

15:23:46 From Esther de Vries : In international schools the bi/multilingual students themselves have sometimes internalised a 'lower' value assigned to the host language. They have come to see English as the best academic language to use and are sometimes reluctant to use the host language.

15:23:52 From Gail Matheson : Very evocative questions. We are in Switzerland, where Swiss-German is looked down upon by High German speakers....and the other way around.

15:23:52 From Kate Anderson : It is interesting to compare these. I wonder what how much ground swell in public opinion and positive media would help Translanguaging and translingual students.

15:23:58 From betty molerot : As a French native speaker I have to agree on judging aspect of code-switch a lot of communication etiquette has to be taken into consideration

15:23:59 From Elizabeth Renee Rensch : There seems to be an assumption that by opening a classroom to translanguaging this excludes an understanding on the part of the students of when and how to use code-switching in certain contexts beyond the classroom

15:24:00 From Marian Cazabon-Blok : I think we have to accept everyone,Âs language practices, but in real life, those who own their ,Âhome/identity,Â language practices as well as show command of the ,Âstandard,Â do earn more respect.

15:24:02 From Anne Osborne : I feel it should not be about judgements but about understanding, communication and honouring the whole language ability.

15:24:07 From Maria Franco : I believe translanguaging is crucial when acquiring other languages since we can use the same tools in our native language to do so. However, not all subject teachers may agree with this.

15:24:08 From clare : Some deep exploration needed to unpick our biases and unconscious presumptions about the hierarchy of languages

15:24:10 From Hala Botross : I agree: there is too much language policing in the world based on language ideologies and the reality doesn,Ât reflect those strict boundaries of language

15:24:18 From Hemangi Kulkarni To All Panelists : I do agree to a certain extent but wouldn't this cause miscommunication between people?

15:24:22 From Tricia DeMint To All Panelists : I think the same thinking could be applied to language, but that would not change the fact that audience and purpose needs to be taken into account when communicating.

15:24:24 From Darlyne Delaney : It,Âs often very difficult to put aside the means by which a message is delivered to get to the actual message itself and this is hard for many people. It,Âs the meaning not the means?

15:24:24 From Deborah Perrin : yes the same thinking could apply to language

15:24:26 From Gail Matheson : We are in a country with four official languages, and there is baggage associated with all of them. Lots of deep history.

15:24:30 From Taryn Smith : I think it,Ãs very interesting to understand more about our differences, instead of insisting that everything is the way I think it should be. There,Ãs definitely a need for tolerance and understanding in multilingual contexts.

15:24:37 From sdrynan drynan : Is asking people to expand and explore all their language repertoires the same as asking them to change their language?

15:24:38 From Pita-Gay Nicole Nelson : Growing up in Jamaica, we were indoctrinated in school to ,Ãspeak proper English.,Ã It wasn,Ãt until I became an educator that I realize how inherently problematic that sentiment is. Further, as a Black woman of the diaspora, I find myself battling between code switching and being my full self in all contexts. Language is POWER. Language in CULTURE and should be valued.

15:24:39 From Caroline Francois To All Panelists : What is the correct spoken form of English? Someone from the north of England would think that they speak correctly, but southerners would disagree. What can then be said about Indian English, Singlish, . . .?

15:24:39 From Ana Blanxer To All Panelists : Greetings! I believe it can and it should. Bt more often than not, in English based curriculum classes there is an expectation of "perfectionism" in how to pronounce words.

15:24:41 From Winnie : I often see that people/students not proficient in the language of instruction in a school [international often] feel they are of a lower value or devalued by this.

15:24:53 From Sarah Porter : What about teachers who have students studying for an examination where a high level of academic English is needed, such as IELTS?

15:24:58 From Adriana Slivkova : I think that there are so many more features of communication and focusing solely on the verbal communication is not helpful. I agree with Flores that the idea is narrow minded and disregards the cultural aspect and marginalization that comes with it.

15:25:02 From Anna Da Silva To All Panelists : It can be quite distressing that languages are considered to be low or high status. Often, even in international schools, there is a latent hierarchy of languages.

