcrites en suivant la méthodologie de corpus plurilingues (Léglise et Alby 2013; Sanchez Moreano 2015; Nunez 2015).

Dans cette communication, je montrerai comment se déroule le translanguaging que nous appelons « mode multilingue » suivant la tradition de corpus plurilingues (Vaillant et Léglise 2014) tout au long des corpus d'interactions intergénérationnelles (grands-parents, parents, petits-enfants). J'aborderai la question de la politique linguistique familiale en sortant de la dyade parents-enfants qui est habituellement traitée dans la littérature, pour m'intéresser aux échanges entre grands-parents et petits-enfants en me basant sur leurs pratiques ordinaires aux côtés de leurs déclarations. Je montrerai comment la socialisation familiale est un accomplissement collaboratif (Goodwin 2006) dans lequel le rôle des enfants est important (Tuominen 1999 ; Luykx 2003, 2005) dans la mise en place des politiques linguistiques au sein de familles transnationales.

Translanguaging in deeds but not in words? Discourses and practices of young English teachers in Algeria (BIL)

Camille Jacob (University of Portsmouth), Hayat Messekher (École Normale Supérieure Alger-Bouzaréah)

English has historically been “absent” from many former French colonies such as Algeria, but policy-makers and academics have suggested that there is an exponential growth in interest in the language, from increased demand for English tuition and bilateral agreements (Algeria) to changes in the education system (Cameroon, Madagascar). These processes are often described as driven in part by a rhetoric of rebelling against French linguistic and cultural (neo)colonialism and moving towards a language which has been “de-colonised”, and in the case of multilingual Algeria, as a symbol and catalyst of the dismantling of a monolithic, hierarchical and closed linguistic system (see for example Benrabah 2013 & 2014, Dyers &

Abongdia 2010, Higgins 2009, Ounis 2012, Pearson 2014, Tabory & Tabory 1987, Taleb Ibrahim 2006). English is talked about as “new”, “neutral”, and a way of moving towards more inclusive practices of multilingualism, without focusing on “purity” or strict norms. Recent research points towards the acknowledgement of translanguaging as a social reality and educational tool (see for instance Asselah-Rahal & Blanchet 2007, Chachou & Stambouli 2016). This paper argues that we must be wary of simply reproducing this discourse as a frame of analysis. Using results from content analysis and ethnographic fieldwork, it explores how new English teachers in Algeria make sense of their multilingual subjectivities in their personal and professional practices. Focusing on trainee teachers and graduates in their first years of teaching, we investigate how they negotiate their translanguaging within broader academic and policy discourses, as they prepare for classroom realities. We demonstrate that young teachers’ contradictory discourses and practices regarding translanguaging and language norms all need to be taken into account in order to understand how concepts and processes such as “multilingualism,” “translanguaging” and linguistic change are effected, interpreted and conveyed by actors.

Translanguaging at a church based Korean language school in the greater Toronto area (EN)

Soon Young Jang (OISE)

For Korean immigrants, ethnic churches mean more than a spiritual venue as they provide emotional and practical support, and serve as language schools to Korean-Canadian children. Currently, there are more than 400 Korean churches in Canada and many of them offer Korean language programs. For Korean-Canadian children, these ethnic churches are sites in which they are naturally exposed to the Korean language and culture. In order to learn about how a church-based language school supports the language and literacy learning of Korean-Canadian children, a one-year-long ethnographic case study was carried out. This study involved classroom observations, interviews with church leaders, teachers, parents and children, and examination of children’s writing samples. Through Bourdieu’s (1991) theoretical and analytic tools such as *field*, *capital*, and *habitus*, this study explores how the Korean and English languages are positioned within and beyond this church and identifies various constituents that play a role in the bilingual development of Korean-Canadian children. This study unveils that language practices are closely related to immigrant generations such as 1st, 1.5, 2nd, and 3rd generation and their language proficiencies, and within this multigenerational church, translanguaging is frequently used by teachers and children in the classroom. By zooming in on the interactions of the grade 3 and 4 class, this study presents how translanguaging is more or less used by different immigrant generations of teachers and children, and how it is utilized to construct meaning and to enhance learning in the class. This study finds that translanguaging in the context of heritage language learning bridges the language of the ethnic community and of the dominant society, allowing all children with a wide range of language proficiency levels in Korean and English to freely move between these two linguistic worlds, mediating their identities, sharing experiences, and co-constructing knowledge.

Representations on languages and translanguaging in multilingual contexts: The case of students in urban zones in Ghana (EN)

G. Nutefe Kwadzo

In highly multilingual environments, the coexistence of languages is marked by uneven relationships as regards to how different languages are used by speakers to communicate. Such relationships, often imbued with values, status and functions associated with each language (Kwadzo, 2016), affect in different ways translanguaging defined as the plurilingual speaker's ability to "use different languages for different purposes, sometimes one at a time and at other times the languages can be mixed" (Gorter & Cenoz, 2015, 57). In the complex language ecology in Ghana, the study of representations on languages in general and French in particular reveals that participants use a diversity of languages to communicate and associate the notion of symbolic power to French due to the economic opportunities derived from its knowledge. (Kwadzo, 2008; Kwadzo 2016). On the other hand, the important role played by some Ghanaian languages particularly the Akan-twi as a "passport language" that is, a language used for interethnic communication in oral communication situations (Adika, 2012), showcases translanguaging as a widespread practice. Despite the omnipresence of translanguaging in oral communication, speakers fail to recognize this medium of communication as an integral part of their plurilingual repertoire (Moore, 2006; Moore & Marshall, 2016). Based on a study on language representations among students in urban zones, this presentation will examine the relationship amongst different languages in the Ghanaian context on the one hand, and the values associated with these languages on the other. The presentation will also explore the reasons why although translanguaging is widespread in this language ecology, it is not acknowledged, and proposes perspectives to integrate translanguaging as a multilingual practice to foster learning in multilingual contexts.

Translanguaging in university-level ESL: An experimental study (EN)

Robert Lally, Amanda Brown (Syracuse University)

"Translanguaging" (e.g. Garcia & Wei, 2014), defined as use of "multiple discursive practices" in the education of emergent bilinguals, has recently gained considerable prominence. From this perspective, a goal of English as a second language (ESL) teaching/learning should be the development of bi/multilingualism, with flexible use of multiple languages (Creese & Blackledge, 2010). This study examined whether a translanguaging approach, where English-only policies were removed from educational treatment groups, facilitated acquisition of ESL at an intermediate level of proficiency in an academic context.

In a longitudinal, 15-week study, students in two university-level academic ESL courses (n = 17, 17), at low- and high-intermediate proficiency levels, were instructed with the standard monolingual, English-only pedagogy. Students in two comparable courses (n= 15, 18) were taught in parallel using a

translanguaging approach, where students were encouraged to use their full linguistic repertoire (native or other languages) for in-class discussion, project preparation, and pre-writing activities. Mixed between-within subjects analyses of the development of writing (paragraph and genre) and presentational speaking, revealed main effects of time, with all groups improving over the 15-week semester, but no effects of group nor time-group interactions. Qualitative analyses of student attitudes suggested a slight advantage for the translanguaging approach. We argue that exclusive pedagogical use of the target language does not yield demonstrable advantages for learning in a university-level ESL setting. These results will be discussed in relation to commonly implemented “English-only” policies in contexts of higher education. Implications for foreign language teaching will also be drawn.

Translation and identity: Contemplations of textual identity in Korean into English Translation (EN)

Vivian Lee (Hankuk University of Foreign Studies)

This study looks at how identity may be formed or altered through the process of translation, which requires the use of two or more languages from the translator’s linguistic repertoire. Translators need to develop a critical awareness of the choices that create more rhetorical effect. Canagarajah (2015) points out that language choice can index the author’s reshaping of identity, subjectivity, and role. He presents a model featuring identity, role, subjectivity and awareness with the aim of exploring how these “find amalgamation in the textual voices of multilingual students” (2015, p.125). The current study focuses on the two categories “identity” and “role” from the model. The paper presents qualitative data from a study conducted on undergraduate students at a university in Seoul, South Korea. Five translation classes were provided for the study, for which students translated Korean source texts containing CSL (culture-specific lexis) into English. Each task was accompanied by a translation brief, which provided information such as the purpose of the translation or an indication of possible target text readers. The findings show how the translation tasks enabled students to reshape their identity and role as translators. They considered the source text meaning and intention, and made conscious translation decisions i.e. word choice and formality. Through engaging with the text at textual, microtextual and additionally macrotextual level they made informed decisions to carry out their translation tasks. The words used by the students reveal their positions in terms of culture and stance, shedding light on the multi-faceted aspects of their identity. Further, findings also show the participants’ “role”, specifically in the way participants took on social roles as translators and sought to communicate with the target reader, using their languages to actively mediate between the source and target texts.

