

Final Project report: Multilingualism, Identity, and Education: Global Perspectives on Research, Policy, and Pedagogy

Funding was received from AC21 for above-mentioned project. The funding was used to organize a small workshop, in order to bring AC21 network members together who worked on the topic, to share our work, and to discuss synergies and possibilities for future collaboration. The workshop was held from 15- 17 October 2019 at Stellenbosch University at the Adam Small Theater Complex, and involved four universities, three of them from the AC21 Network (Stellenbosch University, University of Strasbourg and North Carolina State University). Besides the three Project leaders (Marcelyn Oostendorp, (Stellenbosch University), Angela Wiseman (North Carolina State University) and Andrea Young (University of Strasbourg); Latisha Mary from Strasbourg University and various PhDs and Postdocs joined us at the workshop and presented papers. These PhDs and Postdocs were from various disciplines (education, linguistics and visual arts). In total, over 2.5 days, 12 academic presentations were delivered. The workshop program also left ample time for discussion and for getting to know each other's contexts (for example through documentary screenings). (See workshop program and abstracts attached).

Through the presentations and our various discussions, it was apparent that there were various synergies between our respective research endeavors. During the last afternoon of discussions, we attempted to thematize these synergies and identified the themes below in italics as salient:

Qualitative, critical methodologies

All the presentations used qualitative methods, and had as goal to actively involve participants in the research process. This includes methods such as photo elicitation, language portraits, linguistic ethnography and other visual methods. Sharing of methods was identified as an important aspect of our work, moving forward.

Power relations

The work presented during the workshop, all addressed issues of power. All the presentations addressed how through language more socially just and equitable education could be achieved. This particular theme cuts across various other dimensions, and opened up discussions about which methods and theoretical orientations would be best to achieve our goals, and how to communicate our findings in ways in which it will make a social impact, and influence policy makers.

Space as a theoretical concept

Space emerged as an important theoretical concept, be it- institutional or home space. We would like to further collectively explore how to challenge established ideas of spaces such as 'school' or 'home' and how gaps between spaces can (for example between home and school literacy practices) be bridged through technology.

It was decided that we should form thematic groups to take discussions around this further. We have already shared resources in these groups and are planning regular virtual meetings, and or discussions to keep the collaboration going.

In addition to the academic program- we also had discussions with Stellenbosch University's International Office about how through the institutional structures that are in place, we could continue to collaborate. Angela Wiseman is currently exploring the possibility of doing a teacher exchange with a group of teachers from the USA to South Africa. Andrea Young has had discussions with her international office to invite Marcellyn Oostendorp for a short term visit to Strasbourg University. Marcellyn Oostendorp is exploring funding possibilities for another workshop in which we can start discussing the possibility of a special issue of a journal. We have also had discussions with Stellenbosch University's African Doctoral Academy about jointly presenting a course on ethnographic methods.

In the meanwhile, we are all exploring other funding possibilities. The AC21 start-up-funding has enabled us to build up connections and networks across three continents and across academics of various levels of seniority.