

Language Learning and Pedagogy in One-way Foreign Language Immersion: A SPACE FOR TRANSLANGUAGING?

Dieuwerke (Dee) Rutgers, Ph.D.

dieuwerkerutgers@gmail.com

College of Education, University of Florida

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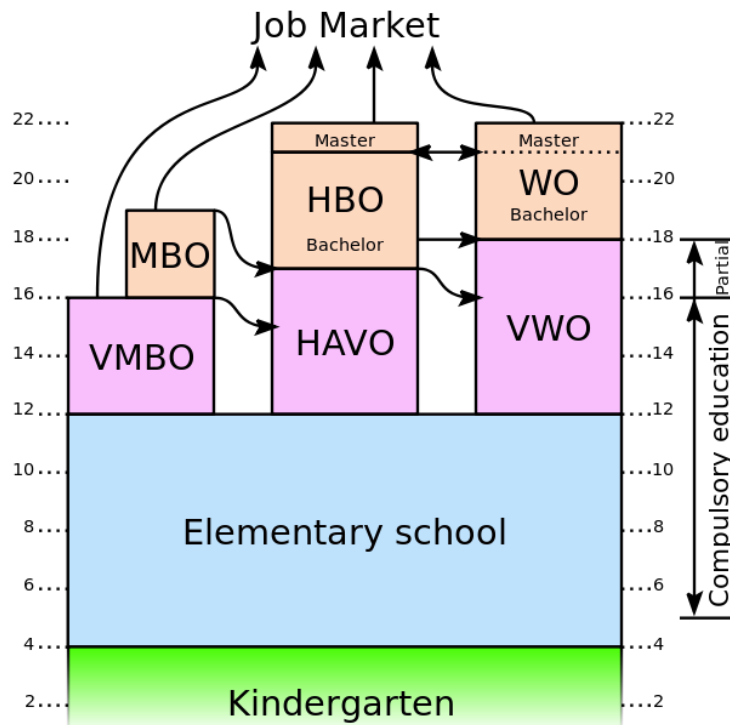


The Study

- ▶ **Aim:** Explore the impact of a secondary Dutch-English bilingual program on the learning of German as a third language.
- ▶ **Focus:** Metalinguistic awareness as “linked to a change in the quality to be expected in the language learning process” (Herdina and Jessner, 2002, p. 129).
- ▶ **However:**
 - ❖ The study captured various multilingual phenomena that went beyond the metalinguistic realm...
 - **Rutgers, D. and M. Evans (2015). Bilingual education and L3 learning: Metalinguistic advantage or not? *International Journal of Bilingual Education and Bilingualism*. doi: 10.1080/13670050.2015.1103698**

Context of the Study

► Dutch secondary education system:



- ❖ **Tiered system** (entry determined by test at the end of elementary school and school recommendation).
- ❖ Dutch-English bilingual program predominantly offered in the highest tier, known as **VWO**.
- ❖ **VWO:** 12-18 yrs.; pre-university education.
- ❖ **End of yr. 3:** students choose one of 4 subject profiles for their final state exams (yr. 6).

Context of the Study

► FL Learning in the Netherlands:

- ❖ **English** is a compulsory subject throughout secondary education.
- ❖ **French** and **German** are compulsory in yrs. 1-3 and yrs. 2-3 respectively
- ❖ From year 4 onwards, **one additional foreign language** alongside English remains compulsory (can be Latin or Greek).
- ❖ English has an **extremely high status** in the Netherlands – *can be considered a second language*



Context of the Study

► Dutch-English Bilingual Education

❖ CLIL-model:

- ✓ 50% of classes are taught in English; 50% in Dutch.
- ✓ Classes taught in English should include at least one from the social sciences, one from the natural sciences and one from the creative subjects
- ✓ Both native and non-native speaker teachers (mainly non-native): B2 on CEFR.
- ✓ Communicative approach, with focus on form being achieved through various types of feedback.
- ✓ As pupils' English proficiency levels increase, the CLIL approach is also increasingly adopted in the English language classroom.

