

Translanguaging, belonging and language education

JAMES SIMPSON, HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

DISSOLVING THE THEORY-PRACTICE DUALISM, 13 APRIL 2024





“We have languages coming into our country. We don’t have one instructor in our entire nation that can speak that language ... These are languages – it’s the craziest thing – they have languages that nobody in this country has ever heard of. It’s a very horrible thing.”

(Donald Trump, Washington, February 2024)

“[Migrants are entering the country speaking] truly foreign languages. Nobody speaks them.”

(Donald Trump, Texas, February 2024)

“[New York classrooms are overwhelmed with] pupils from foreign countries, from countries where they don’t even know what the language is. ... We have nobody that even teaches it. These are languages that nobody ever heard of.”

(Donald Trump, Virginia, March 2024)

Johnson pledges to make all immigrants learn English.

“I want everybody who comes here and makes their lives here to be, and to feel, British – that’s the most important thing – and to learn English. And too often there are parts of our country, parts of London and other cities as well, where English is not spoken by some people as their first language and that needs to be changed.”

(The Guardian, 5 July 2019)





香港融樂會

HONG KONG UNISON

“Without Chinese linguistic ability, hopes of upward mobility in this officially bilingual territory are only flimsy ... The argument that learning Chinese is unnecessary for Ethnic Minorities seeking success and a stable future only avoids the problems they are almost certain to encounter further down the road. It sets Ethnic Minorities up for failure.”

Mandy Cheuk, Hong Kong Unison,
2020



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Monolingualist
discourse in the
public sphere



Outline

Introduction

Translanguaging: Capturing the public imagination

Translanguaging space

Opening up translanguaging space: An example from a Hong Kong school

A translanguaging space of belonging: *Navigating Belonging*

Conclusion

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Translanguaging is the sociolinguistic term now commonly used to describe and account for how people bring into interaction, according to their needs, their different histories, biographies and repertoires – verbal, visual, gestural and embodied – as they communicate with one another in linguistically and culturally diverse places.

(Translation and Translanguaging project <https://tlang.org.uk/>)

[a trans- disposition] signals the need to transcend the named and bounded categories that have historically shaped our thinking about the world and its inhabitants, the nature of knowledge, and communicative resources. Thus, from a 'trans-' perspective, we must consider movement across nations and cultures, spaces and places, modes and semiotic resources, and autonomous named languages.

(Hawkins & Mori 2018:1)

Transcending language boundaries: How a speaker might potentially use their 'full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages'

(Otheguy et al 2015: 283)



Translation and Translanguaging (TLANG)

Access to research findings, films, and working papers on multilingualism in society



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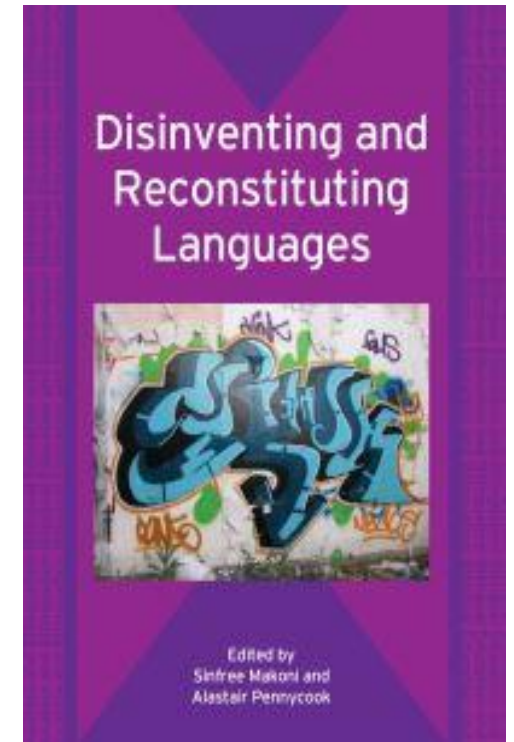
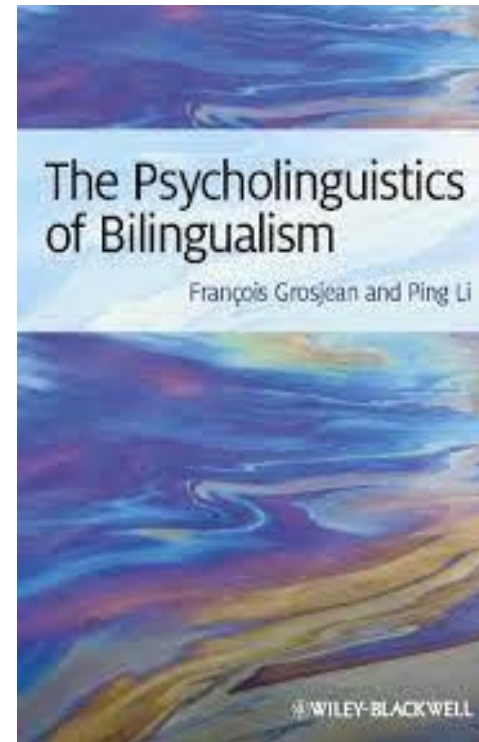
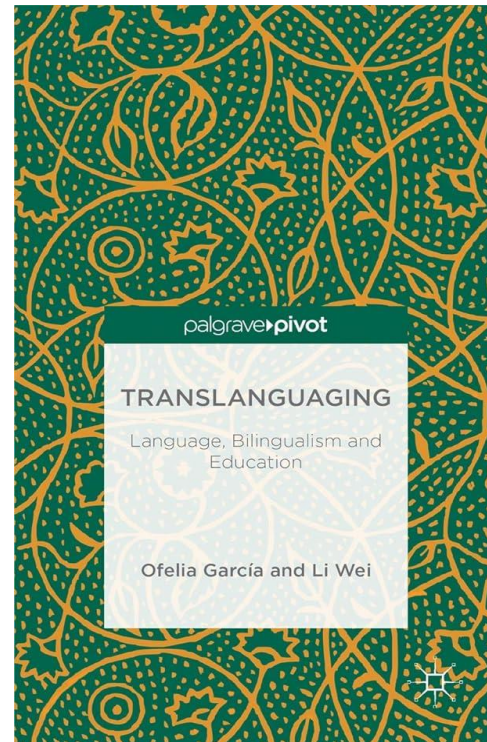
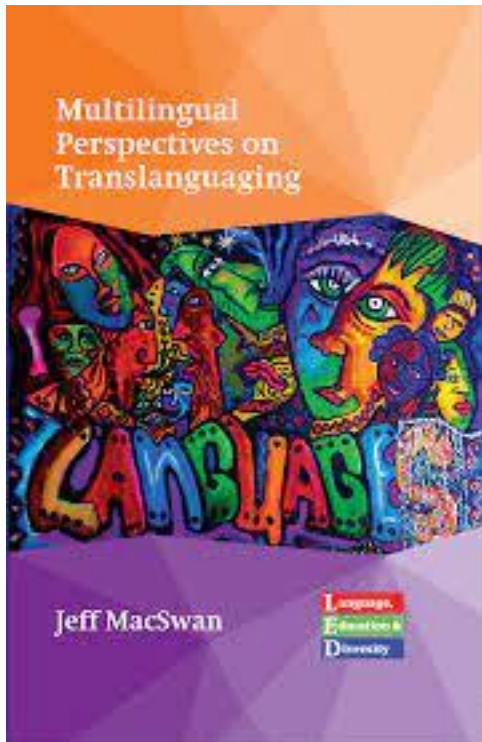