Implementing translanguaging principles in teacher education in the light of transcultural itineraries (EN)

Emmanuelle Le Pichon (OISE)

Current school systems are primarily created and maintained by people who grew up in a single memory culture. Consequently, in many instances, a natural, experience-based understanding of the complexity of transcultural literacies is not inherently available. However, as a result of increased mobility, the language and school biographies of students are increasingly multidimensional and heterogeneous. Many students in today's schools and universities have moved across countries (Herzog-Punzenberger, Le Pichon-Vorstman, Siarova, 2017) acquiring experiences and memories that contribute to a different conceptualisation of education, including their identities and roles as students/teachers. Consequently, and as suggested by Heath (2010), pedagogical principles (as opposed to practices only), should not only be adapted to increasingly common transcultural literacies in schools but they should be implemented into preservice and in-service teacher education. The question is how do we foster a context for the creation of these principles in teacher education? In this presentation, I draw from data arising out of two master courses that I gave at the University of Toronto from September to December 2017. I will show how giving voice to students by inviting them to trace their individual language biographies and itineraries in a translingual manner may open new venues for educational strategies in the transcultural context. Observations like this may help us to profoundly rethink and reshape education in the light of transcultural memories. I will show how translanguaging in the classroom helps to decolonize knowledge, thus making room for transcultural students' memories and their multi-literacies in the academic context (Hornberger & Link, 2012). Together with Le Pichon et al. (manuscript in preparation), I consider students' migration memories to be a starting point for (1) redefining such concepts as academic language proficiency, (2) rethinking the contents of the curricula, and (3) contributing to a stronger educational foundation underlying translanguaging practices.

Translanguaging et pratiques plurilingues comme ressources pédagogiques novatrices pour promouvoir la réconciliation linguistique / Translanguaging and plurilingual practices as innovative pedagogical resources to promote linguistic reconciliation (BIL)

Marie-Paule Lory (University of Toronto), Gail Prasad (UW-Madison)

La diversité linguistique et culturelle est une composante indéniable des sociétés contemporaines et particulièrement de la société canadienne [1] (Statistique Canada, 2017). Toutefois, et malgré les nombreuses recherches qui ont su démontrer les bénéfices de la prise en compte de cette diversité en contexte scolaire (Cummins, 2007; Garcia et Kleifgen, 2010; Hamers, 2005, Prasad, 2015), le système éducatif reste frileux à l'intégration de pratiques pédagogiques qui font de la diversité linguistique et culturelle un atout dans le processus d'apprentissage. En effet, les représentations sociales du système éducatif restent calcifiées dans un paradigme mono-glossique qui insiste sur la stricte séparation des

langues et parfois, sur l'exclusion des langues autres que celle(s) d'instruction (Hélot, 2007). Dans un tel contexte, les différents acteurs du monde scolaire ont plus que jamais besoin de développer une conscience linguistique multilingue critique (Garcia 2017) qui leur permettra d'adopter des pédagogies transformatrices et novatrices (Cummins, 2009) afin d'offrir aux élèves des espaces de développement plus équitables sur le plan linguistique et écologique et dans lesquels toutes les langues – les langues d'origine des élèves, les langues autochtones, les langues avec lesquelles les apprenants sont en contacts et plus largement, les langues du monde - contribuent à un enrichissement individuel et collectif. C'est dans cette perspective que nous proposons le concept de « réconciliation linguistique ». Dans cette présentation bilingue (dans les deux langues officielles du Canada) nous définirons le concept de réconciliation linguistique en relation avec les pratiques de translanguaging et plus largement, les approches plurilingues. Au moyen de données de recherche collectées en salle de classe au Canada, en France et aux États-Unis, nous illustrerons comment les enseignants et les chercheurs peuvent exploiter des pratiques linguistiques complexes et dynamiques dans les classes multilingues d'aujourd'hui afin de permettre aux apprenants de devenir des citoyens-acteurs plurilingues engagés.

Linguistic and cultural diversity is an undeniable component of contemporary societies, particularly in Canada (Statistics Canada, 2017). Despite the many studies that have demonstrated the benefits of taking this diversity into account in school contexts (Cummins, 2007, Garcia and Kleifgen, 2010, Hamers, 2005, Prasad, 2015), the education system remains cautious in adopting pedagogical practices that leverage linguistic and cultural diversity as an asset in the learning process. Indeed, social representations of the education system remain calcified in a monoglossic paradigm that insists on the strict separation of languages and at times, even the exclusion of languages other than the language(s) of instruction (Hélot, 2007). In such a context, different school actors need more than ever to develop critical multilingual language awareness (Garcia 2017) that can support them to adopt transformative and innovative pedagogies (Cummins, 2009) in order to offer students more equitable and ecological spaces in which all languages - students' home languages, indigenous languages, societal languages and other world languages along with language(s) of instruction - enrich individual and collective communicative repertoires. In this bilingual presentation (in Canada's two official languages), we will define the concept of “linguistic reconciliation” in relation to translanguaging practices and, more broadly, plurilingual approaches. Drawing on data collected in classrooms in Canada, France and the United States, we will illustrate how teachers and researchers can harness complex and dynamic linguistic practices in today's multilingual classrooms to enable learners to become committed plurilingual citizen-actors.

Translanguaging strategies for cognitive relief in L2 academic writing (EN)

Ina Alexandra Machura (Justus Liebig University)

As the number of European universities offering degree programs in English, instead of the national languages, rapidly increases, EFL students face the highly demanding task of acquiring discipline-specific knowledge and communication skills exclusively in a foreign language. Especially during source-based academic writing processes, students often allot substantial cognitive resources to foreign-language concerns, not leaving enough cognitive resources to make use of the "knowledge-constituting" function of writing (Galbraith 1999: 140). Translanguaging may be an effective remedy against cognitive overload in foreign-language academic writing processes (G'opferich 2017). I have assessed whether instructing university undergraduates to resort to translanguaging strategies during their source-based English academic writing processes influenced students' translanguaging attitudes, strategies, and efficiency. 26 undergraduates enrolled at a Midwestern German university took a 14-week linguistics course based on a translanguaging teaching approach. A control group of 38 undergraduates took the same course, but taught exclusively in English. Both groups completed extensive surveys concerning attitudes/beliefs towards academic writing and towards translanguaging strategies in foreign-language academic writing. The students' source-based academic writing processes were recorded in 90-min writing sessions involving think-aloud. After the multilingual course, students found translanguaging more useful than prior to the course ($p < 0.05$) and 30% of the participants no longer believed they needed to suppress other languages during EFL academic writing processes in order to write high-quality English texts ($p < 0.05$). I will also present developments in the students' text quality in terms of accuracy, concision, and completeness.

Policy and practices to enhance parental educational involvement when parents do not speak the school language (EN)

Mary MacPhee (University of Prince Edward Island)

This doctoral research examines the educational involvement and experience of parents who do not speak the language of a minority language school and recommends school policies and practices to facilitate family–school communication and collaboration. The changing demographics in French minority-language schools across Canada show an increasing number of parents of the children in these schools do not have French proficiency (Landry, 2010). The results of this research provide suggestions and a theoretical model to enhance their educational involvement and to augment linguistic and academic success. This research relied on mixed methods with an online survey completed by 86 non-francophone participants as well as interviews with 38 non-francophone parents who participated in nine focus group discussions and four individual interviews. The parents valued French education and bilingualism, but were challenged by the language barrier and the difficulties with communication, homework assistance, extra time and energy required, and a poor sense of belonging. Recommendations include strategies to foster a

sense of belonging and nurturing parental involvement in diverse ways. Parent involvement (Hornby, 2011) and minority French education and revitalisation theory (Landry, Deveau & Allard, 2007; Rocque, 2006) informed the study. A result of this research is a new theoretical model, the Differentiated Parent Support Model, which offers a framework for schools to offer differentiated support to parents, reduce the barriers to parent involvement, and welcome all parents, including those who are not proficient in the school language. The recommendations and model are relevant for parents, parent support groups, educators, administrators, and policy-makers in the minority-language contexts. Moreover, these findings fill a gap in recognizing the involvement or barriers for parents in minority- language contexts and may be extrapolated and applied to other contexts to enhance the linguistic and academic success of students and schools, and maintain vibrant linguistic and culturally-rich communities.

