

Multilingualism and pedagogical translanguaging in a class of adult migrant learners: a case study at CPIA Nelson Mandela, Palermo.

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This paper illustrates a case study included in our research project carried out in Palermo, Italy. The research has been conducted in one of the local branches of CPIA (*Provincial Centre for Adult Education*), a state school for Italian and foreign citizens aged sixteen and above. Among the different courses offered at CPIA, our focus is on the so-called *literacy course*, which is mainly addressed to adult learners with a migratory background who aim to reach an A2 level of Italian. In particular, the study has been conducted in two classes, for a total of 14 students and 4 teachers involved. The main aims of this study case are the followings: to analyse the challenges faced by teachers with regard to the multilingual, multicultural and multilevel nature of their classes; to raise awareness about the plurilingual identity of the learners and to acknowledge their multilingual repertoires through pedagogical translanguaging (Cenoz, Gorter, 2022); to identify a possible didactic tool useful for giving a clear picture to the teacher about the multilingual identity of the classroom. This case study is based on a *transformative action research* (García, Kleyn, 2016), where teachers and the researcher work together as co-learners in order to transform the learning environment through a plurilingual perspective. Reflections drawn from class observations and the data collected through a questionnaire about teachers' perceptions on multilingualism, both carried out at CPIA prior to the teaching intervention, will be presented. The paper will then briefly explain class intervention activities based on the linguistic autobiography tool designed to enhance learners' linguistic and metalinguistic awareness and to help teachers collect more detailed information about the linguistic repertoire (and to what extent the migratory journey may have modified it), education background and needs, and linguistic networks and use in the hosting country. Information collected through interviews conducted with teachers directly involved in the study before and after the teaching intervention, will be also discussed, together with learners' feedback on the class activities.

References

Cenoz, J., Gorter, D., (2022) Pedagogical translanguaging and its application to language classes. *RELC Journal*.

García, O., Kleyn, T. (2016) *Translanguaging with multilingual students: learning from classroom moments*. Oxon: Routledge.