15:25:04 From Johanna Libbey : I think multilingualism is becoming more and more an asset rather than a cause for discrimination. This might be a very European point of view, but I assume this will be world wide.

15:25:18 From Martina Salluzzo To All Panelists : whole language approach but also ability to adapt to one or another

15:25:19 From Maha Sharaf To All Panelists : if language is meant to be a means of communication, adaptation and code switching is essential but our expectations are the ones that need to be reconsidered

15:25:21 From betty molerot : expectation on non-native English speakers to often focus on speaking English because of non-bilingual speakers

15:25:32 From Caroline Francois : English examinations are very culturally biased.

15:25:37 From Kate Anderson : Letting the students know it is OK to work on communication as opposed to conforming to language norms, but they would also need to be aware, or prepared for the responses they may get in the wider world.

15:25:37 From Kimberly Guiry : Interesting question. Most definitely the same thinking applies to language. Who decided what it correct?

15:25:41 From Helen Absalom To All Panelists : Thought-provoking questions, "different value between World Englishes" which we see a lot in our context.

15:25:41 From Jessica Ream : My husband is Peruvian and teaches in an international school. He is judged by his code switching, "if an international school isn't cherishing language, how can we ever change the mindsets?"

15:25:46 From betty molerot : totally agree on the culture aspect!

15:25:49 From sdrynan drynan : It will continue to be important for students to understand that precise and nuanced language facility in EACH/ALL of their languages will open more opportunities for community.

15:25:58 From Inma Hidalgo : Yes! I am Spanish and I felt that way because I have an accent.

15:25:59 From Helen Vince To All Panelists : So many students don't value their HL because they see English is powerful and necessary to get on in the world.

15:26:44 From Rachel Iles : In our context tremendous work has been done on translanguaging, as a positive aspect which benefits all learners through collaboration in expanding opportunity for mother tongue inclusion in every day language at school. An absolute benefit and raises awareness of cultural capital in our community.

15:26:50 From Anna Da Silva To All Panelists : Linguistic genocide can happen with such stances.

15:26:59 From mercyi To All Panelists : I agree. Can those judging code switch? Those judged for code switching are actually the ones who know and understand the gift of language.

15:27:13 From Kate Anderson : 'Prestige' languages vs 'non-prestige' languages in different parts of the world is really interesting. Sometimes context means they are the exact opposite in different areas.

15:27:15 From Kate Seltzer : Thank you all so much for your engagement & responses!

15:30:07 From Kuldeep : yes the same thinking can apply to languages, Indian community languages in my time of growing up in the UK wasn't perceived to be of value in the education system. Thankfully today we are moving away from this old school of thought, embracing our diverse world full of beautiful enriched languages.

15:36:09 From Renske Oort : Some students find it 'cool' to say that they are not good at their home language, that they are better at the instruction language. Also a reason why the instruction language becomes dominant.

15:36:51 From Kate Seltzer : Yes, so true! And one has to ask what forces within the society (and the school) turn a home language 'uncool'??

15:38:08 From Marian Cazabon-Blok : Could one of those forces be a largely monolingual teaching faculty who find it difficult to encourage their students to be translingual, because they feel ill-equipped to do so?

15:38:11 From Renske Oort : It definitely helps if the school supports home languages and translanguaging

15:39:11 From Renske Oort : Even if the teaching faculty is monolingual, you can make home languages visible

15:39:40 From Elizabeth Renee Rench : I think you hit the nail on the head, Marian! I've noticed that multilingual teachers I work with are much more open to different communicative strategies than monolingual teachers

15:39:55 From Elizabeth Renee Rench : In general

15:40:09 From Caroline Francois : How much of their home languages did students use during the class?

15:40:17 From Ana Blanxer To All Panelists : Right on the spot Marian!

15:40:54 From Marian Cazabon-Blok : Making the home languages visible (through displays, labels, etc) is but lip service. It is still a struggle to have teachers who are happy to do this actually accept and encourage translanguaging.