Un dispositif inspiré de la pédagogie du translinguaging pour favoriser l'apprentissage de l'orthographe grammaticale française chez les élèves Québécois (FR)

Catherine Maynard (Université de Montréal)

L'apprentissage de l'orthographe grammaticale française constitue une pierre d'achoppement importante pour les élèves, à la fois chez les francophones et les allophones (Lefrançois et al., 2008; Manesse et Cogis, 2007). Conçues en réponse aux difficultés des élèves en contexte de langue première (L1), certaines interventions, telles que les dictées métacognitives, tendent à avoir des effets positifs sur le développement de la compétence orthographique des élèves québécois (Nadeau et Fisher, 2014). Toutefois, afin de prendre en compte la réalité des salles de classe, marquées par une forte hétérogénéité linguistique et culturelle, surtout à Montréal, ces interventions gagneraient à être adaptées au profil des nombreux élèves bi/plurilingues qui y sont scolarisés. Lors de leur scolarisation, les élèves bi/plurilingues affrontent des défis supplémentaires, tout en disposant de ressources supplémentaires pour les relever (Genesee, Geva, Dressler et Kamil, 2006). Dès lors, une piste d'adaptation des interventions expérimentées en L1 consiste en la mise en œuvre d'approches plurilingues, dont fait partie la pédagogie du translinguaging (García et Kano, 2014). Au terme de plusieurs recherches empiriques, il est constaté que cette pédagogie permet le développement d'une conscience métalinguistique et sociolinguistique chez les élèves, en plus de les amener à s'engager activement dans leurs apprentissages (Arteagoitia et Howard, 2015 ; Ballinger, 2015 ; García et Wei, 2014 ; Luk et Lin, 2015). Aucune recherche, à notre connaissance, n'a évalué les effets du translinguaging sur des dimensions ciblées de la compétence linguistique des élèves, notamment dans un contexte scolaire linguistiquement hétérogène. Ainsi, nous poursuivons les objectifs 1) de concevoir un dispositif plurilingue d'enseignement de l'orthographe grammaticale venant s'appuyer sur une pédagogie du translinguaging et 2) d'observer ses effets sur le développement de la compétence orthographique en français d'élèves bi/plurilingues. Nous présenterons ce dispositif, la place qu'il consacre au translinguaging des élèves et les enjeux de son implantation en milieu scolaire québécois.

Translanguaging and L2 academic writing (EN)

Hedy McGarrell (Brock University)

The notions of translanguaging and translingual first appeared in relation to the use of more than one language around three decades ago and have recently attracted renewed interest as an intellectual endeavour with potential relevance to second or additional (L2) pedagogy. The current enthusiasm for this evolving topic of research and discussion may, however, be in danger of becoming accepted uncritically and applied prematurely or too broadly. This paper explores how translanguaging has been defined and attributed to linguistic and social practice in relation to the development of academic L2 writing skills. It raises questions about the relevance of the concept in its current definitions for the development of university-level L2 writers at different levels of ability with specific needs and goals. Drawing on data from recent studies of L2 student writing at different stages of development in tertiary environments, the paper explores how translanguaging practice is shown, in some cases, to have been applied to specific practices, practices that appear to have been identified previously in the L2 writing literature through different terminology. In other cases, practices that are identified as translanguaging may hinder L2 writers' ability to meet their needs or reach their goals. Although an interesting and potentially valuable concept, it is unclear how the notion of translanguaging contributes usefully to the central needs and goals of L2 writers.

Le développement langagier bilingue d'enfants allophones (FR)

Rabia Sabah Meziane, Andrea MacLeod (Université de Montréal)

L'évaluation langagière des enfants bilingues continue d'être un défi pour les cliniciens. Sans outils d'évaluation normés pour les enfants bilingues, il devient alors difficile de distinguer les enfants bilingues avec un trouble primaire du langage des enfants bilingues avec un retard d'acquisition d'une langue seconde. Dans la littérature, plusieurs indicateurs sont proposés pour mieux diagnostiquer un trouble développemental du langage chez les enfants bilingues. La tâche de répétition de non-mots est d'ailleurs recommandée comme un outil de dépistage prometteur (Boerma et al., 2015). Cette tâche a été conçue pour minimiser l'influence des connaissances d'une langue spécifique et plutôt se concentrer sur le traitement linguistique (Thordardottir & Brandeker, 2013).

Le but de cette présentation est de décrire les résultats des enfants allophones dans une tâche de répétition de non-mots. Nous avons évalué 55 enfants allophones à la fin de la maternelle avec la tâche de répétition de non-mots de Courcy (2002). Une transcription des productions des enfants a été complétée et utilisée pour les analyses de production des phonèmes. Les résultats démontrent que les enfants ont un taux de précision généralement élevé (moyenne de 86% pour les consonnes) alors que le nombre de non-mots répétés était faible.

L'analyse de ces résultats nous permettra d'établir des normes pour les enfants bilingues au niveau du nombre de non-mots correctement répétés et du pourcentage de phonèmes correctement produits

(consonnes et voyelles). Ces normes sont d'autant plus importantes sachant qu'il n'est pas approprié de comparer les enfants bilingues à leurs pairs unilingues (Fabiano-Smith & Barlow, 2010). Finalement, nous analyserons l'influence des langues maternelles minoritaires sur l'acquisition du français.

Translanguaging in a Swedish-medium classroom in the officially bilingual Finland (EN)

Paulina Nyman-Koskinen (University of Jyväskylä)

The officially bilingual Finland has an education system with parallel schools—one in Finnish and one in Swedish. This means that children receive their education either in Finnish or in Swedish. In this study, the focus is on the Swedish-medium school where the language of instruction and the learning goals is Swedish, more precisely, Standard Swedish. In some parts of Finland, pupils speak very strong Swedish dialects and it is common that the pupils come from bilingual homes where the home languages are dialect and Finnish, whereas Standard Swedish is the school language (Okerblom et al. 2001). The focus in this ethnographic study is on multilingual language use—in this case dialect, standard Swedish and Finnish—of four pupils in grade 3 in a Swedish-medium classroom in Ostrobothnia, Finland. The aim of the study was to examine the pupils' language use during a teacher-led and textbook-based mother tongue lesson. Observations, audio- and video recordings were used as methods for data collection. The pupils' utterances were transcribed and analyzed for language use (standard Swedish, dialect or Finnish), who they spoke to (friend, teacher) and the situation (free talk, reading from a textbook, going through assignments, teacher help). The results show that the four pupils used their entire language repertoire during the lesson. They used mainly Finnish with bilingual friends and dialect with other classmates and with the teacher. Standard Swedish was used when reading from the textbook, whereas a mixed use of dialect and Standard Swedish was used when going through assignments and when asking the teacher for help. This indicates that all language resources are used during a mother tongue lesson, but how and to what extent depends on whom you are talking to, the language skills of the classmates, and the situation.

Translanguaging and student funds of knowledge as a teacher resource (EN)

Joy Pablo-Wrzosek (University of Calgary)

Alberta classrooms are changing. Students present as more culturally and linguistically diverse, creating new social realities in schools today. Consequently, educators grapple with the question of how to teach students who speak languages with which they are not familiar with? Such questions illuminate the need for a reconceptualization of the role of language as a response to the progressively heterogeneous nature of the student body and the increased use of home languages in classrooms. Using a translanguaging framework (Garcia & Wei, 2014), this research involved the study of a monolingual teacher's present-day

teaching practices as he implemented the use of his students' home language and their funds of knowledge (Moll, Amanti, Neff & Gonzalez, 1992) as a teacher resource. Its intent is to further current understandings of the pedagogical implications when a monolingual teacher changes his practice to utilize emergent bilingual students' multiple languages and rich experiences. A Participatory Action Research methodology was utilized to investigate teacher change of perception and practice that included epistemological translanguaging frameworks within existing monolingual structures and contexts. The reflexive-dialogic cycles highlighted the authenticity and responsiveness of PAR to demonstrate further understandings of how a practice is produced and transformed from a monolingual teacher's perspective. Results from the study indicates the criticality of a teacher's willingness to explore the pedagogical possibilities of leveraging home language and "funds of knowledge" use in learning settings. It also suggests the validity of a student's linguistic repertoires and "funds of knowledge" as a legitimate teacher resource. I argue there is space for the use of a translanguaging pedagogy with that of the teacher's need to meet existing monolingual expectations and policies. Challenges such as the discrepancies in cultural and linguistic knowledge between teacher and student and teacher education are also discussed. If the communicative norm for students is to include personal linguistic knowledge as a path towards understanding the world, then it can be argued that it is no longer possible for teachers to isolate languages and use only one language as the medium of instruction.

Franco-Maghrebi students' translanguaging practices versus monolingual discourses in the French education system (EN)

Sandrine Pell (UW-Madison)

School policies in France have ensured the dominance of French culture and language, thereby devaluing the legitimacy of the cultures and languages of its minorities. Though immigrants from the Maghreb constitute the largest non-European minority in France, they are the most marginalized. This paper draws on a four-month ethnographic study in a French high-school. Through analyzing ten Franco-Maghrebi students' communicative resources, narratives and experiences of schooling, along with teachers' and administrators' perspectives, this study examines how identities negotiated at school affect students' literacies and sense of self. As part of the social turn (Block, 2003), SLA theorists have pointed to the need to integrate the identity of individual language users in a larger social world. The study applies Bourdieu's Theory of Practice as a framework to account for the dynamic relationship between institutional constraints and affordances, and personal histories, experiences and actions. Within the context of my wider study, this presentation will analyze and compare the students' views of their linguistic practices to those of their French literature teachers and school administrators. The results show that while translanguaging (Garcia, 2009) was the norm amongst most participants, both students and school staff had incorporated a subtractive view of multilingualism, wherein the students' home languages were blamed for poor achievement in French. Students had interiorized the legitimacy of the French language and "misrecognized" (Bourdieu, 1977) it as a superior language, which often resulted in a loss of their heritage languages. However, the results also indicate that youth had a desire to maintain

a link with their heritage language and culture, and that Islam, with its related socio-literacy practices, could represent an alternative discourse in which participants defined themselves in alignment with their peer group, while diverging from the dominant monolingual, and monocultural discourse of the school.

