

Performing Our Language Beliefs in the Classroom

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Hi, y'all
Bonjour
こんにちは

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- *Practicing Translingualism: Faculty Conceptions and Practice*

Translingualism Believes

- Language boundaries are porous and fluid
- People can communicate by mixing and moving across languages

Horner, Lu, Royster, & Trimbur (2011); Canagarajah (2013); Sugiharto (2015)

Why Translingualism?

- Captures the dynamism and playful potential of language
- Helps composition see and make room for the linguistic diversity of our students

What about the *teachers'*
language practices?

Où sont-ils?

先生の言語?

¿Por que no?

*Avant de
continuer:*
Your Reflections

- What languages, language varieties, or dialects do you have as part of your language history?
- What experiences do you have, if any, of language difference (not knowing the language of the place or being told that your language is different or wrong)?

Code-meshing

Code-meshing is the combination of two or more codes into the same text.

As I welcome you to Pittsburgh and to 4C19, let me be real wit y'all right from jump...

Vershawn Ashanti Young

“Greetings from the 2019 Program Chair”

Code-Meshing

- Have you ever code-meshed in your writing or in your speech?
In what contexts?

My study

- **Seven participants: Composition instructors from range of different teaching contexts and regions**
- **Two interviews**
- **All participants have**
 - **Familiarity (to differing degrees) with a language other than English**
 - **Immigrated or traveled or lived overseas and experienced language difference**
 - **Spoke English predominantly in the classroom**

