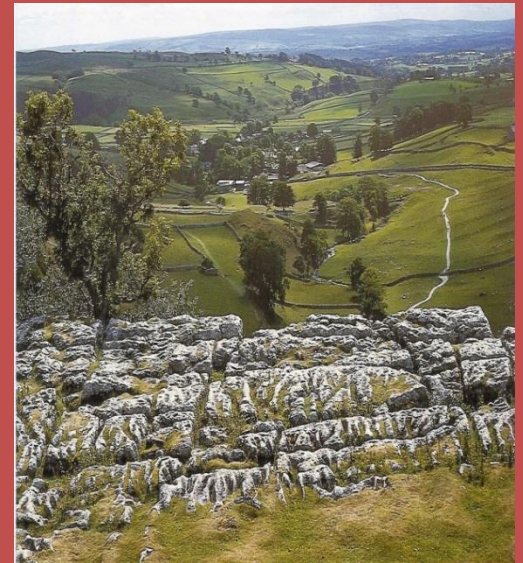
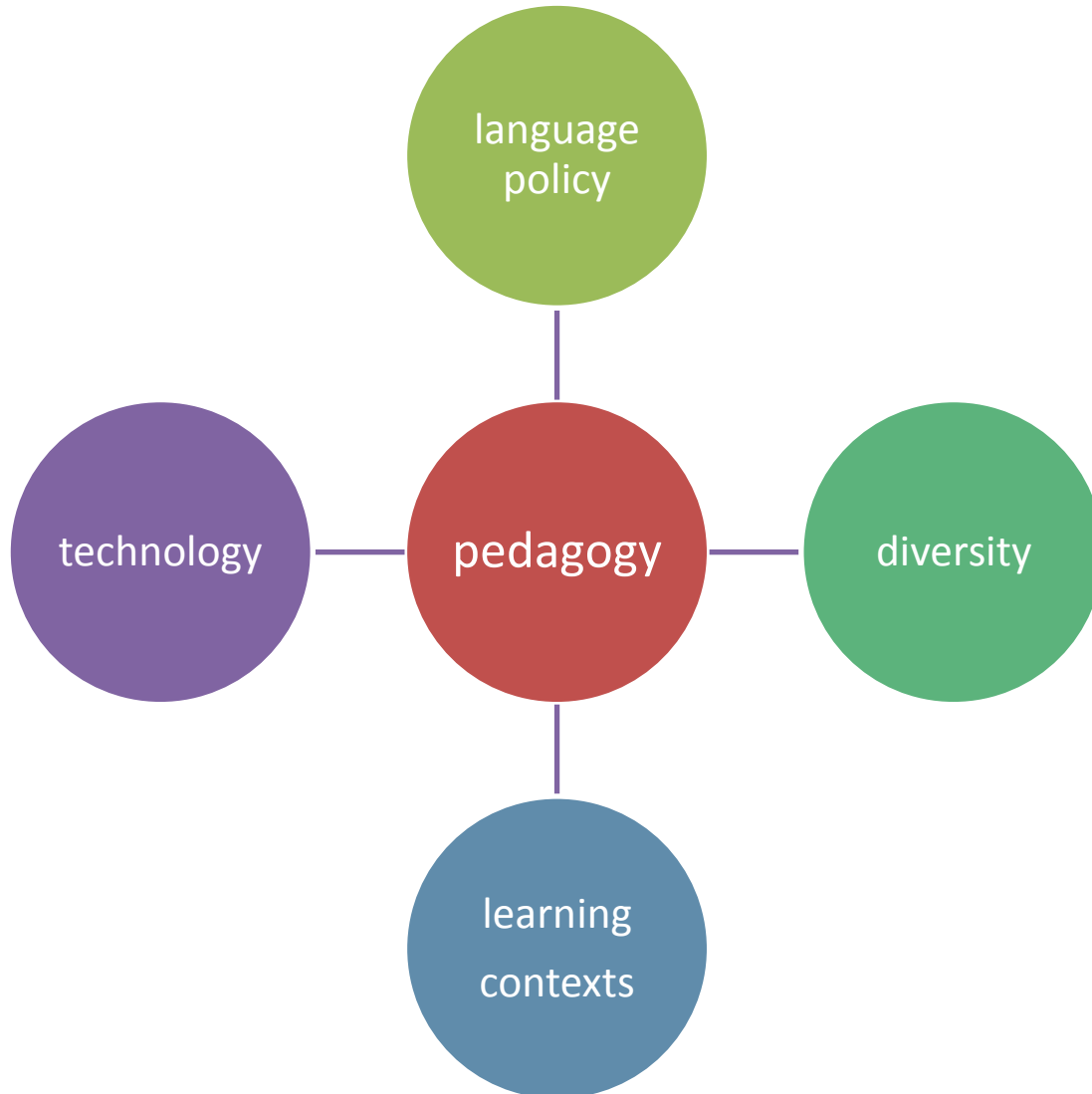