Translation and Translanguaging:
Investigating linguistic and cultural
transformations in superdiverse wards in four
UK cities (TLANG)

 Follow ...

Aim: To understand how people communicate across diverse languages and cultures

Bilingualism and translanguaging debates



Critical applied linguistics and discourse studies

Blackledge, A. and A. Creese (eds.) (2018) *The Routledge Handbook of Language and Superdiversity*. Routledge.

Blommaert, J. (2010) *The Sociolinguistics of Globalization*. Cambridge University Press.

Cenoz, J. and Gorter, D. (2021) *Pedagogical Translanguaging*. Cambridge University Press (Cambridge Elements).

Makoni, S. and Pennycook, A. (eds.) (2007) *Disinventing and Reconstituting Languages*. Multilingual Matters.

Bilingualism and code-switching

Gardner-Chloros, P. (2010) *Code-Switching*. Cambridge University Press.

Gumperz, J. (1964) Linguistic and social interaction in two communities. *American Anthropologist* 66(6) Part 2: 137-153.

LePage, R. B. and Tabouret Keller, A. (1985) *Acts of Identity: Creole-based Approaches to Language and Ethnicity*. Cambridge University Press.

Myers-Scotton, C. (1997) *Duelling Languages: Grammatical Structure in Codeswitching*. Clarendon Press.

Linguistic human rights

Hornberger, N. H. and De Korne, H. (2023) Minoritized/Indigenous language revitalization, in Li, W., Zhu, H. and Simpson, J. (eds.) *The Routledge Handbook of Applied Linguistics* (2nd ed.) Vol 2, 349-361.

Pöyhönen, S. and Simpson, J. (eds.) (forthcoming, 2024) *Minority Language Learning for Adult Migrants in Europe*. Routledge (Critical Studies in Multilingualism series).

Skutnabb-Kangas, T. and Phillipson, R. (eds.) *Linguistic Human Rights: Overcoming Linguistic Discrimination*. Mouton de Gruyter.

Attention beyond language

Sociolinguistics: Goodwin, C. (2003) The body in action, in J. Coupland and R. Gwyn (eds.) *Discourse, the Body and Identity*. Palgrave Macmillan.

Linguistics-informed discourse analysis: Cook, G. (1992) *The Discourse of Advertising*. Routledge.

