0:0:0.0 --> 0:0:11.890
Julia.Molinari
So good morning and welcome to our sick space extra guest speaker series. I'm Julia Molinari, the graduate school's pace lecturer, and I'll be chairing A monitoring the session.

0:0:12.820 --> 0:0:43.100
Julia.Molinari
I'm not sure if I'm kateko and Barrington will have access to the chat. I know that previous speakers have had difficulty seeing the chat, so I'll be monitoring it if that's OK, and if there are questions then I'll put them to our guest speakers. This series of talks aims to provide alternative perspectives on doctoral communication by drilling a bit deeper into aspects that sometimes get overlooked in the core training programmes, things like alternative.

0:0:43.180 --> 0:0:52.320
Julia.Molinari
One more nuance. Ways of doing knowing and thinking about the nuts and bolts of the doctorate and about our identities as research writers.

0:0:53.270 --> 0:1:17.420
Julia.Molinari
Our guest speakers today are Burrington and Tombola and McCarthy concubine I from the University of Limpopo in South Africa, which is where they're joining us from today. They've kindly agreed to share their research in progress on Translink dualism and utilising linguistic repertoire to access and make sense of knowledge. Their talk is on translanguaging unsettling the monolingual fallacy.

0:1:19.40 --> 0:1:50.70
Julia.Molinari
Barrington Tombola is an associate professor of English Studies at the University of Limpopo. Prior to that he was a senior lecturer and head of department at the Department of English, University of Zululand in South Africa. He completed his postgraduate studies at the University of Zululand. He lectures on modules related to English linguistics and has graduated a number of Masters and PhD students. His main research interest is in English language teaching social linguistics.

0:1:50.170 --> 0:2:6.60
Julia.Molinari
Discourse analysis, pragmatics and semantics. He's published his research in journals such as Alternation, Reading and writing, South African Linguistics, and Applied Language Studies, and Puritanical Journal of Social Science and Humanities.

0:2:7.280 --> 0:2:37.220
Julia.Molinari
Katakan konbini is a lecturer in the Department of Physiology and Environmental Health at the University of Limpopo. She holds a master's degree in translation studies and Linguistics, obtained from the University of Limpopo. She's currently reading for her doctoral degree in the Department of Translation Studies and Linguistics, and her doctoral research project focuses on translanguaging among life science classrooms. So welcome to both of you. Thank you so much.

0:2:37.380 --> 0:2:56.10
Julia.Molinari
And um, we can now look forward to your talk. So I'll stop sharing my screen in case you want to share anything, I'm going to just hide myself and mute myself. And so if if the two of you want to start the the the screen is now completely at your disposition.

0:3:4.950 --> 0:3:12.120
Review15
Right, good. Is it still morning here on my part and I hope it's still morning here on your side as well.

0:3:13.450 --> 0:3:17.150
Review15
I'm trying to share, I hope there's something visible on the screen.

0:3:19.660 --> 0:3:20.330
Preece, Sally
Yes.

0:3:18.920 --> 0:3:20.760
Julia.Molinari
Yes, it is. Yeah.

0:3:18.960 --> 0:3:22.210
Review15
X great, great.

0:3:23.250 --> 0:3:34.500
Review15
And greetings from the Sunnyside of South Africa, it's sunny, but it's winter as well. At the same time.

0:3:36.420 --> 0:3:43.890
Review15
Just a little bit of caution in the South African, we've got this monster in our country, we got load shedding.

0:3:44.990 --> 0:3:53.10
Review15
No setting means that at any point in time, sometimes unannounced, the power will just decide to pack off.

0:3:54.230 --> 0:4:1.310
Review15
And gold, and then those who are in the visual platform, they are left to pick up the pieces.

0:4:2.120 --> 0:4:5.930
Review15
In the cloud. So I hope we won't have to get to that.

0:4:7.690 --> 0:4:17.220
Review15
But in the mean time, just brace yourself in in, in, in, in, in case we get into that eventuality.

0:4:19.220 --> 0:4:22.470
Review15
Our talk is going to be about translanguaging.

0:4:24.170 --> 0:4:29.860
Review15
Which immediately brings into perspective the multiplicity of languages.

0:4:30.740 --> 0:4:36.380
Review15
In the context of either education in life in general and etcetera.

0:4:37.140 --> 0:4:39.170
Review15
That is why we are.

0:4:40.920 --> 0:4:51.150
Review15
Using Translanguaging as one of the ways in which we can speak to the monolingual arrangement, which seems to be the dominant feature especially.

0:4:51.930 --> 0:4:53.500
Review15
In the education sector.

0:4:54.630 --> 0:5:1.720
Review15
Proposing how somehow in one way or the other, we can actually unsettle.

0:5:3.430 --> 0:5:7.680
Review15
That status quo through translanguaging so.

0:5:8.480 --> 0:5:12.60
Review15
And let me hand over now to mkateko.

0:5:17.50 --> 0:5:19.500
Review15
Presentation alright.

0:5:20.430 --> 0:5:21.130
Review15
Thank you.

0:5:27.700 --> 0:5:36.460
Mkateko Ngobeni
Thank you. Proper. Good morning everyone. On my side. It's still morning. I hope it's still morning on your side. Can you please go to slide #2 Pro?

0:5:43.930 --> 0:5:44.10
Review15
The.

0:5:46.850 --> 0:5:47.920
Review15
Is it getting there?

0:5:49.230 --> 0:5:49.990
Mkateko Ngobeni
Not yet.

0:5:49.810 --> 0:5:50.200
Review15
But.

0:5:52.830 --> 0:5:56.110
Review15
Pardon me, my computer is not as new as I wish.

0:5:59.140 --> 0:6:1.330
Review15
That is this presentation still there, OK.

0:6:3.190 --> 0:6:3.910
Mkateko Ngobeni
Yes, it's there.

0:6:5.790 --> 0:6:6.540
Review15
I'm going to go.

0:6:11.270 --> 0:6:14.850
Mkateko Ngobeni
Not yet. Can you maybe do a slight show?

0:6:15.330 --> 0:6:19.120
Review15
It is light show on my side and it is now on the second slide.

0:6:21.820 --> 0:6:24.980
Mkateko Ngobeni
On my screen I'm still seeing the the first page.

0:6:26.310 --> 0:6:28.520
Review15
What about our dear audience?

0:6:31.190 --> 0:6:32.800
Preece, Sally
But both paid as well. We can't.

0:6:29.820 --> 0:6:34.30
Cridland, Kathryn
You know, we can still see the the first page as well. We can't see the slideshow.

0:6:34.550 --> 0:6:35.780
Review15
Ohh gracious heaven.

0:6:38.760 --> 0:6:39.410
Review15
So.

0:6:40.690 --> 0:6:43.360
Review15
This is a ghost at the presentation.

0:6:47.780 --> 0:6:54.470
Julia.Molinari
It might be an idea to stop sharing and share again. OK, it's working now it's working.

0:6:54.440 --> 0:6:55.160
Review15
So working now.

0:6:56.340 --> 0:6:56.870
Review15
OK.

0:6:59.580 --> 0:7:12.320
Mkateko Ngobeni
Alright, thank you. Ohh, no agenda. Today we're going to be talking about multilingualism, monolingualism and translanguaging, which will explain more in detail throughout the process.

0:7:13.0 --> 0:7:15.730
Mkateko Ngobeni
And then PROV the fab slide, please.

0:7:17.840 --> 0:7:22.150
Mkateko Ngobeni
Yes, what the Fed's slide, what I want you to do, it's more like an activity.

0:7:22.960 --> 0:7:26.290
Mkateko Ngobeni
It's more of an ice breaker. If I can put it like that.

0:7:27.130 --> 0:7:38.540
Mkateko Ngobeni
Now the question I have for you is I want you to respond to this question about yourself as a student or a researcher, which is what languages in form your linguistic context.

0:7:39.290 --> 0:7:48.230
Mkateko Ngobeni
What informs your choice of language at a given time? I'm not sure if it's gonna be possible to do it in a group, or you can do it individually.

0:7:50.660 --> 0:7:59.550
Julia.Molinari
Whatever. Whatever you prefer, I can put people into breakout rooms. And if, if you'd like and katako.

0:8:0.210 --> 0:8:1.710
Mkateko Ngobeni
Yes, you can do that please.

0:8:9.370 --> 0:8:9.460
Mkateko Ngobeni
The.

0:8:1.860 --> 0:8:27.530
Julia.Molinari
Okay, I'll do that. So, um, if you will give me a you. You've got the instructions on on the screen. I'm going to just pop you randomly into breakout rooms. And then what I'll do is I will try and share that slide. So you remember what it is that you are discussing. How how much time would you like everybody to discuss this and could take us?

0:8:28.730 --> 0:8:30.870
Mkateko Ngobeni
Proof. How many minutes do we need to give them?

0:8:32.240 --> 0:8:33.890
Review15
Let's 10 minutes.

0:8:34.170 --> 0:8:34.580
Julia.Molinari
Okay.

