

Translang² - Translanguaging in initial Teacher Education



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Teacher Translanguaging Camp (TTC) 2025 | Universität Hildesheim |
23.-27.6.2025
Academic Program | Panels | HC.N.3.30 & online



Datenlage – Mehrsprachigkeit im Deutschen Schulsystem

Data Snapshot: Who is multilingual in the German School System?



Laut IQB-Bildungstrend (2021) sprechen nur **61,5 %** der Grundschul Kinder ausschließlich Deutsch zu Hause.

*According to the 2021 IQB Education Trend, only **61.5%** of primary school children speak **German only** at home.*

(Stanat et al. 2022)

Mikrozensus-Daten zeigen: Rund **70 %** der Kinder mit Einwanderungsgeschichte sprechen in der Familie vorwiegend eine andere Sprache.

*Microcensus data show: Around **70%** of children with a migration background primarily speak **another language** at home.*

(Putjata & David-Erb 2024)

Ein Drittel der Schulanfänger:innen spricht zusätzlich zu Deutsch **mindestens eine weitere Sprache**.

***One third of school entrants** speak **at least one additional language** besides German.*

(Mercator-Institut 2023)

Bildungsungleichheit und monolingualer Habitus

Educational Justice & monolingual habitus

Deutsch:

Der monolinguale Habitus bezeichnet die tief verankerte Vorstellung, dass Unterricht einsprachig – in der Regel auf Standarddeutsch – stattfinden soll (Gogolin et al. 2020).

Diese Orientierung verhindert, dass Schüler:innen ihre sprachlichen Ressourcen in den Unterricht einbringen können (ebd., S. 15).

English:

Monolingual habitus refers to the deeply rooted belief that teaching should be conducted in one language – typically standard German (Gogolin et al. 2020).

This orientation prevents students from contributing their full linguistic resources to the classroom (ibid., p. 15).

Frage: Welche “unsichtbaren Sprachnormen” prägen meine eigene Lehre?

Question: Which “invisible language norms” shape my own teaching?

Was ist Translanguaging / What is Translanguaging?

Deutsch:

„Translanguaging bezeichnet den aktiven Einsatz des gesamten sprachlichen Repertoires zur Sinnkonstruktion – jenseits institutioneller Sprachgrenzen.“

(García & Li 2014; Li 2018)

English:

“Translanguaging refers to the deliberate use of the full linguistic repertoire to make meaning – beyond institutional language boundaries.”

(García & Li 2014; Li 2018)

Zentrale Merkmale / Key Characteristics

- Kein bloßer Sprachwechsel (≠ Codeswitching) / Not just switching between languages (≠ codeswitching)
- Dynamisch, multimodal, subjektorientiert / Dynamic, multimodal, subject-driven
- Sprache als Ressource, nicht als Systemgrenze / Language as a resource, not a system boundary

Translanguaging im Lehramtsstudium: Warum es wichtig ist

Why Translanguaging in Teacher Education?

- Zukünftige Lehrkräfte müssen sprachlich heterogene Klassen gestalten können / **Future teachers need to engage with multilingual classrooms** (Gantefort & Maahs 2020)
- Erforderlich: Konzepte für sprachensible Aufgaben, Teilhabegerechtigkeit, Reflexionsfähigkeit / **What is needed: concepts for language-aware tasks, equitable participation, and critical reflection**

Status quo unzureichend / Current practices often fall short

- Translanguaging meist nur theoretisch verankert / **Translanguaging is rarely implemented beyond theory**
- eigene Erfahrungen fehlen → kaum professionelle Sicherheit / **Few practical experiences → low professional confidence**

