

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

eNSPIRED:

International Dialogue on Equity in Education

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Context with implications for educators

Significant global diversities & movement of people

Changing foci in linguistics \Rightarrow 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

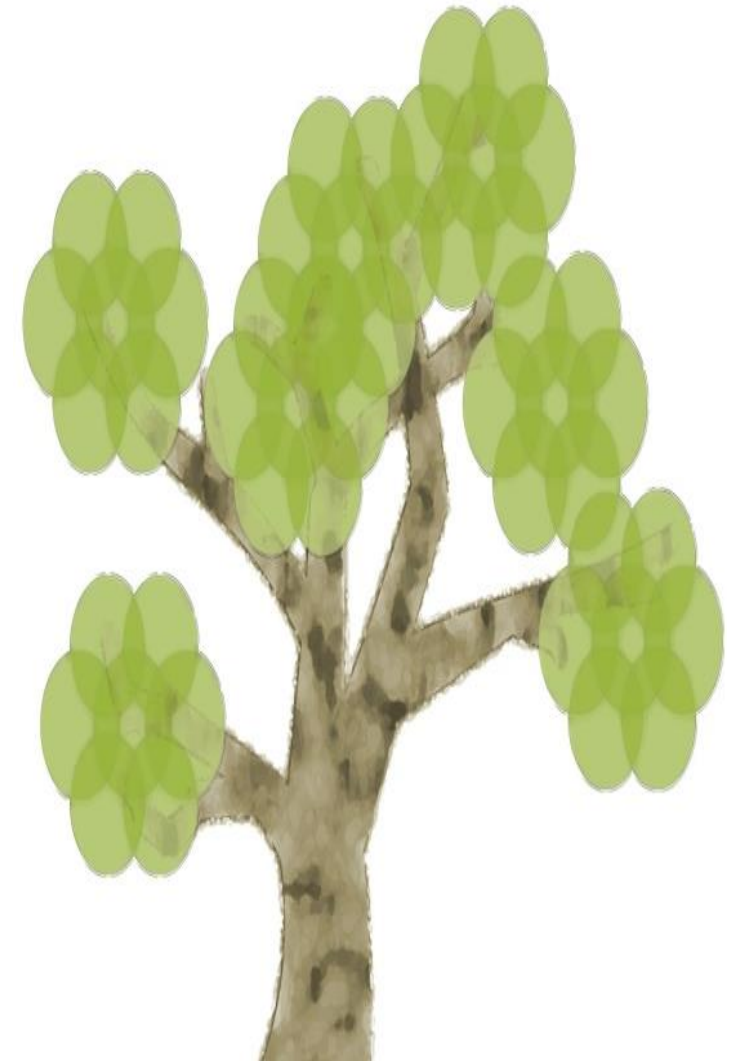


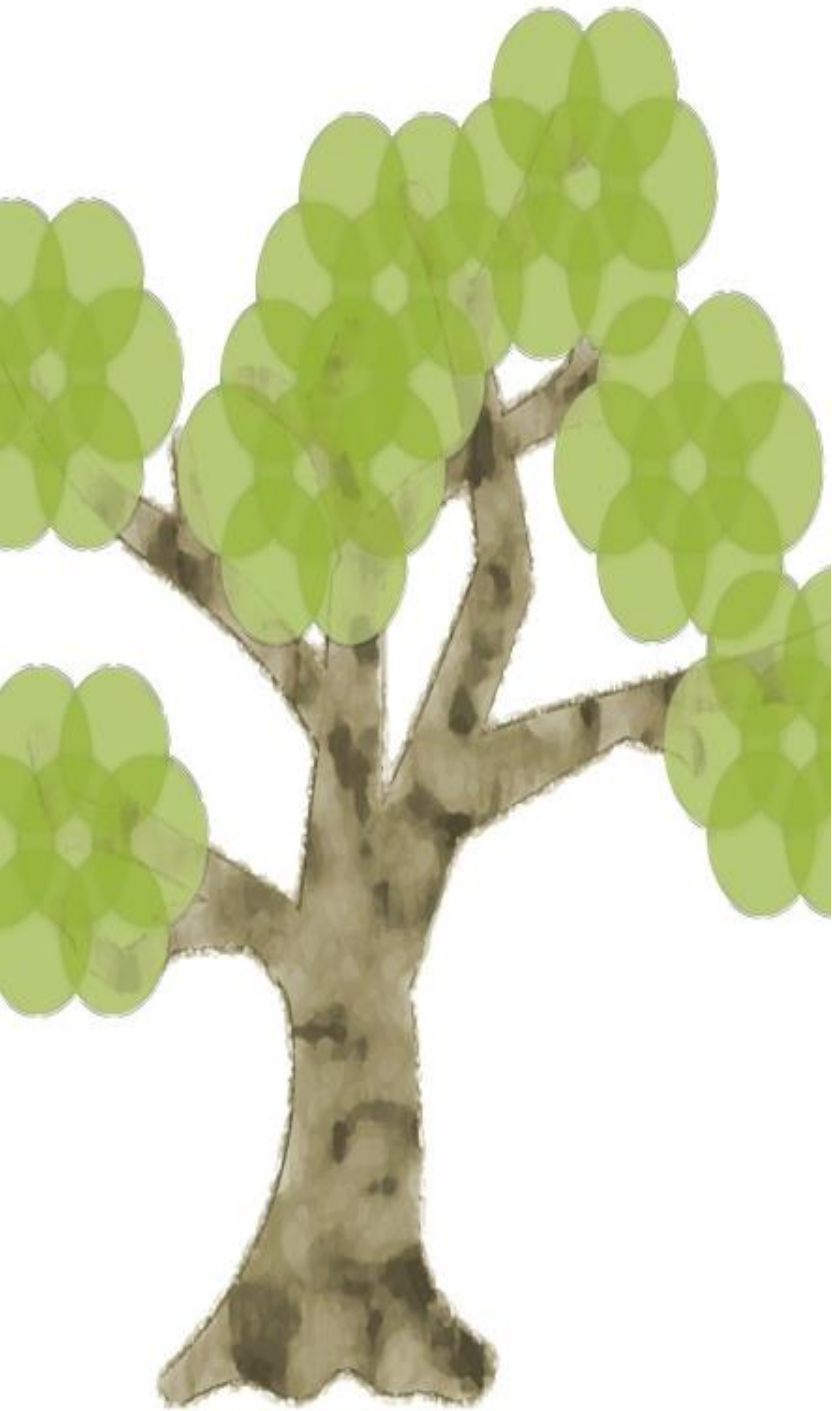
Policy and planning

Local, National, Transnational

Multi-stakeholder collaboration & responsibilities

Recognising contributions of development & aid agencies, VVOB





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

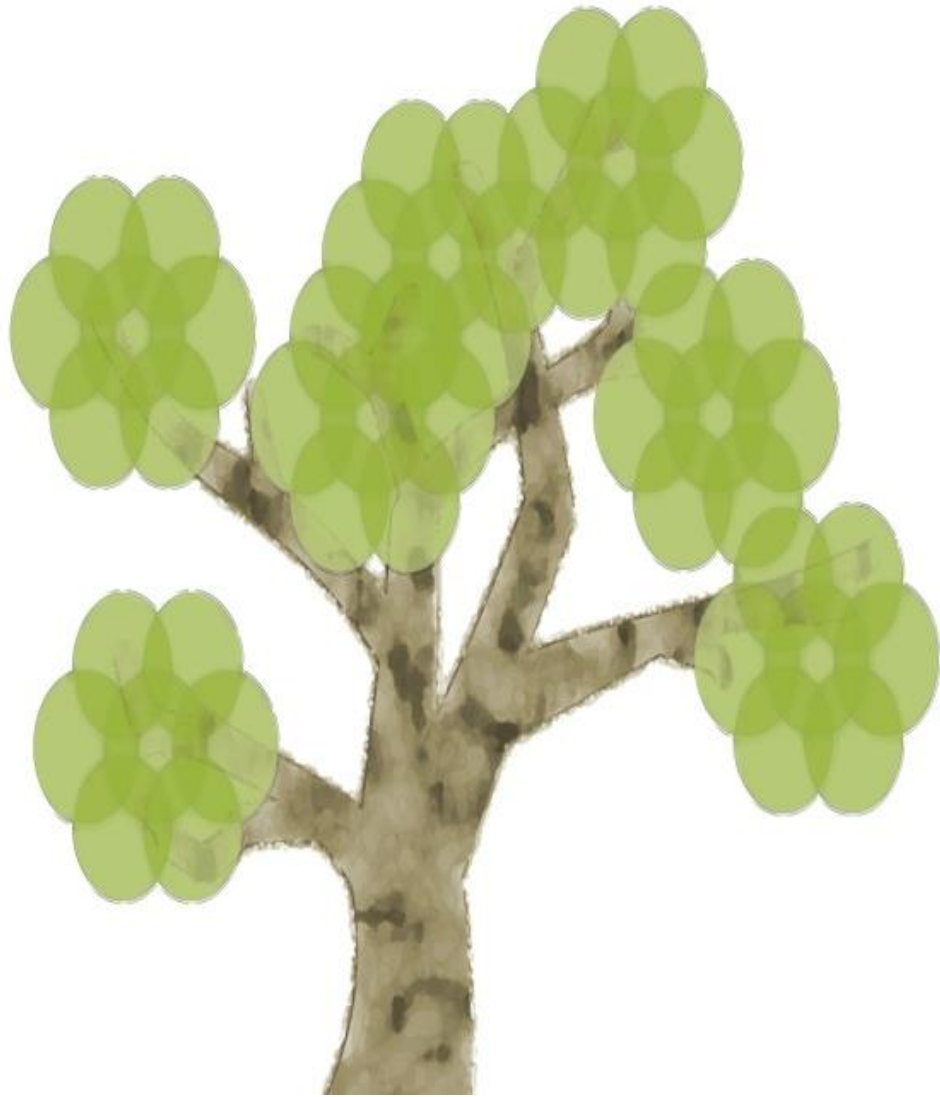
– for institutional memory & durability

Teacher education & pedagogy

Biliteracy, bilingualism, multilingualism, translanguaging, transknowledging

‘Functional multilingual learning’ (van Avermaet & colleagues, U Gent)

Curriculum & assessment revision



Capacity building for durable & inclusive planning

What do the stakeholders

Education agencies
Education officials
Teacher educators
Teachers, Parents

need to know?

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

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

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.**’

(Lo Bianco, 2016. Synthesis Report. Language Education and Social Cohesion (LESC) Initiative. UNICEF East Asia and Pacific Regional Office)

Principle 1: Bi-/multilingual literacy for all

Gaps between early literacy and academic literacy: language policy & curriculum weakness in most settings

Focus on teaching literacy only Reception – Grade/Year 3

Gap between 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



Gaps between early literacy, biliteracy, academic biliteracy,

Most children change from local language(s)

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

Attempts to use L2 / L3 for teaching & learning

- when learners have **± 500-600 words**, and
- simple sentence structures [simple syntax]

→ for whole curriculum

- which needs **± 5000-7000 words** and
- **complex structures** and sentences
from year 4 ≠ workable.