0:8:35.640 --> 0:8:36.30
Julia.Molinari
Okay.

0:8:35.840 --> 0:8:39.30
Mkateko Ngobeni
Before you break them out, can I give them the second question?

0:8:40.680 --> 0:8:41.130
Mkateko Ngobeni
Alright.

0:8:39.390 --> 0:8:50.470
Julia.Molinari
Yes. And the guys, if you just note it down, note it down because sometimes there's a delay between when I create the breakout rooms and when I can get the slide into each of your rooms.

0:8:53.100 --> 0:8:53.550
Julia.Molinari
Okay.

0:8:52.890 --> 0:9:7.940
Mkateko Ngobeni
Yes, the first person was for them to respond to the question about themselves as their a researcher or a student, which is what languages inform their linguistic context, and then what informs your choice of language at a given time.

0:9:9.0 --> 0:9:10.490
Julia.Molinari
Okay fantastic.

0:9:12.160 --> 0:9:31.320
Mkateko Ngobeni
The second one I want you to respond to this question about your supervisor or participants or respondents, which is what our languages in the context of your supervisor mental respondents slash participants and also what informs the choice of language used by the mentor or participants.

0:10:2.780 --> 0:10:4.310
Mkateko Ngobeni
Did everyone get the questions?

0:10:6.30 --> 0:10:6.980
Mkateko Ngobeni
Alright, thank you.

0:10:27.330 --> 0:10:37.350
Julia.Molinari
Hey, I'm just. I'm still trying to, uh, to to get the rooms, but in the mean time you can all start thinking about what you'd like to say to those questions while I get the rooms sorted.

0:11:5.750 --> 0:11:18.460
Julia.Molinari
And you can take on Barrington. You may find that you you end up in a room. So they're because I can't. I don't know how to not put you in a room because you're one of the participants. So you might just want to sort of mute yourselves or or.

0:11:19.690 --> 0:11:21.540
Julia.Molinari
Or come out of the room if you can.

0:11:22.880 --> 0:11:23.750
Mkateko Ngobeni
Not a problem.

0:11:24.200 --> 0:11:25.110
Review15
No problem.

0:38:59.240 --> 0:39:29.520
Mkateko Ngobeni
Well, view worldviews and all of those they speak to multiplicity. Multiplicity also has an impact on language, which means if the order of things in human existence is multiple, that means the multiple languages can never be seen as a problem. But an acid. The more languages there are, the more beneficial in penetrating other countries. That is, multiple cultures, multiple orientation and world views in my own.

0:39:29.590 --> 0:39:30.210
Mkateko Ngobeni
Experience.

0:39:31.270 --> 0:39:33.780
Mkateko Ngobeni
From my petrol my metrical family.

0:39:34.570 --> 0:39:36.380
Mkateko Ngobeni
And another from my petrol family.

0:39:37.550 --> 0:39:53.830
Mkateko Ngobeni
Both of them are my history and they inform who I am. And I'm also fortunate to work in an institution that also embraces 2 dominant languages, and I am also conducting a research among students who also share the same.

0:39:54.950 --> 0:39:55.720
Mkateko Ngobeni
And.

0:39:56.770 --> 0:40:4.970
Mkateko Ngobeni
We also share the same end of linguistic orientation. Now the Patrick Patrick all Sepedi, which is another language in South Africa.

0:40:5.980 --> 0:40:18.100
Mkateko Ngobeni
Students, they always remind me of my father and the matra caravans. They remind me of my mother and then to add on that, I have a husband who is coming from another edition.

0:40:18.770 --> 0:40:21.850
Mkateko Ngobeni
In the family. So now it's three different languages in one.

0:40:22.730 --> 0:40:38.570
Mkateko Ngobeni
So now this whole thing it's about the practical multilingualism for many people, it might be difficult, but for us it is more practical, so I do not know about you. But to us it is the order of the day.

0:40:40.620 --> 0:40:41.560
Mkateko Ngobeni
Are we still okay?

0:40:43.640 --> 0:40:44.200
Cridland, Kathryn
Yes, we are.

0:40:45.300 --> 0:40:59.920
Mkateko Ngobeni
All right, so now why This is why it is so relevant to present in the UK now the reason is that because our education system is built on the UK system that adores and worships the monolingual orientation.

0:41:0.830 --> 0:41:25.780
Mkateko Ngobeni
For you, it might be pretty new or never heard of, or thought of a mother coming from a different linguistic background and a father coming from a different linguistic by background and a husband, etcetera. One might even ask a question what do children speak? What do you think if a mother is from a different language background and the other is from a different, different linguistic background, why do you think the children speak?

0:41:35.170 --> 0:41:35.770
Mkateko Ngobeni
Anyone.

0:41:36.740 --> 0:41:37.30
Mkateko Ngobeni
OK.

0:41:42.270 --> 0:41:43.330
Mkateko Ngobeni
I see a hand.

0:41:45.170 --> 0:41:45.960
Review15
Julia.

0:41:46.50 --> 0:41:50.640
Julia.Molinari
Yeah, it's mine. Um, well, I can I answer that question.

0:41:51.200 --> 0:41:52.70
Mkateko Ngobeni
Yes mam.

0:41:52.330 --> 0:42:12.40
Julia.Molinari
Um, my mother um was an English Scottish speaker. My father, an Italian speaker and my sister and I grew up in a bilingual household where each each parent spoke their language. So my father spoke only Italian. My mother spoke only English.

0:42:13.400 --> 0:42:16.950
Julia.Molinari
Luckily for them, they understood each other's language.

0:42:17.680 --> 0:42:23.190
Julia.Molinari
But the result was that my sister and I addressed each parent.

0:42:24.40 --> 0:42:25.280
Julia.Molinari
In their language.

0:42:26.830 --> 0:42:27.670
Mkateko Ngobeni
Interesting.

0:42:26.690 --> 0:42:30.650
Julia.Molinari
So I spoke Italian to my father and English to my mother.

0:42:32.370 --> 0:42:53.120
Mkateko Ngobeni
Yes, that's what happens with with us, because my mother is stronger and my father is Paddy, so they both understand each other's language. And lucky for me, I then became bilingual. Now my husband speaks Zulu. Now there's a third language. So our kids, then I will speak English. Spanish. It's longer and easy. Zulu.

0:42:55.820 --> 0:42:58.10
Mkateko Ngobeni
Alright, we can move to the next slide.

0:42:58.10 --> 0:43:7.640
Julia.Molinari
So it just empatico just one second. I don't know if you can see the chat. Um, But there's a a message posted in there. Shall I read it?

0:43:8.300 --> 0:43:10.770
Julia.Molinari
I I can't remember how to say your name.

0:43:10.850 --> 0:43:13.280
Julia.Molinari
Yeah, killin killing.

0:43:14.680 --> 0:43:15.450
Ceinwen.Gwilym
Painting one.

0:43:17.40 --> 0:43:17.440
Ceinwen.Gwilym
Yeah.

0:43:15.630 --> 0:43:21.60
Julia.Molinari
Kane. Kane when do you want to? Do you want to say it or do you want me to to read it out?

0:43:21.420 --> 0:43:48.510
Ceinwen.Gwilym
Ohh, I'll read that out. It's just starts it in my family. My daughter speaks Welsh and English. Her partner speaks Turkish and English. The children speak Welsh and English fluently, but only with a few Turkish words. And the children are going to Welsh speaking schools. So yeah, there's a real mixture of languages going on there and it's quite natural.

0:43:52.310 --> 0:43:57.280
Julia.Molinari
And there are no no other messages in the chat and katiko, so I'll hand back to you.

0:43:59.210 --> 0:44:10.620
Mkateko Ngobeni
Alright, thank you. Moving forward, the education, the education system, when we cater for multiple languages, we enhance access with the other world.

0:44:11.360 --> 0:44:32.370
Mkateko Ngobeni
Which the other world must also learn. the US believes that the whole world speaks English, and whoever they are, if you do not speak English, it's like you do not belong in the world, but for us. Because we live with this reality of multiple languages. We know that if you do not acknowledge and make use of this multiple languages, then you are blocking access to education.

0:44:33.30 --> 0:45:5.30
Mkateko Ngobeni
This is where multilingualism features mostly in education system, but also how you see the world and how you read. The world is also through languages. Your world do is captured through in a language they are multiple world views that we block when we erase a certain language. So how people interact and read the world is disturbed if their languages are not brought into that space. Remember, you need to keep this in mind that your worldview also speaks about your orientation.

0:45:5.390 --> 0:45:10.550
Mkateko Ngobeni
Even your locality. So because my language is my springboard from where I am located.

0:45:11.220 --> 0:45:21.850
Mkateko Ngobeni
And then project my location to what is happening outside, and now I interpret it from the outside. So if my local language then is not promoted or recognised.

0:45:22.830 --> 0:45:44.270
Mkateko Ngobeni
Is actually erased. That immediately alienates me from understanding the world and how it operates and works, and how you understand psychologically your engagement of the world. So in other words, it becomes difficult to understand the global if your locale does not exist, so your spectacles will always come from behind.