15:41:31 From Anne Osborne : Amazing risk-taker Lauren :)

15:41:35 From Renske Oort : Yes that is true

15:41:50 From irenealkemade : Lauren, were you able to get other teachers involved in this way of teaching?

15:42:00 From Winnie : Quite true on the teaching faculty.

Multilingualism sparks a huge debate and the communicative strategies in the classroom.

15:42:02 From Caroline Francois : I agree with Marian. Even parents don't see the need to develop their home language if they are "lower status".

15:43:15 From Maria Franco : Not just parents. School curriculum expectations also focus on the language of instruction to be academic and the main communication tool.

15:43:49 From Esther de Vries : Parents can now choose between international (non-bilingual) schools and bilingual schools and that can have an impact on the status of the host language or home language.

15:43:53 From betty molerot : As a co-teacher and because I have had the opportunity to teach both English and French I feel that your perspective can apply to any language teaching not just English.

15:45:44 From Renske Oort : Both school curriculum writers and parents need to learn about the advantages of a strong home language (for learning in general) and of multilingualism

15:46:55 From Caroline Francois : Prompt for conversation: should languages that are on the verge of extinction be "saved"?

15:47:22 From betty molerot : Thank you for this thought provoking questions

15:51:12 From Maria Franco : How can we get teachers and school curriculum on board with translanguaging, particularly non EAL teachers or teachers who do not have a background in languages?

15:51:31 From Marian Cazabon-Blok : I wonder if once you validate your students, home/identity language practices, does that spark interest among them in developing command of the the standard/exam-style language?

15:52:38 From Loredana : Parents should be informed that home language development will help also the curriculum language development.

15:52:55 From anna.deligianis : What are your suggestions for students who are using their first language in a negative context in a High school setting and it is affecting others in the class or even making English speakers feel unwelcome

15:53:09 From Gezina Gillen : The value assigned to languages is a societal issue. Many societies value certain languages above others, this can change depending on context (thinking of the view of Spanish in Europe in contrast to in parts of North America). School culture is also significant as the superficial activities such as displays and one-off learning events about different languages are easy but change on a deeper level is much harder to implement. I think you need grass roots support and backing/understanding from the school leadership for a change in attitude on a wider level.

15:53:17 From Marian Cazabon-Blok : Maria, I wonder the same thing. I am tasked with trying to support a shift in our approach to including bi-/multilingual learners, including (Pita-Gay!) speakers of Caribbean Creoles who are too embarrassed to even own their identity languages!

15:54:46 From Kuldeep : Thank you for your amazing presentation, firing us up to continue our journeys to teach people, and not become so obsessed with all of the nuts and bolts of the language.

15:54:54 From Maria Franco : I have heard too many times when passing by classrooms the sentence , 'Áplease speak English!, 'À or , 'Áthat, 'Às not English, 'À

15:55:51 From Marian Cazabon-Blok : It sounds like you are a , 'Árecovering monolingual, 'À, Lauren!

15:56:26 From aneflynn : Thank you Lauren for mentioning that you are monolingual! Me too, good to know it doesn, 'Àt hold you back.

15:57:21 From Ana Blanxer To All Panelists : Question: Lauren said at the very beginning that Kate proposed texts to study about this? Could you suggest some tittles/texts?

15:57:40 From Kate Seltzer : , 'ÁRecovering monolingual, 'À I love that Marian! :)

15:58:18 From Winnie : As teachers we have a big role to play in encouraging the shift of belief in the value of Languages.

15:58:38 From Ana Blanxer To All Panelists : Correct, among students but as well among colleagues

16:01:35 From Maria Franco : Thanks so much for sharing your experience with us.

16:01:44 From Elizabeth Renee Rench : Thank you all!

16:01:50 From Marian Cazabon-Blok : Thank you, both. Laurens, you are very inspiring.

16:01:55 From Tanja Connemann : Thank you all.

16:01:55 From Nadia Guerid : Thank you for sharing your experience .

16:01:56 From Colin Reilly : Thanks a lot, brilliant presentation and discussion!

16:01:58 From irenealkemade : Thank you both!!

