

Abstracts

Jane Andrews (University of West of England), Mariam Attia (Durham University) Prue Holmes (Durham University), Richard Fay (University of Manchester)

Universities as sites of multilingualism – exploring our experiences on a multilingual, multi-disciplinary research project

(Researching multilingually at the borders of language, the body, law, and the state)

In this presentation we consider institutional policies and practices regarding multilingualism as we have encountered them within our AHRC project Researching multilingually at the borders of language, the body, law and the state (AH/L006936/1). As a team of seventeen researchers based in universities across four countries, gathering data in a range of settings from the perspectives of a diverse set of disciplines, we explore ways in which multilingualism is present, facilitated and documented in research practices. Our exploration takes in processes of ethical approval, disciplinary norms, regulations and practices surrounding doctoral supervision and visible and audible expressions of multilingualism within university life and research.

Christine Hélot (University of Strasbourg)

Shifting Monolingual ideology in Teacher Education in France: Translingual Writers and Creativity in Bilingual Pedagogy

Our presentation will propose a critical analysis of the conceptualisation of bilingual education in France and illustrate how language in education policies are still marked by a monolingual ideology where languages are viewed as separate bounded entities. In order to challenge this ideology with student teachers enrolled in the bilingual education program (French-German) at the University of Strasbourg, we have selected a number of multilingual writers who self-translate their own work or use translanguaging, in other words who break with the traditional barriers that separate languages and in the process create new literary voices. Our aim is to make future bilingual teachers aware of the new pedagogical possibilities offered by heteroglossic approaches such as crossing language barriers or blending languages (Blackledge and Creese, 2014). We also wish to help them understand how bi-multilinguals perform their identity through a creative use of their multiple languages, why bilingual authors choose to translanguange and how such examples can foster and legitimize a heteroglossic pedagogy of literacy in bilingual programs and multilingual classrooms (Hélot, Sneddon and Daly, 2014).

References

Blackledge, A. and Creese, A. (eds) (2014) *Heteroglossia as Practice and Pedagogy*, Dordrecht: Springer

Hélot, C., Sneddon, R. and Daly, N. (eds) (2014) *Children's Literature in Multilingual Classrooms*, London: IOE Press/Trentham Books.

Loredana Polezzi (Cardiff University)

Working globally through multilingualism and translation

(Transnationalizing Modern Languages: Mobility, Identity and Translation in Modern Italian Cultures)

One of the core objectives of the Transnationalizing Modern Languages project is to place mobility at the centre of the educational agenda. Traditionally, forms of human mobility have been understood as separate entities and studied under different disciplines. We are asking what happens if we see migration, translation and other multilingual practices as deeply connected phenomena, involving multiple agencies, and engaging both individuals and communities in the creation of complex knowledge, affect and memory networks.

The paper will explore the ways in which research carried out within the TML project is dealing with the methodological challenges implicit in such a multi- and trans-disciplinary perspective: by working with migrant communities in multiple locales (from Argentina to the US and Italy); by engaging in creative practice in diverse educational settings within the UK and beyond; and also by attempting to translate research into pedagogical practice, focusing on what people do, rather than who they are.

What does it mean, for instance, to rethink the multi-disciplinary area of Modern Languages in ways which make it significant for today's learners? How do we address the perceived dominance of English as a global language? How does linguistic awareness connect with cultural intelligence and intercultural capability? And what does it mean to think of a translation pedagogy which also (and crucially) addresses 'monolinguals'? These are core questions we need to address if we are to understand the nature and the potential of today's multilingual campus, but also, more broadly, of multilingual practices in contemporary society.

Caroline Tagg (Open University)

Bilingual researchers as intermediaries of translation in a research team

(Translation and translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities)

Trying to capture the experience of fieldwork within Birmingham's bustling indoor market, Adrian Blackledge writes in a research vignette, 'This is Mandarin. I cannot understand. Rachel transcribes. I can understand. Teamwork works'. The comment captures the importance of bilingual researchers like Rachel for research teams working in multilingual contexts, and yet (in deliberately foregrounding the immediate relief of being able to understand) downplays the complexities of the translator's role. What does it mean to 'transcribe' and to translate? What does it mean to 'understand'? How is understanding negotiated, performed and contested through the process of translation within a large team project?

In this talk, I explore the role of bilingual researchers as intermediaries of translation in one research team using two datasets: vignettes written by team members at two points in the project; and a recorded discussion around the translation of Chinese-language social media examples. The vignettes reveal the value placed on the linguistic resources of the bilingual researcher by other people in the team (as well as the research participants), and the immediate feelings of relief and gratitude expressed for the translator's interpretations. And yet the translators often expressed insecurity regarding their own linguistic expertise, and understanding was often co-constructed between the team members. These complexities are further explored in analysis of the recorded discussion, which shows how a 'translation' emerges as the result of a complex interplay of factors (the translator's repertoire and relationship to the participants, the assumptions and interests of other team members,

the immediate purposes and wider research goals) and then becomes the object of further negotiation and interpretation within the team. The analysis highlights the importance of reflective data such as vignettes for raising and maintaining awareness of the complexities of working multilingually.