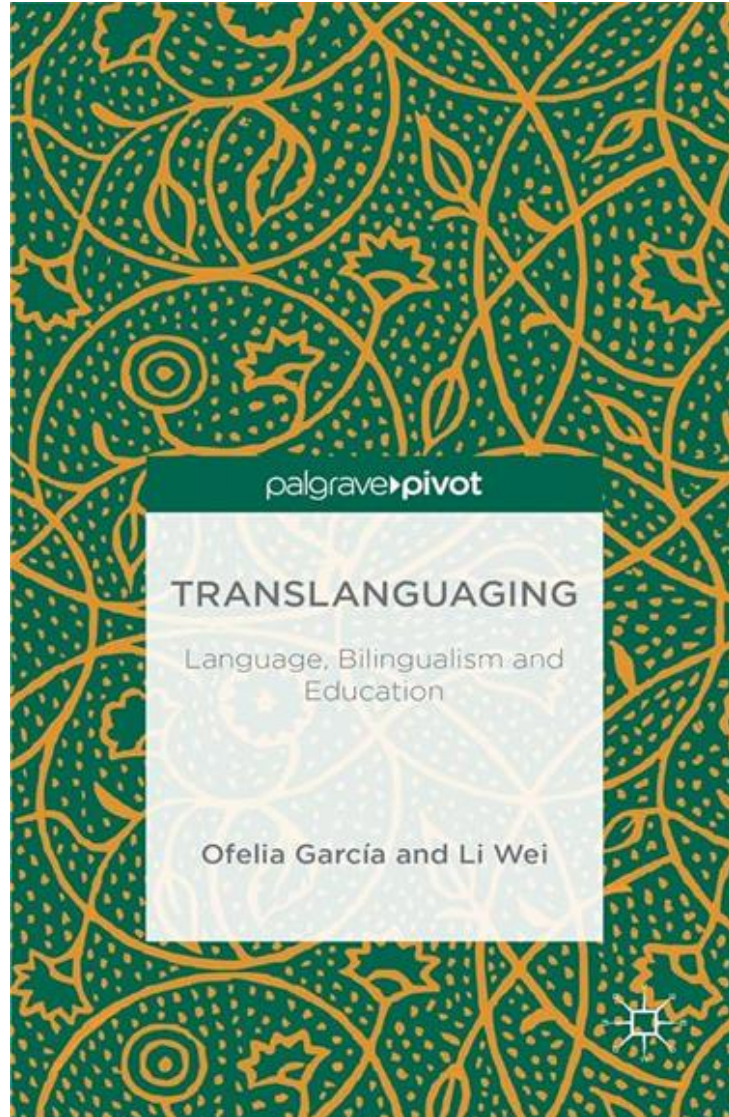
New Literacy Studies: Barton, D., Hamilton, M. and Ivanic, R. (2000) *Situated Literacies: Theorising Reading and Writing in Context*. Routledge.

Multimodality: Kress, G. and van Leeuwen, T. (1996) *Reading Images: The Grammar of Visual Design*. Routledge.

Languaging and translanguaging

Becker, A. (1995) *Beyond Translation: Essays Towards a Modern Philology*. University of Michigan Press. (cf Halliday 1985)

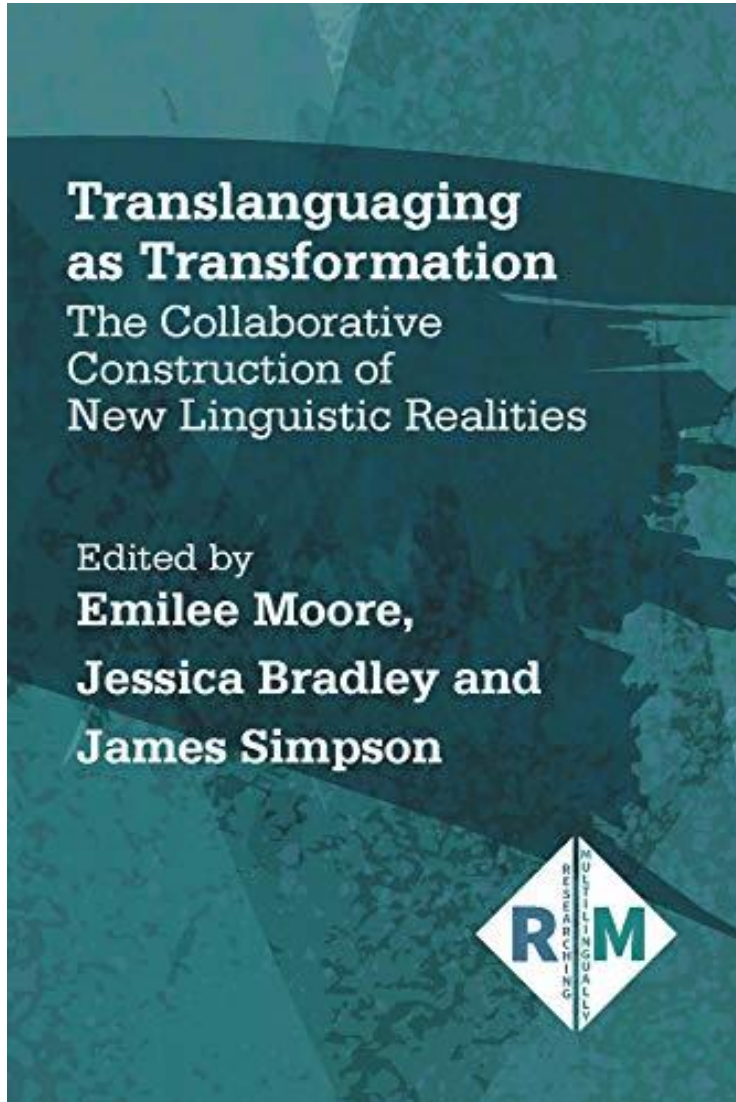
Garcia, O. and Li, W. (2014) *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan.



