

Translanguaging and Multilingualism

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IAM3 Summer School, 8th June 2023

Reading: Duggan, N., Holmström, I. & Schönström, K. (2023) Translanguaging practices in adult education for deaf migrants.

DELTA, 39(1), 1-33.

What to expect in the next hour?

How do we define multilingualism?

Multilingualism in times of globalisation

Migration & multilingualism

Deaf migrants' translinguaging practices

Challenges with analysing translinguaging practices

Multilingualism - how do we define this term?



Daily Mirror 
@DailyMirror

Princess Charlotte already speaks two languages at just two-years-old
[mirror.co.uk/news/uk-news/p...](https://www.mirror.co.uk/news/uk-news/p...)



cole
@_ColeNewberry

So do most children of immigrants but I guess it's less impressive when they're poor



Language on the Move
@Lg_on_the_Move

Some of our African participants were highly multilingual. One of them was Amina from Sierra Leone, who learned 6 languages (Temne, Krio, Klao, Kono, Madingo, Susu) as a street trader in West Africa. In Australia all that people seemed to see in her was her poor English.
53/n



Multilingualism - how do we define this term?

- What is multilingualism essentially?
- Does one have to be fluent in two or more languages to be considered multilingual?
 - Pidgin, creole?
 - Homesign? Village signs? Gestures?
- Who gets to decide how a multilingual person should look?

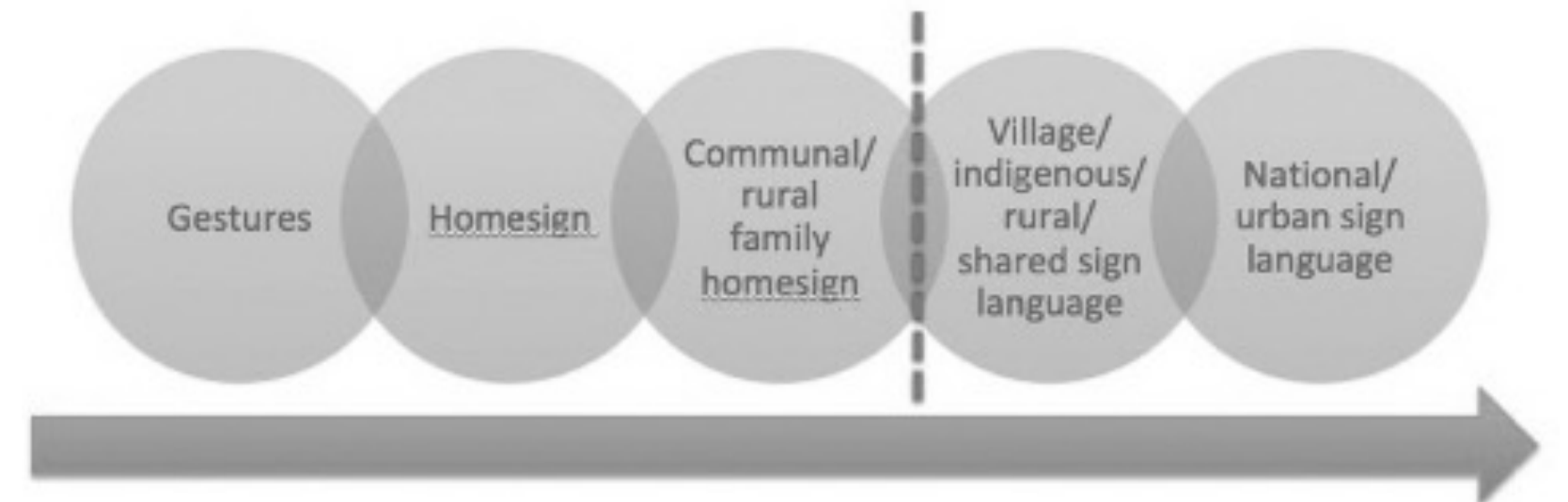


Figure from Kusters et al. (2020)

Multilingualism - how do we define this term?