0:45:44.960 --> 0:46:10.900
Mkateko Ngobeni
The problem with that most of that most often is that um reinspect spectacles come from beyond. Then they do not confirm your locality and yourself, and you constantly become an alien. That is the sort of education we seem to be producing, especially from our former module 6 schools. The kind of system that looks down and don't understand the value of our locality.

0:46:12.200 --> 0:46:16.240
Mkateko Ngobeni
Thank you. We can move to the lakes next slide and then I'll hand over to PROV.

0:46:31.140 --> 0:46:34.790
Review15
Alright, thank you. I hope there was a queue for me to take over.

0:46:36.490 --> 0:46:38.980
Mkateko Ngobeni
Yes, provided say I'm handing over to you.

0:46:39.580 --> 0:46:47.70
Review15
Ohh, thank you very much. And she's spoken a lot about multilingualism, but remember that we.

0:46:49.130 --> 0:46:58.340
Review15
Promise that we will also talk about modelling realism and how we seek to speak to that as as as a status quo.

0:46:59.880 --> 0:47:0.820
Review15
Now.

0:47:1.560 --> 0:47:10.640
Review15
We were may argue that we do not have dominance, singular language states or countries in the world.

0:47:12.490 --> 0:47:18.110
Review15
But that has been a project that States and countries.

0:47:18.870 --> 0:47:31.770
Review15
Have had for quite some time because of the idea that the more singular the language that states speaks, the more singular minded.

0:47:32.410 --> 0:47:34.190
Review15
They inhabitants would be.

0:47:34.940 --> 0:48:1.960
Review15
And so especially in the rise of nation states, the whole idea was that we should always be united in thought in mind, in doing and to do that, we should always organise people around the same language. So this is where the whole issue of monolingualism got prominence. They was quite a fear of diversity.

0:48:3.440 --> 0:48:32.910
Review15
That people with diverse thoughts will bring dissension and people will rebel, etcetera, etcetera. But if they can speak in one language, then they can act in one way and then through that we will, we will maintain unity, even unity, of culture. Now what that has meant, especially for territories.

0:48:33.450 --> 0:48:39.310
Review15
Beyond in the the the that, that that started in the era of colonialism.

0:48:40.160 --> 0:48:43.930
Review15
The expansion of the powerful western.

0:48:44.860 --> 0:48:46.10
Review15
Countries.

0:48:47.150 --> 0:48:52.820
Review15
For instance, like the United Kingdom spreading its wings to almost every corner of the globe.

0:48:54.210 --> 0:49:4.170
Review15
To organise all those colonies so that they become the real daughters and babies of the United Kingdom.

0:49:4.920 --> 0:49:15.230
Review15
You would have to feed them the English language so that within the system of the English language they become united into one vast empire.

0:49:16.760 --> 0:49:24.470
Review15
And so that brought the dominance of the English language and culture into.

0:49:25.710 --> 0:49:27.100
Review15
Many territories.

0:49:28.400 --> 0:49:46.930
Review15
But it's not only for English. You also had French also with its own projects, Portuguese as well, live in Dutch, etcetera, etcetera. But the whole idea was that whoever gets touched by that empirical system, they should also at the same time.

0:49:47.570 --> 0:49:56.740
Review15
By into the language system. And So what happens is language became a huge cultural capital in that way.

0:49:57.610 --> 0:50:4.350
Review15
In that US territories expand from the empire they have.

0:50:5.390 --> 0:50:20.750
Review15
A culture that gets bought by the territory beyond and language becomes the currency of both buying that dominant culture and also purchasing that culture as well.

0:50:21.550 --> 0:50:48.220
Review15
But over and above, it also became a symbol that the territories that are beyond now belong to the mother, sister to the empire. So it becomes a tool of conquer, so that when I am able to dispose of your own language system and by extension your culture, it means I have conquered your.

0:50:49.330 --> 0:50:55.750
Review15
System of existence and have established mind through my language, so it became.

0:50:56.780 --> 0:51:11.650
Review15
A symbolic system of conquer as well. So you could say that through language and that being a singular language as well meant that we have become a singular human being in the making.

0:51:13.490 --> 0:51:42.740
Review15
Now also it's expression, the monolingual system gets its expression mainly in the in the education system, because the whole project of expansion finds a fertile ground in education, because how else would you propagate the cultural system from the other centre and and displace the other centre if it is not through?

0:51:42.830 --> 0:52:1.300
Review15
Entering into the cognitive system of the the the the people in that in that way. So education became a fertile ground to inculcate the dominance of the singular language.

0:52:2.600 --> 0:52:3.570
Review15
So.

0:52:6.120 --> 0:52:12.350
Review15
What becomes the order of the day in the education system is that it is organised in a singular.

0:52:13.860 --> 0:52:16.270
Review15
Medium of instruction.

0:52:17.840 --> 0:52:26.790
Review15
The Open University ethos I may want to believe that it operates in a singular language system.

0:52:28.70 --> 0:52:29.280
Review15
Understandably.

0:52:30.50 --> 0:52:38.90
Review15
It should reflect what is a linguistic policy of the state from where it is established.

0:52:40.0 --> 0:53:1.630
Review15
And so other territories also follow a kind of similar pettiness. Well, but what gets surprising is that it is not always the case that the education system mimics what prevails in the society or community. In our case, for instance, where we have the multiplicity.

0:53:2.430 --> 0:53:8.120
Review15
Of languages, our education system doesn't reflect that at all, but instead.

0:53:9.580 --> 0:53:38.720
Review15
Education system reflects A singular linguistic existence which is not In Sync with what operates in the wider community. In some cases also the language that dominates in the education system is even absent altogether, absent in the society and in the community. So it becomes a very alien system.

0:53:39.860 --> 0:53:42.30
Review15
So the monolingual system.

0:53:43.330 --> 0:53:48.900
Review15
It it deviates from reality.

0:53:50.940 --> 0:53:53.460
Review15
What seems to be propelling?

0:53:54.230 --> 0:54:5.100
Review15
And maintaining the monolingual system are also a lot of discourses, especially in the education sector, about going international. What has been the case?

0:54:6.450 --> 0:54:11.270
Review15
Here and also in many parts of the world as well, is that.

0:54:12.10 --> 0:54:22.130
Review15
For every education system to go internationally, it has simply meant that they must offer their programmes in English.

0:54:23.300 --> 0:54:29.940
Review15
So it becomes difficult to argue that you are international and yet you are not English.

0:54:32.30 --> 0:54:38.970
Review15
Because to be international means that you should be able to draw students from an international community.

0:54:39.610 --> 0:54:55.450
Review15
And to be able to do that, you should be there that they should speak a language that is perceived to be international, but also the discourse of globalisation as well, that the world has become a global village.

0:54:56.800 --> 0:55:14.350
Review15
You know you can do business with the country just in a flip of a finger and etcetera, but that also operates in a singular language as well. So that those concepts and and these courses they maintain.

0:55:16.280 --> 0:55:30.820
Review15
A monolingual ethos they seem to confirm that for the world to go forward, they must operate within a singular language system, so it it it becomes the maintenance of.

0:55:31.510 --> 0:55:32.550
Review15
This status.

0:55:33.560 --> 0:55:34.230
Review15
Call.

0:55:37.400 --> 0:55:49.490
Review15
Okay now remember that sometimes I can waffle on and on and on and and lose everyone else in the in the excitement of what I'm saying. So please don't.

0:55:50.850 --> 0:55:58.340
Review15
Shy away from interjecting here and there or asking questions where you think I'm self contradicting.

0:55:59.620 --> 0:56:8.490
Review15
So that's the long and short of the monolingual system. Now that gets me into the.

0:56:8.720 --> 0:56:10.760
Review15
Ans lingualism.

0:56:12.170 --> 0:56:21.450
Review15
And how it has come into the picture, some of which has already been iterated by some of you interestingly.

0:56:22.150 --> 0:56:23.740
Review15
But before.

0:56:24.590 --> 0:56:34.330
Review15
I delve into that perhaps, uh, we can also get into a shorter activity.

0:56:35.20 --> 0:56:40.730
Review15
As well, that will introduce the the, the, the aspect of Translink realism.

0:56:44.190 --> 0:56:49.520
Review15
These are the few questions that I have. If we can just.

0:56:52.40 --> 0:56:58.410
Review15
Respond to them. What is the dominant language in your academic engagement?

0:56:59.110 --> 0:57:6.750
Review15
Two, is there a difference between the academic language and the language of general communication outside academia?

0:57:24.610 --> 0:57:25.190
Julia.Molinari
Okay.

0:57:7.410 --> 0:57:26.280
Review15
And three, when is it viable to use another language, whether in academia or outside AKA academia? I'm not sure if Julia can do the magic that she did this time. We can just spend about 5 minutes because it might seem that. Yeah.

0:57:26.750 --> 0:57:42.660
Julia.Molinari
Okay, I'm just wondering, Barrington, would it be an idea to just give everyone without going into breakout rooms, which kind of delays things a little bit? Just maybe everyone answer those questions in their own.

