



SOIL CAMP

TRANSDISCIPLINARY EXPERIENCES

Visualizing Translanguaging: Whole Languaging Hearts



TRANSLANGUAGING: A PEDAGOGICAL TOOL

What is translanguaging?

The term translanguaging refers to the natural and dynamic language practices of multilingual peoples in their day-to-day lives (García & Wei, 2014). Translanguaging disrupts the divided ways we see languaging and languages—as separate named systems—to more unified repertoires used to connect.

How can I use translanguaging in my classroom?

Translanguaging can also refer to the pedagogical approaches where educators follow the lead of learners' lived language experiences and intentionally leverage these "actual languaging practices" in their learning spaces (García et al., 2017, p. 2). A translanguaging stance is the notion that multilingual students' organic languaging practises should be employed collaboratively in learning spaces (García et al., 2017). This tool positions the holistic identities of learners and their whole linguistic system as working together with their lived experience for learning. This stance has the potential to expand what it means to learn in your classroom, providing space for all knowledges and languaging practices.

Where can I start?

This work begins with internal reflection, taking a moment to think about the explicit and implicit dominant English monolingual norms and deficit views of multilingual learners that exist in our learning spaces. When enacting a translanguaging stance it is important to be explicit, model and promote across disciplinary spaces. You do not have to be a multilingual person yourself to leverage and promote this in your classroom. This may seem daunting, but the work to challenge such norms in our spaces starts at the interactional level. Through strong relationships with our students (following their lead) and an intentional explicit translanguaging stance beautiful things can happen.

The intentional pedagogical stance at Soil Camp which centered whole languaging hearts was a result of following the children's lead and was made visible through several collective, daily consciousness-raising conversations and whole-group exercises. Following this, we saw the children and youth share their noticings around language and translanguaging in both planned and unplanned learning moments.

One way we approached collectively engaging in this by starting the day with remembrance, in the form of a morning affirmation. We highlighted the importance of learning as our holistic selves and with our whole language heart (a simplified reference to their unified linguistic repertoire) by speaking with the words that flowed naturally, to reconnect with our knowledges and all the living things we met on the land.

As you are doing this work continue to ask yourself: Am I intentionally leveraging my colearners' full linguistic repertoires (languaging systems)? Is my space safe for translanguaging? Am I re-affirming student languages and languaging? Are my students' holistic identities and lived knowledges being seen and promoted for learning? And how can I continuously engage in modelling and promotion?

For more information, please visit <https://www.soilcamp.ca/vision>

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GROUNDING INTRODUCTION/OBJECTIVE/THOUGHT PROVOKING QUESTIONS

Seeing our whole languageing hearts and how they hold rich connective possibilities for learning and being as we connect to soil through our heterogenous ways.

EXPERIENCE AT A GLANCE

This experience begins by sharing that we each hold rich whole languageing hearts that not only help us speak and interact but also connect us to our beautiful ways of seeing, knowing and being in and with the world.

As multilingual peoples we may not feel like many spaces see or value this, but at Soil Camp we believe in bringing our whole languageing hearts to the space for learning and being. We want us to have many opportunities to share our diverse ways of knowing as this can be the missing piece when thinking about how we can reconnect and be good relatives to the Soil.

This experience seeks to open spaces to share our own groundings in intergenerational stories, spiritual connections, and land-based ways of knowing reflected in and communicated through our languages.

MATERIALS

- Sticky notes
- Poster or trifold with a large heart outlined on it
- Markers

CONNECTION TO GROUNDING EPISTEMS

LISTENING TOGETHER TO THE VOICES OF THE SOIL AND OTHER MORE THAN HUMANS

LISTENING TOGETHER AS A COMMUNITY TOWARDS EARTH-CENTERED HEALING

LISTENING TOGETHER TO THE HISTORIES, LANGUAGES, AND STORIES (THROUGH ANTI-COLONIAL RELATIONALITY)

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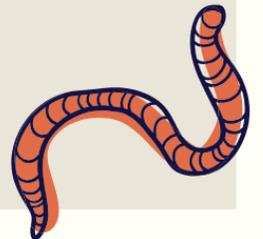


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EXPERIENCE HOPES

Through these overall objectives, the activity aims to create a transformative learning experience that not only celebrates linguistic diversity but also fosters a sense of community and appreciation for the unique whole languaging hearts of facilitators and children alike.