16:01:59 From MARIA SANCHEZ : Thank you!

16:02:03 From Taryn Smith : Thank you so much!

16:02:03 From Mes Naomi To All Panelists : Thank you!

16:02:05 From Ana Blanxer To All Panelists : Thank you! It was very inspiring!

16:02:06 From j.bechara To All Panelists : thank you so much for provoking us !!

16:02:09 From Pita-Gay Nicole Nelson : Can you please save the chat? A lot of great idea here.

16:02:12 From Winnie : Thank you so much. Asante sana.

16:02:13 From Anna Castellazzi - Hornbills To All Panelists : Thank you!

16:02:15 From Pita-Gay Nicole Nelson : ideas*
16:02:17 From Loredana : Thanks a lot!!!Arrivederci
16:02:19 From Martina Salluzzo To All Panelists : A demain!
16:02:20 From Hala Botross : Thank you! Great presentation!
16:02:21 From Marian Cazabon-Blok : Later!
16:02:21 From Emmanuelle Meurier : Thankyou! Merci ;)
16:02:21 From Esther de Vries : Tot ziens, heel erg bedankt allemaal.
16:02:21 From Line Thingholm To All Panelists : It was very interesting! Thank you!! Tak :)
16:02:22 From clare : Such a fascinating topic - thank you so much! Khap Khun Ka!
16:02:22 From j.bechara To All Panelists : at√© amanh√£!
16:02:22 From Maria Franco : Gracias y adios a todos
16:02:24 From Deborah Perrin : Thank you both of you- loved the chat. Wonderful!
16:02:25 From irenealkemade : Tot morgen(see you tomorrow!)
16:02:25 From mercyi : Thank you! Great learning!
16:02:26 From Renske Oort : Thank you! Fine dag nog!
16:02:26 From Johanna Libbey : I use word origins with my elementary students and it always helps feel the EAL kids - often beginners very proud and smart.
16:02:27 From Isabelle Verheyden : Bonsoir
16:02:27 From Nadia Guerid : Au revoir,
16:02:27 From Andrea Sousa : Adeus! Obrigada.
16:02:28 From Hala Trabolsi To All Panelists : Thank you both
16:02:33 From Caroline Lapierre : Tot ziens!
16:02:34 From Rachel Iles : Another thought-provoking session - thankyou. Merci bien!
16:02:35 From Martina Salluzzo To All Panelists : Dovidjenja. Hvala
16:02:35 From Taryn Smith : tot straks!
16:02:35 From irenealkemade : You did great Lauren!!
16:02:37 From j.bechara To All Panelists : tchau!
16:02:38 From Caroline Francois : Thank you!
16:02:38 From kstinek To All Panelists : Thank you for these inspiring ideas.
16:02:39 From Helen Absalom : Hwyl! Diolch yn fawr!
16:02:40 From Inma Hidalgo : Thank you!!
16:02:40 From Kayla Carneiro : Thank you! Merci! Obrigada! Gracias :)
16:02:40 From MICHELA PITTINO : Grazie e arrivederci!
16:02:42 From Tricia DeMint To All Panelists : -°Adi√≥s!
16:02:46 From Claudia Videira To All Panelists : obrigada :)
16:02:47 From OHEARA : Dankjewel. Tot ziens.
16:02:48 From Elise van Holst To All Panelists : Thank you! Dankjewel! It was a great inspiring session!
16:02:56 From Line Thingholm : P√• gensyn!
16:02:56 From Anna Da Silva To All Panelists : Thank you! Salamat! Obrigada! Merci!
16:02:58 From Tanja Connemann : Vielen Dank und auf Wiedersehen
16:02:58 From ronaldrosenow : Tusind Tak!
16:02:58 From Inma Hidalgo : Muchas gracias :)
16:03:01 From Darlyne Delaney : Thank you!
16:03:02 From Marian Cazabon-Blok : Thanks for thinking to share the chat!
16:03:03 From Natasha To All Panelists : Spasibo!
16:03:07 From Sue Yiannakis : Grazie e arrivederci