Methodology

- ▶ **Case Study** of one school, offering both a bilingual and a regular program.
- ▶ **Year 4** (15/16 yrs old, 3 yrs of English; 2 yrs of German; German optional)

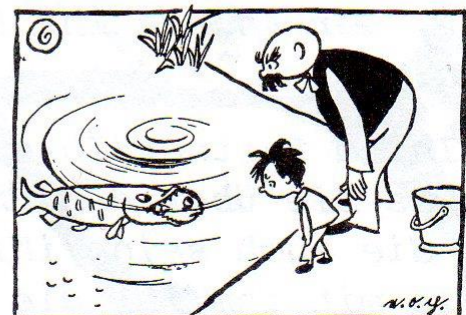
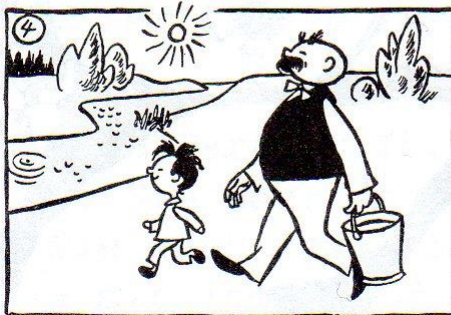
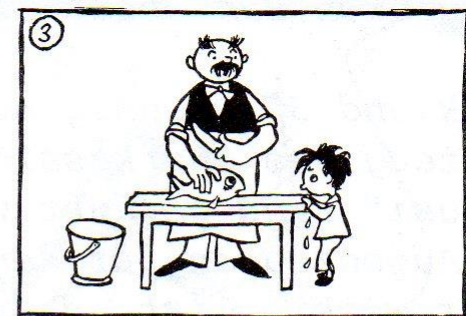
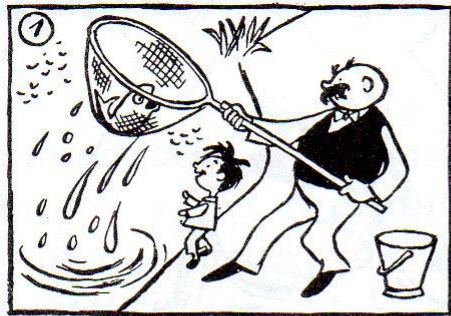
Methodology

▶ **Methods:**

- ❖ Language background **questionnaire**
- ❖ **Think-aloud** tasks, with retrospective interviews

Methodology

- ▶ **Picture Description Task** (Think Aloud + Retrospective Interviews)



Methodology

▶ **Song Translation Task** (Think Aloud + Retrospective Interviews)

❖ **Example: part of 1st stanza of song 'Aurélie' by 'Wir Sind Helden'**

Aurélies Akzent ist ohne Frage sehr charmant,
Auch wenn sie schweigt wird sie als wunderbar erkannt,
Sie braucht mit Reizen nicht zu geizen,
denn ihr Haar ist Meer und Weizen,
noch mit Glatze fräß ihr jeder aus der Hand

*Aurélie's accent is, without a doubt, very charming.
Even when she doesn't speak, she is considered to be wonderful.
She does not need to flirt openly,
coz her hair is like the sea and wheat.
Even if she were bald, she would still has them all eating out of her hand.*

Methodology

► **Methods:**

- ❖ Language background **questionnaire** (students)
- ❖ **Think-aloud** tasks, with retrospective interviews (students)
- ❖ **Interviews** (with students and teachers)
- ❖ **Lesson observations** (English mainstream & bilingual, German mainstream)

Methodology

► Analysis:

❖ Think-aloud protocols

- ❖ Type of LRE (linguistic focus)
- ❖ Socio-cognitive function of utterance
- ❖ Language of the utterance
- ❖ Retrospective interviews used to characterise the LREs and utterances, and identify the metalinguistic nature of these utterances.

Findings

Sarah (non-BS)