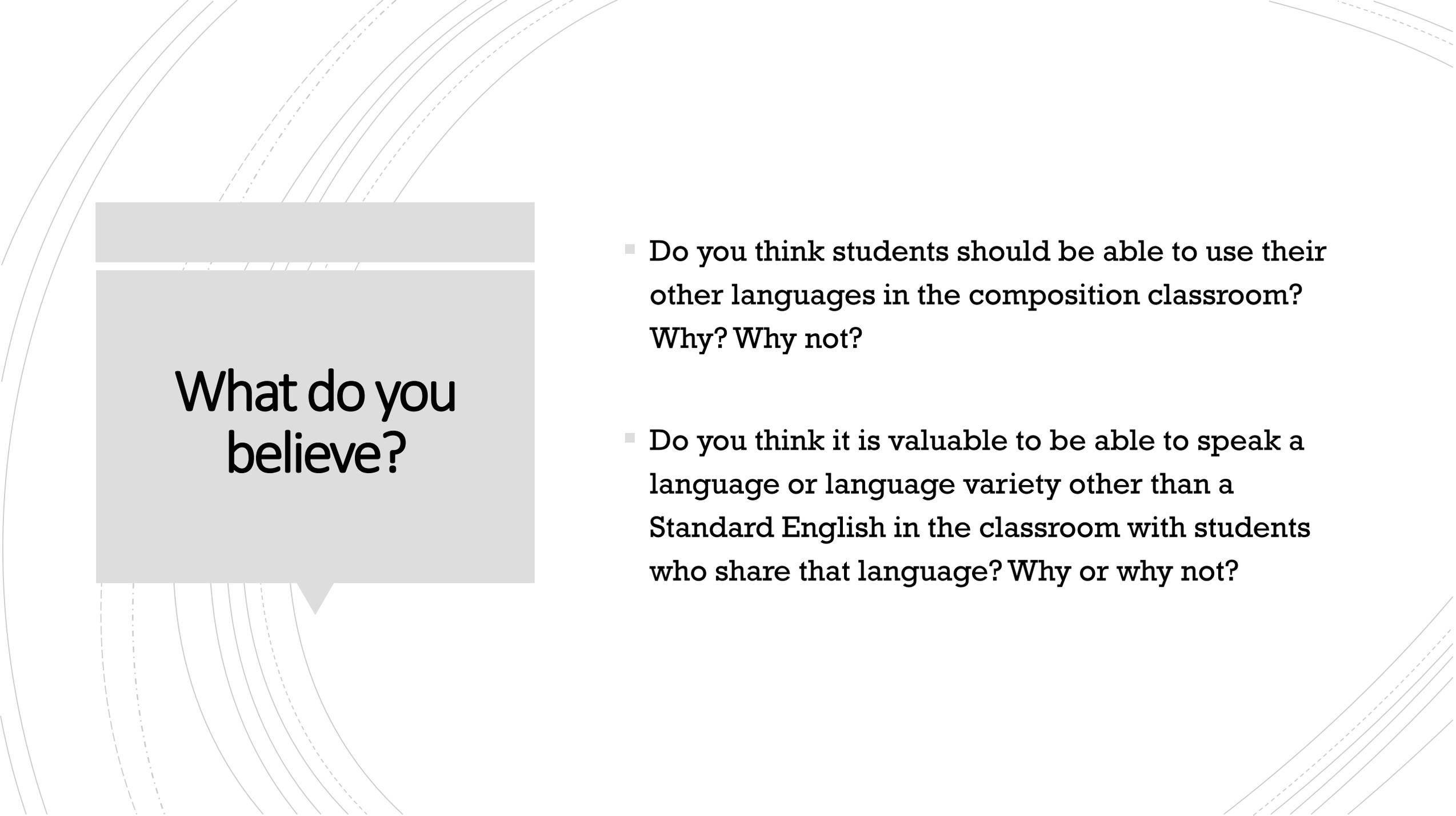
Juan Guerra

“Cultivating a Rhetorical Sensibility
in the Translingual Writing
Classroom”

The mistake I made—which is the same one so many proponents of code-meshing seem to make as well—is that I inadvertently assumed that students can ignore the circumstances they face in the new rhetorical situation (an assigned essay in a classroom) and can easily transfer their language practices from one site to another. In other words, I failed to acknowledge that I was asking students to do the same thing with language in two rhetorically different and highly situated settings.

Why English??

- Shared language – *une langue partagée*
 - *Monolingual contexts*
 - *Lingua franca*
 - *Institutional pressures*
 - *Regional history of language suppression*



What do you believe?

- Do you think students should be able to use their other languages in the composition classroom? Why? Why not?
- Do you think it is valuable to be able to speak a language or language variety other than a Standard English in the classroom with students who share that language? Why or why not?

Translanguaging

instead of “code-meshing”

Translanguaging describes how a person works across their full language repertoire rather than keeping their languages separate.

Once we understand that to translanguage is to make use of one’s repertoire without undue consideration of outside boundaries and constraints, we realize something surprising, namely that translanguaging is what is done all the time also by ... monolinguals!

(Otheguy in García and Kleyn, 2016)