- Multilingualism have always been present throughout history
 - Global north's concept of monolingualism
 - Boundaries of languages
 - "Subtractive" bilingualism
- Multilingualism comes in different forms and scales

Horizontal multilingualism

- Informal communication
- Language brokering
- Code-switching, code-mixing
- Fluid moves between languages

Vertical multilingualism

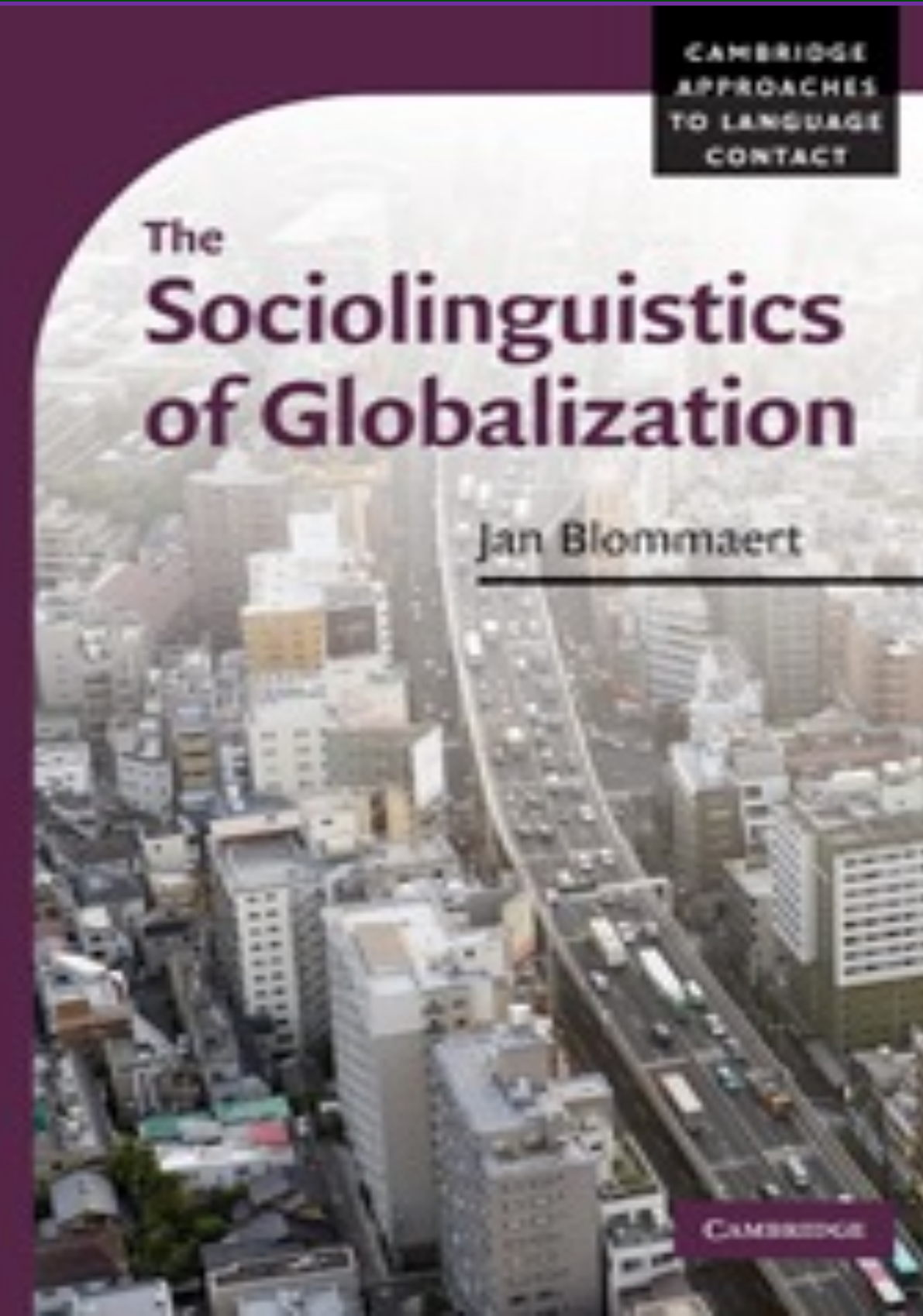
- Formal translation and interpreting
- Planned code-switching
- Multiple parallel monolingualism (e.g. EU parliament)

"The multilingual turn" (May, 2014)

- Global north's research on multilingualism were usually focused on urban areas
- New 'discovery' of multilingualism:
 - Ethnocentric
 - Lack of understanding in history of multilingualism
- Need for a practice-based view of language competence:
 - Focus on negotiation of communication in real life
 - Methods that capture the complexity, fluidity and mobility of different semiotic resources.
 - Less focus on separation of languages.

