Perspectives on Translanguaging and Schoolscape: A Case Study of Romani-Speaking Children in a Hungarian School

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ABSTRACT

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Translanguaging in the classroom is engaging educators' attention as a practical pedagogical choice to integrate learners' full linguistic repertoire. This study aims at exploring how teachers, university students, and researchers describe the implementation and effects of translanguaging practices and also their effects on the linguistic landscape (LL) in a Hungarian School in Tiszavasvári, where most of the children use Romani resources as their home language. The research is based on the *Translanguaging for Equal Opportunities: Speaking Romani at School* project which seeks to investigate the opportunities of incorporating children's home language in monolingual primary school settings and curricula.

To accomplish the study aims, I used one outputs of the project as my data, a video repository, which contains classroom scenes on translanguaging moments and teachers', students', and researchers' reflections on the scenes. In addition, in the data, notes from my research diaries are also included, which encompass reflections on the translanguaging effects on the LL written during my working experience in the project. I employed discourse analysis to examine the transcripts from the videos and learning diaries.

The findings reveal that the three groups used various discursive resources, tones, and focus to describe the translanguaging practices and the LL and portrayed them as pedagogical, transformative and beneficial tools. Moreover, the influence of their educational and social backgrounds and experience on their perspective on translanguaging and LL is discussed in relation to the findings. This study demonstrates the significance of identifying project participants' perspectives to make research findings relevant to improving instructional practice.

Keywords: translanguaging; linguistic landscape; Romani-speaking children; translanguaging space; schoolscape

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1 INTRODUCTION

Schools have long been diverse, along dimensions of ethnicity, language, culture, origin and socioeconomic status. Over the last decades, the awareness of this multilingual and multicultural diversity has increased because of globalisation exchanges. Yet, monolingual language approaches are still the norm for various education policies in the western world (Canagarajah, 2013; Makalela, 2018). This approach usually supports only the use of standardised languages and marginalises non-standardised ways of speaking. As a result, students who speak different ways of speaking than the ones in class are at a disadvantage, leading to school failure (García et al., 2013). Thus, pedagogical practices that encourage the integration of learners' full linguistic repertoire, especially the mother tongue, in schools are needed.

Studies by Garcia and Li (2014), García and Kleyn (2016), Mgijima and Makalela (2016), and Li (2018) have confirmed the benefits of integrating learners' home languages into learning practices. Translanguaging is a practical theory and pedagogical approach that emerged to challenge conventional language use. Its nature considers individuals' languages to form an integrated linguistic repertoire to create and transfer meaning (Cenoz & Gorter, 2017). Thus, it offers a transformative power which breaks boundaries between languages and allows individuals to create new ways of communication. As a pedagogical tool, translanguaging increases students' learning opportunities by supporting the use of their entire repertoire and enhancing their ability to communicate and build knowledge (García & Li, 2014). This approach has also been used to promote and protect minoritized languages and their users.

Canagarajah (2018) broadened the translanguaging focus by comprising other semiotic resources in the communication process that offer a spatiotemporal dimension to communication. In educational contexts, this dimension holds that school learning environments, also known as schoolscape (Brown, 2005), become a resource for translanguaging and a space where these practices occur. The concept of schoolscape refers to the physical and social spaces in the school where learning and teaching practices occur. Schoolscape is also identified

as a pedagogical tool for developing students' multilingual literacy and ideologies (Aiestaran et al., 2010). Based on this, the integration of learners' full linguistic repertoire into the schoolscape through translanguaging can create a safe and inclusive linguistic environment to support their learning skills. Li (2011) drew a connection between both concepts, defining translanguaging space as a place where translanguaging practices occur and are created through the use of translanguaging. Such a space allows users to use and combine their linguistic repertoire freely, offering a transformative potential to reconfigure conventional structures through the combination of linguistic resources and the creation of new identities (Li, 2011). The creation of such a space in a school depends on its language policy and teachers' perspectives on the use of translanguaging practices and schoolscape. The perceptions of these two concepts are, therefore, worthy of researchers' attention when evaluating pedagogical practices.

In the Hungarian education system, according to Bartha (2011), small opportunities to use minority languages are offered in schools, where monolingual Hungarian is the norm. Hungary is marked by abundant linguistic and cultural diversity. There cohabit 13 recognised minority communities which have their legislation concerning rights and language use up to the international requirements' standards (Kenesei, 2010). The law provides the "minority school" status when at least 25% of the school learners belong to a minority. However, the daily practices differ from what the empowered legislative actions indicate. Consequently, issues of language practices have had a direct impact on the learning process of children who belong to these communities. This is the case of Romani-speaking children who are part of the Roma community. Romani is perceived to be a language "linguistically under construction" owing to not having established orthography (Visser & Mandel, 2020). As a result, schools offer limited opportunities to use Romani as a medium of instruction. This makes Roma children's learning process more challenging, leading to poor academic performance since their communication skills are limited in school.

