

Description of the planned dissertation project – Aysel Kart, MA

„Translanguaging as a path to educational success?“ - A qualitative study on the use of multilingual resources and self-regulated learning strategies of students in dealing with academic language demands in subject lessons at upper secondary schools

The doctoral project investigates students' translanguaging performance and self-regulated multilingual learning practices and analyses the relationship between student's multilingual identities and their educational success.

Due to migration, globalization and refugee movements in recent years, the linguistic education and educational success of students with different linguistic and cultural backgrounds, and thus also multilingual learning and teaching in the school context, have recently gained increasing attention. Despite numerous studies showing positive effects and significant benefits of multilingualism, students' family languages are rarely considered into account in classroom teaching and learning processes. Especially due to the prejudiced value distribution of different languages, a successful inclusion of the multilingual resources and skills of the students with a migration background in the subject lessons is particularly difficult (Gogolin, 2009; Poarch&Bialystok, 2017; Garcia&Tupas, 2019; Herzog-Punzenberger, 2019; Pfenniger&Singleton, 2019). In order to show that the potential of multilingualism in academic settings and school context can be used extensively and in a variety of ways, this research project focuses on the theoretical foundations of Translanguaging (García&Wei 2014) and explores the implications for teaching and learning. Against this background my PhD project will address the following research questions: How do multilingual students use their multilingual skills and resources for subject-based learning? What self-regulated multilingual learning strategies do they develop in dealing with academic language challenges in subject lessons?

This dissertation project uses a multi-method approach including 18 semi-structured interviews, 91 digital learning diaries and a focus group discussion to examine students' subjective perceptions and experiences of their own multilingualism in a monolingual-oriented school practice. The central research interest of this dissertation is to reconstruct the ways in which student use all their linguistic resources for educational success and to shed light on how the linguistic experiences learners bring from their everyday lives can be transformed into resources for educational gains. Building on the subjective experiences and expectations of the students, I will provide impulses for a multilingual and diversity-sensitive classroom design as well as for a resource-oriented (multilingual) basic training and education of pre-service teachers.

My project started in 2019 and I am expecting to complete my doctoral project by the end of 2023. It is conducted within the Department of Educational Studies, under the supervision of Professor Barbara Herzog-Punzenberger, and co-supervised by Professor Eva-Maria Hirzinger-Unterrainer.

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