Unlocking Dialogue in Deaf Education: The role of translanguaging

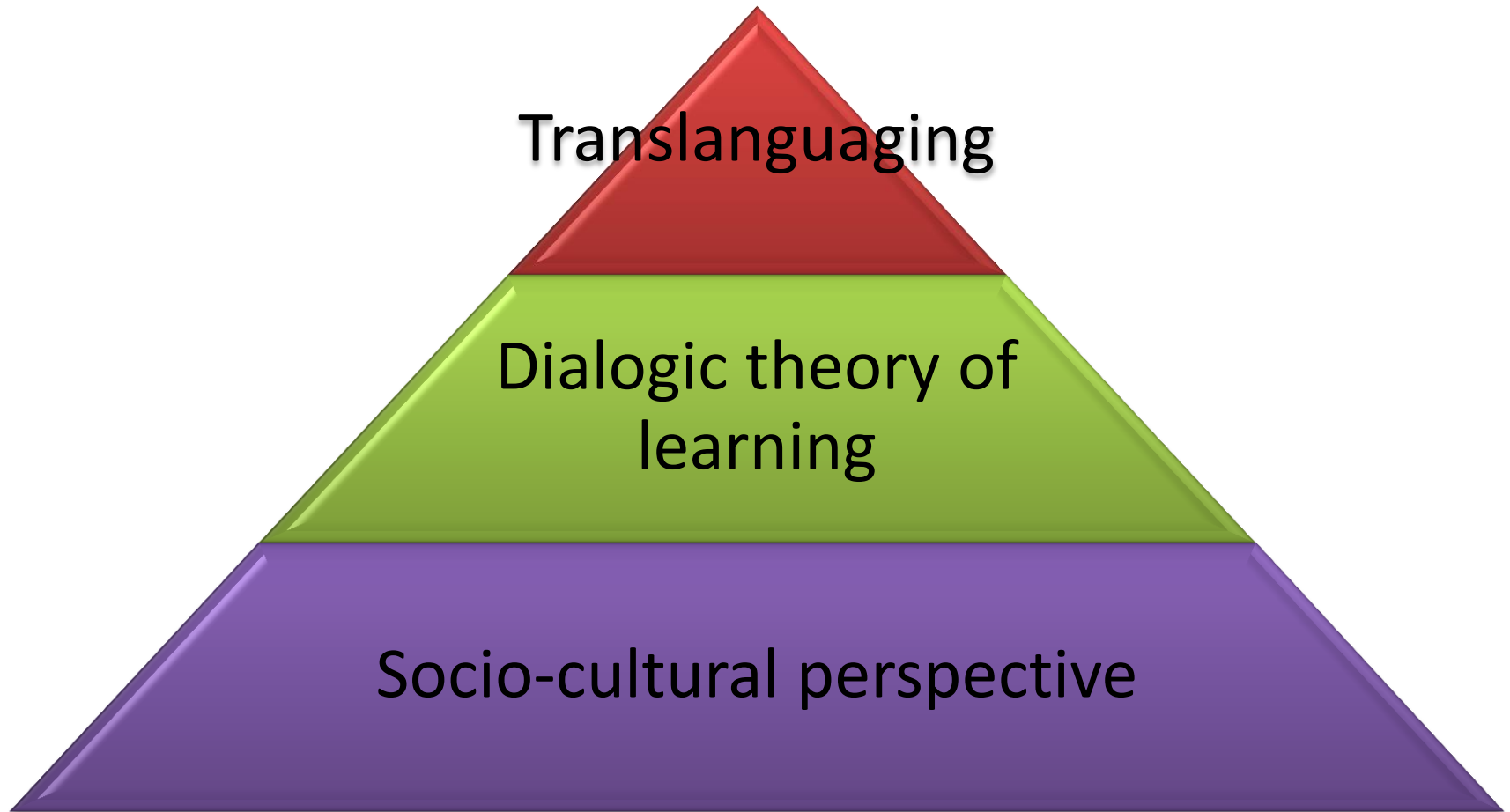