In 2016, a linguistic ethnographic project which aimed to integrate children's Romani ways of speaking at school, started at the Magiszter School in Ti-

szavasvári. Translanguaging practices were implemented to challenge the Hungarian monolingual habitus and include children's mother tongue. In 2019, the research community started a subsequent project to grasp a deeper insight into the translanguaging classroom moments called *Translanguaging for Equal Opportunities: Speaking Romani at School*, for which I was a research assistant. The project's outputs comprise a video repository and a book which contain analysis and reflections of translanguaging classroom moments. My thesis aims to examine the perspectives of the project members on the translanguaging practices and the schoolscape. The research is based on one of the project outputs, which comprises a video repository containing translanguaging classroom interaction moments and analysis and reflections of the classroom scenes from the project members. My involvement in the project included co-writing a chapter of the book and co-producing two videos. To accomplish the aims of my thesis, I used the video repository as my data, together with research diaries which contain reflections of my working experience. This study is then a case study since the findings are based on the outputs of the project. Using discourse analysis as a method (Willig, 2014), I conducted a qualitative analysis of the video transcripts and the research diaries to examine how teachers, university students and researchers describe the implementation and effects of translanguaging on teaching and learning practices and on the schoolscape of the Tiszavasvári school.

While several translanguaging studies have advocated for the effectiveness of incorporating students' standardised languages for successful learning (Leonet et al., 2017; Garcia & Kleyn, 2016), less research has focused on the introduction of non-standardised ways of speaking. My study is a step in this direction as it provides evidence of the introduction of Romani ways of speaking, a non-standardised language, through translanguaging. Numerous studies also base their analysis on classroom interactions, schoolscape observations, and teachers' and students' perspectives. However, my research brings new light into the fields since apart from teachers' perspectives, it also bases the analysis on researchers' and university students' accounts.

2 THEORETICAL FRAMEWORK

This section reviews the literature of the basic theoretical and pedagogical approaches of this study: translanguaging and schoolscape. However, before addressing the importance of translanguaging and schoolscape, this chapter starts with a description of the development of language, monolingualism, bilingualism, multilingualism, and language ideology followed by the theory of translanguaging and its role in education. The third part addresses the previous research on the definition of linguistic landscape (LL), schoolscapes, and their use as pedagogical tools. Finally, it discusses the relationship between translanguaging and schoolscape.

2.1 Diversity and Society

2.1.1 Language

Given the large array of definitions which developed the concepts of bilingualism and multilingualism, first, it is significant to clarify what is understood by language. Maher (2017) defines language as "an assembly of social styles, the argot of social group and workplace, historical continuity and change, grammars and vocabularies, and regional accents" (p. 1) Based on Maher's definition, language is more than just an explanation of verbal actions, but a patchwork of cultural and social influences which people use to communicate and exchange values and cultural competences. However, it is not simply a medium of communication, but it is also employed "for thinking together, for collectively making sense of experience and solving problems" (Mercer, 2000, p.1). Languages, therefore, are resources for identity reflection and cultural expression. This makes language the foundation of our knowledge and society.

Languages are commonly seen as independent entities. Maher (2017) argues that this understanding is because of the influence of politics and power relations on society's perceptions. Similarly, Li (2021) uses the term *named languages* to describe the linguistic ways of speaking that are "political constructs

and historico-ideological products of the nation-state boundaries" (p. 173). However, all languages have had a long history of influences, such as Italian contains influences from Ancient Greek and Latin words. They are a collage of variations from other languages and people. They mix and overlap to create human language (Maher, 2017). However, this description that languages are mixed, and overlapped has aroused criticism in the definition and understanding of multilingualism. Piller (2016, p. 9) defends that languages are totally independent units, whereas Li (2018) argues that individuals usually go beyond the *named languages* to create meaning and communicate (p. 14–16). For this thesis, language is not understood as an autonomous entity, it is a vehicle that individuals use to express themselves, which differs from one individual to another. Further, I use the term *linguistic repertoire* to refer to the individuals' ways of speaking. Linguistic or language repertoire refers to the group of linguistic varieties (dialects, accents, registers, styles, etc.) that individuals use to communicate and construct their knowledge (Busch, 2012). The concept of linguistic repertoire, thus, includes all the speaking resources that individuals employ.

