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**Challenging discourses of deficit [Recurso electrónico] : Understanding the vibrancy and complexity of multilingualism through language trajectory grids / Julie Choi, Yvette Slaughter.**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 101-104.

The 'multilingual turn' has opened up a variety of creative, participatory methods for researchers and educators to explore language learners' linguistic repertoires, language practices and resources, and linguistic experiences. In this article, we draw on data from the English as an additional language (EAL) secondary school classroom context where we use what we call 'language trajectory grids' to make visible EAL students' English language learning experiences. The grid activity involves plotting learners' emotions, practices, relationships, and life circumstances with their resources, practices and historical events onto a chronological grid. Using a narrative structure to make sense of learners' grids and the 'small stories' (Barkhuizen, 2009) participants shared during the activity, we discuss the affordances of such devices in opening up space for teachers and learners to critically reflect on the complexities and vibrancy of contemporary multilingual language journeys; to recognize situational factors that influence dispositions towards language, language learning and identity; and as a powerful starting point for students and teachers to engage in 'collaborative relations of power'.

Language teaching research. -- 2021 (January), v. 25, n. 1, p. 81-104

1. Language learning experiences 2. Language trajectory grids 3. Linguistic repertoires 4. Multilingualism 5. Participatory visual methods

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2

**Challenging the monolingual mindset [Recurso electrónico] : Understanding plurilingual pedagogies in English as an Additional Language (EAL) classrooms / Yvette Slaughter, Russell Cross.**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 58-60.

Current theories of bilingualism argue that the language practices of bilinguals are drawn from a single linguistic repertoire, and that enabling access to the full breadth of students' language practices can be a vital resource for further language development. This challenges commonplace practices within English as an Additional Language (EAL) education in Australia, where curriculum, pedagogy, and assessment are predicated on monolingual (English-only) structures. Even though many teachers identify with the need to draw on students' linguistic repertoires, a lack of pedagogical guidance can result in disengagement with this issue. As we move towards identifying and systematizing plurilingual practices, it is imperative we understand teacher stance towards the use of languages other than English in the classroom. This research, therefore, sought to explore the use of language mapping to build teachers' awareness of their students' communicative lifeworlds, and to reflect on their stance towards students' languages (other than English) in contexts where the focus is learning English as an additional language. The findings illustrate pedagogical practices which go at least some way to subverting the dominance of English-only structures, as well as demonstrating that teacher positioning towards the use of first languages is dynamic in that it is responsive to changes in student context, as well as to new knowledge, as gained through the language mapping activities.

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1. Language learning 2. Linguistic repertoires 3. Pedagogy 4. Teacher agency 5. Translanguaging

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3

**Drawing on students' diverse language resources to facilitate learning in a Japanese–English bilingual program in Australia [Recurso electrónico] / Marianne Turner.**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 77-80.

Recently, the incorporation of students' home languages into monolingual classrooms has been reinvigorated by a scholarly focus on extended linguistic repertoire. In bilingual programs, ideas of language separation have traditionally influenced teaching and learning as a way to protect the minority language, but there is a growing call to engage with the complexity of students' language practices. In this article, it is suggested that the English-medium (dominant language) classroom can be an effective site for exploring how to leverage and affirm students' home language practices in bilingual education, and also to support the minority language in the program. Data are drawn from a design-based study that investigated the transition of a Japanese-English primary bilingual program from 30% of instruction in Japanese to a 50:50 program. As part of the study, a Foundation teacher and a Year 5/6 teacher worked towards English curriculum objectives by incorporating languages their students spoke at home, including Japanese, into the English-medium classes. Findings revealed that some Foundation students did not immediately draw on home language practices, instead choosing to use Japanese, whereas the Year 5/6 students demonstrated ambivalence towards Japanese but not towards other language practices.