Criticality

“the ability ... appropriately, systematically and insightfully to inform considered views of cultural, social, political and linguistic phenomena [and] to question and problematize received wisdom”

(Garcia and Li 2014: 67)



Creativity and transformation

“the ability to choose between following and flouting the rules and norms of behaviour, including the use of language, and to push and break boundaries between the old and the new, the conventional and the original, and the acceptable and the challenging.” (Li 2011: 1223)

(cf. Moore, Bradley and Simpson 2020)

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Translanguaging space

[Interactional spaces] created *by* and *for* translanguaging ... [Translanguaging spaces foster transformation in terms of] opportunities for innovation, entrepreneurship and creativity

(Li 2011: 1224)

A free and active subject who has amassed a repertoire of resources and who activates this repertoire according to his/her need, knowledge or whims, modifying or combining them where necessary.

(Lüdi & Py 2009: 159)

Translanguaging space: 'a politicised space, a space for the encounter and negotiation of different forces'

(TK Lee 2015: 3)

(cf. Harvey 1989, De Certeau 1988)



**IN THIS
CLASSROOM**

WE SPEAK

**ONLY
ENGLISH**

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T: 環境問題（二）
Environmental Issues II

寫content 寫content 聽到了嘛？
write down the topic on the content page
understand?

好了，幫我寫一，二，三，四，五，六，
七，八...
okay please note down one two three four
five six seven eight

S: wait wait

T: 寫
write

Leo: Ms so fast

S: 三月二十...
March twenty

T: 三月二十九日
March 29th

好第一個 回收 回收 recycle
okay the first one recycle recycle recycle

好 第二個 污染 pollution 污染
okay second pollution pollution pollution

stop 世界杯 World Cup
stop World Cup World Cup

Leo: 寫完
finished

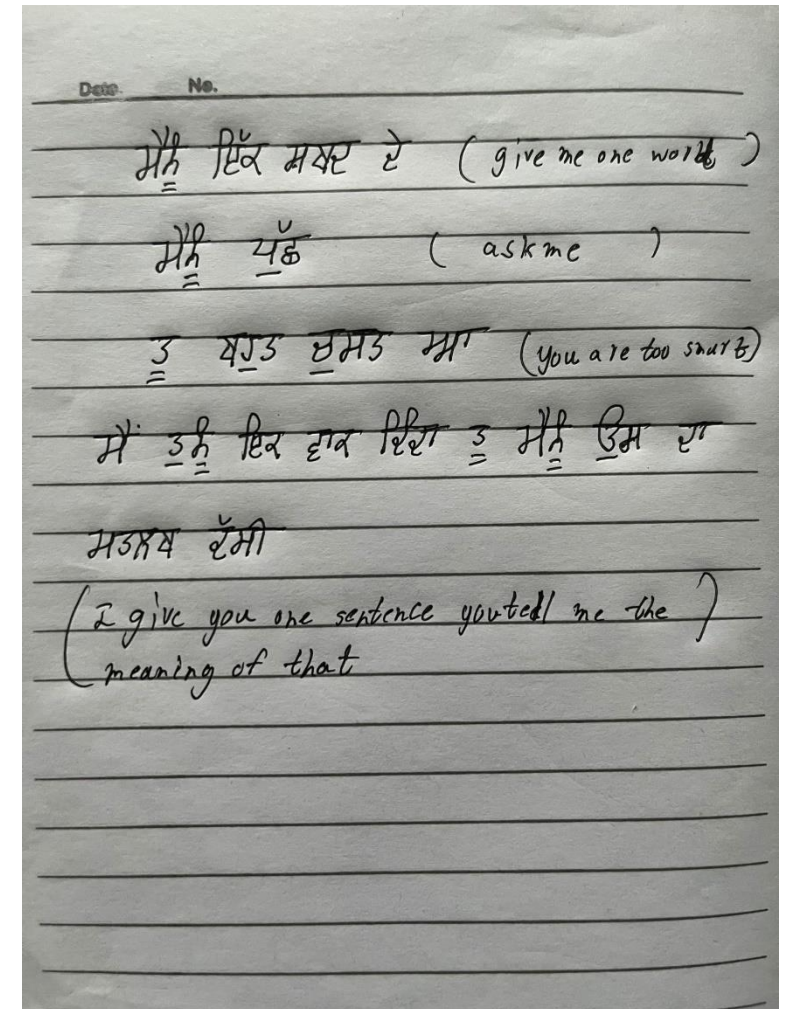
S: 乜事啊？
what's the matter?

T: World Cup 世界盃/杯
World Cup World Cup

Leo: Ms 寫邊個杯啊？
Ms which “杯”should I write?

T: 是但你啦
it's up to you

- A: what are you studying
- Leo: dictation
- B (to Leo): ਮੈਨੂੰ ਇੱਕ ਸ਼ਬਦ ਦਿਓ
give me one word
- B (to C): ਮੈਂ ਤੁਹਾਨੂੰ ਇੱਕ ਵਾਕ ਦਿੰਦਾ ਹਾਂ ਤੁਸੀਂ ਮੈਨੂੰ
ਉਸ ਦਾ ਮਤਲਬ ਦੱਸੋ।
*I give you one sentence you
tell me the meaning of that*
- Leo (to B): ਮੈਨੂੰ ਪੁਛੋ
ask me
- B (to Leo): ਤੁਸੀਂ ਬਹੁਤ ਹੁਸ਼ਿਆਰ ਹੋ।
you are too smart



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Navigating Belonging: *Exploring settlement for South Asians in Hong Kong through narratives and participatory photography*

*navigating
belonging*

A research project by
Nexus: The Belonging Research Network

Belonging in applied linguistics research

Belonging: a major concern in public and political debate, associated with arguments about social integration and immigration

Belonging, non-belonging and not-yet-belonging are prominent for people on the move

Immigration and citizenship regimes

Extra, Spotti & Van Avermaet 2009; Shohamy & McNamara 2009

Employment structures

Duchêne, Moyer & Roberts 2013; Gumperz 1982

Learning the dominant societal language

Simpson & Cooke 2008; Simpson & Whiteside 2015; Pöyhönen & Simpson 2024

NB: Belonging as an intersectional concern

Yuval-Davis 2011

Navigating Belonging: *Exploring settlement for South Asians in Hong Kong through narratives and participatory photography*

How do people in South Asian communities in Hong Kong define, find and negotiate their belonging?