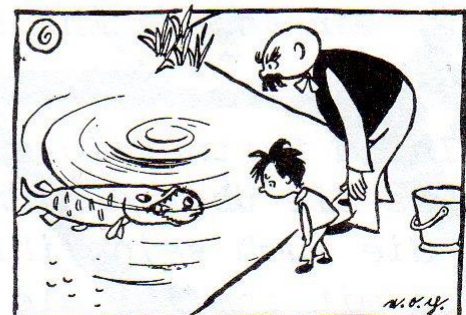
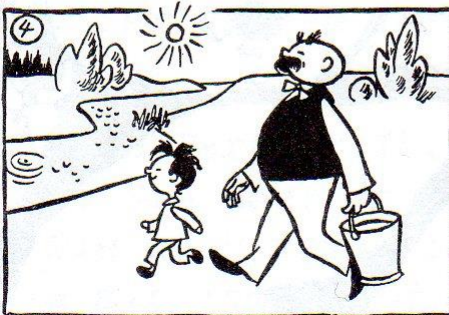
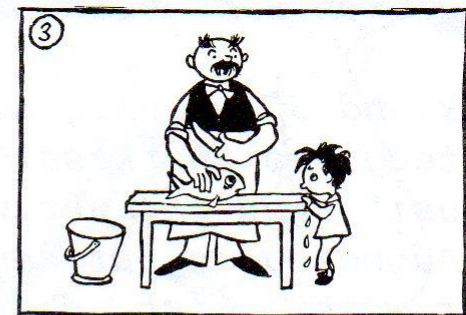
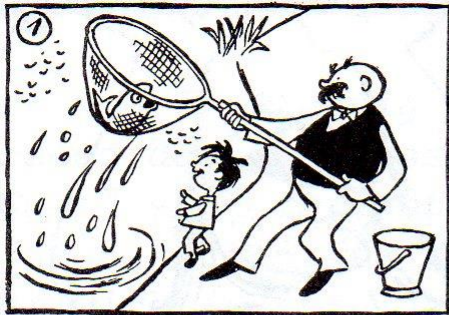
(D) Ehm (1) they walk (.) away, perhaps home (1) ehm (1) ▼let's see, they (G) sie | | ▲(D) Father (G) und Sohn↑ (.) Vater (1) und (1) Sohn↑ (1) (D) eh go for a wander (.) ▼'s eh ▲**what was that again**↑ Or walk↑ (2) eh wander, let's think, **it looked like (1)** ▼let's see (.) ▲ (G) sie sie (.) (D) ▼ehm (.) **what was it again** (.) ehm (.) let's think (2) (G) sie | | ▲raden (D) is cycling↑ (1) (G) spatz- spatzieren (D) it was, I think↑

Frances (BS)

(D) The boy (.)'s very very proud↑ (2) ▼proud (1) the boy finds it (1) a lot of fun↑ finds it very very (2) Well, yes, he's very very | | proud of his fish, but what is 'proud'. ▼▼The boy f- | | (2) **(E) Proud pr-** | | **wha (1)** (D) The boy 's very very (2) ▼▼**(U) trot-z-t (1)** ▲(D) no idea the boy f- | | well finds it, at least, a lot of fun so d- | | (.) (G) der (.) Jungen (3) ▼▼ (D) and then (2) ▲ehm (2.5) ▼▼▼▼proud (1) ▲finds it a lot of (1.5) mja finds it all a lot of fun (.) ▼I think, the boy (.) (G) findest (2) ▼▼findet (.) (D) without s (2.5) ▲ehm (3) ▼(G) es sehr (2) ▼▼toll

Methodology

- ▶ **Picture Description Task** (Think Aloud + Retrospective Interviews)



Findings

Sarah (non-BS)

(D) Ehm (1) they walk (.) away, perhaps home (1) ehm (1) ▼let's see, they (G) sie | | ▲(D) Father (G) und Sohn↑ (.) Vater (1) und (1) Sohn↑ (1) (D) eh go for a wander (.) ▼'s eh ▲**what was that again**↑ Or walk↑ (2) eh wander, let's think, **it looked like (1)** ▼let's see (.) ▲ (G) sie sie (.) (D) ▼ehm (.) **what was it again** (.) ehm (.) let's think (2) (G) sie | | ▲raden (D) is cycling↑ (1) (G) spatz- spatzieren (D) it was, I think↑

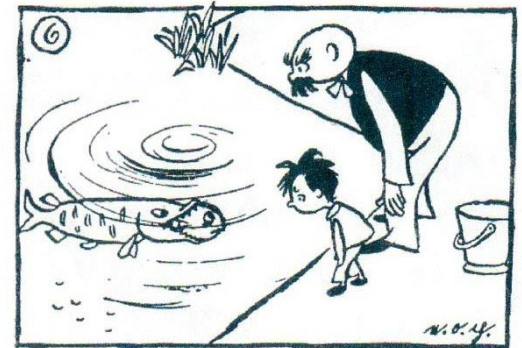
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Findings

► Bastian (BS)

“The small fish was eaten by the big fish”
by
door
durch



Extract 2 Bastian (original)

