What can LangWork project do for you?

Alicja Fajfer

Talent Boost Newsroom

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UEF// University of Eastern Finland

About the project

- 2 years
- Erasmus+
- **Focus**: international talents' access to jobs and building linguistically cohesive workplaces
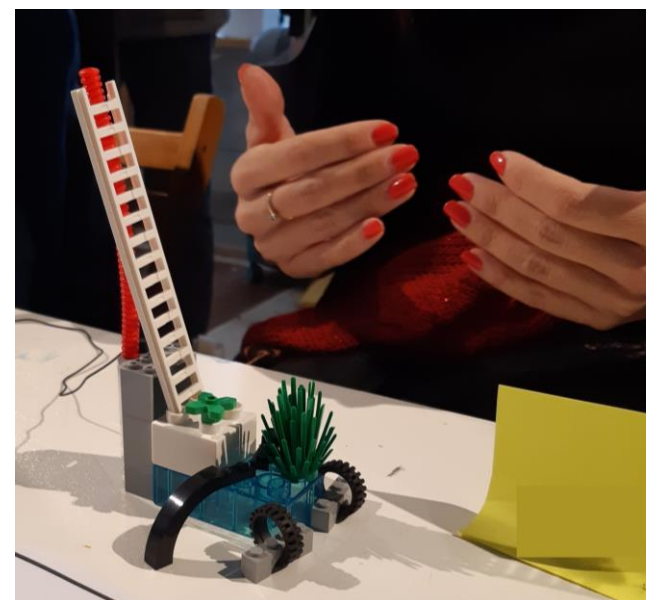- **How**: *pedagogical translanguaging* and linguistic wellbeing

The guiding principle

Linguistic insecurity

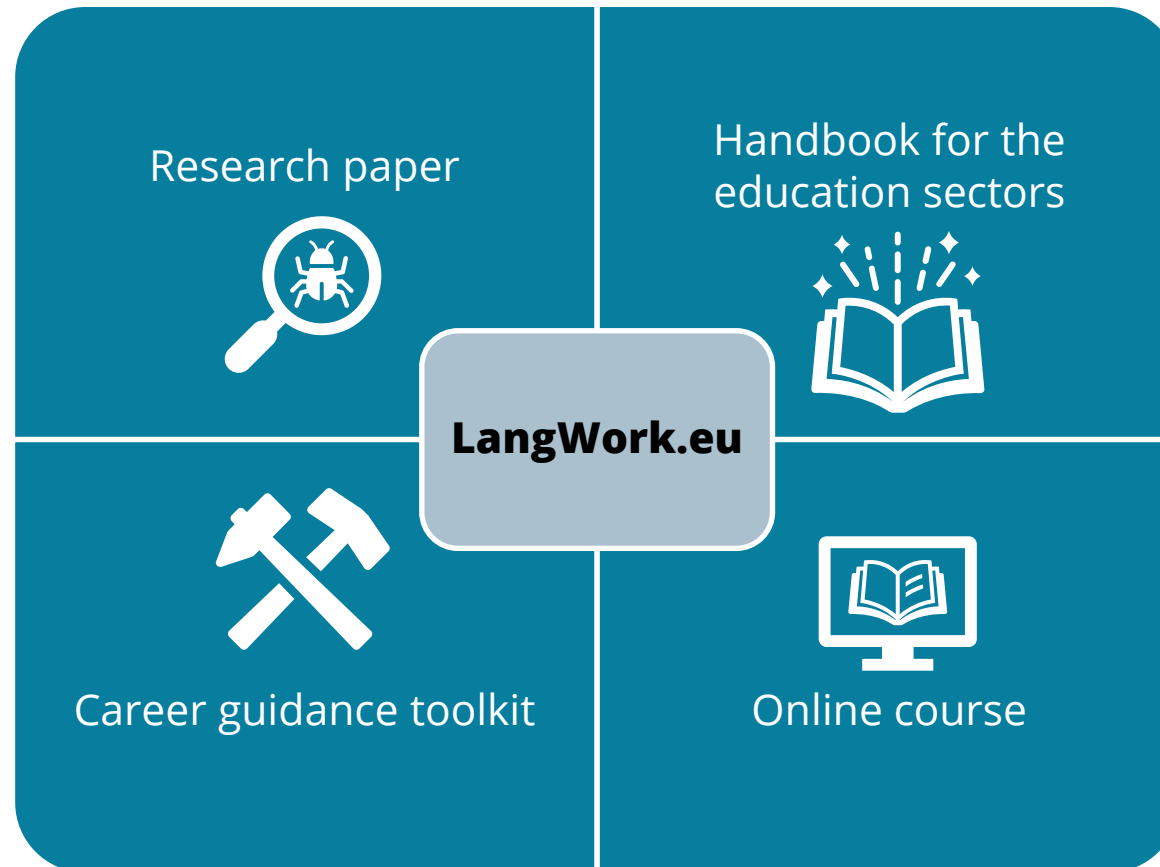- stems from a lack of resources to address a communicative situation

Translanguaging

- is people 'call up on different social features in a seamless and complex network of multiple semiotic signs, as they adapt their language to suit the immediate task'

What we promised to do

Research paper

Handbook for the education sectors

LangWork.eu

Career guidance toolkit

Online course

L@NG WORK

langwork.eu

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.

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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 translanguaging with the aid of free and popular online services, like machine translation or social media. Nevertheless, the use of digital translanguaging could be expanded, for example, through better multilingual software design. This said, while digital literacy is a key competence in digital translanguaging, 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 translanguaging is a cumbersome process. Cutting corners comes back in the form of aggravated digital inequalities, or even burnout. However, we argue that having a translanguaging 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. Translanguaging's impact can go beyond individual empowerment if it is coupled with critical reflection about linguistic social justice.

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2: Handbook

Chapter 1 — Academic migration, job opportunities, 3 stories

Chapter 2 — Insights from an Italian career counsellor in London

Chapter 3 — CEFR and language proficiency assessment

Chapter 4 — Tips for interviewing international talents

Chapter 5 — Communicating in a multilingual educational environment, the benefits of linguistic landscape walks

Chapter 6 — Constructing a welcoming multilingual space, with exercises

Chapter 7 — Tools and practices to implement language aware communication

Chapter 8 — Teaching in a multicultural school: insights from a headmaster from Kreuzberg

3: Toolkit. Career Guidance for International Talents

Chapter 1 Guidance practices in project countries

Chapter 2 Guidance with Lego Serious Play

Chapter 3 Ikigai and translanguaging

- Language portrait
- Linguistic diary: comic

Chapter 4 Language skills in personal branding

- Personal branding canvas
- Social media
- Pocket language journal
- Language user's portfolio

Additional results

Catalogue of practices
- Collected through research
- Workplace toolkit

Language User's Portfolio
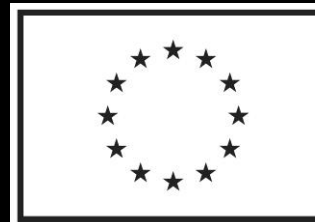- A document to present your language skills and strengths

LSP for Multilingual Strategy
- How to develop a multilingual strategy with LEGO SERIOUS PLAY

Welcome to our website

https://LangWork.eu