0:57:43.330 --> 0:57:51.80
Julia.Molinari
In their own head and maybe pop a few have a little conversation in the chat, and then I can report back. Would that be OK with everyone?

0:57:52.980 --> 0:57:53.910
Review15
It's fine with me.

0:57:54.110 --> 0:57:55.170
Preece, Sally
Leave the chat, I don't know.

0:57:53.20 --> 0:57:57.890
Cridland, Kathryn
I can't seem to see the chat. I don't know if anybody else can, but I don't seem to have that option.

0:57:57.100 --> 0:57:58.650
Review15
I don't have a chat either.

0:57:58.690 --> 0:58:1.940
Julia.Molinari
No, I know the speakers can't can't see the chat.

0:58:3.440 --> 0:58:3.840
Julia.Molinari
Ohh.

0:58:5.970 --> 0:58:27.180
Julia.Molinari
Okay. Well, in that case, I'll pop you back into the breakout rooms and the start thinking about those answers now so that you maximise the 5 minutes in in, in the breakout rooms. I'll do that straight away and then we'll come back at 1139, let's say, by the time that all that sorted out.

1:4:49.30 --> 1:4:54.500
Dominique.Howard
OK. I just you said you have a a table that.

1:4:54.590 --> 1:4:57.30
Dominique.Howard
And you wanted to.

1:4:57.750 --> 1:4:58.120
Dominique.Howard
2.

1:5:1.470 --> 1:5:1.980
Review15
Ohh.

1:5:0.870 --> 1:5:8.290
Dominique.Howard
I'm sorry, I I don't have I. You were talking about the document, which is a table. So is that the table of position or is it?

1:5:9.910 --> 1:5:10.290
Dominique.Howard
Ohh is it?

1:5:12.160 --> 1:5:12.790
Dominique.Howard
Ohh OK.

1:5:14.580 --> 1:5:15.0
Dominique.Howard
Yeah.

1:5:20.850 --> 1:5:21.600
Review15
Right.

1:5:20.240 --> 1:5:25.440
Dominique.Howard
OK. But you haven't list of positions, so I can actually stop getting my head around.

1:5:24.940 --> 1:5:28.450
Julia.Molinari
It Dominique, Dominique, Dominique.

1:5:26.240 --> 1:5:38.750
Dominique.Howard
No. And maybe as you said, if the positions are actually the same, as you know normal position, I can try to think in terms of training what could or or maybe useful because like that.

1:5:39.260 --> 1:5:42.870
Julia.Molinari
We need to let Dominique know that her microphone is on.

1:5:44.70 --> 1:5:45.620
Review15
OK, she's switched off now.

1:5:45.550 --> 1:5:47.140
Julia.Molinari
Okay great. OK.

1:5:47.620 --> 1:6:0.290
Review15
Yeah. The other day actually was my partner, and so she got arrested by some business at work for a couple of seconds. Now, as I think she was still busy with that. So.

1:5:59.730 --> 1:6:0.310
karim karmi
The.

1:6:1.780 --> 1:6:7.420
Review15
What I was going to tell her about the dominant language in my academic engagement. It's the same language that I'm.

1:6:12.370 --> 1:6:18.410
Review15
Engaged in it's academia so it English has come to be very synonymous.

1:6:19.90 --> 1:6:19.730
Review15
With that.

1:6:21.0 --> 1:6:32.500
Review15
Obviously, yes, there is a difference between the academic language that I use and the language that I use for general communication outside academia, specifically in my home.

1:6:33.520 --> 1:6:47.760
Review15
And where there is an interjection of English here and there, simply because my my kids go to an English medium school and so they come with that heavy influence of English in the house as well, but.

1:6:53.80 --> 1:6:55.850
Review15
Our African language which?

1:6:57.70 --> 1:7:5.250
Review15
We fall into in terms of general conversations and also outside academia in.

1:7:5.330 --> 1:7:10.610
Review15
The street in the shops in the mall.

1:7:11.610 --> 1:7:19.200
Review15
We you we don't necessarily converse in English that often with people that you immediately meet there.

1:7:19.980 --> 1:7:22.110
Review15
So it's all the the all.

1:7:22.960 --> 1:7:26.890
Review15
Concoction of languages that you encounter outside there.

1:7:28.220 --> 1:7:29.90
Review15
Now.

1:7:30.840 --> 1:7:35.830
Review15
When is it viable to use another language, whether in academia or outside academia?

1:7:36.790 --> 1:7:46.440
Review15
Mainly is the question of 1 comfort. What is the language that you're most compatible at the time of interaction?

1:7:47.800 --> 1:7:51.20
Review15
Comfort also being dictated by understanding.

1:7:51.980 --> 1:7:52.620
Review15
And.

1:7:53.700 --> 1:8:10.160
Review15
Communication. Mainly, what do you want to project? How do you want to be understood? And those factors are they determine what language to pick up the mood. Also I should say especially if you are in the house outside academia for instance.

1:8:11.280 --> 1:8:12.960
Review15
Sometimes the language that you pick.

1:8:13.780 --> 1:8:16.950
Review15
You know, I know that when my wife is not very pleased.

1:8:17.900 --> 1:8:26.120
Review15
She would take she would tend to make comments in her own mother tongue. They didn't mind, you know, etcetera, etcetera.

1:8:27.10 --> 1:8:27.500
Review15
Yeah.

1:8:29.310 --> 1:8:30.380
Review15
That's my story.

1:8:31.160 --> 1:8:31.950
Review15
Okay.

1:8:33.440 --> 1:8:34.530
Review15
Anyone else?

1:8:35.540 --> 1:8:37.710
Review15
We can use those 5 minutes just for that.

1:8:47.500 --> 1:8:47.630
karim karmi
The.

1:8:39.250 --> 1:8:53.30
Cridland, Kathryn
I think it's really interesting what you've what you said about when it's viable to use another language. That's something that's really interesting for us. So we are at, you know, an English university in England where the language of assessment is, is English.

1:8:56.50 --> 1:8:56.190
karim karmi
The.

1:8:54.640 --> 1:9:11.520
Cridland, Kathryn
But I don't think that there is necessarily then a reason for use of other languages to not be valuable, and I know that's not a view shared by everybody else or a lot of other people at the university. But you know, why should students not use other languages?

1:9:11.650 --> 1:9:19.170
Cridland, Kathryn
And you know, in the classroom, maybe or to do research or to translate or to help them understand concepts.

1:9:20.980 --> 1:9:38.910
Cridland, Kathryn
And obviously it's going to be different in Wales came when it's it's interesting, but I think how we use languages and the people are quite scared sometimes of letting students use their other languages. They feel quite kind of threatened by that in England particularly. So that's just something we're quite interested in, Sally and I.

1:9:43.550 --> 1:9:46.120
Review15
Great. Marvellous days ahead up.

1:9:47.190 --> 1:9:48.900
Review15
Kyren K1.

1:9:50.110 --> 1:9:50.600
Review15
Is it?

1:9:52.270 --> 1:9:52.900
Ceinwen.Gwilym
Yes.

1:10:5.370 --> 1:10:5.680
karim karmi
The.

1:9:54.230 --> 1:10:11.670
Ceinwen.Gwilym
Yeah, in in Wales we are different because we do have Welsh as an official language and our for social care and nursing our our regulator for social care, Social Care Wales.

1:10:12.800 --> 1:10:41.620
Ceinwen.Gwilym
States quite clearly that it's the requirements of as being given a licence, as it were, to have the social, social work degree in Wales. It's that assessment needs to be available in both English and Welsh. It's not something nice to do, but it's a requirement and that that has been tested over the past year with the few challenges.

1:10:42.390 --> 1:10:44.200
Ceinwen.Gwilym
You, you might say in.

1:10:44.770 --> 1:10:50.550
Ceinwen.Gwilym
Um, certain academic provision being developed and.

1:10:51.110 --> 1:10:51.740
Ceinwen.Gwilym
Um.

1:11:3.200 --> 1:11:3.430
karim karmi
Back.

1:10:52.470 --> 1:11:5.280
Ceinwen.Gwilym
The need to promote the availability of of that particular provision bilingually. So yeah, lots of interesting discussions are happening and at the university and and I think.

1:11:6.500 --> 1:11:13.330
Ceinwen.Gwilym
It would be nice to sort of spread the this awareness as as well that.

1:11:13.950 --> 1:11:15.720
Ceinwen.Gwilym
There are different requirements.

1:11:17.30 --> 1:11:23.110
Ceinwen.Gwilym
And that it's not solely an English in university that depending on where you study.

1:11:26.750 --> 1:11:32.140
Review15
Great. Marvellous. Thank you very much. I hope I'm not cutting anyone.

1:11:36.620 --> 1:11:37.960
Review15
So we can proceed.

1:11:39.870 --> 1:11:40.440
Review15
Right.

1:11:42.150 --> 1:11:44.480
Review15
Thank you so much for, for, for all of that.