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1. Australia 2. Bilingual program 3. Japanese 4. Linguistically diverse students 5. Primary 6. Translanguaging

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**4**

**Facilitating agency and engagement [Recurso electrónico] : Visual methodologies and pedagogical interventions for working with culturally and linguistically diverse young people / Jacqueline D'warte.**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 34-38.

The 21st century has brought rapid global change to the cultural and linguistic landscape of many nations; this rapidly changing landscape has prompted educators to argue that the lived and evolving reality of contemporary classrooms demands a re-examination of current curriculum, pedagogies and assessment practices. Australian classrooms now include young people who speak many different languages and dialects of English; these young people draw on multiple ways of learning and understanding and are increasingly mobile and connected across time and space. Over the last two decades, rather than building on this linguistic diversity Australia's national assessment program has relegated difference to a problem fixed by further commitment to standardized English curriculum and assessment practices. In this environment, attention is given to what is perceived as limited or lacking in young people's knowledge of the English language and literacies practices most valued in school. This article presents research that aimed to acknowledge and build on the foundational linguistic resources of young people in super-diverse mainstream primary classrooms through the application of visual methodologies (language mapping) and corresponding pedagogical work. This research, undertaken in Western Sydney, one of the most diverse regions in Australia, offers possibilities for perpetuating and fostering a pluralist present and future in 21st century classrooms.

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1. Language maps 2. Language pedagogy 3. Linguistically diverse classrooms 4. Super-diversity 5. Visual methodology

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**5**

**Translating translanguaging into our classrooms [Recurso electrónico]: Possibilities and challenges / Rhonda Oliver ... [et al.].**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 146-148.

With a focus on Australian Aboriginal students, in this article we argue that translanguaging provides a useful resource for multilingual learners. We point out that although translanguaging is a relatively recent term, in Indigenous Australia it has been used consistently throughout the ages as people from different languages communicated with each other. We argue that through the use of translanguaging in the classroom, children can be supported to draw on the wide range of linguistic resources they bring with them to school. Using data collected from an Aboriginal school in the Northern Territory and one in Western Australia, we illustrate the ways in which this perspective can inform approaches to teaching which will both enhance these learners'

communication skills in Standard Australian English (SAE) in the classroom, and, importantly, at the same time demonstrate that the languages the children come to school with are valued.

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1. Aboriginal 2. Classroom 3. Indigenous 4. Multilingual, 5. Standard Australian English (SAE) 6. Translanguaging

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6

**Using the translanguaging space to facilitate poetic representation of language and identity [Recurso electrónico] / Janet Dutton, Kathleen Rushton.**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 127-132.

Australian students come from a wide range of linguistic and cultural backgrounds with each context providing unique challenges. Tensions however exist between the intentions to address diversity and the competing influence of a high-stakes context that prioritizes monolingual classroom practices and diminishes teachers' use of engaging pedagogy. Viewed through the lens of socio-spatial theory, these tensions highlight how the ideal of education for diversity is re-shaped by the everyday practices in schools and systems. This can result in monolingual 'firstspace' practices that do little to develop the knowledge of language and culture that is central to students' engagement with learning. This article reports ethnographic research in which secondary subject English teachers challenged routinized monolingual practices and re-imagined their classroom practices. The use of translanguaging and the reading and writing of poetry – translanguaging poetry pedagogy – created 'space' to support a dynamic process in which students could use all their linguistic resources to produce identity texts. The use of translanguaging and identity texts disrupts a transmission pedagogy that positions the student as a blank slate. Teachers reported how translanguaging poetry pedagogy moved from a 'thirdspace' practice to a 'what we do' or 'firstspace' practice as they came to see that using students' full language repertoire is a way to return the power of language to their students. The resultant translanguaging space and the symbolic propensity of poetry helped students to develop powerful personal representations and reinforces the need for pedagogies that acknowledge students' diverse backgrounds, and honor the languages and identity of all students.

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1. The University of Sydney 2. Sydney 3. New South Wales 4. Australia

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