Ruth Swanwick



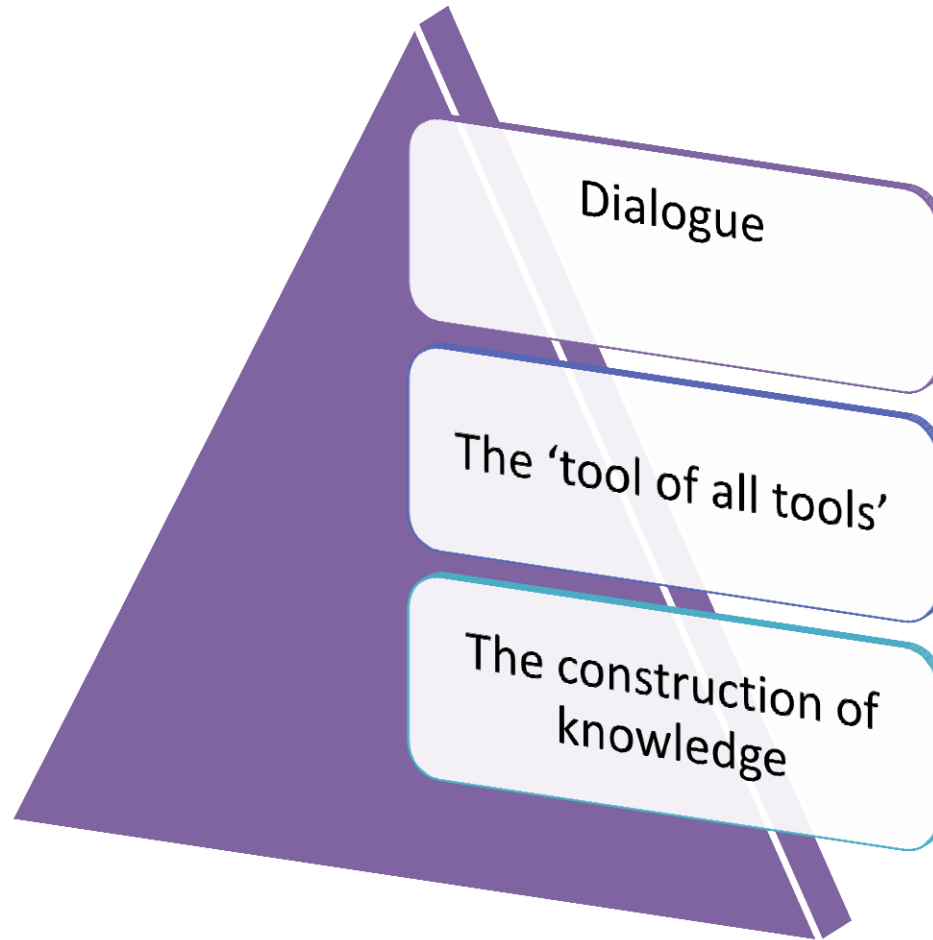
Pedagogy and 'futures'