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

↑
The double jump ↑ is too great

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



Common findings in relation to most language learning & reading programs

Grade 1-3

Grade 4-6

Grade 6/7+



Biliteracy & bi-
/multilingualism necessary
from the beginning



Student achievement more or less similar across most reading programs

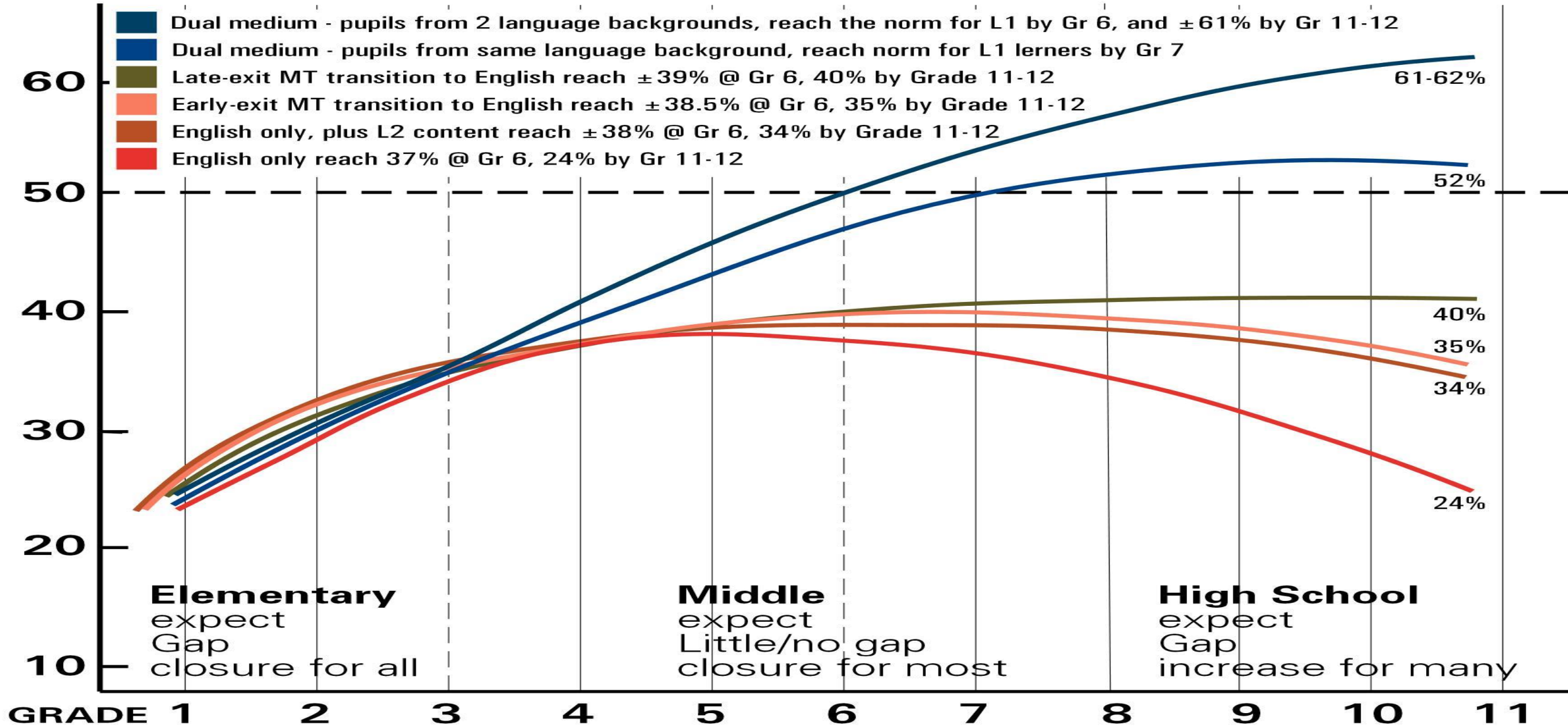
Gaps begin to widen depending upon program

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

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

Chall 1968, 1983; Macdonald, 1990; Ramirez et al., 1991; Thomas & Collier, 1998, 2002; Heugh, 2002, 2006, 2011; Collier & Thomas, 2017; Tupas, 2015; Chimbutane, 2020 (ftc)

Reading levels of English second language learners in English



[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.