Piloting Translanguaging (EN)

Lizdelia Pinon (Texas Christian University)

In this oral presentation I will report my findings from an ethnographic study of how a large school district in the U.S. state of Texas is transitioning from a traditional 50/50 dual-language model to a pedagogical approach that embraces translanguaging. As a non-district employee/doctoral student conducting dissertation research, I embedded myself in a district-lead book study on translanguaging with teachers and administrators in order to observe, document, and better understand the implementation process and to gain perspective on how to best implement translanguaging on other campuses or in other districts. I analyzed how the information on translanguaging was constructed, developed, shared, and implemented with school leaders, teachers, staff, and parents. A better understanding of these processes will better inform educators and parents that have interest in implementing translanguaging on their campuses or district. This work is significant because translanguaging is a relatively new approach to bilingual education in Texas, a state that has widely committed to a stark separation of languages by content, day, teachers, and even color (Gómez, 2006; see Gomez & Gomez Dual-Language Consultants for more information: <http://gomezandgomez.com/why-dual-language-.html>), Documenting the ideologies of educators and administrators regarding this change could inform how successful this transition will be and may have practical significance because implementation practices are crucial to the success of educational changes in school settings. Learning more about how to better implement translanguaging will benefit educators, parents, and ultimately students in this process. In this presentation I will present my findings collected and themes that emerged.

Translanguaging and pedagogical translation: Looking for a fuller construct in the foreign language classroom (EN)

Lucia Pintado-Gutiérrez (Dublin City University)

Trapped between interdisciplinary fields, translation in the language classroom enjoys a healthy popularity safeguarded by the flourishing era of globalisation where multi and plurilingualism are particularly welcome in foreign language (FL) studies. These are strong reasons for the reintroduction of translation in the foreign language classroom, which has generated a considerable level of interest among teachers, scholars and practitioners in recent decades. This change of focus is also the result of significant advances in the fields of translation studies and foreign language pedagogy where the language

classroom is no longer a monolingual space and where translation goes beyond an interlingual activity and is considered as an overall beneficial and increasingly accepted practice. This paper reflects on the current status and the role of translation in FL within the framework of mediation according to the Common European Framework of Reference for Languages (CEFR, 2001) and recent literature devoted to this field (G. Cook 2010; González Davies 2014; Laviosa 2014; Leonardi 2010; North and Piccardo 2016). I will depart from the four modes of activity, where mediation becomes primary in FL teaching and learning -together with reception, production and interaction- and by which the role of the social dimension in language is recognised, raising naturally the concept of meaning making, and in this case that of translation, to another level. I will then expand these investigations and relate the concept of mediation in the CEFR with that of translanguaging (Canagarajah 2011; García & Sylvan 2011; García & Wei 2014; Kallkvist 2013) as both are complementary phenomena giving a deeper understanding of pedagogical practices. I will conclude by identifying how this integrative framework looks at translation in the foreign language classroom under a new light and its potential to opening boundaries and presenting translation in FL as a broader spectrum. Revisiting research outcomes in the field of translation in language education and exploring the impact of the latest developments linking them ultimately to translanguaging is of prime importance as a firm commitment to bring the most informed and updated research to the curriculum and to pedagogical practices.

Translanguaging in a foreign language classroom: Usage and functions (BIL)

Slavka Pogranova (Université de Genève)

According to many education policies, the languages were considered as distinct linguistic codes which had to be taught separately. This was seen as the best way to acquire bilingualism in a multilingual classroom. This *parallel monolingualism* (Heller, 1999) or *dual monolingualism* (Fitts, 2006) has led to the language compartmentalisation in educational contexts (separate teaching times, different subjects, the restrictions of using one language in the class). This monolingual conception has been challenged by many scholars, such as Lasagabaster & García(2014) who consider the use of several languages rather as a resource than a problem to be exploited at any stage of pupils' bilingualism. Translanguaging has become a pedagogical framework for thinking about how languages can be activated in the classroom. In the Swiss context, several initiatives were adopted: resources for teaching language awareness, classes for minority language pupils, approaches to creating links between languages in a foreign language classroom. The proposed oral presentation will include three sections: firstly, a few definitions of *translanguaging* from the scientific literature (García *et al.*, 2017). These will be linked to the Swiss context of teaching foreign languages in primary schools in Geneva. Secondly, the presentation will discuss how future German/English teachers translanguage in class (flexible use of French/target language), in which situations, with which functions and the effects on pupils' language practices. The usage of NVivo and the discourse analysis (Mutlu & Salter, 2013) will be used as methodological approach. Findings from this research will be discussed with regard to translanguaging as described in the current research (Creese & Blackledge, 2010; Allard, 2017; Schwartz & Asli, 2014; Gort & Sembiente, 2015) and to teachers'

language ideologies (Martínez, Hikida & Durán, 2015; Ganuza & Hedman, 2017). Finally, the presentation will conclude with reflections on opportunities and challenges of translanguaging as a pedagogical practice.

Translanguaging with "monolingual" learners?: Expanding students' communicative repertoires through critical and creative multilingual language awareness instruction (EN)

Gail Prasad, Esther Bettney, Sandra Descourtis, Jung Won Hyun (UW-Madison)

In an era of transnational mobility, increasing numbers of students speak different languages at home, in their communities and at school. While modern schooling has traditionally been dominated by a monolingual habitus (Gogolin, 1997), a growing body of research now explores how a multilingual paradigm can reshape teaching and learning (Conteh & Meier, 2014). Within this context, the notion of translanguaging has developed to describe the flexible use of linguistic resources by bilingual and multilingual learners as they make sense of their worlds (Blackledge & Creese, 2014; Garcia & Wei, 2014). This presentation draws on data collected from an on-going research-practice partnership (Penuel, Allen, Coburn & Farrell, 2015) among a team of university-based researchers and an elementary school community exploring ways to incorporate students' home languages, local indigenous languages and world languages into mainstream instruction. Following weekly instruction guided by Language Awareness (De Pietro & Matthey, 2001; Hawkins, 1984; Hélot, 2008) approaches across Kindergarten to Grade 5, we focus herein on analyzing several translanguaging moments (Wei, 2011) that arose serendipitously among students who were perceived to be 'monolinguals.' For example, children spontaneously engaged in translanguaging in response to reading a First Nations story about the moon and comparing related key thematic vocabulary in students' languages. If we understand classrooms as sites of multilingual encounter among students from majority and minoritized language backgrounds, how might the notion of translanguaging be extended to theorize and sustain classroom language ecologies that foster the plurilingualism of all students? We discuss social, academic and political implications of expanding the notion of translanguaging to include critical and creative language practices engaged by English learners and English dominant users alike, as they negotiate meaning using the multimodal and multilingual resources that they add to their diverse communicative repertoires through collaborative multilingual and multimodal content-based literacy projects.

Situer le translanguaging comme pratique éducative dans le champ de la didactique intégrée des langues : analyse conceptuelle (BIL)

Claude Quevillon Lacasse (Université du Québec à Montréal)

Depuis les ouvrages phares de Hawkins sur le concept de *Language Awareness* (1984) et de Roulet sur la *Pédagogie intégrée des langues* (1980), de nombreux auteurs (Armand, Dagenais et Nicollin, 2008; Balsiger et Andrade, 2012; Candelier, Ioannitou, Omer et Vasseur, 2008; Chaves Da Cunha, 1996; Corblin et Sauvage, 2010; Troncy (dir.), 2014) ont proposé différentes méthodes et approches afin d'intégrer plus d'une langue en soutien à l'apprentissage d'une langue cible en classe. Cet éventail de propositions, dans lequel nous situons également la pratique éducative du *translanguaging* (Canagarajah, 2011; Creese et Blackledge, 2010; Hornberger et Link, 2012; Palmer *et al.*, 2014; Velasco et García, 2014), peut être regroupé sous le domaine plus général de la didactique intégrée des langues (De Pietro, 2009), concept proposé par Wokush (2005). Malgré leur diversité sur le plan des pratiques suggérées, des langues cibles, des visées pédagogiques et des pays où elles ont émergé, ces méthodes et approches ont toutes en commun le souci de déconstruire le principe monolingue. Dans le but de tenter de circonscrire ce champ nous proposerons, dans le cadre de cette communication, une analyse conceptuelle dressant un portrait de ces différentes méthodes et approches, à la suite de Simard (2007) et de De Pietro (2008). Nous pourrions dès lors situer le *translanguaging* dans le spectre des courants qui lui ressemblent et, donc, mettre en avant une vision holistique du champ dans lequel il s'insère.

