



Full report



# Multilingualism in The Workplace

## Pedagogical Aspects of Translanguaging Practices

**Alicja Fajfer** | University of Eastern Finland, **Olesya Chayka** | Koopkultur, **Peppino Franco** | Asnor, **Rupert Hasterok** | Comparative Research Network, **Roula Kitsiou** | University of Thessaly

### Abstract

This paper is an overview of pedagogical translanguaging practices for education as a workplace. We are on the lookout for tools that increase language aware communication and help build a culture of respect for multilingual participants.

### Key concepts

**pedagogical translanguaging:** systemic official pedagogical practices to effectively balance supporting diverse multilingual identities while also fostering proficiency in the national language

**language awareness:** In our framework, we approach LA as an ecosystem of controlling linguistic insecurity in everyday work encounters.

**linguistic insecurity:** fear of speaking in public (Preston 2013). An emotion of shame, anxiety, or fatigue, which connects LI to the body. LI is a scale of anxiety (see Huang 2012).

**hypothesis:** By treating translanguaging as a collection of resources to deploy when needed, it becomes a tool to tackle linguistic insecurity.

**method:** We analysed the practices through the lens of linguistic insecurity (LI), and communicative burden. We observe that pedagogical translanguaging manifests itself as an act of negotiating communicative burden. Translanguaging supports language learners to expand their linguistic repertoires. Consequently, it enables them to take on more burden.

## Data

5 case studies: Finland (UEF community), Greece (community at University of Thessaly), Germany (small NGO from Berlin), Italy (local NGOs from southern Italy)

 [Catalogue of Practices](#)

## Tools and practices

### Impact (based on Kumashiro 2000):

1. reduce the risk of negative experience for minorities
2. promote representation, so that minorities are visible
3. highlight the positionality of normalized and minority groups

### Objectives:

- language learning
- culture building

### Computer technology:

People deploy digital translinguaging with the aid of free and popular online services, like machine translation or social media. Nevertheless, the use of digital translinguaging could be expanded, for example, through better multilingual software design. This said, while digital literacy is a key competence in digital translinguaging, so is creativity and innovativeness. Even basic tools can be robust.

### Resources

- resource-intensive tools: organizational practices
- low-threshold tools: self-study and reflection tools

Our research illuminates that practical translinguaging is a cumbersome process. Cutting corners comes back in the form of aggravated digital inequalities, or even burnout. However, we argue that having a translinguaging strategy would help navigate away from harmful results, while making the most out of available resources.

### Tackling nativespeakerism

According to Holliday (2014), “native speaker” is an ideologically motivated brand of superior speakerhood, constructed in opposition to the “non-native speaker”. People see value in practices founded on nativespeakerism. Translinguaging’s impact can go beyond individual empowerment if it is coupled with critical reflection about linguistic social justice.



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