Migration & Multilingualism - Globalisation

- Sociolinguistics of Globalisation (Blommaert, 2010)
 - Globalisation of languages:
 - Not a new concept but...
 - New in:
 - Intensity
 - Scope
 - Scale
 - Complex web of languages and repertoires

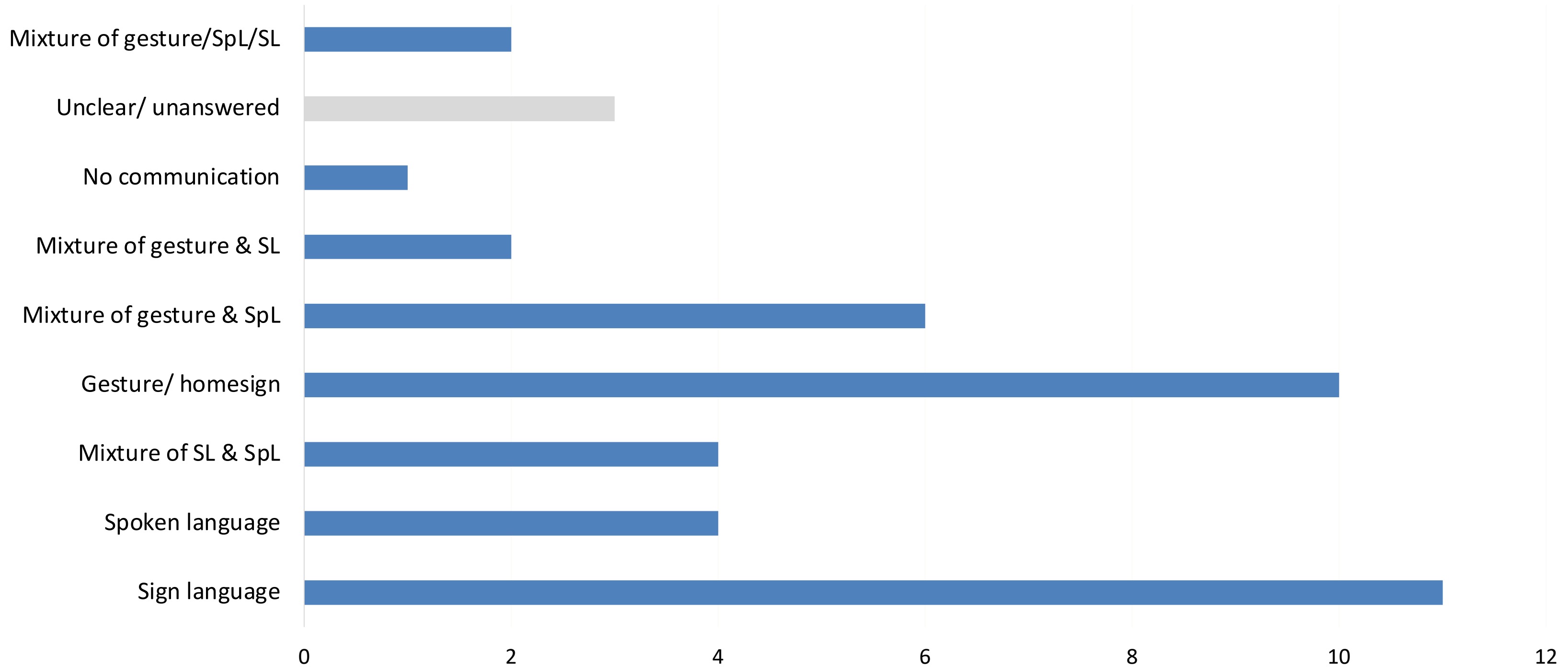


Deaf migrants & multilingualism

- Increased mobility = increased diversity in language
- Research on SLs were usually focused on national language and national sign languages
- Growing number of research on several SLs in one space:
 - E.g. MobileDeaf project
- *“The multilingual situation of deaf migrants in Sweden”* project
 - 2020-2023
 - Analyses deaf migrants’ language learning and language use in Swedish adult education

Deaf migrants & multilingualism

Communication with family



Translanguaging practices among deaf migrants in Sweden

Use of fingerspelling to depict one language through another

Pointing, gestures, use of ASL, IS, other national SLs

Miming

Visualising language structures

Visually-oriented translanguaging
(Holmström & Schönström, 2018)

Mouthing in different languages

Use of different tools e.g. Google Translate, STS dictionary

Technology e.g. Youtube, Google search

Joint reading activity – an example

Video

Joint reading activity – an example

Video

Joint reading activity – an example

Sentence:

Anna said that she wants to buy a bouquet for you.