1:11:50.170 --> 1:11:57.80
Review15
Wales has said played quite a major role, especially in popularising.

1:11:57.160 --> 1:11:59.290
Review15
Yeah, translanguaging.

1:12:0.610 --> 1:12:11.880
Review15
In terms of how they organise the system of using English and Welsh alongside each other in the education system.

1:12:13.250 --> 1:12:27.540
Review15
Which as we understand it, we are fortunate that we can hear from the horses mouth today who is right on how the system is is finding its way through society now.

1:12:28.420 --> 1:12:33.590
Review15
And for many of us, obviously this is a what we we read and believe.

1:12:34.750 --> 1:12:46.430
Review15
You know that how the system was organised is that 2 languages would work alongside each other, perhaps in terms of input and output. So students.

1:12:58.230 --> 1:13:0.920
Julia.Molinari
We've lost you if you can still hear us.

1:13:2.760 --> 1:13:6.70
Julia.Molinari
Then we've lost you momentarily, dear.

1:13:6.970 --> 1:13:8.140
Review15
Am I now audible?

1:13:9.810 --> 1:13:9.890
karim karmi
The.

1:13:7.820 --> 1:13:10.150
Julia.Molinari
Yeah. Yeah, you.

1:13:9.490 --> 1:13:10.160
Review15
Ohh OK.

1:13:11.620 --> 1:13:16.910
Review15
Ohh right, I don't know where I got lost, but anyway I was still.

1:13:19.430 --> 1:13:22.250
Review15
Sort of emphasising the fact that.

1:13:22.330 --> 1:13:39.150
Review15
The input language could be any and output language could be a different, could be a different one. That's how initially Translanguaging was conceived, especially from its operation in the world system.

1:13:40.990 --> 1:13:48.890
Review15
Now that has been taken over and theorised quite significantly in education, so that.

1:13:50.250 --> 1:13:56.840
Review15
From how academics and scholars started to use that concept now.

1:13:58.520 --> 1:13:58.810
karim karmi
The.

1:13:59.310 --> 1:14:2.250
Review15
Languages started to be.

1:14:7.170 --> 1:14:7.350
karim karmi
The.

1:14:3.550 --> 1:14:15.130
Review15
Understood. Not just as separate entities, so that if I speak about Welsh as a language and I speak about English as in a language.

1:14:16.420 --> 1:14:23.440
Review15
What gets to be theorised now is that essentially we may want to speak of.

1:14:24.90 --> 1:14:24.580
karim karmi
The.

1:14:24.720 --> 1:14:33.50
Review15
A language and all languages constitute a language, a system of communication. So.

1:14:33.970 --> 1:15:0.560
Review15
It can either be you would understand it as English as well as French and etcetera and et cetera. But we're saying goes are simply tools that are very good for communication purposes. So they are linguistic repertoire that are there that you can tap into. So that brings in the notion of languages fusing into each and into.

1:15:1.410 --> 1:15:6.620
Review15
A singular kind of communication expression.

1:15:7.850 --> 1:15:13.740
Review15
Which brings into an ocean of a hybrid language. Yes, in South Africa, we do have.

1:15:14.390 --> 1:15:22.580
Review15
Data that seems to support that, but it's a it's a, it's a, it's it. It's a a very specific.

1:15:23.250 --> 1:15:26.20
Review15
Hybrid language St language.

1:15:27.740 --> 1:15:30.850
Review15
Well, for it used to be.

1:15:30.980 --> 1:15:48.920
Review15
You if you take a singular language, any singular language, what used to be colloquial language. Mostly it would be language that borrows from all the linguistic entities that are available within the system. And because you want to mask the message for whatever reason.

1:15:49.930 --> 1:16:3.450
Review15
And so the more colloquially language tends to be, the more it infuses elements that are not standard within the language, and that has been used to support that.

1:16:4.860 --> 1:16:17.150
Review15
Translanguaging would borrow from all the languages that are available in the vicinity. Then, because they are simply used for communication purposes.

1:16:18.350 --> 1:16:22.940
Review15
So it becomes a fused language, a hybrid.

1:16:24.880 --> 1:16:25.580
Review15
Language.

1:16:27.150 --> 1:16:27.820
Review15
Now.

1:16:27.270 --> 1:16:29.270
karim karmi
Ohh yeah, not bad.

1:16:28.720 --> 1:16:33.970
Review15
When that now is brought into class, is that Anna?

1:16:36.260 --> 1:16:40.420
Review15
No, it's just some excitement somewhere. It must be audible.

1:16:42.30 --> 1:16:43.760
Julia.Molinari
Yeah, you are Barrington, yeah.

1:16:44.0 --> 1:16:49.260
Review15
Alright, thank you. Now when that was stretched.

1:16:55.590 --> 1:16:58.800
Review15
Several questions came into perspective.

1:16:59.510 --> 1:17:0.440
Review15
For example.

1:17:2.180 --> 1:17:4.580
Review15
The question now of.

1:17:5.770 --> 1:17:7.160
Review15
Language purity.

1:17:7.790 --> 1:17:11.700
Review15
Because when we speak of developing a language.

1:17:12.740 --> 1:17:15.580
Review15
You would have language purists.

1:17:16.260 --> 1:17:24.70
Review15
Who would want to read the language from influences? I know that French, for instance, is is is very.

1:17:24.790 --> 1:17:26.790
Review15
And visible in that respect.

1:17:27.460 --> 1:17:28.620
Review15
That at some stage.

1:17:29.360 --> 1:17:35.60
Review15
Friend would want to rid itself of any Anglo sex in influence.

1:17:35.740 --> 1:17:48.260
Review15
And you would be asked to speak pure French, etcetera, etcetera. But also you do have a English purists. Every language has its own purists.

1:17:48.960 --> 1:17:49.700
Review15
As well.

1:17:50.850 --> 1:17:55.740
Review15
But also what about standardisation? Because standardisation would want.

1:18:8.280 --> 1:18:10.170
Julia.Molinari
We've lost you again, Barrington.

1:18:16.590 --> 1:18:17.640
Review15
Am I back now?

1:18:17.730 --> 1:18:19.880
Julia.Molinari
Yes, great. Thank you.

1:18:20.520 --> 1:18:25.810
Review15
OK, I don't know. I just kicked in and out, but now I'm back anyway.

1:18:27.780 --> 1:18:40.880
Review15
I when I I was still on standardising the language that when we take translanguaging now as a fusion of languages.

1:18:42.740 --> 1:18:49.560
Review15
The question of where then do we place standardisation within languages?

1:18:50.410 --> 1:18:53.340
Review15
But also, what do we teach?

1:18:55.50 --> 1:18:56.240
Review15
In terms of.

1:18:57.270 --> 1:19:4.120
Review15
Language learning. Now if we stretch translanguaging to be simply.

1:19:5.70 --> 1:19:6.700
Review15
Hybrid language.

1:19:8.100 --> 1:19:14.320
Review15
What do we teach in school? What do we teach at universities? What is the grammar of?

1:19:15.630 --> 1:19:18.470
Review15
A translanguaging voice test.

1:19:19.990 --> 1:19:29.760
Review15
What would be the basis of the system of translation so those are the questions that come into the surface which I think.

1:19:30.520 --> 1:19:31.100
Review15
And.

1:19:33.100 --> 1:19:38.30
Review15
We need to interrogate as researchers and as scholars as well.

1:19:39.320 --> 1:19:45.550
Review15
So far, it might seem to me that it is safer to speak of translanguaging.

1:19:47.630 --> 1:20:1.170
Review15
From the Welsh perspective, when we are still operating within the existence of languages as they get used in society, for example.

1:20:4.490 --> 1:20:11.930
Review15
What seems to be the status quo, especially in the education sector, in any formal sector, is a monolingual system.

1:20:12.610 --> 1:20:29.420
Review15
Where languages are separate entities, you could have language one as different from language two as different from language three. Now in a monomer system what seems to be different? A difference to me is that.

1:20:30.390 --> 1:20:41.100
Review15
There is a tendency of picking up a particular language and elevating it so that it becomes more important for transaction.

1:20:41.880 --> 1:21:3.110
Review15
A particular context, for instance in education at the present moment, you would have the dominance of English as a language, so you operate in business. In English, you operate in the legal system. In English, you operate in education.

1:21:3.920 --> 1:21:14.890
Review15
In English, that is the whole conception of a monolingual system, but in a multilingual system we still maintain that there is English they.

1:21:19.850 --> 1:21:22.920
Review15
There is not elevation of 1.

1:21:24.270 --> 1:21:34.960
Review15
On top of the other, they coexist. They are equally important. So we have these multiple languages that we say.

1:21:40.70 --> 1:21:52.580
Review15
You was French the same way we use Portuguese, so we can use Swahili as well. We can use Isuzu because they are equal languages. They coexist.

1:21:53.180 --> 1:21:54.110
Review15
And now?

1:21:55.520 --> 1:22:1.850
Review15
The Translink goal theory seems to be saying now. OK, now we don't have English.

