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

eNSPIRED:
International Dialogue on Equity in Education

Kathleen Heugh
University of South Australia
Context with implications for educators

Significant global diversities & movement of people
Changing foci in linguistics ⇒ theory & thinking about languages & literacy in learning

Implications for all education systems

Diversification of student profiles in classrooms & schools in most countries

Curriculum, pedagogy, & assessment
120 years of relevant research data from Africa (Global South)

Professional learning / support of teachers

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

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

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

Multi-stakeholder participation: bottom-up & top-down
- Local, National, Transnational – joint responsibilities
- Address minority & migrant student needs for inclusion & prevention of conflict
- Lessons from Africa & South /South East Asia; role of VVOB in Sn Africa

Capacity development
- Education officials, teacher educators, teachers
  - for institutional memory & durability

Teacher education & pedagogy
- Biliteracy, bilingualism, multilingualism, translanguaging, transknowledging
- ‘Functional multilingual learning’ (van Avermaet & colleagues, U Gent)

Curriculum & assessment revision
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Capacity building for durable & inclusive planning

What do the stakeholders need to know?
Education agencies
Education officials
Teacher educators
Teachers, Parents

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

Value of systematic & sustained bi-/multilingual pedagogies in schooling - for all students
Literacy for many purposes and functional literacy

‘A high rate of functional literacy can help a child gain access to cultural capital, to material success through better skills acquisition, and to enhanced employability. It is a critical part of a quality education, and it improves children’s chances of experiencing better health and social well-being throughout their lives. A well-educated child is also more likely to participate actively and constructively in decision-making processes and therefore to become an asset in national political processes.

...

If minority populations achieve high rates of functional literacy in their mother tongues and the official languages of their society, they are more likely to gain meaningful access to the narratives, skills, knowledge and practices of wider society ....success in education, and processes of citizenship integration.’

Focus on teaching literacy only Reception – Grade/Year 3

Gap between early literacy
‘Learning to read and write ’stories

and the kind of literacy needed
across the curriculum

‘Reading and writing to learn’ science, mathematics, history, geography etc.

from Year 4 onwards.

This involves a cognitive jump for all children around the world

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Gaps between early literacy, biliteracy, academic biliteracy,

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

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

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

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

The double jump ↑ is too great

For displaced or refugee students this is a ↑ triple jump
(see also Mohanty, 2019)
Common findings in relation to most language learning & reading programs

Grade 1-3

Student achievement more or less similar across most reading programs

Grade 4-6

Gaps begin to widen depending upon program

Grade 6/7+

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

Bilateracy & bi-/multilingualism necessary from the beginning

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

Reading levels of English second language learners in English

- Dual medium - pupils from 2 language backgrounds, reach the norm for L1 by Gr 6, and ±61% by Gr 11-12
- Dual medium - pupils from same language background, reach norm for L1 learners by Gr 7
- Late-exit MT transition to English reach ±39% @ Gr 6, 40% by Grade 11-12
- Early-exit MT transition to English reach ±38.5% @ Gr 6, 35% by Grade 11-12
- English only, plus L2 content reach ±38% @ Gr 6, 34% by Grade 11-12
- English only reach 37% @ Gr 6, 24% by Gr 11-12

[graphs adapted from: Thomas & Collier, 1997: 53; consistent with findings in SADC and South African studies, 2002 - 2005]
Principle 2: Two plus languages & Two plus knowledge systems

How to:

- include students
  - from linguistic & knowledge backgrounds that differ from the mainstream
- value what they know
  - including their existing practices of ‘functional multilingualism’ (Heugh, 1995)
- develop co-dependent & reciprocal strategies
  - for mainstream and migrant background students to recognise & value co-dependent learning relationships

Core message:

- teachers and students
  - many from marginalised & displaced communities
- need reciprocal opportunities to recognise, share and value
  - minority & mainstream repertoires of language & knowledge to enhance their sense of belonging, purpose and well-being.

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Multilingualism and what we understand of the way people use their languages for different purposes and functions

Examples:
Village Children in post-conflict NW Nile Region of Uganda
Developing wise sayings (proverbs) in South Africa (Afrikaans, isiXhosa, English)
Using the wise sayings in a teacher education workshop in Bhopal, India 2012
Using them in Kazakhstan, teacher education in Central Asia, and South Australia
Migrant & refugee high school student & teacher voices in South Australia

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Functional multilingualism
Village children in NW Uganda making purposeful use of their language repertoires

(based on Ekkehard Wolff, 2000; pics & additional data K Heugh 2013 and 2016; prepared for LPLP Key Idea 4, for Department for Education, South Australia, 2019)
A ‘story’ from Northern Uganda
(adapted from Ekkehard Wolff, 2000 with data collected in 2013 & 2016 by K Heugh)

Children in Koboko district (W Arua) Speak
- **Nubi** – Arabic-based creole, from S Sudan
- **Kakwa** – Koboko local language
- **Luganda** – National language
- **Kiswahili** – Regional lingua franca
- **English** – International lingua franca

Depending on the hierarchical regimes they control (playful, experimental)

United Nations Map of Uganda
http://www.ugandamission.net/aboutug/map1.html

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Like a fish out of water

Project for the Study of Alternative Education in South Africa, University of Cape Town, no date.