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

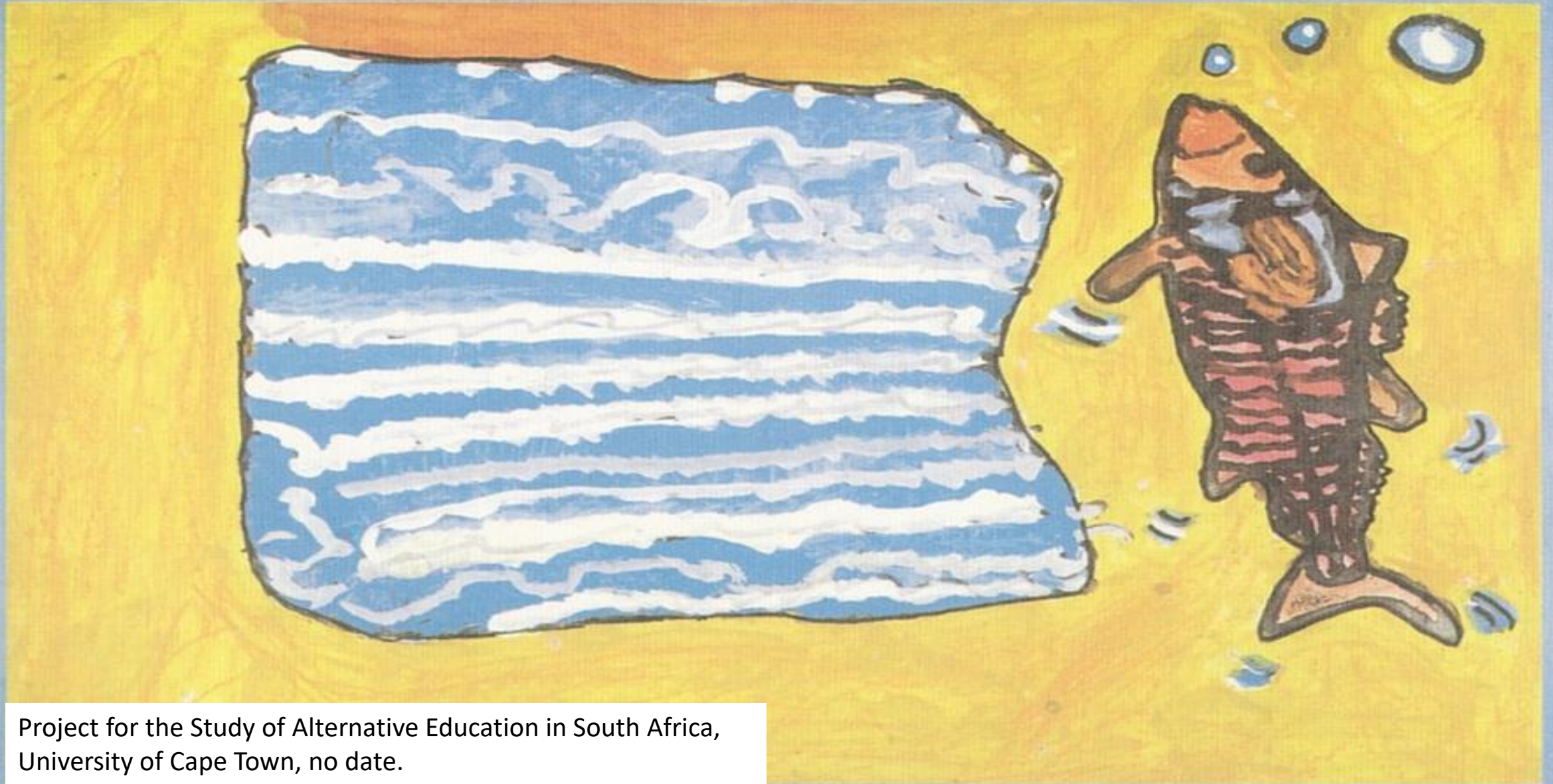
Migrant & refugee high school student & teacher voices in South Australia



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)