▼▼hmm door (4.5) bei, bei der (1) zür ▲door zür | | zür

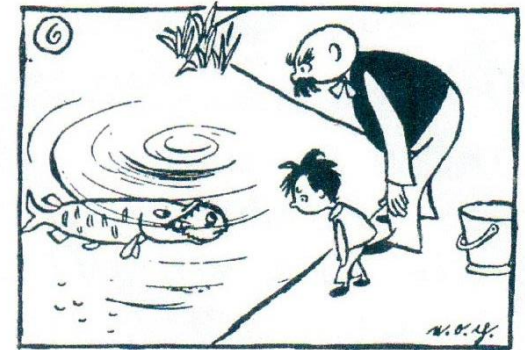
Extract 2 Bastian (Translation)

▼▼(D) hmm by (4.5) (G) **bei, bei** der (1) zür ▲(D) by (G) zür | | zür

Findings

► Brigitte (BS)

“Aber denn [sic: dann] der Raubfisch
trifft mit dem Fisch”



- **Word order:** in both Dutch and German, the phrase ‘aber dann’ is more commonly followed by a verb than by a subject → underlying structure of the sentence stems from English
- **Dutch:** treffen
- **English:** meet with/encounter

Findings

School Type	iPDT TAP (Translation)	Written Text
BS	<p>Bastian (BS)</p> <p>▼ Eh (1) ▲ and then suddenly they catch a fish, then (1), then they suddenly get lucky↑ (2) ▼▼hmm ▲ suddenly (2) ▼▼▼'s eh (1.5) and now ▲ after a couple of hours they suddenly are lucky ↑ (.) they catch a fish, what is 'to catch a fish' ↑ (.)▼▼▼hmm↑ (1) well (2.5) eeeh (G) na eh auf auch (1.5) ▲ nach einige Stunden ↑ (D) yes, (G) nach (2) ▼▼ einige Stunde (3) (D) have they finally (G) ei-eh (1) (D) so y' (D/G) eindelijk (D) eh (1) have they here (.) ▲(G) endlich↑(.) (D) yes.</p>	<p>Nach einige Stunden haben sie endlich eine Zander gefangen</p>
	<p>Brigitte (BS)</p> <p>(D) now they are (G) jetzt (2) laufen sie (3.5) ahm (3) *zu Hause* (1) (D) towards home</p>	<p>Jetzt, laufen sie nach Hause</p>
Non-BS	<p>Esther (non-BS)</p> <p>▲(D) Ehm (.) and then ehm (3) eh so then they go back to throw the fish back ↑ (2) eh (.) well and that is probably just on the same day coz a fish would not last that long in a bucket, I think ↑ that would be a bit sad for the fish ↑</p>	<p>Max und Thomas laufen zurück zum Ufer</p>

Findings

► Bastian (BS) – Song Translation

Original

Ach Aurélie, in Deutschland braucht die Liebe Zeit (2) ▼ Eh ach (2) Aurélië (2.5) ▲ in Duitsland (2) ehm (3) **neemt de liefde tijd** (.) ▼ brau- | | eh (.) hmm braucht (1) hmm (6) neemt (.) Duitsland braucht (.) gebruikt, nee (5) hmm heeft de liefde tijd no- | | **o ja.**

Translation

(G) Ach Aurélie, in Deutschland braucht die Liebe Zeit (2) ▼ Eh (D) Well (2) Aurélië (2.5) ▲ in Germany (2) ehm (3) **takes the love time** (.) ▼ (G) brau- | | eh (.) hmm braucht (1) hmm (6) (D) takes (.) Germany (G) braucht (.) (D) uses, no (5) hmm has love time nee- | | **o yes.**

Findings

Original

R: Heb je 't gevoel dat dat in dit jaar is toegenomen? Hoeveel dat er tussen zit? Of d'r in ieder geval bij komt? Of het nou vervelend is of niet, maar | |

F: Ik denk iets meer, ik denk dat het iets gewoonlijker | | of gewoon | | gewoonlijker? 😊(1)😊

R: 😊(1)😊

F: iets | | ja, zoiets | | iets normaler inderdaad is geworden.

R: Normaler?

F: Dat 't | | dat je Engels | | dat je ehm | | ja, dat 't veel normaler wordt, Engels, dat 't | |

R: Hm.

Translation

R: Do you feel that this increased over the years? How much it is in between? Or, in any case, how much it is there, whether it is bothering you or not?