2.1.2 Monolingual ideologies

Present classrooms are an example of the cultural and language diversity which exists in our society. Still, the teaching and learning of languages are approached in a monolingual way as if all children had the same linguistic background (Makoe, 2018). Monolingual language policies are widely spread in education. Authorities see the monolingual norm and standard language competence as the key competence for accomplishing the effective path (Makoe, 2018). Consequently, linguistic and cultural diversity are considered problematic in schools because children are imposed to learn in an additional language which is not their home language.

In mainstream discourses on education, languages are largely perceived as autonomous, countable entities with stable boundaries. Makalela (2015) states that teachers have "treated languages as separate and bounded entities to avoid contamination of one language by the other" (p. 200). This conventional representation of languages as separate codes is linked with the monolingual norm

which limits people to learn and express themselves by combining their languages. Monolingual ideologies in education have been used as a form of control to promote the preservation of national development over the local values (Jakonen et al., 2018). As a result, home languages which differ from the national and school languages are not encouraged. This restricts the development of multilingual learners' whole linguistic repertoire and learners who use non-standardised ways of speaking are put at a disadvantage since their linguistic skills are not developed in schools (Makalela, 2015). Thus, schools can be described as cultural and social spaces which reproduce the dominant culture and language of the nation (Makoe, 2018). Though there is a predominance of monolingual practices as well as a monolingual understanding in various education systems, scholars have progressively focused on new ways of reorienting pedagogical practices which recognise learners' linguistic and cultural skills. The following section illustrates the role of bilingualism and multilingualism in education.

2.1.3 Bilingualism and multilingualism

The terms *bilingualism* and *multilingualism* have several definitions in academic literature. In early scholarly works, bilingualism was captured as the native control of two languages, which were seen as closed units (Webster's dictionary, 1961, as cited in Hamers & Blanc, 2000, p. 6). So, according to this definition, a person who could speak two languages at a native level was described as bilingual. Similarly, multilingualism was described as the competence of speaking over two individual languages with control like that of a native speaker (Schroedler, 2021, p. 20). Hence, bilingualism and multilingualism were considered as double or multiple-monolingualism. Ideas and definitions of both concepts have evolved to more inclusive views on languages regarding the complex connections among languages and the level of knowledge. For instance, Gogolin and Lüdi (2015) define bi-/multilingualism as the capacity to communicate in different linguistic contexts without considering the language level and skills of the users. Since it is particularly difficult to find or hear a pure form of a named language, the conception of languages as closed codes has become more open as

people use different varieties and mix words and structures from other languages. Multilingualism involves, therefore, *named languages* as well as different language varieties, such as registers, dialects, accents, and minoritized and non-standardised languages (Schroedler, 2021). The idea of having a native-like command of two/multiple languages has shifted to some knowledge and control of the languages because language users employ different ways of speaking and commands (Schroedler, 2021, p.20). Different forms of multilingual communication have emerged from its definitions and practices. Some examples are *code-switching*, described as "the alternation of two languages within a single discourse, sentence or constituent" (Poplack, 1980, p. 583) and translanguaging, the flexible use of linguistic resources to communicate. This last concept is one basis of this study, further developed in the following sections.

In schools, multilingualism and diversity have become important features of numerous educational systems. For numerous years, schools have been shaped by the presence of various languages and skills. Changes in educational, political social, and economic demands have requested the development of multilingual and multicultural environments to make education accessible to multilingual students. Exposure to multiple languages is crucial for pupils in their early years to help their social and cognitive tools to develop for achieving effective communication (Fan et al., 2015). Multilingualism is a way of living that stakeholders need to consider when designing the school systems and curricula to support the linguistic and cultural needs of all learners (Herzog-Punzenberger et al., 2017). The challenge is then for the teachers to offer a safe and welcoming environment to all students.

With regards to the teachers' role, Faez (2011) stated teachers need to be aware of children's linguistic and cultural backgrounds to ensure that all members of the society can take part in education. In addition, teachers' awareness of the challenges and opportunities of multilingualism in the school and society can also improve the quality of education. Another differentiation that teachers should be able to make is between children's language learning difficulties and their content knowledge construction process (Wernicke et al., 2021). These different responsibilities do not depend on how well teachers follow the education

system curriculum and language policies, but on the way, they adopt multilingualism in the class (Wernicke et al., 2021). Their multilingual awareness should be already developed during their training, where they can acquire a deeper knowledge of the responsibilities of language support, as Szabó et al. (2021) reported in their study in Finland about multilingualism in teacher education. However, awareness of multilingualism is not enough, multilingual practices should be largely implemented in the class and teachers' training should prepare them with diverse tools to enable multilingual education (Szabó et al., 2021).