Like a fish out of water

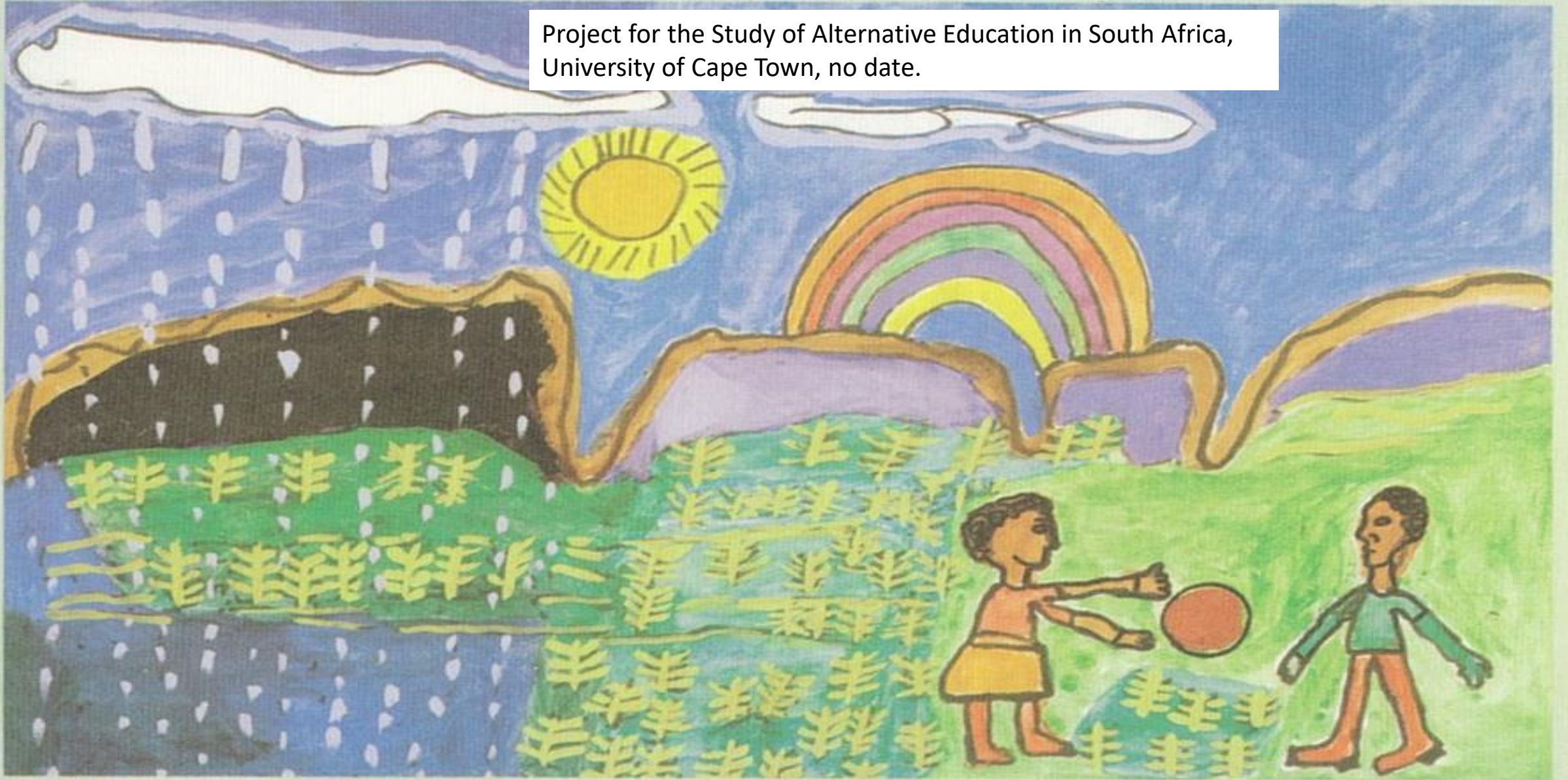


Project for the Study of Alternative Education in South Africa,
University of Cape Town, no date.

In Afrikaans sê ons 'Soos 'n vis op droë grond'

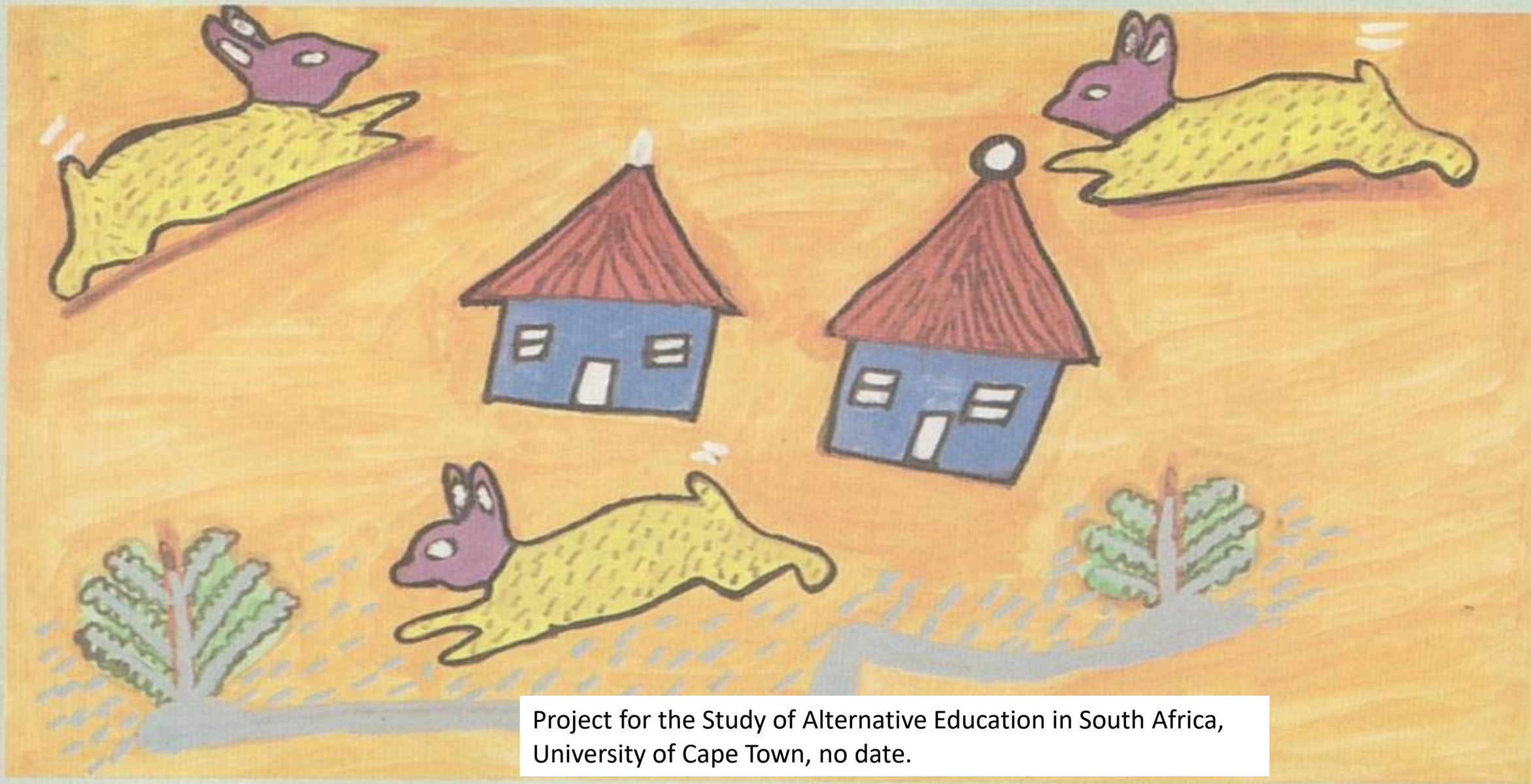
Na reën kom sonskyn

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



Ngesi Xhosa kuthiwa 'Yakun' imvula kuhlokoma neendlela'