Linguistic ethnography (Rampton et al 2004 etc)

Visual ethnography (Pink 2013)

Collaborative ethnography (Lassiter 2005)

Narrative research (De Fina & Georgakopoulou 2012)

Photovoice (Wang & Burris 1997) & Digital storytelling (e.g. Robin 2008)

Navigating belonging for South Asians in Hong Kong

Identity

O'Connor 2018a, b; Ng et al. 2019; Chen and Yip 2015

Language use and learning

Dhaliwal & Cariola 2021; Gao 2018; Lai et al. 2015; Gu et al. 2019; Lui 2011

Media and online representation

Jackson & Nesterova 2017; Lai & Tai 2021

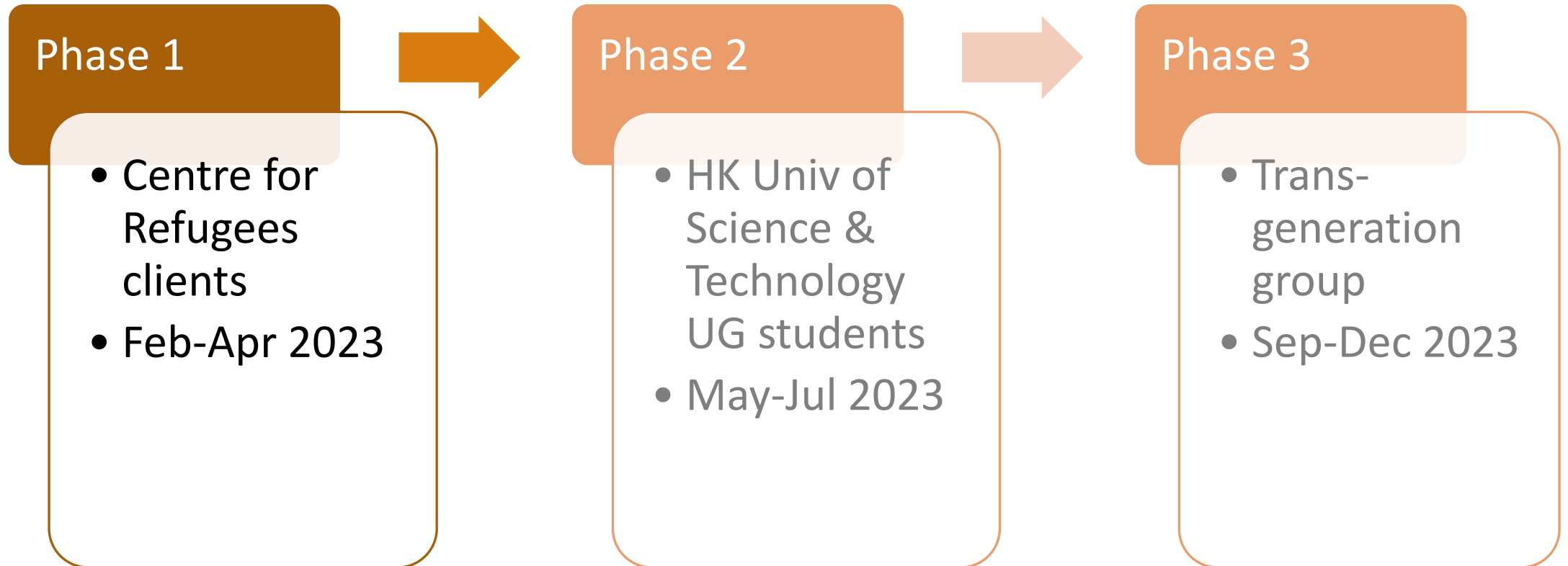
Language-based minoritisation in education policy

Bhowmik et al. 2018; Gu & Patkin 2013; Fang 2019; Li 2017

Racial discrimination; its challenge and agency

Crabtree & Wong 2013; Bhowmik & Kennedy 2016; Perez-Milans & Soto 2016

Participants and settings





Centre for Refugees,
Chungking Mansions,
Nathan Road, Kowloon
Participants:
Rosy, Uzi, KK, Laxmi and A



Photovoice and digital storytelling

Photovoice Workshops
led by Christine Vicera



Digital Storytelling
Workshops led by
Michelle Pang



Engaging with belonging through photography



Photowalk and photovoice

JAMES' FIELDNOTES, PHOTOVOICE WORKSHOP 3

12.58 We have uploaded our photos to the Padlet, and end the session by talking about it.

A, talking about her photos, comparing HK with home (Pakistan). Inevitable comparisons? She makes these spontaneously. More or less everything she says, it seems, prompts her to compare HK with 'my country'.