The role of translanguaging in scaffolding collaborative learning among English language learners in a Malaysian elementary school (EN)

Shakina Rajendram (OISE)

This session presents the results of a study examining the role of translanguaging (Garcia, 2009) in scaffolding the collaborative learning of multilingual English language learners (ELLs) in a primary school in Malaysia. The research questions guiding the study were: (1) What role does translanguaging play in scaffolding the learning of multilingual ELLs during collaborative learning? (2) What social, cultural, affective, and linguistic functions are accomplished through learners' use of translanguaging during these activities? (3) What type of collaborative learning activities support the learning of multilingual ELLs through translanguaging? The participants for this study were 58 ELLs in two Grade 5 classes. The English language teachers in both classes conduct collaborative learning activities in each lesson, and learners are encouraged to use all the languages in their linguistic repertoire – Tamil, Malay and English – strategically while they work together in small groups. The data for the study consisted of video recordings of the learners as they interacted with each other during their collaborative group work every day for 4 months, as well as interviews with the learners and the two teachers. Drawing on sociocultural theory (Vygotsky, 1978) and using sociocultural discourse analysis (Mercer, 2004), the data was analysed qualitatively and quantitatively to determine how learners translanguage to scaffold their own and each other's language

learning, for example by eliciting and explaining the meaning of words, comparing the grammatical structures of different languages, and expressing ideas. Learners' collaborative interactions were also analyzed to identify the cognitive, sociocultural, linguistic, creative and affective functions that were fulfilled through translanguaging. In addition, the data was analysed to determine the types of collaborative activities that encouraged translanguaging in a way that was conducive to ELL's learning. The results of this research offer important pedagogical implications for teachers of ELLs in linguistically and culturally diverse contexts such as Canada.

Translanguaging, Intercompréhension et l'évaluation de la compétence plurilingue (FR)

Christina Reissner, Philipp Schwender (Universität de Saarlandes)

Translanguaging peut être considéré comme un nouveau concept dans le champ de recherches en plurilinguisme. Compris comme une approche positive à la diversité linguistique, il représente un enrichissement dans le débat scientifique autour du plurilinguisme. Néanmoins, les frontières et interfaces entre Intercompréhension (IC) et Translanguaging restent souvent floues de sorte que la question d'une définition pertinente se pose généralement. Surtout l'aspect interactif de l'IC estompe les limites de ces deux concepts prometteurs.

Pour la région franco-allemande SaarLorLux (Sarre, Lorraine, Luxembourg et Belgique), le bilinguisme et plurilinguisme revêtent une grande importance dans la vie quotidienne et particulièrement dans la vie scolaire bien que, à l'heure actuelle, une grande partie des habitants en Lorraine et en Sarre reste monolingue. Un paradoxe contre lequel le gouvernement sarrois réagit avec son programme politique intitulé « la Stratégie Française / Frankreichstrategie ». La compétence plurilingue y constitue l'objectif ciblé à l'horizon linguistique de la région transfrontalière. C'est la raison pour laquelle Translanguaging comme IC peuvent être des concepts appropriés sur le chemin vers une diversité linguistique vécue. L'intégration et mise en place de ces deux concepts dans le cadre scolaires restent, cependant, une tâche encore inachevée. Le manque d'un instrument évaluatif entrave entre autres l'entrée de Translanguaging et d'IC dans la pratique didactique en classe de langue.

Le projet européen « EVAL-IC » (Evaluation des compétences en Intercompréhension) travaille pourtant à la certification de la compétence intercompréhensive ce qui permettra une nouvelle perspective sur la question d'évaluation de la compétence plurilingue.

La présentation « Translanguaging, Intercompréhension et l'évaluation de la compétence plurilingue » se penchera sur la clarification des deux termes et aborde ensuite des questions concernant l'évaluation de la compétence plurilingue, en partant des travaux sur l'IC dans le projet EVAL-IC et en posant la question des synergies avec la pratique de Translanguaging.

Translanguaging in tertiary education: showcasing two Polish universities (EN)

Piotr Romanowski (University of Warsaw)

This paper draws on the translanguaging pedagogy as used in two Polish universities in Warsaw where selected programmes (Medicine, Management) are offered in English. Though located in a monolingual state, both institutions provide evidence for the stance that students in higher education environments are very frequently multilingual, and therefore, they apply multiple strategies to benefit from their whole linguistic repertoires frequently perceived as resources for learning. In addition, their overall performance is positively affected and allows for a more rapid acquisition of the imparted content as well as further development of linguistic proficiency. The overriding aim of this study was to observe the situations when the students most frequently translanguaged and see if their linguistic behaviour could further be classifiable. Hence, what was under scrutiny was the systematic use of the students' talk in classroom interactions to envisage the functions translanguaging practices performed and its facilitating role in language learning. As indicated earlier English was the language of instruction for all the participants. Two groups of international students (45 females and 31 males) were observed for a period of three months. All the subjects had good knowledge of Polish although their linguistic and cultural environments varied extensively. The observations were unstructured (naturalistic) and focused on studying spontaneous behaviour of participants in natural surroundings. The frequencies of interactions were counted. The purpose of each stretch of oral discourse was essential as all the interactions were either classified as task-referring or non-task-referring. In addition, to better understand the advantages of translanguaging as a classroom pedagogy, the objective was to identify the three types of strategies applied in translanguaging. Hence, the actions applied by both the lecturers and the students included: explanatory strategies, managerial strategies and interpersonal strategies.

Bringing bilingualism back into dual language education: A translanguaging allocation policy (EN)

Maite Sanchez (Hunter College, CUNY)

In the past 15 years in the U.S. there has been a marked increase in dual language education (DLE). Some of these programs include English-speaking students developing a Language Other than English (LOTE) as well as those who are speakers of LOTEs and are developing English (also called two-way DLE). Others are one-way DLE, meaning that they serve only one language minority group, mostly Latinx. But as the popularity of these programs has increased, so have the contradictions. Increasingly, DLE programs have adopted a language allocation policy that prescribes strict separation of languages, immersing students in two monolingual spaces. Cummins (2007) called these spaces "the two solitudes." In addition, students are identified as English learners and English fluent, a simplistic classification that ignores the complex gradient of multilingualism that characterizes bilingual students. This presentation will describe a policy proposal for language allocation in dual language programs put forth by Sanchez, García & Solorza (forthcoming) that more coherently reflects the dynamic nature of bilingualism, and reclaims the

criticality of bilingual education and its social justice purpose. The policy proposal embodies an understanding of bilingual education through a translanguaging lens (García & Li Wei, 2014; Gort & Sembiante, 2015; Lewis, Jones & Baker, 2012; Otheguy, García & Reid, 2015; Palmer et al., 2014) to open up spaces where students develop not only their bilingualism and biliteracy, but also a criticality that resists social arrangements of language normativity that differentiate and exclude. This translanguaging allocation policy works with the existing spaces for English and the LOTE, but introduces three components that offer the flexibility and criticality needed to educate bilingual students for the future: (1) Translanguaging Documentation; (2) Translanguaging Rings; and (3) Translanguaging Transformative spaces.

Strengthening intermediate level dual language pedagogy (EN)

Elaine Schmidt (University of Calgary), Markene Krickhan (Calgary Board of Education)

Bilingual and multilingual language and literacy research over the past three decades has demonstrated the positive benefits of integrated language learning pedagogic approaches (Cummins, 2012). In Canadian additive bilingual contexts where second language learning (L2) and biliteracy are the goals, pedagogic practice does not often reflect these findings. Instead, there continues to be a parallel monolingual orientation with significant separation of languages in learning. Further, educators observe that secondary level learners with intermediate level competencies in the L2 frequently chose their first language (L1) for interaction and conceptual tasks. They question existing instructional practice, and look to research to explore next pedagogic approaches suited to adolescent learners at intermediate and advanced L2 levels. Some of these potential pedagogies include dual language instruction and translanguaging approaches. Additionally, educational research has reported that for pedagogic practice to evolve practitioner participation is critical. Lincoln, Lynham, and Guba (2011) stated that if knowledge is constructed through experiences with others, then “as researchers, we must participate in the research process with our subjects to ensure we are producing knowledge that is reflective of their reality” (p. 103). To that end, a participatory action (PAR) research study was conducted. Classroom teachers were empowered to explore dual language (English-Spanish) strategies and processes, paying particular attention to the role of the L1 (English). Results demonstrated ways in which L1 was a resource for cognitive mediation, L2 development, biliteracy growth, and adolescent bilingual identity formation. Results also demonstrated how translanguaging figured significantly in both communicative and cognitive processes at the intermediate L2 level. Practice and policy implications of this dual language research range from orientations for teacher professional learning and ongoing action research at the school level, to system level implications regarding staffing and program development. The 21st century evolution of bilingual/immersion pedagogy calls for partnerships and collaborative initiatives.