Umvundla uzek' indlela



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

पंजाबी - डूठ न कुइया, घोड़े कुइया...
हिंदी - अध जल गारी, धमकाए गए
Eng. Empty Pot, makes noise

- ① Gondi: वायो न बित्ते अनी काल अडे केतीनी
- ② Bundel: आवे ना जावे. टांग अड़ावे
- ③ Khorva: आवा ना जावा ह्ये, बीच बाजार में घोड़ा दौड़ावा ह्ये
- ④ Bangla: पारे ना किछुई, ऐशेघे गान गाइते
- ⑤ Hindi: आता ना जाता- तबला बजाता

Photograph Heugh 2012

Multilingual Education



Translanguaging & transknowledging

Translating knowledge from one language to another
involves both
language & knowledge

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

Two-way exchanges of knowledge between community and the school
and between
the school and the community

involve transknowledging – ‘learning to read the world’

Teachers who think about both translanguaging and transknowledging
especially for students from Indigenous, minority, and refugee communities
are likely to strengthen inclusion, social cohesion and the wellbeing of all students
(both the migrant or minority students and the more settled mainstream students).

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

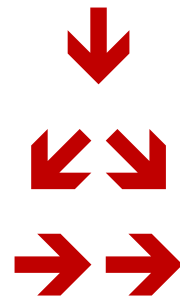
– two sides of the same coin:

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

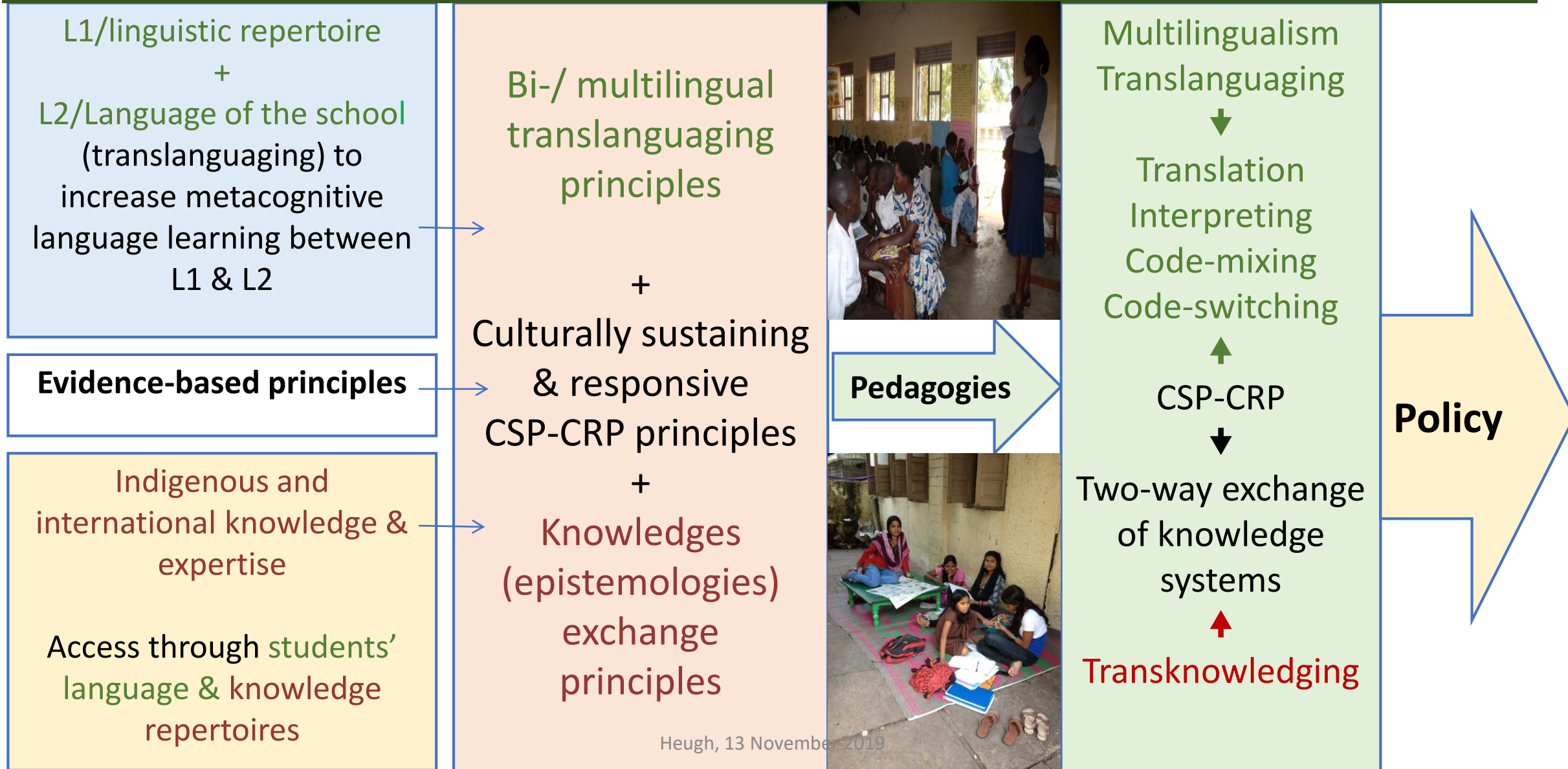
Multilingual approaches to teaching literacy, language as subjects & across the curriculum