Rosy took a photo of a waterfall in the park, and tells us of being at the same place 28 years ago, when she accompanied her husband to HK on a business trip. She took a photo there at the very same place with her son who was 3 years old at the time.

CHRISTINE'S FIELDNOTES, PHOTOVOICE WORKSHOP 3

Photowalk

Teaching them the photolock on the phone + lighting

- As we were walking to Kowloon Park, we noticed how Sam Bhai opened up a new store. A and D stopped by to see the pani puri stall.
- Suggestion that we do our next photowalk at CKM
- A agreed saying that there are things at CKM reminds us of home
- Rosy says she'd rather not think about Sri Lanka, home is where she is now. Home was painful for her, the kidnapping, the torture

R's photo of the waterfall and her story about her visiting Hong Kong with her son and husband in the 1980s



R: and one is very important one this one this this waterfall I remember for 28 years back (.) when I my son [was

J: [really really

R: yeah when my son elder son three years so we will come back to the Hong Kong to visit

J: yeah

R: then that time same place I took the photo I have with me next time I will bring in show to you

J: tell us more about the first time you saw this pho- this waterfall

R: waterfall really my son very loudly and he said mom I want take photo come come then yeah he's very young and small yeah three years old (.) that time

J: was this when you first arrived in Hong Kong

R: no no my son yeah 28 years back when my son was three years old so my husband take us visiting to Hong Kong

J: so you visited

R: [yes

[...]

R: **visiting I went many times (xxx) yeah Singapore Malaysia Thailand India and China Hong Kong so er that time I carry with my son also because he's alone three years old so my husband always used to bring me and my son together when he was doing business**

J: so he was working and you were with your son just to be tourists in Hong Kong

R: yes because my son er order goods from China you know there so many material and er textile we have shop also in [home country] so that time my son want to purch-

[...]

R: so he's ask me to okay let's go together three of us then visit Hong Kong and go China and

J: and did you like it when you [visit it

R: [yeah yeah really

J: yeah

R: **I I thought safe that's that's ri- that's the reason I came back to again**

J: and that's why you came here

R: yeah came

J: you what you thought of [Hong Kong as a place to come

R: [yeah yeah yeah

J: when you left [home country]

Photowalk and photovoice

JAMES' FIELDNOTES, PHOTOVOICE WORKSHOP 4

Today's atmosphere in the workshop is very friendly, familiar. **Rosy brought in photos of her family in HK from 25 years ago**, when she came as a tourist/accompanying her husband on a business trip. She took photos of her little son, then aged three, in Kowloon Park. Last week, we took photos in precisely the same place, 25 years later. The photos she showed us were old, battered, water-damaged...



Space and time in narratives

Chronotopes

Bakhtin, M. (1981) Forms of time and of the chronotope in the novel. *The Dialogic Imagination: Four Essays*. University of Texas Press.

“Every story is a travel story – a spatial practice”

De Certeau, M. (1988) *The Practice of Everyday Life*. University of California Press.

Small stories

Bamberg, M. and Georgakopoulou, A. (2008) Small stories as a new perspective in narrative and identity analysis. *Text and Talk* 28(3), 377-396.

A translanguaging space of belonging

In the multilingual and multimodal environment of the workshops, we can relate this to Li Wei's understanding of a translanguaging space:

a space for the act of translanguaging as well as a space created through translanguaging

(Li Wei 2011:1223; see also Bradley et al 2018; Bradley & Simpson 2019, 2020; Simpson & Bradley 2023)

Culture =

- * Reunion of family at festivals,
- * Exchange of gifts with relatives and neighbours
- * Make different food and sweets

Rituals =

- * Pray at festivals with family members
- * Respect elders
- * Wear informal clothes with accessories: earrings, bangles, bindi and all.

LAXMI'S BELONGINGS
Belongings for me is about festivals, culture and food of your country
its **INDIA**.
Laxmi from India.

FESTIVAL



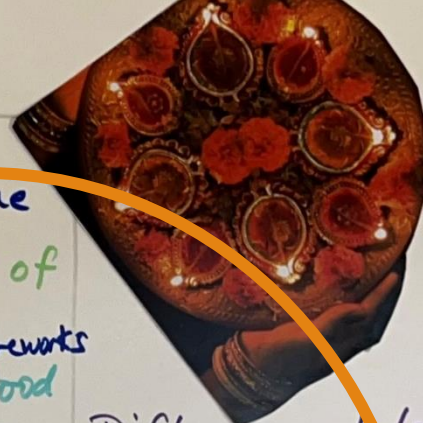
Belonging to me means your home where, how you celebrate festivals, how much time you give to family.

Festivals =

- DIVALI = Festival of Light
 - * Candles, Diyas, fireworks
 - * Gifts, Sweets, food
- Holi = Festival of Colours
 - * Balloons of water, Putting colour on each other
 - * Gujiya sweets

Difference in belongings in HK =

- * Crowded home
- * No time for family festivals
- * Hard to find Indian veggies and food



* Tiny rooms
* Conjured Kitchens

A homesick, I miss something to my festival

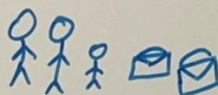
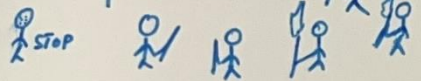
https://a-navigating-belonging.vew.site/navigating-belonging-ver-1_52342/phase-1-laxmi/

PAKISTAN

PK



Sound of stones falling down



We took 2 bags of our luggage (only clothes) to leave our home country and come to HK (: Never heard about HK before).