Translanguaging and multilingual texts as a resource in superdiverse classrooms (BIL)

Lena Schwarzl, Eva Vetter (Universität Wien)

The starting point of this dissertation project is the fact that 57.2% of primary school attendants and 71.6% of secondary school attendants (2015/16) in Vienna use languages that differ from the national language in their families, either exclusively or additionally to German. Children bring enormous linguistic repertoires with them to primary school, which vary significantly amongst them. At school the full extent of the children's linguistic repertoires is barely used since the Austrian school system focuses on highly prestigious languages, such as German or English. Furthermore, the rate of early school-dropouts is very high in Austria amongst pupils with a migration background (30.2% in 2015). Language barriers are seen as a major cause for early school-dropouts (Nationaler Bildungsbericht 2015). The project concentrates on the hypothesis that children who also, or primarily use low prestigious languages in their families, develop a low sense of self-efficacy at school. Bandura (1997) points out that the development of self-efficacy occurs primarily at school and correlates with a high sense of motivation, interest in further education and success in school career. In the empirical phase of this project (six months), translingual practices and multilingual texts are regularly used in a primary school class and a secondary school class in Vienna. Data is gathered via ethnographic observations, questionnaires (pupils) and interviews (teachers). It is expected that the students' self-efficacy beliefs in regard to multilingualism, content understanding and class atmosphere are positively influenced via the use of the pupils' linguistic repertoire in class. The results of this study will be useful for fostering the development of multilingual education systems. Moreover, this study on multilingualism with a special focus on self-efficacy beliefs provides the research field with completely new data.

Disregarding linguistics: A critical study of Google Translate's syntactic/semantic errors in rendering multiword units in English to Persian translations (EN)

Parnian Shafia (Carleton University) **CANCELLED**

In today's global world, translation is an important facilitator of communication for tasks in a wide range of fields. The social demand of these interactions among individuals speaking differing native languages has led to the rise of machine translation (MT) technology. In the field of medical communications, translations via Google Translate (GT) have been found to be particularly error-prone (Nguyen, Reide, & Yentis, 2009; Patil & Davies, 2014). These issues are especially frequent when Persian is either the source or the target language. The foundation of these errors has been attributed to GT's utilization of a word-by-word translation and disregard for the formulaic nature of language. The aim of this research then was to investigate the role of multiword units (MUs) of formulaic language (FL) in machine translation. This was done through categorization and classification of non-transparent MUs in a lexical database. To do this, medical-specific corpus (3, 021, 495 words) was created to identify a list of 40 non-transparent MUs. This research used AntConc (Anthony 2016) and adopts framework by Simpson-Vlach and Ellis (2010) for the *n-*

gram criteria of the MUs in each of the sub-corpora (i.e. Written and Spoken). The MUs are 3, 4 and 5-grams, with a minimum frequency of 10, and a minimum range of 3. These identified MUs were translated through GT, and results used to create the lexical database. A comparison of GT's results with the manual translations for the MUs suggest that GT does not make use of FL in approximately 60% of the data. The findings have implications for improving the accuracy of MT algorithms and reducing processing time. This intra- and interdisciplinary research invites a collaboration among applied linguists, computational linguists, and programmers building a stronger bridge within linguistic fields and between the two disciplines while accounting for technology and a translanguaging interface.

Is there a space for pedagogical translanguaging in basic literacy education for adult L2 learners of Swedish? (EN)

Annika Norlund Shaswar (Umeå University)

This talk will contribute a discussion of the concept *pedagogical translanguaging* in relation to monolingual and multilingual language norms (Jørgensen 2008; Jonsson 2017) in the multilingual educational context of sfi (Swedish for immigrants). Sfi is a language programme which provides basic second language education of Swedish for adult immigrants resident in Sweden. In addition, sfi provides basic literacy education for adult immigrants who are not yet functionally literate. Based on an exploration of the language norms articulated and enacted by two sfi teachers, the concept of pedagogical translanguaging is discussed. Does pedagogical translanguaging characterize the articulated discourse of the teachers and the literacy practices in the classrooms? The presentation starts out from interviews and classroom observations performed in the context of the ongoing project *Digital literacy practices in everyday life and in basic literacy education* (DigPrac). The DigPrac study researches multilingualism in relation to the use of digital media in basic literacy education within sfi. The understandings of literacy are influenced by the research fields New Literacy Studies (Barton 2007) and Critical Literacy (Janks 2010) and by a meeting of the fields of socioculturally grounded literacy research with research on translanguaging (Garcia 2009; Li Wei 2011). The analysis starts out from Critical Discourse Analysis (Fairclough 1992; 2001; 2003; Wortham & Reyes 2015). It is concluded that although translanguaging practices do take place in the researched classrooms, *pedagogical translanguaging* is not a suitable concept for describing the pedagogy of the sfi teachers. Firstly, they have made no deliberate decision to include the students' flexible language uses in the teaching practices and secondly there are contradictions both within and between the teachers' articulated and enacted language norms (*cf.* Ganuza & Hedman 2017).

Translanguaging and sign language vitality in education for deaf learners (EN)

Kristen Snodden (Carleton University), Joanne Weber (University of Regina)

Across Canada, sign language education for deaf students has uneven provision as several provincial schools for deaf students have closed and most deaf and hard of hearing learners are educated in mainstream settings (Small & Cripps, 2012). Paradoxically, this trend follows the implementation of bilingual education incorporating a sign language as a language of instruction at some schools for the deaf during the last decade of the twentieth century (Carbin, 1996). A loss of traditional sign language learning environments for deaf children has occurred in tandem with an increase in elementary, secondary, and postsecondary course offerings for second language learners of sign languages (Snodden, 2016). Lacking full access to both spoken language and a standard variety of sign language, deaf youth in this context engage in language practices that are shaped by partial access to and partial competence in both languages (Kusters, Spotti, Swanwick, & Tapió, 2017). The concept of translanguaging (Otheguy, García, & Reid, 2015), where speakers draw on diverse language resources to make meaning, is fundamentally altered in the case of deaf learners because these constructs assume unhampered access to languages (Kusters et al., 2017). While there is a growing body of research in linguistic ethnography that analyzes the language practices of diverse plurilingual speakers (Canagarajah, 2009, 2013; García, 2009; Otheguy et al., 2015), there is a need for further research from this perspective that studies deaf learners' multimodal, plurilingual language practices because of the insights these provide regarding how deaf and hard of hearing students can be better supported in current school environments (Simms, 2016) and in early intervention and school-age programs that include teaching ASL to parents of deaf children. This paper analyzes the policy context for plurilingualism in deaf education and presents preliminary findings from a study of deaf youth language practices in western Canada.

Effect of plurilingual practices on L3/Ln learners' reading-writing relationships (EN)

Barbara Spinelli (Columbia University)

Universities in North America have been facing a number of challenges posed by the increasingly multilingual composition of language classes. In this globalized society, learners need to develop new literacies in order to understand, negotiate, and use the multiple varieties of codes, genres, modes and semiotic resources. The study reported in this paper aimed at exploring the impact of pluralistic pedagogy practices such as intercomprehension, cross-linguistic comparison, translanguaging (Candelier et al. 2010; Escudé & Janin 2010; Caddéo & Jamet 2013; Bonvino, Caddeo, Vilagines Serra, Pippa 2011, García 2015, 2016) on L3/Ln learners' reading and writing abilities in a multilingual classroom. Students attended an Intensive Elementary Italian course at an American university in New York, USA. The prerequisite to register for this course was knowledge of at least one other Romance Language. Studies on Third Language Acquisition (TLA) point out differences in learning a second language and the language/languages chronologically acquired after the second (Thomas 1988; Valencia and Cenoz 1993;

Cenoz 2013). Specifically, this investigation aims to explore whether there are advantages for L3/Ln readers and writers as compared to L2 readers and writers, and if so, what these advantages are. Quantitative and qualitative data were collected using a writing test, a reading test with a gradual increase in complexity, and a post-test survey. The results showed that a plurilingual pedagogy facilitated positive interlingual transfers, and consequently the development of both language abilities, particularly writing. It also appeared that connections between reading and writing were established, that is, the improvement of students' writing skills affected reading comprehension and not vice versa. The development of these language abilities also seemed to be affected by other variables such as the proficiency level of languages present in learners' plurilingual repertoire. To conclude, possible implications for language teaching/learning are discussed.

Translanguaging and sign language in Canadian second language acquisition contexts (EN)

Josée-Anna Tanner, Christina Doré (Carleton University)

This paper contributes to theories of translanguaging from the perspective of American Sign Language (ASL) as a second or additional language in Canada. ASL is growing in popularity amongst hearing adult learners, particularly at the college and university level. Hearing learners of ASL are considered second language/second modality learners (L2M2 learners); learners must move from an oral/aural modality (spoken language) to a visual-gestural modality (sign language). Differences in language modality are further compounded by culturally influenced approaches to the teaching of ASL, where generally-accepted classroom practices to encourage familiarity with Deaf norms –such as the no-voice rule– may conflict with the translanguaging goal of encouraging learners to access their entire linguistic repertoire. We position these issues as additional translanguaging concerns beyond those that may affect spoken languages. We acknowledge that the examples of translanguaging practices involving recognized minority (e.g., Basque, Welsh, Irish) spoken languages are not wholly comparable to sign languages, which are not yet official languages in Canada and are therefore additionally vulnerable to what Cenoz (2017) refers to as "damage" or "attack". Prior work in this area has focused primarily on translanguaging in bi- and multi-lingual and minority language education contexts (Allen, 2017; Canagarajah, 2011; Cenoz, 2017; Cenoz & Gorter, 2017; Creese & Blackledge, 2010, 2015; Lasagabastera & Garcia, 2014; Moriarty, 2017), including deaf education (Swanwick, 2014). Building on this work, we consider the practice of translanguaging in ASL teaching with a three-pronged approach that takes into account: 1) the needs of L2M2 learners; 2) social and cultural goals embedded in ASL pedagogy; and 3) the need to protect and maintain ASL as a minority language in Canada. We suggest that, despite some concerns, intentional and selective pedagogical translanguaging may be beneficial in the teaching of ASL as an additional language.