- A step in co-fostering a space that acknowledges the rich linguistic diversity of all, emphasizing that each individual carries a unique whole languaging heart.
- Opening an entry point for individuals to share their whole languaging hearts without fear of judgment.
- Seeing that multilingual identities are valued and hold great possibilities for connection and learning.
- Experiencing the translanguaging stance in its pedagogical approach, seeing that languaging practices extend beyond monolingual systems and how translanguaging is centered in the learning space.
- Reminded that language goes beyond mere communication and is deeply connected to personal experiences, relationships, and ways of understanding the world.
- Seeing their lived languaging practices as an integral in shaping the possibilities of the learning environment.
- Challenging traditional norms of linguistic perfection and fluency by emphasizing the personal significance of each language, regardless of proficiency.
- Visualizing the representation (the heart poster/trifold) to create a space that showcases the collective repertoire held by individuals within the learning community.
- Starting to think about how linguistic repertoires can be a tool for connection beyond human-to-human interactions, to include connections with more-than-humans and the soil.
- Encouraging collaboration and understandings through the collective creation of a community languaging heart.



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GUIDING STEPS OF THE EXPERIENCE

Note: Facilitator intentional grounding and modelling have been a great tool for this activity. Embed your own translanguaging observations and reflections as you see fit!

Step 1: Acknowledging Our Rich Whole Languageing Hearts

- Beginning in a circle, acknowledge that each of us have rich whole languageing hearts that not only connects us to our friends, families, or even shows we like to watch but also connect us to our beautiful ways of seeing, knowing and being in and with the world, more than humans and soil.
- Sadly, sometimes not all learning spaces create spaces for our whole languageing hearts and the ways we connect and language with it.
- Here at Soil Camp we try and move away from this, as we have seen the power in centring and bring our entire languageing hearts and our diverse ways of knowing into each activity and time we come together.

Step 2: Modelling with Transparency

- Begin by sharing the named languages you the facilitator hold in your linguistic repertoire
 - (ie. *“you may have noticed me speaking English and Arabic while teaching--even though not everyone speaks Arabic here, those both are languages dear to me and in my whole languageing heart, I also learned French for many years and that also a part of my whole language heart”*)
- Provide an explicit reminder that these do not have to be languages we speak fluently (*tackling norms of linguistic perfection and fluency*) as we may hold and connect to languages in our hearts for many reasons (*intentionally shifting from the narratives of home vs school languages*).
- With a sticky and marker in hand begin drawing a heart and write down the languages that are held in your heart as an exemplar and stick on the poster/trifold in the large heart while explaining that it represents the collective heart which we collaboratively contribute to in the learning space.
 - Note: Remind co-learners that you and others are here to support with scribing and they are more than welcome to write in any languages they would like to.

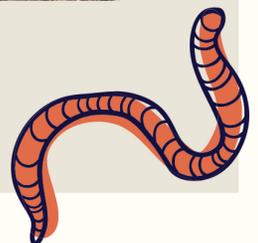


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GUIDING STEPS OF THE EXPERIENCE

Step 3: Visualizing Individual and the Collective Whole Languageing Heart

- While distributing the stickies and markers pose the question: ***What languages do you hold in your whole languageing heart?***
- Give time for students to visualize their whole languageing heart
- Before having them stick them on the poster/trifold, facilitate a low-pressure sharing circle of what they have written down.
- Following this circle provide time for co-learners to stick their stickies on the poster/trifold
- Make some observations and connections with co-learners:
 - Each of our whole languageing hearts are unique and we connect and draw from them in our own ways--speaking what flows from our hearts--this can be called translanguaging!
 - For example pose a question(s) like: I heard (language x) shared by many people. ***How many of you share languages with others here? What has surprised you during this activity?***
- Provide time for students to draw connections and discuss



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EXTENSION: EXPLORING OUR MANY WAYS OF SEEING THE SOIL AND THE LAND

This extension activity provides an opportunity to see in practice how linguistic repertoires can be a tool for connection beyond human-to-human interactions, to include connections with the soil and the land. Through the exploration of these connective possibilities for learning and being, this activity goes deeper through the journey of drawing from our rich whole languageing hearts for the words and associated stories we have for soil and land. Through this journey we come to presence these diverse ways of seeing, listening and knowing the soil.

This activity builds upon the collective poster/trifold and asks for participants to share words and the ways of seeing soil they hold in their whole languageing hearts and to document them on a sticky note, through a drawing, or voice recorder. This provides a space where groundings in Indigenous knowledges, spiritual connections, and land-based ways of knowing from lands across the globe are shared on the land we have the honour to gather on.



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Developed by: Sophia Thraya in conversations with Miwa Takeuchi and all the other Soil Campers

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THANK YOU!