Migrants TO HK FROM PAKISTAN

Bangladeshi, Bangladeshi are as beautiful as the sun, smiling the sun beautiful!!

My future is to be a woman. I will fight for the equality of women. My childhood, my youth was always a happy and strong life. A person bought up comes the way he/she have been taught and taught.

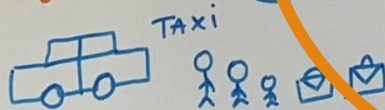
I need people and curious about different questions is the first step to gaining a better understanding of religion.

BLOCK C CHUNGKING MANSION

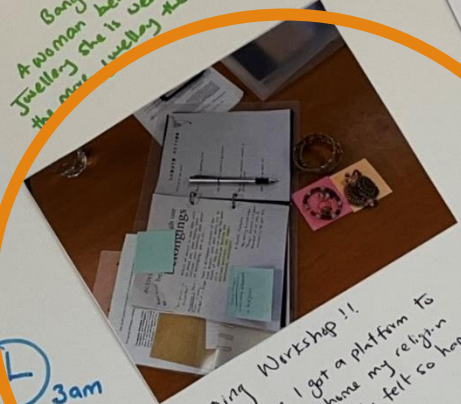
We arrived 3am in the morning after struggling 3 hours around HK to find chungking mansion!



3am



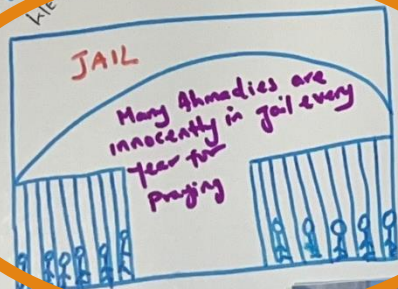
Belonging Workshop!! A workshop where I got a platform to describe myself, my home, my religion to share with others. Really felt so happy and emotional!



Now I am in HK, I am away from religious persecution, still waiting, still healing things to fight for safety and acceptance. I am lucky to find safety and I can worship openly teaching my sons their religion their faith!

My sons are acquiring about their faith, which is precious to the values my father instilled in them by me being a younger age.

My Father was taken to jail as our Neighbor complained that they saw him worshipping as muslim worship!!!



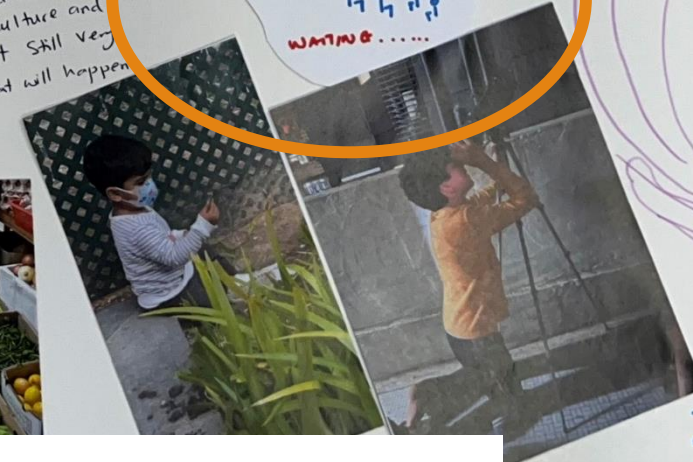
Many Ahmadies are innocently in jail every year for praying



Found another home in HK (felt relaxed to see our food, culture and people) but still very anxious what will happen next!!

8 YEARS IN HK

Waiting.....



Love Myself! Being a Refugee is not a choice But the Circumstance

What I did (or had to do) was to leave Pakistan because I was targeted, jailed and our lives were not safe any more!!



The two lights of my life. As a parent I want to give them a secured future, an identity which they don't have to hide or be scared of... Love you to Moon & Back

https://a-navigating-belonging.vew.site/navigating-belonging---ver-1_52342/phase-1-uzee/

I don't believe in
luck or magic. I
believe in Jesus and
blessing. ☺

ਮੇਗ ਡਾਮ ਰਈ ਏਰੁ ਮੈਗੁ
ਸੈ ਮੇਧ ਮੋਗੁ ਏਰੁ ਨਮ
ਭਿਆ ਪਰੁ ਰਈ ਮਨੁ
ਨੂੰ ਰਈ ਰਈ ਮਾਤੁ
ਨੂੰ ਮਿਠੁ ਰਈ ਮਾਤੁ
ਲਾਗੇ ਮਾਤੁ ਗੁਆਰੁ ਏਰੁ
ਭੇ ਪੀਰੁ ਮਿਸੁਰੁ
ਸੀ ਮੈ ਰਈ ਰਈ
ਏਰੁ ਭੇਰੁ ਰਈ
ਰਈ ਗਈ ਮੈ
ਮਨੁ ਰਈ ਪੂਰੁ

Jesus
is my
Salvation

ਮਾਤਾ ਮਿਸ਼ੀ ਜੀ
ਮੈਨੂੰ ਵੀ ਏਸੇ ਗੁਰਦੁਆਰੇ
ਜਾ ਕੇ ਨਹੀਂ ਮਿਲੀ ਮੈਂ ਜਾਣਿਆਂ
ਕਿਉਂਕਿ ਮੈਂ ਖੁਬੋ ਵਿਸ਼ੁ ਮਨੀਂ ਸਾਡਾ
ਮੁਕਤੀ ਦਾਤਾ ਤੇ ਬਿਨਾਂ ਪ੍ਰੇਮ
ਕੇ ਹੋਈ ਅਨੰਤ ਜੀਵਨ ਨਹੀਂ ਪਾ ਸਕਦਾ

