

# Language practices that work in our multilingual classrooms

manoeuvring within ideological constraints...and more?

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# Presentation Plan

1. Current Language in Education Policy
2. The ideological underpinnings of L in E policy
3. Our learners
4. What does translanguaging have to offer as a descriptive concept in our context?
5. Teasing out translanguaging in education using data from a Khayelitsha high school
6. Ideas for making learning at school work better for our children

# Current language in education policy - schooling

LiEP 1997

CAPS 2011

School language policies: official and tacit

## The ideological underpinnings of L in E policy in SA

- Monoglossic ideologies
- Anglonormativity

‘Language ideologies misdirect our attention from the real problems in language and literacy teaching... (and this) “misrecognition” of the problem also prevents productive solutions through heteroglossic approaches to language use’

(McKinney, 2017, p.71)

# ABANTWANA BETHU\*

## Translanguaging

(Garcia and Li Wei, 2014;  
Makalela, 2014/2015;  
Madiba, 2014; Probyn,  
2015; Li Wei, 2017;  
Jaspers, 2017; Antia,  
2017; Guzula, McKinney  
& Tyler, 2016; Tyler,  
2018)

\*our children



# Bilingualism in the 21st century

Subtractive  
Bilingualism



Additive  
Bilingualism



Dynamic  
Bilingualism



Garcia, Sylvan and Witt, 2011; Garcia and Kleifgen, 2010

Data:  
Success high case study

# 'MANOUEVRING' (PHAKENG, 2017)

- 'Smuggling in the vernacular' (Probyn, 2009)
- Code-switching
- Natural translanguaging in adaptive translanguaging spaces (Garcia & Li Wei, 2014)



## **Natural Science**

### **Grade 9 test:**

How is the arrangement of electrons in Neon similar to the arrangement in Helium?

### **Mbulelo**

#### **Grade 9 learner:**

uyabona kaloku

iHydrogen iyimolecule yona i-exista

zibayitwo zona xa iexistayo



## BEYOND MANOUEVRING: OFFICIAL TRANSLANGUAGING STRATEGIES

- Translating between written registers (Lemke, 1990)
- Creating new registers for Science learning
- making the grammar of the English Science register explicit with reference to another register
- Teaching critical language awareness with reference to the written English Science register



Mamzla chmy i-molecule yeyona part incinci  
kuyo yonke into esingangileyo enokwazi  
lizimela yodwa and neye in one or  
more ntlobo ze othomni. Lyk one molecule  
yametsi is H<sub>2</sub>O kwaye. kuzasolo KO  
kukho ihydrogen ezimbini in nature

## Official translanguaging develops conceptual rigour

Thandile's written version:

'for example one molecule of H<sub>2</sub>O/water has 2 hydrogens'

Yonela's:

'for example one molecule of water is H<sub>2</sub>O'

Ha a why i-molecule of water is H<sub>2</sub>O...water is H<sub>2</sub>O, it's the same thing!

like Thandile sine-water uba like one molecule yalamanzi

(like Thandile we have water , if like one molecule of this water)

Making learning at school  
work better:

a decolonial imperative

1. Create **established translanguaging spaces** in schools (Garcia & Li Wei, 2014).
2. Teach teachers pedagogies which embrace **official translanguaging** (ibid.)
3. Change L in E policy to make the goal of language in education an **expanded repertoire** (Lin, 2015) which includes both familiar and standardised registers.
4. Enable all teachers to be **critical literacy** teachers (Janks, 2010)
5. Create **multilingual materials** in language and content subjects.

## Selected References and questions

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