Translanguaging in CLIL: a multilingual repertoire take on classroom practices

Pat Moore¹, Tarja Nikula²

¹Universidad Pablo de Olavide, Spain
²University of Jyväskylä, Finland

Content and language integrated learning (CLIL) implies the use of a foreign/additional language as a vehicular tool in content subjects and, from an applied linguistic perspective, provides an interesting new approach to L2 teaching. Thus far, much research on language use in CLIL has focused either on teacher discourse or learners’ L2 competences, either in more general communicative terms or regarding subject-specific language use. One of the legacies of FLT in CLIL is a tendency to idealise adherence to the target language and from this perspective, ‘resorting’ to the L1 can appear problematic because it may be thought to reduce learners’ opportunities for target language use and learning. Nonetheless, research has demonstrated that it is not uncommon for students to act bi- or multilingually in CLIL settings. Despite this, the question of multilingual practices and their functions has, thus far, received little attention in CLIL research.

This presentation will draw on ideas coming out of socio-culturally inclined multilingual research, particularly the notion of translanguaging – the dissolution of language frontiers in the discourse of bi- and multilingual speakers – as both a meaning-making resource and an expression of identity. We will explore the extent to which CLIL settings might be understood as multilingual environments, allowing the participants to develop multilingual competences and thence become users rather than learners. This presentation draws on and discusses examples from a corpus of classroom discourse data from secondary level CLIL in Finland, Spain and Austria compiled by members of the ConCLIL project, funded by the Academy of Finland and based in the University of Jyväskylä.

Keywords: translanguaging, CLIL classrooms, multilingual repertoires.