2.2 Language Policy

The concept of language policy is described as a group of rules and guidelines established by powerful institutions or speech communities with the purpose of regulating the use of language (Spolsky, 2004). Language policies can be found all around us and in all possible fields, such as schools, workplaces, countries, organisations, and families. Even we, as individuals, have our own "personal language policies" which vary depending on our language practices (Shwartz & Verschik, 2013, p. 4). For instance, governments usually include a language policy in their constitution to indicate their official languages. Language policies can embrace different parts of language such as grammar, registers, variations, pronunciation, prestige and role (Spolsky, 2004).

Schiffman (2002) and later Shohamy (2006) further distinguish between overt (explicit) and covert (implicit) language policies. Overt language policies are written and formally documented in official papers, such as national laws and language curricula, whereas covert language policies refer to those that contain no reference to any language in legal documents (Shohamy, 2006). Language policies are often set at a national political level, but they do not always indicate how languages are actually used in communities. As a result, constitutional language policies may increase the gap between national and family language policies. This is the case of local communities, which might follow more local language policies or different strategies. An example of this language use is the project on which this study is based (further described in section 5) that transformed

the previous school language policy, which followed the national education language policy stating Hungarian as the main language of education, by including the local ways of speaking, Romani, in the school policy (Heltai, forthcoming). The inclusion of local ways of speaking in the language policy increased the prestige of the minority language. In this way, language policies give a role and prestige to the languages stated, since their aim in education is to describe the use of languages in school (Schola Europaea, 2019).

2.3 Language Ideology

Language ideology is a concept which has been widely explored in connection to language education studies owing to its high influence on different school practices. Kroskrity (2004) defines language ideologies as "beliefs, or feelings, about language as used in their social worlds" (p. 498). They represent individual beliefs and ideas about languages and language practices, and they also influence individuals' language use. These ideologies are multiple since a speaker may have various ideologies of language. Owing to this diversity, Kroskrity (2004) distinguished two types: articulated, ideologies expressed by the individual, and embodied, expressed indirectly through the actual language use (p. 498). Language ideologies are often examined to uncover how social norms and institutional and organisational power are revealed in the language practices among communities (Woolard & Schieffelin, 1994). Lanza and Woldemariam (2009) created a bridge between language ideology and language policy elaborating that "language ideologies serve to rationalize existing social structures and dominant linguistic practices, particularly through their institutionalization in official language policy" (p.189). In this sense, language ideologies are individual views and positions towards language policies which illustrate the reason and motivation why individuals follow and develop a language policy.

Based on this, in the education context, the school staff's and teachers' language ideologies influence their teaching approaches as well as on students' learning experiences and language use (Martínez et al., 2015). This means that

language ideologies conveyed in school may lower or higher the prestige of students' languages. Therefore, teachers should pay attention to their language ideologies when teaching in order not to offend students or lower the status of the students' ways of speaking.

2.4 Monolingual and Multilingual Ideologies

While various factors are involved in delivering quality education, scholars and policymakers do not agree with implementing one of the most essential tools for learners' success, that is language. Different voices about the use of children's repertoire in education have not been in balance. Some scholars have claimed that stakeholders' arguments for language policies narrowly consider the linguistic diversity of the society, which leads to a denial of the linguistic reality (Jaspers, 2019). Jaspers (2019) adds that educational policies are highly influenced by ideological and political perspectives.

Jaspers (2019) formulates that the perspective of languages as separate units was created in the western society where monolingual perspectives were highly employed. Consequently, various curricula fail to recognise learners' linguistic backgrounds, causing diminished learning and low attainment level. As a solution, scholars propose the implementation of multilingual teaching methods, such as translanguaging to improve learners' well-being and learning results and include their mother tongue (Jaspers, 2019, p. 84). According to Cummins (2001), for multilingual and bilingual learners, using their mother tongue in school is crucial to their personal and educational development. Individuals' mother tongue is the language that we learn from birth and, as stated by UNESCO's report (2008), "learning in the mother tongue has cognitive and emotional value" (p. 5). Teachers, therefore, should encourage and allow children to use their entire linguistic repertoire from an early age (García & Li, 2014).