1:22:2.730 --> 1:22:4.160
Review15
We don't have French.

1:22:4.960 --> 1:22:6.300
Review15
But we have.

1:22:7.520 --> 1:22:11.970
Review15
French that you can mix up with English.

1:22:13.640 --> 1:22:15.60
Review15
And then you have.

1:22:16.50 --> 1:22:18.700
Review15
The hybrid kind of language.

1:22:20.60 --> 1:22:29.510
Review15
Now you can see that theoretically that seems to be In Sync with the whole new Age system also, which speaks about that.

1:22:31.410 --> 1:22:45.240
Review15
Hybrid culture as well, where all the systems they conglomerate into whatever system that you want it to be, but it borrows from all the systems that that are there.

1:22:45.980 --> 1:22:46.590
Review15
Now.

1:22:48.160 --> 1:22:49.450
Review15
The question is.

1:22:53.210 --> 1:23:0.660
Review15
There is an agreement this is would be our abstraction that a monolingual system.

1:23:1.720 --> 1:23:4.90
Review15
Is not very user friendly.

1:23:5.330 --> 1:23:6.720
Review15
In promoting.

1:23:7.470 --> 1:23:8.500
Review15
The majority.

1:23:9.620 --> 1:23:11.480
Review15
But in multilingual system.

1:23:12.370 --> 1:23:16.820
Review15
Recognises that everyone should have a share.

1:23:17.760 --> 1:23:23.680
Review15
In access of knowledge in the production of knowledge in the use of knowledge.

1:23:25.50 --> 1:23:33.910
Review15
But as we have now come into translanguaging, would we say translanguaging can be used also as a tool?

1:23:34.810 --> 1:23:37.280
Review15
To unsettle the status quo.

1:23:38.540 --> 1:23:40.230
Review15
It is a question.

1:23:41.540 --> 1:23:46.480
Review15
That is a big question to me that I'm posing it to you.

1:23:48.550 --> 1:23:49.230
Review15
Thank you.

1:24:2.610 --> 1:24:5.260
Review15
Can I hand over to Julia?

1:24:5.70 --> 1:24:10.500
Julia.Molinari
Yeah. Thank you very much. It's just dropped him a hot potato there.

1:24:11.80 --> 1:24:11.510
Review15
Ohh.

1:24:12.760 --> 1:24:16.580
Julia.Molinari
Yeah, that is a massive question. So first of all.

1:24:16.700 --> 1:24:17.370
Julia.Molinari
Um.

1:24:19.130 --> 1:24:26.630
Julia.Molinari
Barrington and and Macca teko. I can't thank you enough. That was so insightful and.

1:24:27.610 --> 1:24:37.760
Julia.Molinari
Subtle and nuanced and provocative and inclusive, and a whole host of other adjectives that.

1:24:38.980 --> 1:25:1.410
Julia.Molinari
The the signal that this was really relevant, at least from my perspective, I think it was relevant because as the pace lecturer at the Graduate School, I have these conversations with many of my students and some of them are some of some of them are in in this in this meeting today. So you you know that we've sort of had these conversations about the influence of of.

1:25:2.330 --> 1:25:12.580
Julia.Molinari
The linguistic repertoire that we bring, the fact that I'm also multilingual, that it all resonates with me and it it's all my life. It's had implications for how I write academically.

1:25:13.0 --> 1:25:35.470
Julia.Molinari
Um how I want to write academically, how I feel. I have to write academically, so it it's absolutely spot on and I think it's really interesting that we've got in our group today and a range of practitioners and researchers who are who either identify with the monolingual with the multilingual.

1:25:36.450 --> 1:25:54.960
Julia.Molinari
And interestingly, now you've you've thrown us this this challenge like, what would it mean to be Translink goal and do any of us see ourselves as Translink goal? For example? I mean, I think that that seems to be the logical next question. Is anyone in here a Translink goal?

1:25:55.240 --> 1:26:2.750
Julia.Molinari
Um, uh. Beyond the the monolingual and multilingual kind of self identification that we've we've all expressed so.

1:26:3.870 --> 1:26:6.210
Julia.Molinari
I guess I don't want to.

1:26:7.450 --> 1:26:31.330
Julia.Molinari
Bring in all my views because I have many, many, many, many views and I'd like to sort of hand over to our other participants and see what what they make of the challenge that you've just thrown us and and and the way that I've just framed it. In other words, do any of us see ourselves as Translink goal or what would a Translink goal education system look like?

1:26:47.570 --> 1:26:47.970
Preece, Sally
I.

1:26:43.500 --> 1:26:58.210
Julia.Molinari
The big question for all thinking about the answer, and I don't know you know, Katie call you, obviously you can you can come in again at at this point and and I think we can just all just have a freefall brainstorm.

1:26:59.940 --> 1:27:0.970
Preece, Sally
I I think.

1:27:0.170 --> 1:27:9.420
Julia.Molinari
As we're all. Yeah, just as we're all thinking. I was just thinking, Barrington, do you have to leave? Cause you you did say that you you've got to be somewhere else.

1:27:10.690 --> 1:27:12.960
Julia.Molinari
Or are you okay to stay for another another?

1:27:13.930 --> 1:27:15.100
Julia.Molinari
20 minutes or so.

1:27:15.640 --> 1:27:16.990
Review15
Yes, I can stay.

1:27:16.800 --> 1:27:19.470
Julia.Molinari
Okay fantastic okay. Sorry, Sally. Carry on.

1:27:19.370 --> 1:27:36.360
Preece, Sally
Yeah, I was just gonna say I think we're sort of really interested in this idea of translanguaging. And, you know, I only speak one language, you know, that seems a terrible failing at the moment when I'm listening to everybody else's experiences. But I just wonder how it works in practise.

1:27:37.480 --> 1:27:54.990
Preece, Sally
For example, how would it work in practise in your, in your pace classes that you that you do and help your researchers, you know as a, as a sort of academic English teacher. What would that look like in the classroom? I suppose that's that's my question about it.

1:28:1.150 --> 1:28:4.0
Review15
Well, if I may come in there and I still audible.

1:28:4.350 --> 1:28:4.880
Preece, Sally
Yes.

1:28:6.200 --> 1:28:13.250
Review15
Yeah, just before Kane. When comes in. Yeah, just a little bit in in practise.

1:28:15.520 --> 1:28:20.50
Review15
Especially if we understand it from the perspective of input output.

1:28:21.820 --> 1:28:24.930
Review15
It works where there is.

1:28:25.710 --> 1:28:29.720
Review15
Commonality of languages between the.

1:28:30.780 --> 1:28:32.390
Review15
Speaker and the listener.

1:28:34.270 --> 1:28:37.280
Review15
Then you can actually.

1:28:38.460 --> 1:28:40.990
Review15
Speak in one language.

1:28:41.980 --> 1:28:46.10
Review15
And the respondent can respond in a different one.

1:28:47.710 --> 1:28:48.770
Review15
So.

1:28:50.470 --> 1:28:56.770
Review15
The choice of response is based on your level of expression.

1:28:57.490 --> 1:28:59.420
Review15
How accurate?

1:29:0.340 --> 1:29:2.560
Review15
By impactful, you want to respond.

1:29:3.300 --> 1:29:5.30
Review15
And how comfortable you are.

1:29:6.300 --> 1:29:9.410
Review15
It happens to me every day, for instance, outside.

1:29:10.120 --> 1:29:12.990
Review15
I get thrown into quite a lot of.

1:29:14.380 --> 1:29:18.70
Review15
Language that I can't speak back, but I can understand.

1:29:18.810 --> 1:29:22.30
Review15
And then I can respond back with the language that I.

1:29:25.680 --> 1:29:26.810
Preece, Sally
Yes. Yeah.

1:29:23.30 --> 1:29:41.620
Review15
I speak or understand that I may think the other one would also understand. So it's a mental process of languages that get expressed in many, many different ways. That's it that that's my $0.05 worth.

1:29:41.400 --> 1:29:50.570
Preece, Sally
Yes. Yeah, I suppose I'm thinking that I in that kind of environment, I I as someone who don't speak many languages, I've met quite a disadvantage, aren't I?

1:29:51.920 --> 1:30:0.80
Preece, Sally
You know, you've obviously got this linguistic repertoire to draw upon, and so I guess I'm I'm feeling a little bit inadequate.

1:30:1.640 --> 1:30:6.770
Preece, Sally
As a native English speaker who doesn't have a very wide linguistic repertoire.

1:30:12.60 --> 1:30:14.810
Review15
K1, when his hand up.

1:30:18.900 --> 1:30:26.650
Ceinwen.Gwilym
Thank you. I agree with everything you say, say Barrington it, it all depends on the situation, the.

1:30:27.780 --> 1:30:58.170
Ceinwen.Gwilym
Still, linguistic abilities and skills of the people presents we we try a range of different approaches with with our social work students, and it all depends on. So. For example, if I'm delivering a workshop, I will have bilingual slides. I will use both Welsh and English, but I won't sort of repeat everything in both languages. I I will say somethings in Welsh.