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

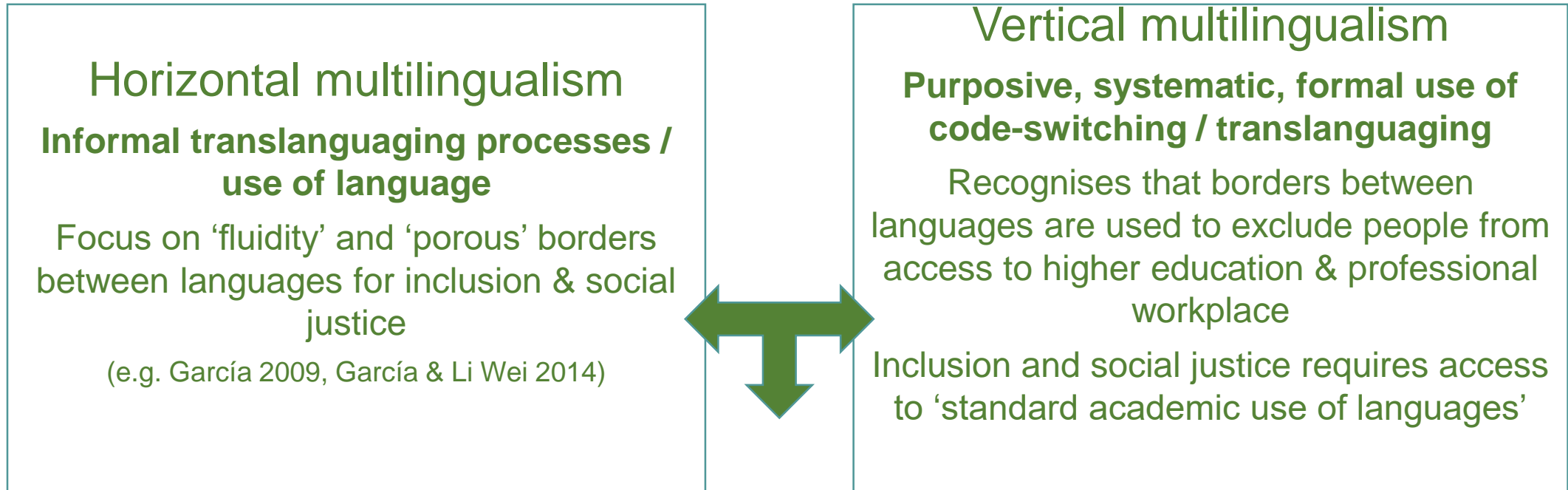


Dominant school language MOI + literacy
Dominant knowledge system +
↕
'International' language +
knowledge system

Multilingualism, Translanguaging & Transknowledging



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



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

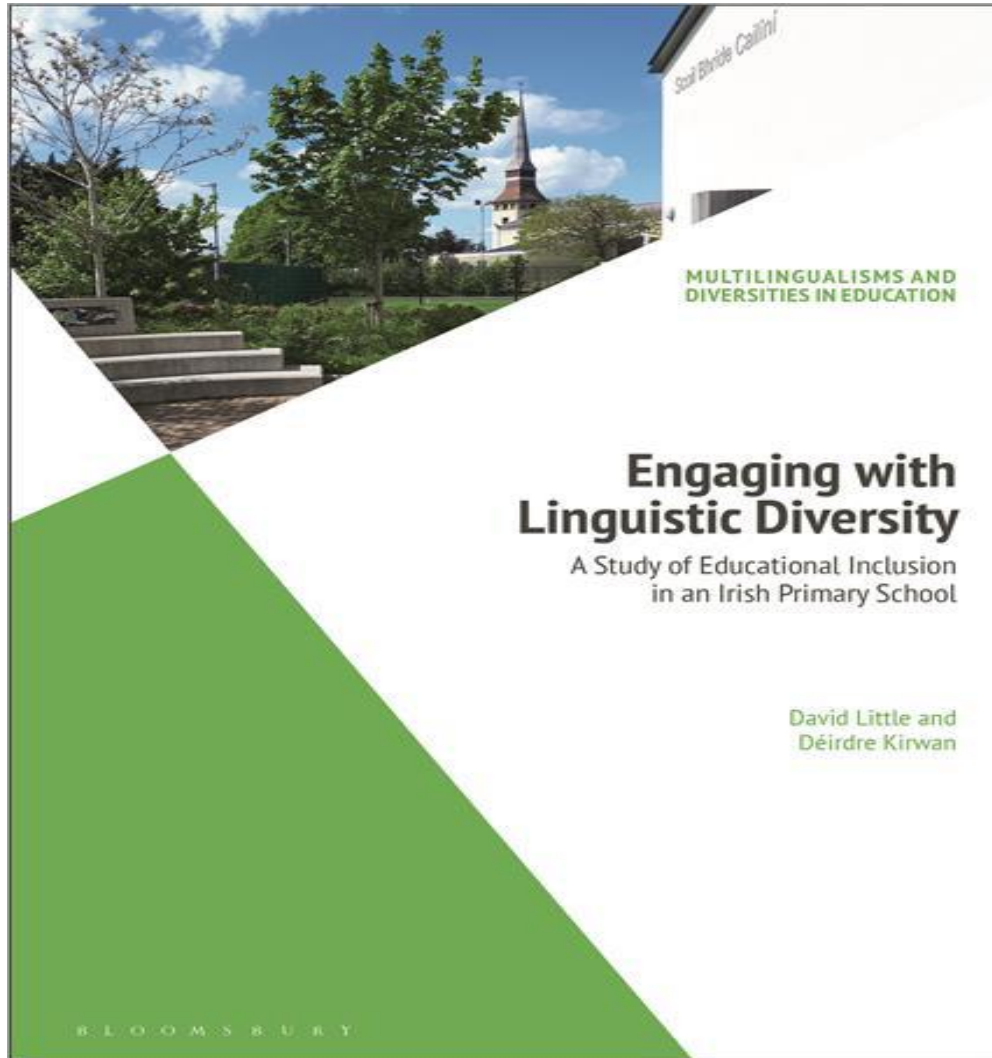
Resources for teachers & teacher education



