You are invited to the Translanguaging as pedagogy seminar, which forms part of the Overcoming Barriers to University Education in South Africa (OBUESA) project, a collaborative project between the University of Cape Town and the University of Birmingham, UK. The concept of translanguaging emerged first in contexts of schooling, and has had most purchase in challenging pedagogies which view languages as separate, and always to be kept apart in teaching and learning processes. Translanguaging is a form of communication that relies on a willingness to engage in communicative practice which blurs or breaks through apparent boundaries between languages, signs, codes, and cultures. It makes possible engagement with people’s biographies, histories, and trajectories in teaching and learning practices, while simultaneously contesting deeply embedded views of language as structural hierarchies. Based on empirical examples in classrooms and in everyday communicative encounters, this seminar explores the potential of translanguaging for teaching and learning in and beyond the classroom. The seminar will reflect on theoretical and practical aspects of using translanguaging in teaching and learning in higher education. The seminar will also include case studies and group discussion sessions.

Keynote Speakers

Adrian Blackledge has been Professor of Bilingualism in the School of Education, University of Birmingham, since 2008. He is Director of the MOSAIC Centre for Research on Multilingualism. He is author of numerous articles and books based on his research on multilingualism in education and wider society. His books include Heteroglossia as Practice and Pedagogy (2014); The Routledge Handbook of Multilingualism (2012); Multilingualism: A Critical Perspective (2010); Discourse and Power in a Multilingual World (2005); Negotiation of Identities in Multilingual Contexts (2004); Multilingualism, Second Language Learning, and Gender (2001); and Literacy, Power, and Social Justice (2000).

In recent years Adrian has been awarded more than £3 million in research council funding. He is currently engaged in a project funded through the AHRC Translating Cultures theme, ‘Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities’ (TLANG). Angela Creese is the Principal Investigator.

Angela Creese is a Fellow of the Academy of Social Sciences and a Professor of Educational Linguistics at the School of Education, University of Birmingham. She is also deputy director of the MOSAIC Centre for Research on Multilingualism. Her current role is principal investigator of Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities. (http://www.birmingham.ac.uk/research/activity/education/translation-and-translanguaging/index.aspx).

Her research interests are in linguistic ethnography, language ecologies, multilingualism in society and multilingual classroom pedagogy. Her publications include Linguistic Ethnography (with Fiona Copland), Heteroglossia as Practice and Pedagogy (with Adrian Blackledge, 2014, Springer); The Routledge Handbook of Multilingualism (2012, with Marilyn Martin-Jones and Adrian Blackledge); Multilingualism: A Critical Perspective (with Adrian Blackledge, 2010, Continuum); Volume 9: Ecology of Language, Encyclopaedia of Language and Education (2009), Teacher Collaboration and Talk in Multilingual Classrooms (2005) and Multilingual Classroom Ecologies (2003). She has served as associate editor on the US based Anthropology & Education Quarterly and is an editorial board member for Springer’s Educational Linguistics Series.

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