 $\kappa: \kappa$

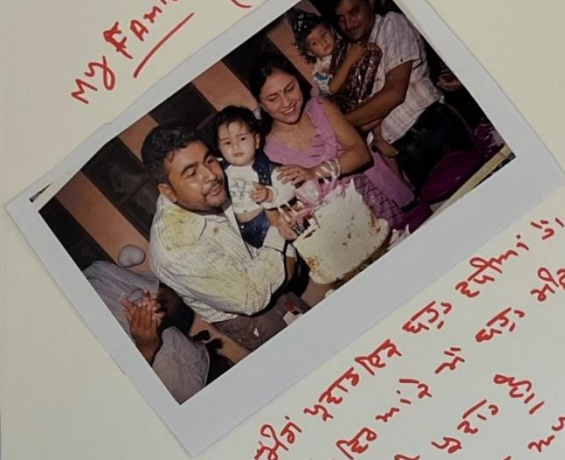
+ ਮੈਨੂੰ ਪੁਰਾ ਅਤੇ ਮੈਂ ਤੂੰ
 ਤੂੰ ਇਕੱਠਾ ਅਤੇ ਮੈਂ ਤੂੰ
 ਏਕੀਆ ਏਕੀਆਂ ਅਤੇ ਮੇਧੀਆਂ
 ਗੱਲਾਂ ਦੋਸਤਾਂ ਸਿਨਾਂ ਨੂੰ ਤੂੰ ਰਾਜੀ
 ਜਾਇਦਾ।
 ਪਰਮੇਸਰ 33:3

+ ਸਰ ਕੁਲ ਜੇ ਤਮੀ
ਜਿਹਾ ਨਾਲ ਭਰਖਣਾ
ਕਰ ਕੇ ਮੰਗੇ ਮੇ ਪਾਯੋ।
ਮੱਤੀ 21:22

+ ਮੇਂ ਜੇ ਰੋਈ ਮਨੀਹ ਪਿਛੁ ਤੇ
 ਤਾਂ ਉਹ ਉਈ ਆਇਸਰ ਤੇ।
 ਮੁਹੀਆਂ ਗਲਾਂ ਚੀਤ ਗਈਆਂ,
 ਏਥੇ, ਉਹ ਰਹੀਆਂ ਤੇ ਗਈਆਂ
 ਯੁ।

2 ਗੁਰੀਆਂ ਨੂੰ 5:17

My Family



ਮੇਰੀ ਪਰਵਾਹਿਨ ਬਹੁਤ ਹੜੀਮੀ ਹੈ
ਜੇਕਰ ਮੇਰਾ ਦਿਲ ਮਿਟੇ ਤੋਂ ਬਹੁਤ ਸਹਿਜੇ
ਮੁਝੇ ਪਰੇਸ਼ਾਨ ਹੈ।।
I Love - my Family



I Love My Friends
ਮੇਰੇ ਦੋਸਤਾਂ ਨੂੰ
ਮੇਰਾ ਪਿਆਰ ਹੈ
Love



Hong Kong

ਮੇਰਾ ਤੇ ਬਿੰਦੀ
 ਮਾਂ ਬੱਚੇ ਤੇ ਚਾਚੇ
 ਪੁੱਤਰ ਜੋਗੇਸ਼ ਸਿੰਘ
 ਤੇ ਮੇਰੇ ਪਿਤਾ
 (Thank you god)



Topic - Love - 2007
"I love you"
The most beautiful words
in the world are "I love you".
They are simple, yet they carry so much
meaning. They can change your life.
They can make you feel loved and
valued. They can bring joy and happiness
to your heart.

9/10/2021 12:00 PM

https://a-navigating-belonging.vew.site/navigating-belonging---ver-1_52342/phase-1-kk/

Transformation and agency

CHRISTINE'S FIELDNOTES, DIGITAL STORIES WORKSHOP 3

At one point I asked each of them how their idea of belonging changed pre-workshop to post-workshop. Here's what I recall from our very brief conversations

Laxmi: For her, there was a change. Instead of drowning in her homesickness, L realises she now has the agency to still celebrate the festivals she celebrated back home in Hong Kong. This doesn't mean this is "any less fulfilling," and she mentioned how she now has a newfound sense of gratitude.

Uzee: Before the workshops, her sense of belonging was understood from an individual perspective. But after sharing her stories with everyone, she feels that there is a shift from "me" to "we." She mentions that everyone she shares her story with is now included in her expanded definition of belonging.

Outline

Introduction

Translanguaging: Capturing the public imagination

Translanguaging space

Opening up translanguaging space: An example from a Hong Kong school

A translanguaging space of belonging: Navigating Belonging

Conclusion

Conclusion: New perspectives

The language classroom as a translanguaging space of belonging

Refocus debates on interaction in linguistically and culturally diverse spaces towards

- settlement and belonging
- meaning-making beyond language

A more inclusive, holistic approach to understanding what it is to belong

唔該晒 Thank you

hmjsimpson@ust.hk

<https://huma.hkust.edu.hk/people/james-simpson>

<https://nexusbrn.hkust.edu.hk/>

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