F: Ehm, I think a little more, I just think it has become a bit more normally-er [*Dutch: gewoonlijker*] | | or normal | | normally-er [*Dutch: gewoonlijker*]? 😊(1)😊

R: 😊(1)😊

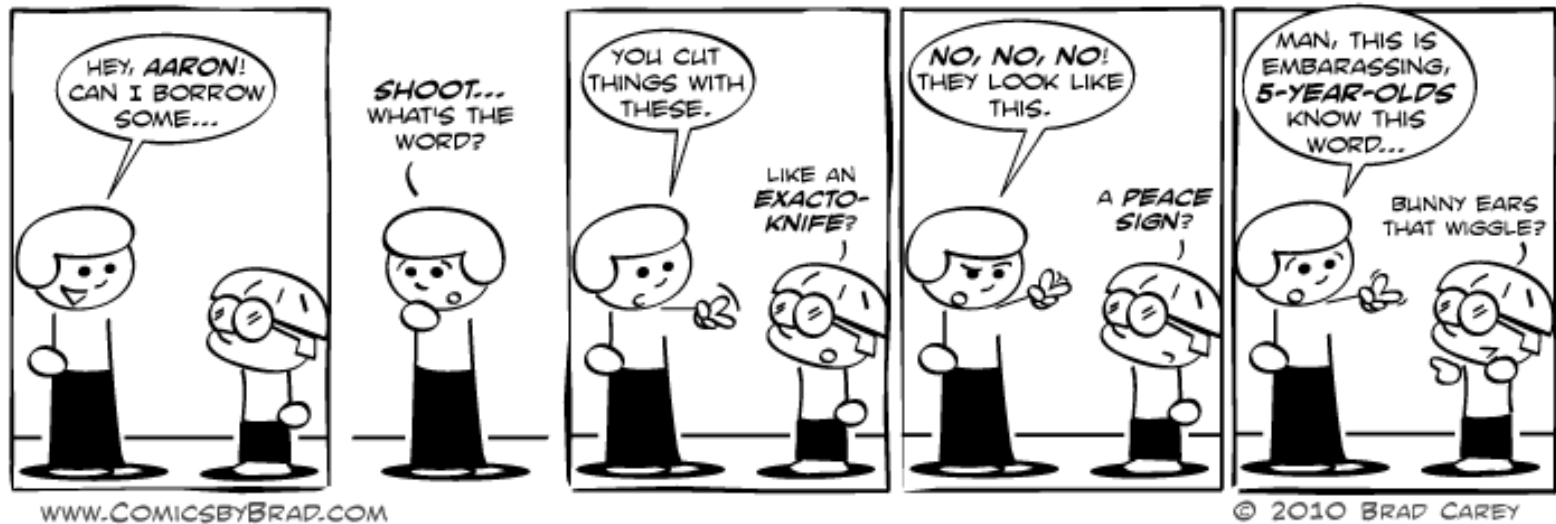
F: a little | | yes something like that | | a little more normal, indeed, it has become.

R: More normal?

F: that it | | that your English | | that you ehm | | yes, that it becomes more normal, English, that it | |

R: Hm.

Findings



Ecke, 2001, 2004, 2009; Gollan and Silverberg, 2001; Gollan and Acenas, 2004; Gollan *et al*, 2005

'switching' is not always a sign of deficit (i.e. not knowing)

Findings

Idiolects: 'structured lists of lexical and grammatical features, that is, list subdivided in components (e.g. lexicon, phonology, morphosyntax) and subcomponents (words belonging to one noun class or another, systems of tenses, system of case endings, pronouns etc)'

(Otheguy, García & Reid, 2015, p. 289)



These 'structured lists' develop based on use
(Hall, Cheng & Carson, 2006)



Findings

“It should be clear that ... ‘a language’ is a highly idiosyncratic constantly changing collection of elements. It has little to do with what language is according to grammar books and dictionaries, and individuals may vary extensively with respect to their respective versions of the language”
(De Bot, 2004, p. 29)



May or may not overlap with ‘**named languages**’
(Otheguy, García & Reid, 2015, p. 289)



Findings

► Cross-linguistic linking and expansion

P1: here, the day time. (*reading*) In the daytime, it is tiresome and perplexing

P2: perplexing?

P1: like you know in Dutch, (D) ik sta perplex. (E) Like 'wow'

P2: (D) yes, surprised [ja, verbaasd]

P1: (D) let's see (E) astonishing

P2: in the day time it is tiresome. What is tiresome and perplexing? Sleepy or what?