A pedagogy for deaf education



A socio-cultural perspective



Scaffolding



- direct and indirect guidance
- the linguistic and cultural toolkit
- collaborative building of knowledge
- contingency
- dialogue

A dialogic theory of learning

- We learn in the context of cultural and historical relationships brought into play through interaction
- Across difference
- An interchange between self and others, our cultural environment
- A dialogic voice offers different perspectives
-that changes *what* and *how* we know

Who knows



Knowledge is neither absolute or completely subjective but negotiated and constructed through a dialogical process



A framework for deaf education?

Transformative

Learning and learning how to learn



Ecological

Recognises the layers of influence on learning



Optimistic

Gives teachers agency to enhance learning

Classroom approach

Reciprocal and participative interaction between learners and teachers that is ...

collective

supportive

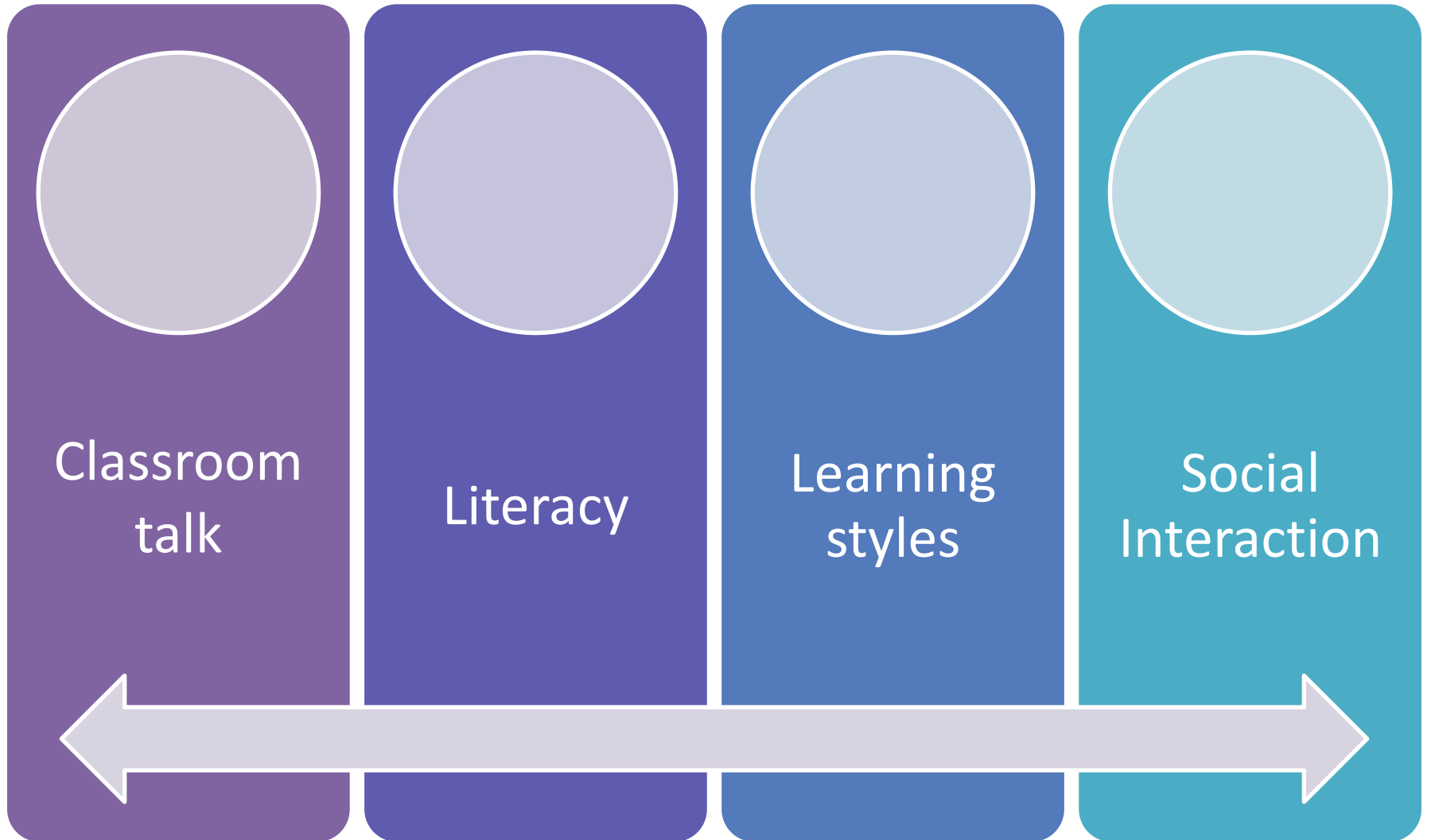
cumulative

purposeful

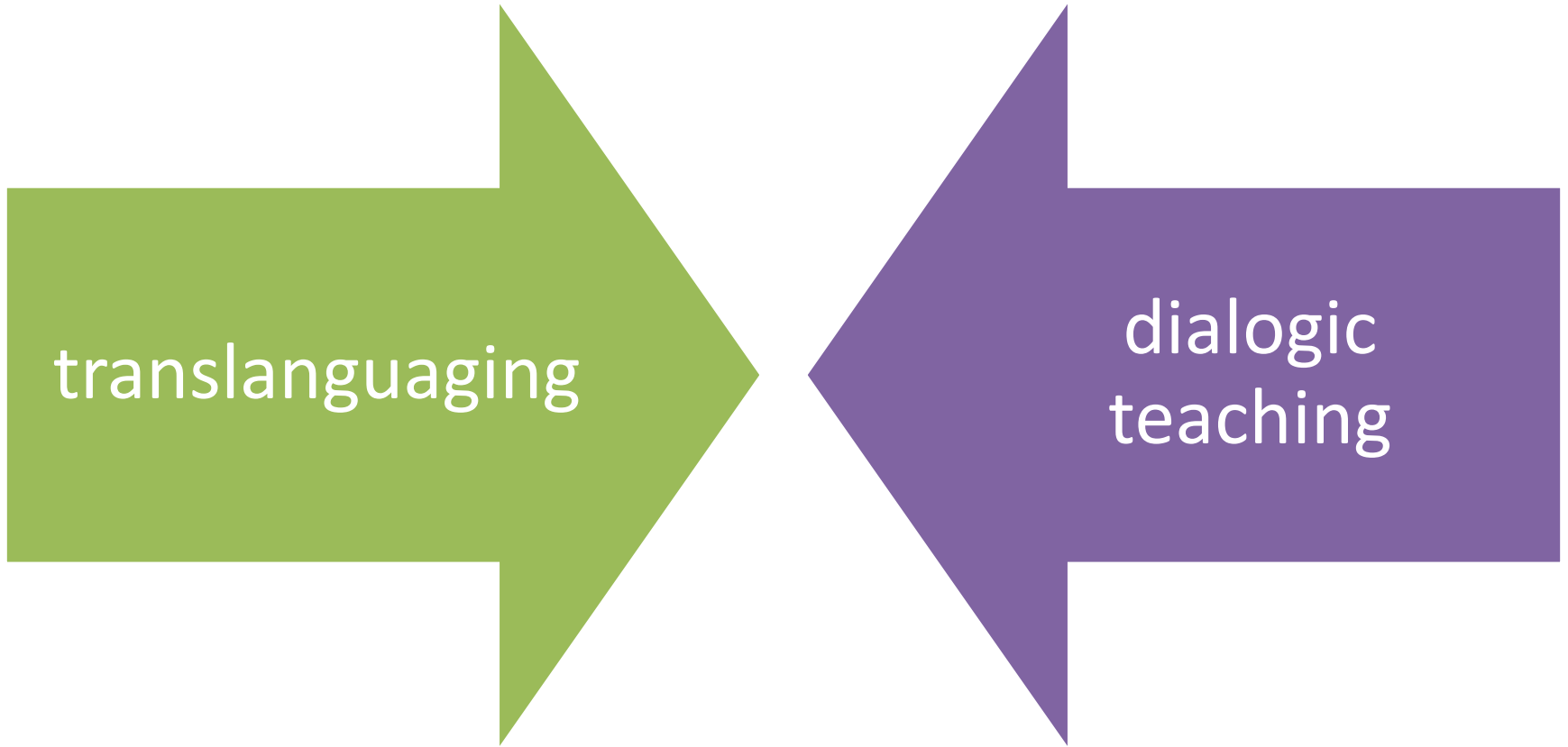
contingent

open-ended

....for deaf education?



