



## Lecture Series on Exploring (Post-)Multilingualism & Translanguaging: practices, discourses and identities

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**13<sup>th</sup> May 2019, 11am-13pm, Sala Lauree, Centro Aldo Moro, Via Verdi (Fronte N. 41) Torino.**

### **“L’AltRoparlante”: translanguaging-based inclusive pedagogy in Italian schools”**

The current presentation aims at describing the main phases of implementation of a Transformative Action Research project (García and Kleyn 2016) named “L’AltRoparlante”, which was awarded the European Language Label in Italy in 2018 (<http://altroparlante.unistrasi.it>). This project began during the 2016/2017 school year and is still being implemented in four Italian multilingual superdiverse schools. Its main purpose is to acknowledge students’ individual and collective multilingual repertoires through a translanguaging-based pedagogy (García and Li Wei 2014). We engaged teachers and children in the construction of a more ecological linguistic schoolscape, in language portraits activities (Busch, 2012), in bilingual story-telling with parents and in the production of multilingual texts (Cummins & Early, 2011).

First, an overview about the current situation of educational and language policy in Italy, mostly focusing on the tension between monolingualism and plurilingualism in schools, will be provided. After that, plurilingualism and translanguaging will be analyzed with relation to the discourse regarding “named languages” (Li Wei 2017).

In the second part, attention will be dedicated to the analysis of 71 interviews conducted with focus groups of children involved in the “L’AltRoparlante” project. The research questions which guided the analysis concerned pupils’ language uses in a pre-project phase and the impact of the project in terms of language awareness and linguistic communicative dimensions. The results show the emergence of empowerment dynamics and the legitimation of translinguistic practices as an expression of immigrant minority children’s identity. Through the cross-analysis of focus groups and classroom interaction, collected by means of video-recording, we have also noticed a significant increasing in multilingual communication strategies and translanguaging practices between teachers and students.

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