P1: yeah, I you're getting tired of it

P2: sleepy is not perplexing

P1: (D) nou, (E) perplexing is like astonishing, like wow

Findings

► Metacognitive Function of L2

Frances (BS)	Brigitte (BS)
<p>(D) Well yes, he is very proud of his fish, but what's proud. ▼▼ The boy f- (2) (E) Proud pr- wha (1) (D) The boy's very (2) (U) ▼▼ trot-z-t (1) (D) ▲no idea</p>	<p>(D) because [<i>Dutch: omdat</i>] (.) ▼ because, what is because [<i>Dutch: omdat</i>] ↑ 😊 (.) ▲ ehm (1) eh (E) because ▼ ▼ because because because because, what's because ↑ (D) ahm (2) eh (1) ▲ because, because [<i>Dutch: want 2x</i>]</p>

Discussion: a Space for Translanguaging?

- ▶ Flexible idiolects, fluid boundaries (translanguaging in the psycholinguistic sense)
- ▶ Mediating meaning and understanding
- ▶ Mediating thinking (private speech/collaborative dialogue)
- ▶ Metalinguistic dimension: putting languages side by side provides opportunities for learners to explicitly notice linguistic features.

Discussion

Translanguaging

- **Transformative** practices for language and cognition

- 'Languaging is the use of language to mediate cognition, and affect' (Swain & Lapkin 2013, p105)
 - ✓ To focus attention
 - ✓ Solve problems
- Languaging is the process of making meaning, shaping experiences, gaining understanding and knowledge

Pedagogical Implications

T: ok, what, would you spell this word, ehh, ehh, it's a great threat to us all. It's a great threat to us all? Just threat.

P1 (Bart): t - h - r - e - a - t

T: like, like, like it wasn't predictable that you would do that Bart, ehm threat, spell thread?

B: I just did?

K: no you didn't, you spelled threat

B: (3)

P2: (D) draad [*Eng: thread/wire*]

B: (D) oh draad [*Eng: thread/wire*]

T: (D) droad (*deliberate exaggerated and deformed pronunciation of the Dutch word*)

B: if it is, it's a great threat to us all, then it is XXX

T (*responds to another pupil*): no if you fret about something you are upset about it, do not fret

Carol writes on the black board

T: if it is a threat, you spell it like this, and then a thread-d-d, is a piece of cotton

P3: a string

K: nah, to fret is to worry about something

P4: fret is an animal

P5: that is with double t.

T: you spell it like that. OK, ehm, (3)

Pupils continue talking about the animal

T: that's a ferret

Carol writes 'ferret' on the blackboard

P4: it is that in Dutch

T: yeah, but we are not doing Dutch, abandon Dutch, that didn't work, sssshh

Pedagogical Implications

Just because ***translanguaging*** is natural and common in bi/multilinguals, does not mean that it is the most effective route to (language) learning...

... but there may be moments and contexts where it is.



Problems/challenges

Arguments for language separation (De Jong, 2016)

▶ **Continuous mixing is problematic:**

- Legaretta (1977) found that the concurrent translation approach was significantly less effective in building oral comprehension and communicative competence.
- Teachers are less likely to translate idiomatic expressions correctly when they are doing direct translations (Torres-Guzmán, 2002).
- Concurrent translation encourages students to “tune out” instruction in their weaker language (Wong Fillmore, 1980)

▶ **Easier route to take** (Storch and Wigglesworth, 2003), and tendency for the societal language to take over.

▶ **Maximising input and output in L2** for quicker L2 learning

- This includes languaging in the sociocultural sense.

Pedagogical implications

Some teacher views
(from Swain and Lapkin, 2013)

- ▶ The reason to use English should never be because “it is too hard” in the target language. The reason should never be because the students don’t understand a topic; any topic can be taught in the target language. (Becky, 15 years of experience in early French immersion, elementary grades)

Pedagogical implications

- ▶ Bilingual reading/writing partners
 - ▶ increase languaging through collaborative dialogue + matching of students for proficiency (either homogeneous or heterogeneous strategies)
- ▶ Reading: give time to discuss difficult passages through translanguaging (student-student, or student-teacher).
- ▶ Brainstorming on the board using different languages
- ▶ Individual/group checks using translanguaging, to check for understanding
- ▶ Making connections between words, especially cognates

Pedagogical Implications

- ▶ If you offer a bilingual programme, accept that your students will become bilingual and plan for this through the curriculum and through pedagogy.
- ▶ Set language goals and premises with all language teachers, as well as with content teachers in the school, and align pedagogies.
- ▶ Adopt a translinguistic approach to make students multilingual and cross-linguistic skills part of the curriculum
- ▶ Plan and reflect on what type of cross-linguistic consultations and translanguaging you allow in the classroom.

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