Leveraging multilingualism to support computer science education through translanguaging pedagogies (EN)

Sara Vogel, Laura Ascenzi-Moreno (CUNY)

As K-12 Computer Science for All (CS4All) initiatives scale up across the US, policymakers and educators are considering ways to equitably and meaningfully include diverse student populations. Thus far, approaches to computer science teaching and learning have not explicitly taken into account the linguistic diversity of the US student population. In the city where this research takes place, 41% of the student population speaks languages other than English at home. We refer to this population as emergent bilinguals. Given the number of emergent bilinguals in this city's public schools, approaches that acknowledge and leverage the role of students' dynamic bilingualism in computer science education are essential to the equitable implementation of the city's K-12 CS4All initiative. In this presentation, we describe the ongoing activities of the teachers who are part of this research practice partnership (RPP), which is comprised of university-based researchers and content teachers (language arts and science). Through the work of the RPP we seek to address a problem of practice facing educators tasked with rolling out CS4All policy: how to equitably serve emergent bilinguals. We document how the project aims to develop and test pedagogies that draw on students' strengths to support them as they learn computer science and become empowered makers and users of technology. Our theoretical framework draws on ideas from translanguaging theory and pedagogy, which put learners' linguistic and cultural diversity at the center of educational practice. We align translanguaging with the philosophy in computer science called Literate Programming (Knuth, 1984), which advocates creating and sharing human-readable representations of software, with the goal of creating software not only for computers but also for other people. We will discuss how we link translanguaging pedagogy to literate programming and how students' engagement in literate programming through translanguaging practices has the potential to support them in developing computational thinking.

À la découverte des processus translinguistiques en contexte formel (BIL)

Pierre-Luc Paquet (Universidad de Guanajuato), Nina Woll, Lucila Astelarra (Université du Québec à Trois-Rivières)

Au cours de la dernière décennie, de nombreuses approches pédagogiques ont été conçues pour favoriser le développement de la conscience translinguistique. Au lieu de restreindre les pratiques pédagogiques à l'usage exclusif de la langue cible, il s'agit notamment d'encourager l'activation consciente des autres langues connues des apprenants. En Europe, c'est au nom de l'intercompréhension dans un monde globalisé que des programmes d'enseignement visant l'intégration du répertoire plurilingue des apprenants ont vu le jour (e.g., Hufeisen & Marx, 2007). Au Canada, des approches translinguistiques sont également florissantes, particulièrement dans la recherche menée

dans des programmes d'immersion (e.g., Horst, White, & Bell, 2010). Toutefois, l'accent y est mis exclusivement sur l'acquisition de l'anglais et du français.

En vue de compléter ces travaux et d'élargir notre horizon vers des contextes d'apprentissage plurilingue au Québec, nous avons mis en place une approche translinguistique de l'enseignement de l'allemand et de l'espagnol comme langues additionnelles dans deux contextes pédagogiques distincts, l'un au niveau universitaire, et l'autre au niveau secondaire. Dans les deux cas, les participants sont des Québécois francophones qui apprennent l'anglais depuis de nombreuses années. Des activités ponctuelles de conscientisation ont été mises en place dans le but de faire découvrir aux participants des correspondances translinguistiques susceptibles de les aider dans leur apprentissage de la langue cible.

L'objectif du présent projet de recherche est de dresser un portrait des activités de réflexion translinguistique au sein de notre approche et d'en examiner les effets. Plus précisément, en ce qui a trait aux apprenants, notre recherche vise à examiner l'utilité d'avoir recours aux autres langues dans le développement de leurs connaissances métalinguistiques. En ce qui concerne les retombées pédagogiques, cette étude permet également de formuler une série de facteurs à considérer lors de l'élaboration d'activités de prise de conscience translinguistique.

POSTERS | AFFICHES

Les contributions de la conscience syntaxique à la compréhension en lecture

Diana Burchell, Xi Chen (OISE), Hélène Deacon (Dalhousie University), Catherine Mimeau (Université Laval)

Le français et l'anglais possèdent des structures syntaxiques communes et d'autres uniques à chaque langue. L'objectif de cette étude était d'examiner le transfert inter-langues de la conscience syntaxique chez les enfants anglophones inscrits à un programme d'immersion française. Pour réaliser ce but, nous utilisons des analyses de régression.

Nous avons mesuré la conscience syntaxique avec une tâche de réorganisation de mots. Les phrases avaient des structures syntaxiques communes aux deux langues ou uniques. Nous avons inclus quelques variables de contrôle : raisonnement non verbal, conscience phonologique, lecture des mots, vocabulaire et compréhension en lecture.

Nos résultats préliminaires indiquent que les enfants ont mieux réalisé la tâche de conscience syntaxique en anglais quand les structures syntaxiques étaient communes aux deux langues. De plus, les

performances dans les deux types de structures (communes et uniques) étaient corrélées entre elles autant en anglais qu'en français.

Ces résultats ont deux implications fondamentales pour la conscience syntaxique : (1) l'acquisition du français comme langue seconde améliore la conscience syntaxique en anglais, particulièrement pour les structures communes aux deux langues, et (2) les enfants transfèrent leurs habiletés syntaxiques de l'anglais au français.

Prochainement, nous vérifierons si la conscience syntaxique dans une langue contribue à la compréhension en lecture dans une autre langue. Ces résultats indiqueront l'approche recommandée en ce qui concerne l'enseignement des structures syntaxiques dans le programme canadien d'immersion française.

Divergent discourses, ideologies and policies regarding Occitan and Gascon in France and their stakes in language revitalization: An overview

Mathilde Cames (University of Ottawa)

This research focuses on the various discourses and ideologies regarding Occitan, and particularly the Gascon context, both in Academia and through testimonies of teachers. We will take a particular interest in the case of Gascon, which is for some considered a separate language (Bec, 1963; Lafitte, 2009) and a dialect of Occitan for others (Sumien, 2006; Carrera, 2011). Nonetheless, all agree upon the fact that this language is in an “aggravated risk of extinction” (Bernissan, 2012), with an estimated decreasing population of speakers of barely 110,000 (ibid.). We are going to see how the various, divergent discourses on the language itself, but also on language acquisition, proficiency and bilingualism in official national policies, and both the academic and the professional domains, may disrupt the yet so urgent revitalization effort. This study summarises ideologies about Gascon in a “top-down” and macro-to-micro manner. It firstly consists in a summary of the main European and French policies regarding minority and regional languages and a review of the literature on such policies. This will define the supra-national and national contexts in which Gascon evolves, and emphasize France’s “tolerance-based” (Wiley, 2015) policy regarding regional languages. Then, a review of sociolinguistics literature concerning Gascon will lead us to question the language/dialect dichotomy that dominates research in Occitan variationist sociolinguistics. Finally, we will look at samples of discourses from four Gascon teachers in the rural Pyrenean area that were collected during a series of 12 semi-directive interviews in 2015-2016. This most narrow stage of analysis will emphasise contradictions and problematic representations of Gascon, bilingualism, and languages in general, both among different individuals, but also between academic and more “popular” discourses, and will lead us to seek another perspective that recognises the multidimensional nature of languages and includes “social factors” (Blanchet, 2004; Robillard, 2005) as core elements.

The interplay between the identity and code-switching of a Mexican family living in Puerto Rico

Maria Castillo (University of Guanajuato)

This study explores the interplay between the identity and code-switching of a Mexican family living in Puerto Rico. My personal experience regarding code-switching has prompted this research, where my mother, my father, and my brother are the participants of the study. Historically speaking, Puerto Rico has had key moments that have somehow impacted its citizens linguistically, for example, when the island became part of the United States. Therefore, there is a considerable number of people who feel comfortable switching between English and Spanish while speaking. I have noticed how the spoken discourse of my family has been permeated by the linguistic practices of the island. The awareness of this process eventually led me to take an interest as a researcher, where my role as a member of the family provided me with an interesting insight into their dynamics, in order to contribute to the ongoing discussion regarding this phenomenon. The research was undertaken over a period of four weeks in San Juan, Puerto Rico, where my family has lived for more than eleven years. This study uses a qualitative case study approach looking at the data through an ethnographic lens, in which the exploration of code-switching in a natural setting guided the choice regarding the methodology. Data for this study were collected through observations, where ethnographic field notes were taken, and approximately nine hours of conversations were audio-recorded. Through interviews the participants described how they have experienced the phenomenon that this study focuses on. Seven themes emerged from the data related to the beliefs, the motivation, and the contexts regarding the code-switching. The sense of belonging, a perceived status quo, the self-confidence of the participants, and the impact of the pop culture is addressed as well. The discussion of the data supports the preliminary conclusions that the study offers.