Vorgehen in Translang²

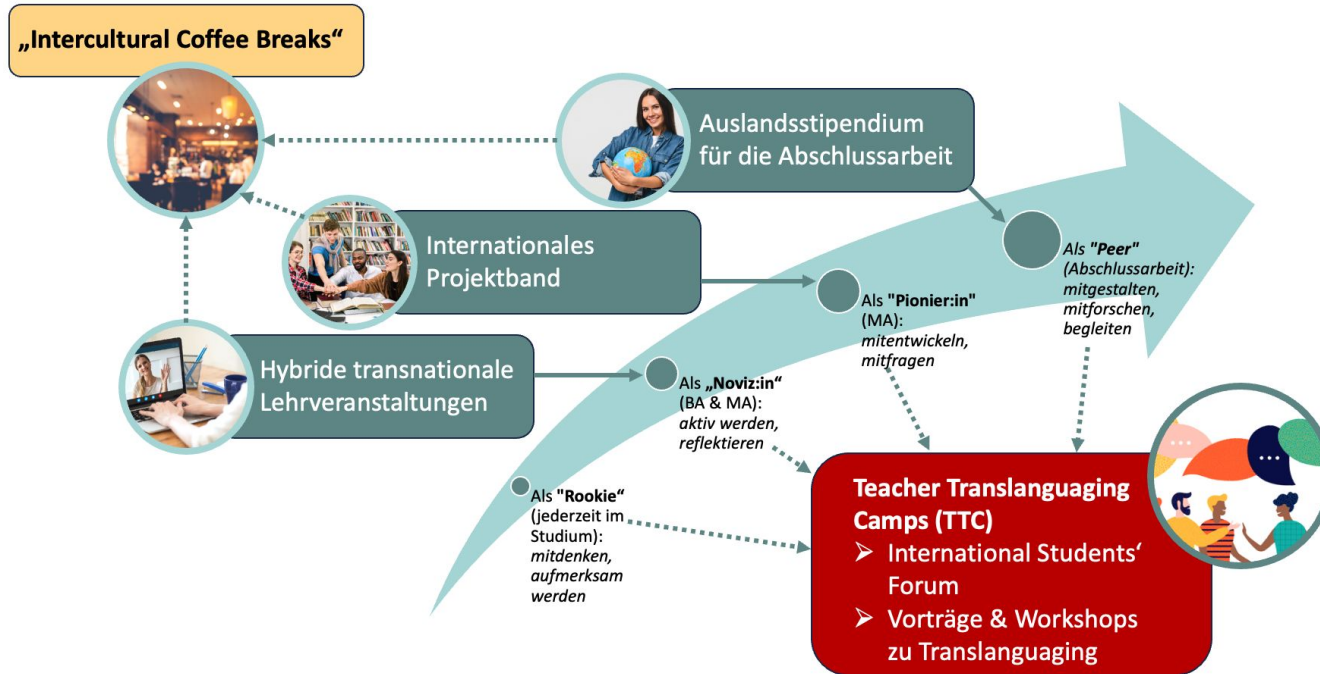


Abb. 1. Weiterentwicklung der Lehrveranstaltungen zu Mehrsprachigkeit & Translanguaging im Lehramtsstudium (Translang² 2025).

Bachelor of Education (B.A.)

Master of Education (M.A.)

B.A./M.A. Theses

DTL Coffee Breaks - Online Facilitated Dialogue on Digital Translanguaging in Education

Format: (bi-)weekly, every semester; hybrid; informal; **Teachers:** project faculty; **Learners:** preservice teachers (B.A./M.A.; local/international); **ILOs:** Increased (D)TL skills, tolerance of ambiguity, empathy, critical understanding of language ideologies, [...]

Transnational Hybrid Seminars

Format: semester-long Virtual Exchange (VE) / COIL; various (inter-)disciplinary foci
Teachers: co-teaching by transnational tandems
Learners: transnational seminar groups (B.A./M.A.) assigned to transnational teams
ILOs: application of translanguaging skills to collaborative project; increased digital collaboration skills, increased openness to cultural otherness, plurilingualism & different academic/educational practices, [...]

International Student Research Mobility

Format: 6-8 week physical mobility for student translanguaging research projects
Teachers: transnational mentor-tandems
Learners: local graduates of the international research-based learning Program
ILOs: Ability to design, conduct and evaluate translanguaging research under plurilingual & intercultural field conditions, [...]

International Research-Based Learning Program

Format: 3-semester long seminar (prior to, during & after the practical semester)
Teachers: local (co-)teachers with invited sessions by international partners
Learners: local M.A. students assigned to research teams (transnational research cooperations encouraged, but not mandatory)
ILOs: Increased knowledge about (D)TL research, ability to design, implement and evaluate a research project, Advanced (D)TL, cooperation & pedagogical skills, [...]

Teacher Translanguaging Camp (TTC) - Academic Program & International Students' Forum (ISF) (hybrid)

Format: annual week-long intensive (V)CoP-program; **Speakers Academic Program:** local & international Translanguaging researchers; **ISF:** Peer-Learning; **Learners:** local & international preservice teachers (B.A./M.A./alumni); **ILOs:** knowledge sharing, increased DTL skills, [...]

HE student life cycle (TE program)

Contact



Thank you for watching! We're happy to continue the conversation with you.



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Project Website:



Translang² on Instagram:



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