In Afrikaans sê ons ‘Soos 'n vis op droë grond’
Na reën kom sonskyn

Project for the Study of Alternative Education in South Africa, University of Cape Town, no date.

Ngesi Xhosa kuthiwa ‘Yakun’ imvula kuhlokoma neendlela
Project for the Study of Alternative Education in South Africa, University of Cape Town, no date.

In English we say ‘The apple doesn’t fall far from the tree’
Using wise sayings (proverbs) for translanguaging & transknowledging classroom activities

Photograph Heugh 2012
Translating knowledge from one language to another involves both language & knowledge. Knowledge developed in one language may not be known in another language.

Two-way exchanges of knowledge between community and the school and between the school and the community involve transknowledging – ‘learning to read the world’.

Teachers who think about both translanguaging and transknowledging especially for students from Indigenous, minority, and refugee communities are likely to strengthen inclusion, social cohesion and the wellbeing of all students (both the migrant or minority students and the more settled mainstream students).
Purposeful translanguaging (Mei French, 2018; French for the LPLP Key Idea 4, Department for Education, South Australia)

**Student perspectives** (migrant & refugee background high school students in South Australia)

*I would have to go to the dentist with my parents ... or even like the doctor ... have to translate things.*

- Selena

*Sometimes I helped the new International student, came from India. I spoke to her in Urdu.*

  Hazaragi – Urdu ↔ Hindi – Gujarati

- Selena

*If I don't get it straight away in English, I will sort of put it in my head and sort of think about it in my language so it sort of gets into your brain.*

- Shanaya

*The book what I have already was written in Kinyarwanda and I will translate in Swahili and English*

- Angel
Purposeful translanguaging  (Mei French, 2018; French for the LPLP Key Idea 4, Department for Education, South Australia)

Teacher perspectives

Yeah, I want them to feel like whichever experience they have and whichever world they’re from, that that’s valued and that’s important and it’s still, it’s not a hindrance to who they are, it’s a big part of who they are that can be built on and help them grow, it’s not a deficit.

- Mary

She took Oberon’s part and I translated it into English. And then she translated that into Dinka, and then she said it in Dinka.

- Steve

They’re just seeking further clarification and if it means they have to put it in their language to understand it then I think they’re actually using high skills to be able to do that.

- Gerta

You can connect into that language, their own language learning to learn [English] better.

- Mary
Principle 2: Two+ languages & Two+ knowledge systems

Functional multilingual development
– two sides of the same coin:

Dutch (French, English) medium education means that there are more languages + literacies present in the classroom
Teachers need to know how to see, hear and use

Multilingual approaches to teaching literacy, language as subjects & across the curriculum

Home/local/community language + literacy + Community knowledge system

Dominant school language MOI + literacy
Dominant knowledge system +
‘International’ language + knowledge system

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Multilingualism, Translanguaging & Transknowledging

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

Bi-/ multilingual translanguaging principles
+ Culturally sustaining & responsive CSP-CRP principles
+ Knowledges (epistemologies) exchange principles

Evidence-based principles

Indigenous and international knowledge & expertise
Access through students’ language & knowledge repertoires

Pedagogies

Multilingualism Translanguaging
Translation
Interpreting
Code-mixing
Code-switching

CSP-CRP
Two-way exchange of knowledge systems
Transknowledging

Policy

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**Functional multilingualism** (Heugh 1995, 2015, 2017) =
**systematic use** of translanguaging & transknowledging

**Horizontal multilingualism**
Informal translanguaging processes / use of language
Focus on ‘fluidity’ and ‘porous’ borders between languages for inclusion & social justice
(e.g. García 2009, García & Li Wei 2014)

**Vertical multilingualism**
Purposive, systematic, formal use of code-switching / translanguaging
Recognises that borders between languages are used to exclude people from access to higher education & professional workplace
Inclusion and social justice requires access to ‘standard academic use of languages’

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

Similar focus in ‘**functional multilingual learning**’ — Sierens & van Avermaet, 2014; van Avermaet et al., 2018
Resources for teachers & teacher education

Free online book resource with short introductory video

Resources for teachers and teacher educators

Engaging with Linguistic Diversity
A Study of Educational Inclusion in an Irish Primary School
David Little & Déirdre Kirwan 2019
Bloomsbury

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

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

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

To ensure best prospects for
• Social cohesion & avoid social disaffection or conflict
• Effective joint collaboration & responsibilities
• Effective sharing of resources & expertise
  • Local, regional collaborations
  • Cross-border collaborations
  • Transnational collaborations

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Functional multilingualism =
systematic use of translanguaging & transknowledging

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

Vertical multilingualism
- Exclusive, bounded & practices of differences between languages
- Multiple parallel monolingualisms:
  - education, government, legal systems, literary works
  - Formal translation & interpreting
  - Bi-/multilingual literacy → high level
**Purposive, systematic, formal use of code-switching / translanguaging**

Using both horizontal and vertical translanguaging (functional multilingualism) **with exchange and translation of knowledge (transknowledging)**
- to reduce inequalities, maximise recognition and development of students’ language, literacy, linguistic, and knowledge resources – Heugh, 2017

Similar focus in ‘**functional multilingual learning**’ – Sierens & van Avermaet, 2014; van Avermaet et al., 2018