1:30:58.260 --> 1:31:5.90
Ceinwen.Gwilym
And things and the English. If people can interact in either language, if it's an online tutorial.

1:31:5.530 --> 1:31:12.380
Ceinwen.Gwilym
And I sometimes still live it with a non Welsh speaking person and.

1:31:13.430 --> 1:31:23.460
Ceinwen.Gwilym
It it was Welsh here and there people couldn't put messages in the chat and Welsh or English and they're responded to in in whatever language also.

1:31:25.810 --> 1:31:56.680
Ceinwen.Gwilym
But what you were sort of saying about in monolingual settings, what what's very often is in in a lot of settings in Wales, especially public settings, because it comes under our legislation, is that Welsh speakers can speak even if the majority of the audience are in English, are English speakers through the use of simulation simultaneous translation. So that is very often.

1:31:56.760 --> 1:32:12.650
Ceinwen.Gwilym
Who's since homes of enabling equivalent duty of languages depending on the audience. So we're trying out a lot of different things in, you know, if all the students and the group speak Welsh, then, then that can happen in Welsh it just.

1:32:14.160 --> 1:32:21.100
Ceinwen.Gwilym
Depends on the audience, depends on the setting and you just try what you can really not lots of experiments in going on.

1:32:23.680 --> 1:32:24.420
Ceinwen.Gwilym
Hope that helps.

1:32:27.590 --> 1:32:28.800
Review15
Absolutely.

1:32:29.100 --> 1:32:33.730
Review15
And I can see it looks like Julia's and it's.

1:32:36.550 --> 1:32:40.470
Julia.Molinari
Yeah, I'll. I'll let cat go first. I'll. I'll give you the floor, cat.

1:32:41.390 --> 1:32:51.100
Cridland, Kathryn
I was just gonna raise a point really about I've been looking a lot at language and identity, so I think this just it's really interesting to consider, you know.

1:32:51.200 --> 1:32:59.970
Cridland, Kathryn
And if you if you've got a student who's who's large part of their identity, is bound up in a language which isn't English, or which is English.

1:33:1.290 --> 1:33:14.250
Cridland, Kathryn
You know, if you'll then moving to a hybrid sort of, I just speak language kind of idea where does that leave identity and I don't know the answer to that, but it's really interesting too. So maybe consider.

1:33:15.690 --> 1:33:18.760
Cridland, Kathryn
You know what are we asking our students to do and in in?

1:33:19.550 --> 1:33:25.940
Cridland, Kathryn
Having a sort of hybrid language, rather than holding on to their languages as languages.

1:33:28.210 --> 1:33:31.300
Cridland, Kathryn
Again, I don't know the answer to that question. That's not what I'm researching really.

1:33:42.380 --> 1:33:45.170
Review15
Yes, Julia, I got lost a little bit and back.

1:33:47.200 --> 1:34:17.210
Julia.Molinari
Yeah, I wanted to come in from an academic writing perspective on what Translanguaging might look like and what the affordances of it might be. So there are a few things that both both you and Mcatee, called said throughout the the talk, in particular, something kartico said towards the start when she talked about knowledge being disturbed. If you don't bring in the linguistic repertoire that you have access to, and it was part of her.

1:34:17.760 --> 1:34:29.530
Julia.Molinari
And her ex position of the fact that you see the world through languages and if you narrow that vision down to one language, then you are only seeing.

1:34:30.580 --> 1:34:53.430
Julia.Molinari
You only have partial access to the the cognitive and epistemic possibilities that that that are there. So I kind of my comment is is is linked to that now as as doctoral writers, as academic writers, we're dealing with knowledge. We're dealing with the, the, the, the, the epistemic side of of of reality.

1:34:55.250 --> 1:34:55.760
Julia.Molinari
And.

1:34:57.470 --> 1:35:4.360
Julia.Molinari
There are words in every language. I mean that we've got a whole combination of languages in here. We've got Welsh, we've got French.

1:35:5.190 --> 1:35:11.460
Julia.Molinari
We've got the several South African languages that both of you have mentioned. We've got Italian.

1:35:11.780 --> 1:35:28.130
Julia.Molinari
Um, and we all know that different languages have words that don't translate because they represent a concept. That is, that is that that makes sense within the Community, within the society that, that, that language is spoken.

1:35:28.710 --> 1:35:46.520
Julia.Molinari
Um. And so the very act of translating. So going, going back to Monolingualism because translating is an act of of transition towards monolingualism because you want to standardise it to one single language by translating, you're losing.

1:35:46.920 --> 1:35:47.380
Julia.Molinari
Um.

1:35:49.180 --> 1:36:16.990
Julia.Molinari
Epistemic access. Essentially, you're losing an understanding of something that makes sense in the in the actual language. Now I'm thinking in Italian, for example, there are there are words like when people talk about the mafia and the context of criminology, that there's this word called Almeida, which is untranslatable. It doesn't. You can call it honour. You can call it silence. You can call it all kinds of things in English, but it just does not capture the notion of of of Almeida.

1:36:17.530 --> 1:36:47.690
Julia.Molinari
And if you look at a lot of uh academic writing that's been written on, on the mafias, for example, very often concepts like that just don't get translated. They they they remain in the original language. Now what the writer can do is try and explain in English what that might mean. But the language remains as as it as as it said in in the original language. And there are, you know, we we I'm sure we've all got examples of that.

1:36:47.770 --> 1:36:50.750
Julia.Molinari
Anything. So from my perspective when I'm.

1:36:51.630 --> 1:37:22.100
Julia.Molinari
Writing as an academic, but also when I'm mentoring and I'm helping others write academically, I try to raise awareness of the fact that there might be some words that they don't want to translate. There might be somethings that they want to keep in that original language and as as some of you were saying earlier on, you have to then work out the extent to which you might have to explain to somebody who's not familiar with that. So the audience who may be very familiar with that word or Midas may not need a translation.

1:37:22.170 --> 1:37:47.50
Julia.Molinari
You can just keep it and it naturally becomes part of the grammar of the English language, which is, you know, the the main, the main language of the article that's being written. So for me, translanguaging can look like that. It's on a kind of Cline where you're aware of what your audience knows, where you can scaffold the knowledge of the audience by explaining more or less.

1:37:47.510 --> 1:38:18.380
Julia.Molinari
Um and but, but you can keep that original script. Now we're talking. I'm giving an example from another European language which uses the same alphabet, but people like Suresh Kanagarajah, who's a a linguist and has written a lot about translanguaging and code meshing and multilingualism. I mean, he, he argues, quite strongly that even keeping the Arabic script or the Chinese script conserve that exactly that same function that you keep that script and you actually create a sense in the reader.

1:38:18.720 --> 1:38:19.910
Julia.Molinari
Of discomfort.

1:38:20.820 --> 1:38:50.150
Julia.Molinari
Because that's OK, you can tolerate that ambiguity, and a good writer. Good academic writer will kind of manage that discomfort for you, but slowly get you to the point that you now understand the concept, but you don't need a translation of it because you you you've been you've been explained the concept and you can live with that level of discomfort as, as as the person that doesn't speak that language. So I just wanted to to add that I did see another hand come up, but it's gone.

1:38:51.120 --> 1:38:52.130
Cridland, Kathryn
Sorry that that was.

1:38:51.310 --> 1:38:54.20
Julia.Molinari
So I don't know. I don't know what you think about all of that.

1:38:55.440 --> 1:39:1.800
Cridland, Kathryn
That was mine, Julia. I've just. When you were, when you were saying that I was in a conference yesterday. Um for.

1:39:1.960 --> 1:39:18.550
Cridland, Kathryn
And English is an additional language in schools, and there were lots of EAL teachers there, and one of the teachers there was talking about a Chinese student who had failed an exam because he'd written about how this character was adventurous and he perceived that to be very negative.

1:39:19.110 --> 1:39:36.290
Cridland, Kathryn
And reckless and, you know, kind. And he's written this essay which he had then been failed for because the the teacher, you know, saw it adventurous as being this positive thing. And it was a positive character. And it's just I think that highlights how much work we need to do as teachers.

1:39:37.630 --> 1:40:6.900
Cridland, Kathryn
To kind of have this understanding, you know it's so important to have that that understanding of the language and he'd he'd had to use the translated word and he'd interpreted it differently. And that was OK, but not not for the teacher. And it's we've got a lot of work to do, I think, to get to a place where where you're talking about where we are. OK with the being uncomfortable and, you know, having these these kind of words in the text, I think.

1:40:7.170 --> 1:40:37.390
Julia.Molinari
While parts of the the academic literacies view of of language, which is, you know, the PACE programme is a continuation of what Theresa Lillis and Jackie Tuck set up many years ago, I mean a lot of the research that Theresa Lillis has done is is talk the talking around text and having forms of pedagogy where you talk with each other. The the, the reader and the writer or the assessor and the writer. In the case of you know, teacher, student relationships.

