


## Translanguaging in the Heritage or endangered minority language context

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### Translanguaging

**Planned pedagogical practice in Welsh schools** (Williams 1994) "which deliberately switches the language mode of input and output in bilingual classroom" Lewis et al (2012:643)

**Criticism of ideology of language separation** (Cook, 1999; Cummins, 2007; Creese & Blackledge 2010, ) whereby attempts to **artificially separate languages by time/space/teacher**:

"although intended to promote an additive space (Lambert, 1974), is one that **reifies monoglossic ideologies of bilingualism as 'double monolingualism'** (Gort & Sembiante, 2015; Heller 2006)." Pontier & Gort 2016

**Ecological validity**: builds on normative bilingual language behavior - practices bilinguals use to make sense of and be understood in their multilingual worlds (García & Kleifgen, 2010).




### Extension of term

Lewis, Jones and Baker (2012) noted a **Shift in views of Translanguaging** from:

- ❖ **Intentional (planned) pedagogical strategy** to
- ❖ **Spontaneous translanguaging in general contexts** indicative of an integrated linguistic system (García & Li, 2014)


Growing body of research on translanguaging in settings with bilinguals who speak (locally) minority languages but with home/community support and high status or which are demographically strong elsewhere (García, 2009; Blackledge & Creese 2010; Creese & Blackledge, 2011; Li, 2011; Martin-Beltrán, 2010)



### Policy can have different outcomes

**"Unique role of the educational setting's language policy in children's bilingual development."** Gort & Sembiante (2015)

**"Language policy is not an autonomous factor, and what appears to be ostensibly the 'same' policy may lead to different outcomes, depending on the situation in which it operates.** Evaluation of the potential and actual impact of language policy on endangered languages is complicated by lack of straightforward causal connections between types of policy and language maintenance and shift, as well as by confusion of policy and planning. " Romaine (2002)



### Translanguaging and


**Endangered languages** e.g. Irish, Welsh, Gaelic, Basque, Breton, Hawai'ian....: Crystal (2000): Language death is preceded by high incidence of codeswitching, attenuation & convergence among L1 speakers.

←

**Isolate to protect minority lg (Purism)**

↓

**Discourse in endangered languages regarding need to defend linguistic boundaries against threat of extinction.**



Tension between

→

**Accept & Legitimise Dynamic Bilingualism**

↓

**"Translanguaging practices that community finds valuable"** Otheguy et al (2015:299)-  
**"emotionally empowering"** Osterkorn & Vetter (2015)

### Need to consider


Threatened language communities' concern that their language will be delegitimised underlies attempts to keep clear boundaries between languages:

⇒ **"In such situations teachers are cautious about its use in order to preserve and safeguard the minority language within the classroom (Jones & Lewis, 2012)."**

**Space:**

**"While it is important to put the minority language alongside the majority language, thus ensuring for it a place in powerful domains, it is important to preserve a space, although not a rigid or static place, in which the minority language does not compete with the majority language. "** García (2009a, p. 301).

⇒ **Need an approach to Translanguaging that is context (Language, Age, L1/L2...) sensitive**



### Caution re endangered language contexts

Discussion of impact of majority Language on Minority Language speakers: e.g. in Irish, Welsh, Gaelic, Breton, Basque (Hickey, 2001, 2007, Lewis 2004, 2008)

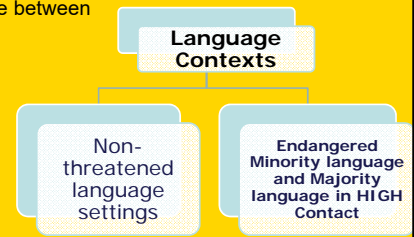
“Garcia (2009) urges caution to be exercised in classrooms where there is unequal power between the languages, arguing that Fishman’s warning (1991) to protect the minority language is still very relevant.

Thus, whilst the deliberate and systematic use of two languages in the classroom can be of an advantage to children’s learning, **careful consideration must be given to the sociolinguistic contexts of schools, especially in settings where a minority language coexists with a majority language as media of teaching and learning.**” Lewis, Jones and Baker (2012b, p10)



### Translanguaging and language status

Need to differentiate between



Need to respond to local circumstances: “Although we can acknowledge that across all linguistically diverse contexts moving between languages is natural, how to harness and build on this will depend on the sociopolitical and historical environment in which such practice is embedded and the local ecologies of schools and classrooms” (Creese & Blackledge, 2010, p. 107).



### Translanguaging pedagogy

García, Johnson and Seltzer (2016) identify three strands of a translanguaging pedagogy:

- 1) the teacher’s stance,
- 2) the instructional and assessment design, and
- 3) the shifts.

Teachers’ stance = “their philosophical belief about the value of bilingualism in the life of a language-minoritized child, is most important.”

Some insights into Teacher stance in data collected in both Irish- and Welsh-medium preschool settings



### ‘Teacher Stance’ in Welsh-medium preschools

#### Translation to English in mixed groups:

‘We say the sentence in Welsh, then English, then Welsh’  
 ‘Welsh is spoken at all times, but if the need arises we always use the Welsh word first, e.g. *llaeth, milk, llaeth*’

81% agreed that ‘I speak only Welsh with the Welsh L1 children when they are on their own’

**BUT**

‘When Welsh L1 children are in mixed groups with Welsh learners, I include English words and phrases in order to communicate with the whole group’ -70% agreed, while

‘Welsh L1 children sometimes lack vocabulary and accuracy’ -Only 57% with mixed groups of L1/L2 children agreed



### Stance discernible in grouping strategies:

- 70% said they always/regularly **disperse L1 children among L2 learners** to promote speaking of Welsh BUT
- Over half **rarely/never group L1 children together** to promote speaking of Welsh
- Half rarely/never group L1 children to offer more linguistically challenging activities
- ⇒ **Prioritisation of L2 learners’ needs &**
- ⇒ **Lack of differentiation to address needs of minority language L1 speakers**



### Need

Garciam Johnson & Seltzer (2016) advocate

‘Spaces of Possibility’



For some learners, in some minority language contexts, we need to create **Tearmann Teanga ‘Safe Spaces’**



**safe space**