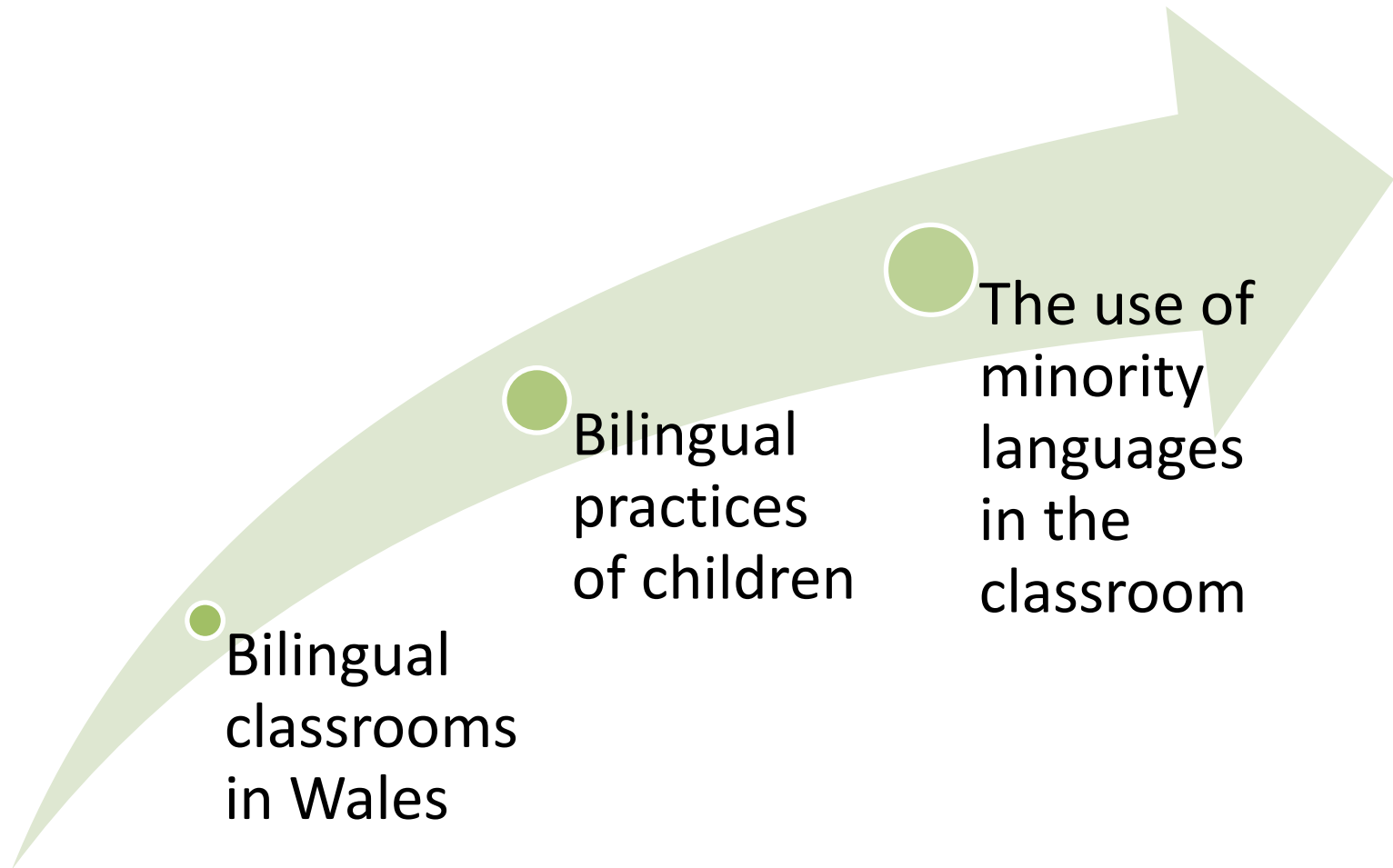
Translanguaging



What is translanguaging?

- the ways in which individuals draw on a range of language resources to make meaning, without adherence to (named) language boundaries and according to the social circumstances (Heller, 2007; Makoni & Pennycook, 2006; Otheguy, García, & Reid, 2015).
- assumes one linguistic repertoire, that is a set of integrated skills across languages, ‘one behavioral whole’ (Gumperz, 1964, p. 140).
- includes the ability to make “critical and creative” choices about language use (García & Li Wei, 2014, p. 10).

The translanguaging story



The translanguaging concept

Located within an additive
view of bi/multilingualism

A different way of thinking
about languages and languaging

Repertoire

Resources

Identity and
affiliation

Practices

Relevance to deaf education

The linguist heterogeneity of deaf learners

How learners use their entire language repertoire for learning ...

...and how teachers can help them

Resources including technologies

Home and school cultures and expectations

Diverse communication strategies

Examples

Learner translanguaging

- Talk around text
- Writing activities
- Reading ('aloud')
- Simultaneous use of features of sign and spoken language
- Sequential use of features of sign and spoken language

Pedagogical translanguaging

- The use of languages side by side
- 'Chaining' or 'sandwiching'
- Manually coded forms of English

Important questions

What are the educational goals?

How are both languages developed?

What skills do the teachers have?