Intramodal translanguaging:

ANNA SAY THAT SHE WANT BUY ONE BOUQUET FOR YOU.

STS:

ANNA: I WANT BUY FLOWER BOUQUET GIVE-YOU

Example of joint reading activities

Sentence:

Anna said that she wants to buy a bouquet for you.

Intramodal translanguaging:

ANNA SAY THAT SHE WANT BUY ONE BOUQUET FOR YOU.

STS:

ANNA: I WANT BUY FLOWER BOUQUET GIVE-YOU

Issues with these activities

- "Right" sign for bouquet
- Translating is a skill itself
 - Requires considerable knowledge in both languages
- STS as required knowledge for learning Swedish

Challenge of learning two new languages simultaneously



EN-GÅNG-TILL
[one-more-time]

STS sign



EN [one]



GÅNG [more]



TILL [time]

Visualisation
of the
structure of
the Swedish
phrase using
STS signs

Deaf multilinguals' translanguaging practices in the classroom

Similar repertoires

- Opportunities to discuss meanings of new words in several languages
- Ability to play with languages with peers
- Teacher has less of a role to play in the discussion

Different repertoires

- Creative in how to explain the meanings of new words
- Use of English and ASL/International Sign as *lingua franca*
- Teacher has more of a role to play in the discussion

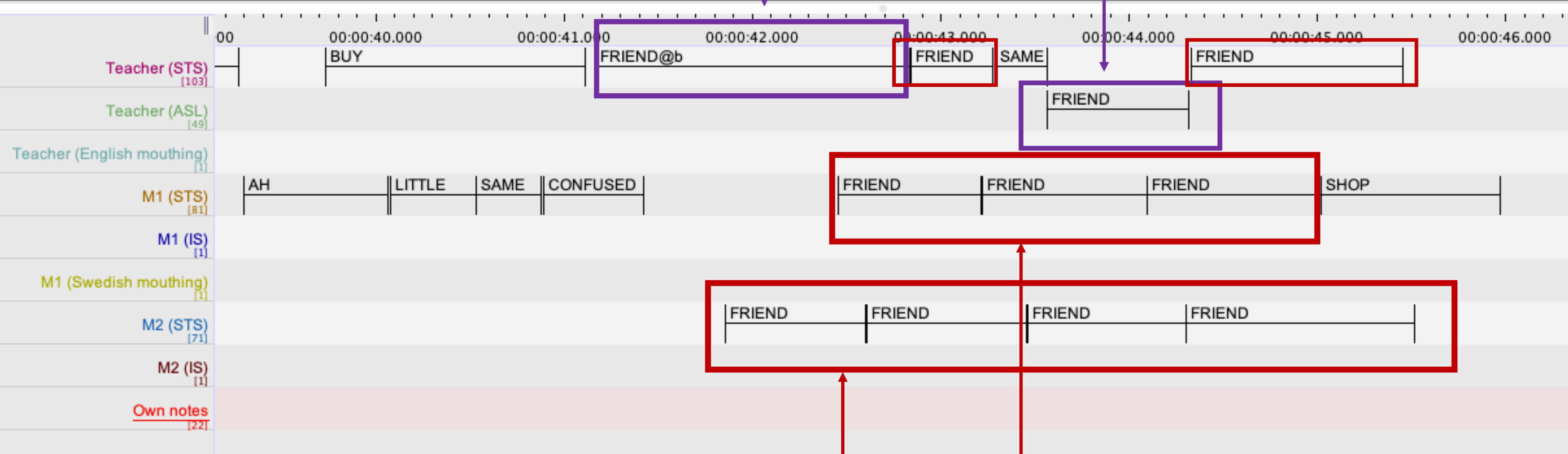
Factors influencing translanguaging opportunities

- Pressure of language learning
 - Show that one "deserves" to be here
 - Language test in order to obtain citizenship
- Language use at home (both in home country and in Sweden)
 - Hearing families
 - Deaf families
- Power relations:
 - Language hierarchies e.g. homesign, national SLs that are not recognised by the government
- Languages in common

Challenges in analysing translanguaging practices in deaf multilingual classrooms

Fingerspelling

ASL or IS?



A lot of repetition