1:40:37.530 --> 1:40:51.530
Julia.Molinari
And you talk around the text and you, you you work out what is needed and what the writer wants to say and how they want to say. And then it becomes a process of negotiation and of mutual understanding.

1:40:51.950 --> 1:40:58.180
Julia.Molinari
Um and and of wanting to understand as well, there's gotta be a willingness there on on both sides.

1:40:58.800 --> 1:40:59.60
Cridland, Kathryn
Yeah.

1:41:2.710 --> 1:41:11.560
Review15
Alright, great. I think that's some of the implications for especially for a transceiver system in.

1:41:13.870 --> 1:41:24.460
Review15
In the whole enterprise of knowledge, knowledge, production, knowledge dissemination as well is the extent at which we expand.

1:41:25.500 --> 1:41:33.270
Review15
What we have accumulated is knowledge into as many different language systems as we can.

1:41:35.780 --> 1:41:38.880
Review15
When our knowledge is locked up.

1:41:39.620 --> 1:41:41.390
Review15
In a singular language.

1:41:43.510 --> 1:41:51.400
Review15
It may not be as influential and beneficial to the majority, then, when.

1:41:52.340 --> 1:41:59.330
Review15
It is disseminated into as many linguistic avenues as they possibly can.

1:42:0.940 --> 1:42:9.990
Review15
That means the mandate for scholars is to be able to take the conversation of our.

1:42:11.440 --> 1:42:12.420
Review15
Writing.

1:42:14.170 --> 1:42:19.160
Review15
And expose it into many linguistic expressions as we can.

1:42:21.340 --> 1:42:23.560
Review15
I'm sure if you have.

1:42:24.330 --> 1:42:29.990
Review15
It's an evening article, research article, or even your your your research.

1:42:30.810 --> 1:42:36.530
Review15
As this is or dissertation or whatever, but any production of knowledge.

1:42:38.220 --> 1:42:47.430
Review15
I think it would be something quite an achievement if someone who comes from a very different language expression can talk back to you.

1:42:48.190 --> 1:42:50.920
Review15
About the same knowledge that comes from you.

1:42:52.440 --> 1:42:54.510
Review15
So that it is not locked up.

1:43:0.250 --> 1:43:8.820
Review15
To those who are in the context, I think the system of trans translator LINGUALISM should be able to.

1:43:9.900 --> 1:43:20.290
Review15
Expand as its scholars in his attack academies to to that level when we are able to say we can actually transition.

1:43:21.50 --> 1:43:22.60
Review15
From 1:00.

1:43:23.90 --> 1:43:26.290
Review15
Singular language system to as many.

1:43:26.930 --> 1:43:33.560
Review15
Language systems as we can and allow to be spoken back to.

1:43:34.350 --> 1:43:36.250
Review15
In different ways of expression.

1:43:36.920 --> 1:43:55.840
Review15
Because I think when knowledge is locked up in one singular language, it is assumed that it is communicating that singular idea, whilst when it gets into a different language system and you allow those people to speak back to you, you will be surprised.

1:43:57.350 --> 1:44:0.130
Review15
Or or flat. Actually you are saying.

1:44:0.980 --> 1:44:4.250
Review15
You know. Yeah, that's the longer that that's a.

1:44:5.630 --> 1:44:6.200
Review15
1.

1:44:7.10 --> 1:44:7.990
Review15
Flying comment.

1:44:19.190 --> 1:44:20.0
Review15
So.

1:44:19.230 --> 1:44:23.960
Julia.Molinari
Would anyone else like to come in at this point? I still have a few minutes.

1:44:29.210 --> 1:44:39.940
Julia.Molinari
As people are still thinking, I'm just going to, um to ask Berrington and McCarthy call. And would you be willing to share your slides with us?

1:44:41.970 --> 1:44:42.850
Review15
That all means.

1:44:43.630 --> 1:45:2.250
Julia.Molinari
Okay fantastic and I can I can upload those as well to the open learn Ange and channel. And would you be happy to share your contact details because you've raised so many fantastic questions today and and people might want to kind of e-mail you to.

1:45:3.130 --> 1:45:22.660
Julia.Molinari
Ask a question or, um, get a reference and equally by the way, everyone can e-mail me cause I've got several references on on on all of this and I'm very happy to to share those. But maybe work that you've published and Barrington and McCarthy call. You might want to share some of some of that.

1:45:23.240 --> 1:45:23.770
Julia.Molinari
Um.

1:45:24.490 --> 1:45:25.170
Julia.Molinari
Um.

1:45:26.580 --> 1:45:27.330
Julia.Molinari
And would be great.

1:45:28.830 --> 1:45:29.70
Review15
No.

1:45:28.790 --> 1:45:37.440
Julia.Molinari
I know you're on ResearchGate and I've found many of your publications on there, so that's somewhere else that you can go and look for the speaker's publications.

1:45:38.130 --> 1:45:45.150
Julia.Molinari
Um, and I guess one question from me to both of you is how far along are you with this research project?

1:45:46.190 --> 1:45:55.190
Julia.Molinari
Because if I remember rightly, you were still gathering data when you presented um for the South African academic literacies UM seminar.

1:45:56.170 --> 1:45:58.910
Julia.Molinari
Have you finished it now? Have you published it?

1:46:1.680 --> 1:46:2.550
Mkateko Ngobeni
Not yet.

1:46:2.700 --> 1:46:3.400
Julia.Molinari
OK.

1:46:4.470 --> 1:46:5.570
Julia.Molinari
It takes time.

1:46:3.850 --> 1:46:9.980
Mkateko Ngobeni
105 But yeah, it's it's getting there, you know, studying and working. It's not easy.

1:46:10.10 --> 1:46:12.740
Julia.Molinari
No, no, no, no. Yeah, we'll.

1:46:11.430 --> 1:46:14.150
Mkateko Ngobeni
Yeah, but it's getting better. It's getting.

1:46:13.630 --> 1:46:25.630
Julia.Molinari
Good, good, good, excellent. Well, definitely, I will definitely look forward to to seeing this published cause I think it's it's it's absolutely fascinating and it it raises incredible questions.

1:46:26.610 --> 1:46:27.200
Julia.Molinari
Um.

1:46:28.520 --> 1:46:48.680
Julia.Molinari
Right. Well, if there are no other questions for our speakers, then all I'd like to say again is I it's been fantastic. I'm really, really grateful to both of you. Um, and let's just keep in touch and keep the keep the conversations, keep the conversations going.

1:46:50.150 --> 1:47:1.720
Julia.Molinari
So thanks to our participants for for joining and I'll, I'll let you go. Barrington, I'm hoping your bags packed and the the engine's warm cause you've got this long drive.

1:47:3.280 --> 1:47:17.370
Julia.Molinari
And I hope, yeah. And I hope to hear from you all all again and any any of the others you know where to find me. You know what my e-mail address is? So feel free to shoot me an e-mail. Any final words before we log off?

1:47:19.140 --> 1:47:26.920
Review15
Ohh thank you so much Julia. Thank you so much. Dominique Kanwar and Jean Lash. And and and and everybody else.

1:47:27.0 --> 1:47:28.990
Review15
The Karim.

1:47:29.550 --> 1:47:38.900
Review15
And pre Sally, you know, if I didn't mention you by name, blame it to my head and not my heart.

1:47:40.220 --> 1:47:41.330
Mkateko Ngobeni
Didn't mention me.

1:47:40.970 --> 1:47:41.410
Review15
And.

1:47:42.970 --> 1:47:46.300
Review15
Yes, I did mention my ohh OK sorry.

1:47:48.220 --> 1:47:54.900
Review15
And thank you for having us. Yes, it's been a fantastic conversation, yes, and we'll hopefully keep in touch as well.

1:47:55.510 --> 1:48:4.120
Julia.Molinari
I hope so. I definitely hope so and try and try and build on on on all of this. All this big unlocking that you've done for us today.

1:48:5.20 --> 1:48:7.590
Review15
Yeah. Thank you so much. I'm gottago.

1:48:8.70 --> 1:48:9.620
Preece, Sally
Thank you. Thank you.

1:48:11.730 --> 1:48:11.960
Mkateko Ngobeni
Then.

1:48:6.830 --> 1:48:13.850
Julia.Molinari
Okay. Yeah, you can go and take care everybody. And thank you again. Bye. Bye bye bye bye.

1:48:12.40 --> 1:48:14.90
Mkateko Ngobeni
To everyone playing.

1:48:11.900 --> 1:48:14.90
Cridland, Kathryn
Bye. Thank you for having us. Thank you.

1:48:10.980 --> 1:48:14.650
Preece, Sally
Bye. Bye. Bye. Bye. Bye bye bye bye.

1:48:15.90 --> 1:48:16.100
Review15
Yes, bye.

1:48:16.660 --> 1:48:17.520
Jean.Nash1
Thank you.

1:48:19.230 --> 1:48:21.250
Dominique.Howard
Bye bye. Thank you very much.

1:48:22.260 --> 1:48:23.970
Ceinwen.Gwilym
By thank you very much.

1:48:26.190 --> 1:48:26.810
Review15
I.