Free online book resource with short introductory video

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

Resources for teachers and teacher educators



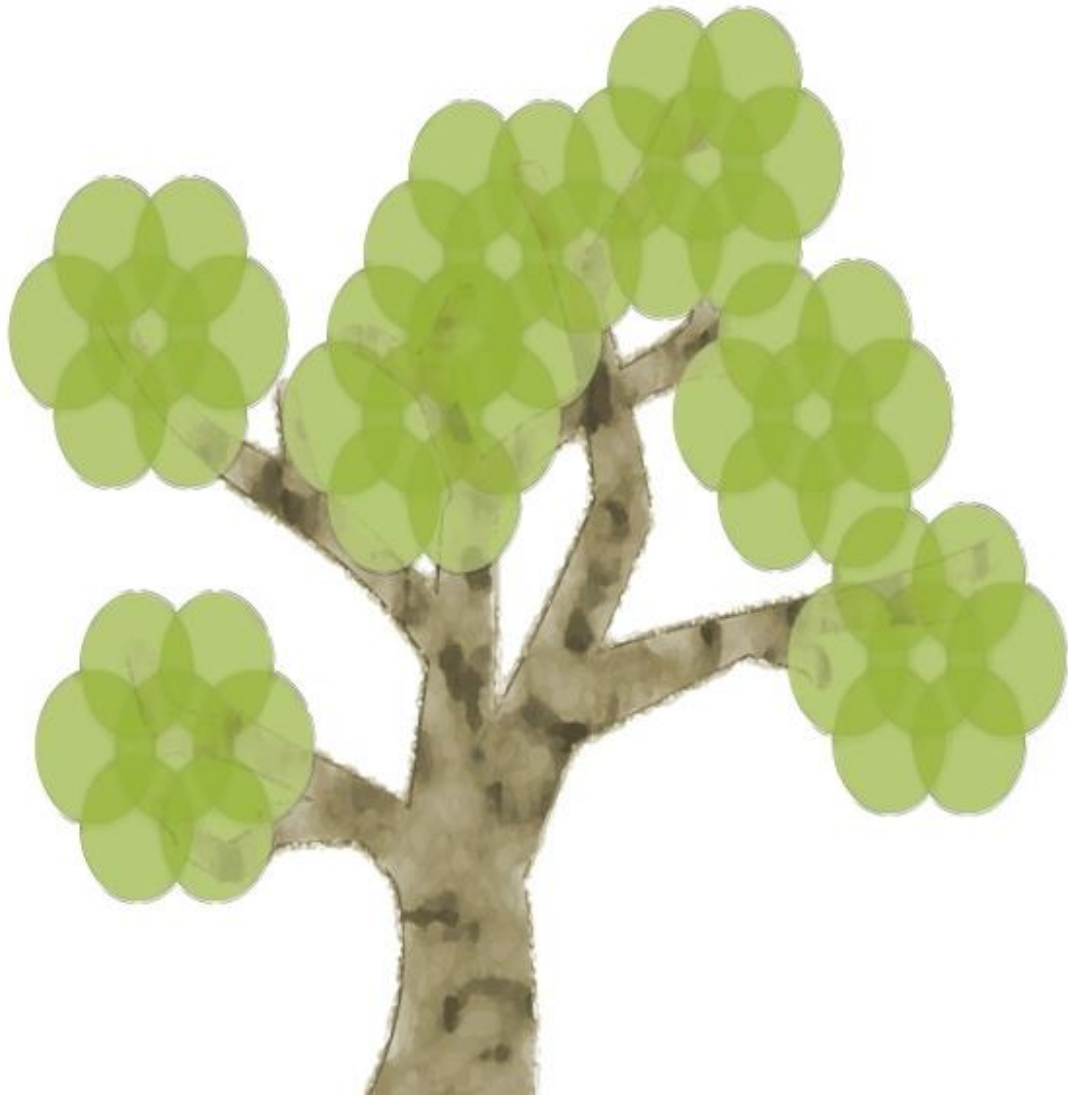
Engaging with Linguistic Diversity

A Study of Educational Inclusion in an Irish Primary School

David Little & Déirdre Kirwan 2019

Bloomsbury

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



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

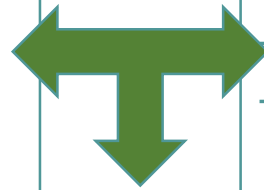
- Social cohesion & avoid social disaffection or conflict
- Effective joint collaboration & responsibilities
- Effective sharing of resources & expertise
 - Local, regional collaborations
 - Cross-border collaborations
 - Transnational collaborations

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