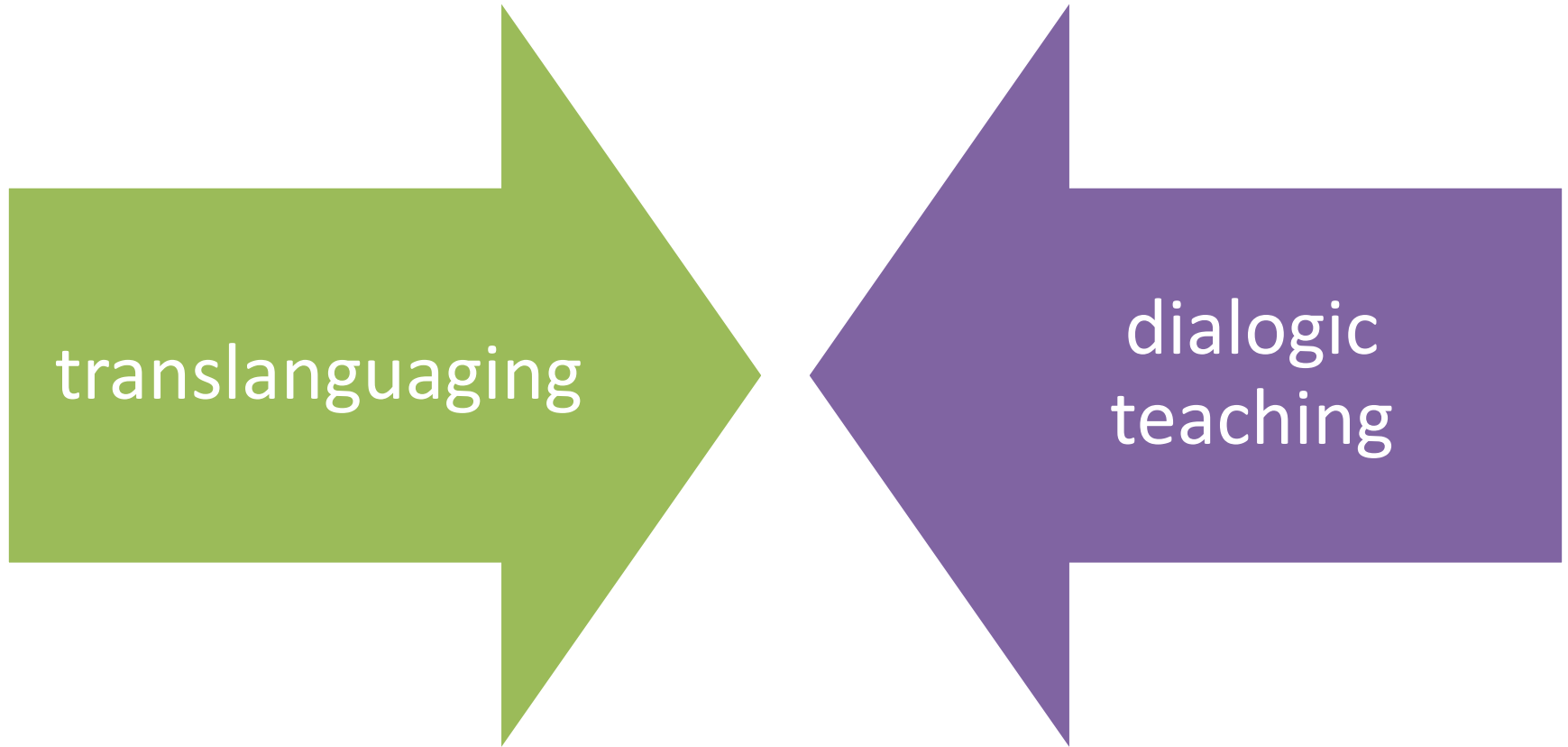
Who makes the decisions?

Is it a free for all?

Is it code switching?

Is it code blending?

Translanguaging and dialogic teaching



Opportunities for unlocking dialogue

Scope for

- directly teaching aspects of language such as phonics (Miller, Lederberg, & Easterbrooks, 2013)
- developing vocabulary (Luckner & Cooke, 2010) and metalinguistic skills (Berent et al., 2007)
- embedding language learning within classroom activities (Williams, 2012)
- work on early language and shared reading in school and at home (Aram et al., 2006; Swanwick & Watson, 2007b)
- the transition from face-to-face communication to reading and writing (Mayer, 2007)
- purposeful shared and independent writing activities (Antia et al., 2005; Marschark et al., 2002).
- teaching the knowledge content of the curriculum as well as technical language (Kelly et al., 2003; Kritzer, 2009; Pagliaro & Ansell, 2012)
- engaging with the discursive practices of the different curriculum areas through use of argument, analysis, and problem-solving dialogue (Molander et al., 2010)

Caveats

A dialogic approach is not a one-step solution to all the challenges in deaf education. Its implementation will need to take into account

- the heterogeneous and complex nature of this population of learners who are likely to experience diverse challenges in terms of language and literacy, cognition, and social and emotional development
- the large proportion of this population (40%) who experience additional learning, physical, and cognitive difficulties associated with the etiologies of hearing loss (Knors & Vervloed, 2011)
- the needs of individual learners
- contexts for learning Who is teaching (qualified and less qualified adults) with different understandings of deafness and learning, curriculum specialisms, and expectations (Knors & Marschark, 2014; Salter, 2015).

To conclude

Opportunities

- Use of repertoire and resources
- Improve classroom dialogue
- Response to diversity
- Enhance language and curriculum learning and learning skills

Constraints

- Additive and inclusive context
- Flexible provision
- Language opportunities
- Contingent on teacher skill
- Critical and mindful use of language

Last (three) words



timely

coherent

optimistic