Official language policies' influence on minority language transmission: A comparative study of Canada and France

Myriam Ducos (University of Ottawa)

The transmission of minority languages in Canada and France weakens across generations (Héran et al., 2002; Houle, 2011). This tendency may be partly induced by national language policies. While France uses its language to unify the country (Eloy, 1994), Canada promotes the use of two official languages at the federal level. Certain provincial policies also encourage bilingual development and maintenance. But the linguistic and cultural diversity of the two countries raises the question of whether official language policies affect the intergenerational transmission of heritage languages. Situated within the framework of language socialization (Ochs & Schieffelin, 2011), this study focuses on Family Language Policy - the family's overt or covert choices to raise children monolingually or bi-/multilingually (Fogle & King, 2013). Indeed, despite caregivers' self-declared strategies, studies reveal fluctuations in language transmission

efficiency (De Houwer, 1999; Lanza, 1995). Considering the relationship between intra-family negotiations and governmental policies, one could wonder if an unofficial minority language declines less rapidly in an expressly bilingual country than in an officially monolingual country. This project investigates official language policies' impact on heritage language maintenance, by comparing Khmer (Cambodian) heritage speakers' bilingual experiences in Canada and France. Canadian participants are expected to display better knowledge of Khmer, since monolingualism is emphasized to a higher degree in France. Three data sources will be compared: a Cambodian-Canadian family, a Cambodian-French family, and official language-related documentation (such as census data). Ethnographic approaches to language use (Heller, 2008) are applied to assess intergenerational language proficiency and attitudes towards Khmer, English and French. Highlighting the crucial importance of the socio-cultural environment, this study sheds light on an individual's linguistic path. In a global world where transnational mobility involves second-language education and immigration, greater insights are needed to understand the way cross-cultural families draw on language policies to manage their own repertoires.

Students' voices on the use of own languages in a multilingual classroom: A case study of an intermediate-level Japanese-language classroom

Eiko Gyogi (Akita International University)

The use of own languages has been gaining much attention (Cook 2010, Hall and Cook 2013, Garcia & Li 2014, Creese and Blackledge 2010). However, their use is often challenging in low-level Japanese language classrooms in Japan because of students' different language backgrounds. This study reports on the results of experimental sessions that intentionally incorporated various languages at a Japanese university. In particular, it analyses how the use of own languages are perceived by students based on a one-to-one interview with each student after the sessions. In this study, 20 intermediate learners of Japanese attended a series of five translation classrooms. They were mostly exchange students with different upbringings and language backgrounds, and the teacher would not necessarily understand the students' own languages. In the class, students translated the text from either English to Japanese or Japanese to any language of their choice. They had pair work using English, Japanese or other languages, and class discussions were done using both English and Japanese. The results of the analysis show overall positive feedback from the students. Regarding the use of own languages, 90% of the students said the class should be open to other languages. A student even intentionally translated into her less proficient language, French, to increase language varieties in class. All students whose first language is not English appreciated that they had the option to translate into their own languages, other than English, even if the teacher did not understand their own language. Two-thirds of the students stated they gained different perspectives on translations through talking about different languages with people from different backgrounds. Feedback from students gives additional evidence for the possible use of students' existing language resources in multilingual classrooms.

Translanguaging for who?

Simon Johnson (MEF International School)

Translanguaging has been clearly positioned as the antidote for the oppressed individuals who find themselves under the tyranny of another's dominant language. It is a practice "where all students language practices are included so as to work against the linguistic hierarchies that exist in schools; where families with different language practices are included." (Garcia, 2016). However, translanguaging pedagogic discourse and practice is often entirely focussed on its potential to better integrate emergent lingua franca speakers into the dominant language of the curriculum. How can we push the envelope further? How can we counterbalance the dominant monolingual or bilingual curricula with multilingual alternatives to benefit all? Our Language Sharing Project with primary school children at MEF International Schools in Istanbul was conceived with this question in mind. In line with this we asked, rather than viewing each student's language repertoire and cultural knowledge merely as their own private and personal resource; why not look for ways in which each of our students' languages, knowledge and experience could become a resource for the whole community? So we developed our Language Share Project as one possible piece of the whole multilingual education puzzle. In this project we timetabled and facilitated for regular peer to peer language sharing sessions that were planned and led by fourth grade primary school students. The sessions have been highly motivating and a real tangible example to everyone of the advantages of collaborative learning and the central role it will necessarily play in an education that is truly multilingual. With accompanying videos of the students lively and fun language sharing sessions and formative performance assessments, this oral presentation will both inspire and enable practitioners to start up their own action research in their own educational context.

Translanguaging in bilingual community education: A necessary and natural learning tool

Gulizar Otcu-Grillman (Mercy College)

This presentation discusses the translanguaging practices in a bilingual community's own educational settings, by focusing on the results of a study that took place in a PreK-5 Turkish community school in New York. The study was a linguistic ethnography which investigated the school stakeholders' beliefs and practices in language maintenance and cultural development. Data collected through participant observations, audio and video recordings, a questionnaire, and semi-structured interviews were analyzed via Gee's Discourse analysis method. A striking finding was that, while all of the speech data included translanguaging, there were more instances of translanguaging in the interview data with the students than in the recordings made in the general school setting. This finding may suggest that the students may have felt difficultly expressing themselves in Turkish, the language of the interviews, and needed to convey meaning via using their full linguistic repertoire. It may also be explained by that the children created their own translanguaging space (Li, 2011) to make themselves as clear to the

interviewer as possible. Analyses of discourse data also revealed that language proficiency and language choice went hand in hand for the second generation Turkish American children. The children were English dominant and translanguaged mostly when a first generation Turkish American adult was in the picture. All students agreed that translanguaging was a necessary learning tool for them to make better sense of their studies in the school. Lower grade teachers in the school, PreK and 1st grades, translanguaged frequently while the higher grade teachers almost never translanguaged. Reported rules regarding home language use revealed that there were different practices in the students' homes regarding translanguaging. A common denominator was that all participants translanguaged at home, because it was seen as a necessity and a natural reflection of their bilingualism.

The Future of Yogad: An Appreciative Inquiry on Mother Tongue-Based, Multilingual Education Classroom Practices in Isabela

Chareena Lareza Quirante (Carleton University)

How does a multilingual policy translate to the classroom? Situated in the Philippines, this poster presents the discoveries from an appreciative inquiry conducted on the pedagogical practices across selected public school classrooms in Isabela, which actively follow the Mother Tongue-Based, Multilingual Education (MTB-MLE) policy as mandated by the Department of Education. Told through the narratives of the educator, several indigenous language teachers of Ilokano and Ibanag were interviewed as they shared their teaching experiences, class management strategies, and the materials that promote successful heritage language acquisition among their students – painting a picture of the dynamics of a multilingual classroom. In a country where the majority of the population speaks, functions, and identifies with a language/s other than Filipino (national language) or English (official language), over 90% of the nation's indigenous languages have yet to be included for development under the said mandate. Data from this research, therefore, is intended to provide the necessary groundwork in determining how other heritage languages in the area, such as Yogad, can move forward by replicating the current teaching and learning practices that are found in Ilokano and Ibanag, as well as to further strengthen the link between language planning inclusive of indigenous peoples, policy implementation, and multilingualism in action.

Translanguaging and the globalised identity: Representations of modernity in Brazilian print media through English

Vander Tavares (York University)

Past and current globalization trends have helped position English as the default language for international communication among different societies and cultures (Phillipson, 2008). As You (2016) has argued, English not only has the power to bring people closer, but also “to enable them to develop new identities and attachments” (p.58). However, the dominance of English has also provoked challenges to and changes in the linguistic and social landscapes of many societies around the world, as the pressure for (Western-oriented) internationalization intensifies. Research in various disciplines – linguistics, sociology, anthropology and education, for example – has offered important insight into the ideologies attached to the learning and use of English, especially into how non-English speakers may adopt words, phrases or full code-switching in particular social contexts and interactions to construct and signal more modern and powerful identities for themselves (e.g. Baratta, 2014; Moody, 2006; Lamb, 2004; to cite a few). Particular to the context of Portuguese in Brazil, the use of English has been growing since the end of World War II, and has now become prominent in the everyday discourse of many Brazilian Portuguese speakers, despite attempts by the Brazilian government to officially prohibit the use of loanwords in public events, mass communication and advertising (Figueiredo, 2014). Framed from a sociolinguistics perspective, and combining conceptual approaches and frameworks of translanguaging (Garcia & Wei, 2014), language and symbolic power (Bourdieu & Thompson, 1991) and identity (Norton, 2010; Edwards, 1985), this poster presentation contributes to this line of research by critically examining the impact and the function of English in present-day Brazilian print media in terms of its representation(s) of “modern” identities, with a focus on the ways and the contexts in which Brazilian Portuguese is replaced by English. While English may play the same significant role in the formation of modern identities in Brazilian society as it has in other spaces, through a discourse analytic approach to text and talk, this work aims to highlight the unique ways in which this process is accomplished.