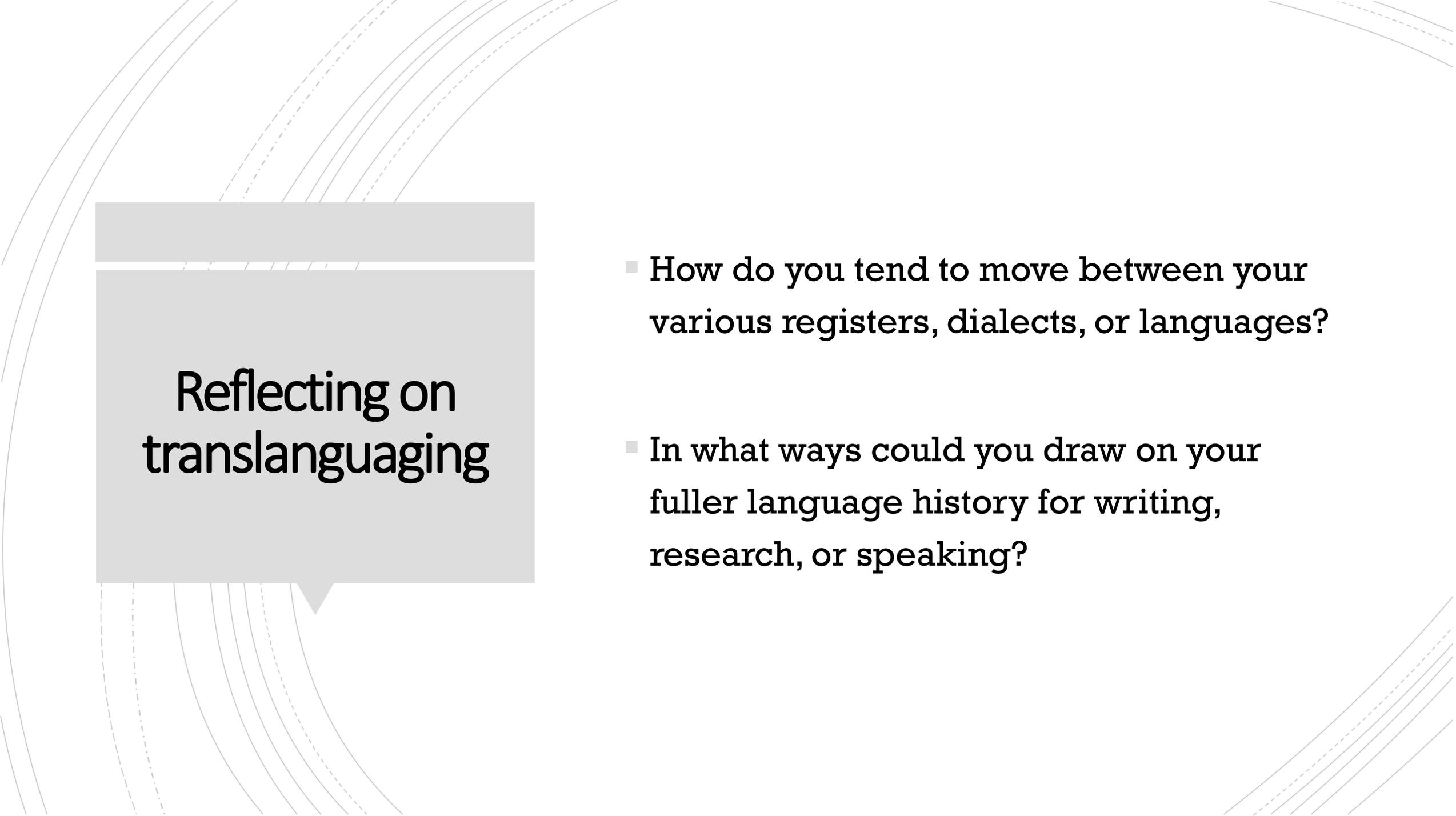
Translanguaging

Process and Produce

There are more ways to use our languages than just overtly code-meshing.

We can translanguague and still produce what appears to be a Standard English product. (*translanguaging behind the scenes*)

Overt translanguaging (code-meshing) when we decide it is rhetorically appropriate or needed.



Reflecting on translanguaging

- How do you tend to move between your various registers, dialects, or languages?
- In what ways could you draw on your fuller language history for writing, research, or speaking?

Translanguaging from my participants

- using other languages in conferences, before or after class, or in written communications
- bringing in materials in their other languages for analysis or comparison
- comparing patterns and structures of Academic English to other Englishes or languages
- multimodal and multi-semiotic practices to negotiate meaning and language with students
- language play for both learning language and for making visible the slipperiness of language

Using Their Language Histories

- rhetorical attunement > paying attention to students and making language work visible
- focusing on communication rather than form
- telling stories > making space

Focus on Students

Using our language histories to

make space

make visible

be open

Reflecting on using our language histories

- In what ways can you use your language history to help students feel like their language backgrounds are valued, to see diversity in writing, and to feel comfortable making mistakes and being creative with their writing?
- Are there ways that we can reconsider what counts as rhetorically successful writing?

***Merci pour votre
attention!***

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