Plenary Speakers

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Theories of Translanguaging and Trans-semiotizing: Implications for Content-based and CLIL Classrooms

Abstract

Language is the primary semiotic resource in construing the world (i.e., constructing knowledge about the world), and the world is grasped mainly through language (Halliday 1993; Lemke, 1990). Drawing on Halliday's language-based theory of learning (1993) and Painter's (1999) observations of how children learn, Rose and Martin (2012) propose that successful (content and language) learning depends on 'guidance through interaction in the context of shared experience' (p. 58), and this guidance takes place largely through unfolding dialogue. Halliday's social semiotic views converge with sociocultural views on the central role played by *language* and *dialogue* in knowledge construction. In Immersion and Content-based instruction studies, Swain and Lapkin (2013) similarly argue that *languaging* in *collaborative dialogue* is essential for content and language learning. Recent research on *translanguaging* (García &Li, 2014; García & Lin, 2016; Lin, 2013a; Lin & Wu, 2015; Lin & He, 2016; Moore & Sabatier, 2016) further challenges the monolingual pedagogical principle (i.e. one language only in one classroom, or the notion of 'multilingualism' through 'parallel monolingualisms'). A precursor of the translanguaging research can be found in classroom code-switching research (e.g., Lin, 1996; 2006; Moore, 2002); however, there is a fundamental theoretical shift in the trans/languaging research paradigm, which breaks with the theoretical basis of its precursors. While classroom code-switching research in the past 3 decades has consistently spoken against the monolingual classroom policy (see review in Lin, 2013b), the ontological stance inherent in the static boundedness of the *'code'* concept has proved to be untenable with increasing insights from *distributed language* research and languaging and translanguaging theories (Thibault, 2011; Swain and Lapkin, 2013; Canagarajah, 2011, 2017; García & Li, 2014). In particular, Thibault (2011) differentiates between 'first order *languaging*' and 'second-order language' and argues for the '*distributed language view*', and Lin, Wu, and Lemke (2018) delineate the theoretical and empirical basis of 'translanguaging and flows'. These new theoretical developments have important implications for our understanding of and practices in content-based education and CLIL classrooms. In this presentation, I draw on the latest translanguaging and trans-semiotizing theories to propose the Multimodalities-Entextualization Cycle (MEC) (Lin, 2015, 2018) as a critical pragmatic approach to supporting English as an additional language (EAL) students in CLIL classrooms.