However, Jaspers (2019) argues that scholars describe translanguaging as the only solution to change the traditional monolingual role of the policies (p. 87). García and Li (2014, as cited in Jaspers, 2019), for example, claimed that "all teachers in the 21st century need to be prepared to be bilingual teachers […] and to be

aware of language diversity" (p. 88). The emphasis on translanguaging as the only solution does not support scholars' arguments because it narrows the scope for the policymakers. In addition, considering teachers' training in the last decades, it seems to be difficult to request all teachers to be bilingual teachers (Jaspers, 2019). There are teachers that, regardless of their preparedness to recognise students' language diversity, are expected to teach only standardised ways of speaking according to, e.g. the government, principals and parents. Hence, Jaspers (2019) sees education as an open and dynamic system and believes that translanguaging should not be the only approach implemented in education to include children's linguistic repertoire. Responding to these critical comments, the following section extends on the concept and different implementations of translanguaging and demonstrate the needs and benefits of these practices.

2.5 Theory of Translanguaging

2.5.1 The concept of translanguaging

A large number of multilingual and multicultural students at schools has led to the study of approaches which include learners' linguistic repertoire to improve their educational outcomes. Translanguaging is a practical language theory and a pedagogical approach which has increased prevalence in the last years, and emerged to challenge the monolingual norm. The origins of this pioneering term go back to Wales, in the context of language teaching. Williams (1996) used the Welsh term *trawsieithu* to designate the pedagogical practice that consisted in making students alternate languages: receiving the message in one language and creating the output in a distinct one. García (2009) extended the translanguaging definition to "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (p. 45). This means that in the bilingual speakers' consciousness, the language resources are linked together, and they choose the resources they want to combine for communication purposes. Garcia's (2009) use of the term goes in line with Canagarajah's (2011a) idea, which indicates that languages are part of an integrated system. Hence, as Li (2011) stated,

translanguaging goes between different linguistic structures and codes and beyond their boundaries. This practice supports the interpretation that communication is not limited to languages defined by political or social boundaries, but it allows learners to use their linguistic resources in combination and alternation for meaning-making purposes (Canagarajah, 2011a; García & Kleyn, 2016).

Whereas multilingualism is more seen as a term which positions languages as separate entities, translanguaging describes language as a "series of social practices and actions by speakers that are embedded in a web of social and cognitive relations" (García & Li, 2014, p. 9). This description of languages as interconnected is crucial for challenging the traditional monolingual outlook. Some authors also conceptualise translanguaging in terms of "dynamic bilingualism", a practice in which speakers draw on linguistic features fluidly that surpass languages as separated codes. Therefore, according to the translanguaging theory, language users are considered to have one language repertoire, which comprises "a single array of disaggregated features" (García & Li, 2014, p.15).

Translanguaging as an approach which considers language as a practice, rather than a bounded entity is not a new perspective. Throughout the history of linguistic and language, various terms such as *crossing* (Rampton, 1995), *bilianguaging* (Mignolo, 2000), *polylingualism* (Jørgensen, 2008) and *codemeshing* (Canagarajah, 2011b) have been used to describe the multiple uses of languages. In reviewing recent research, there has also been a tendency to associate translanguaging with the concepts of *code-switching* and *code-mixing* (Adamson & Fujimoto-Adamson, 2012; Gallagher & Colohan, 2014). These concepts, which view languages as structural systems, consist of switching and merging different languages at the same time. However, in line with Li's (2011) definition, translanguaging includes the idea of switching and mixing in a similar way, but it is significant to highlight that its definition goes beyond the artificial boundaries that code-switching establishes to achieve effective communication. Research on code-switching has revealed that the combination of various language resources provides various linguistic opportunities in specific situations. However, it is not easy to identify the purpose and function of using code-switching, since

it is challenging to identify "a single clear 'code' (language) at all points in multilingual conversation" (Jakonen et al., 2018, p. 3). The use of this approach implies that languages are combined in various forms. Criticism has been raised regarding the problematised identification of single codes whether it maintains the monolingual outlook of separated languages or not (Blackledge & Creese, 2014, as cited in Jakonen et al., 2018). Jakonen et al. (2018) argue that the fact that the use of code-switching sometimes does not entail a purpose or function questions the study of such functions. Instead, they propose translanguaging as an analytical concept to reduce this challenge because translanguaging devotes attention to the speaker and his/her actions (Jakonen et al., 2018, p. 4).

On the other hand, the communication process involves not only using linguistic verbal resources for meaning-making purposes, but humans also draw on many cues in their everyday life (Kaushal, 2014). Based on this idea, Li (2018) defines translanguaging as "a multisensory and multimodal semiotic system interconnected with other identifiable but inseparable cognitive systems" (p. 20). This means that translanguaging also comprises multimodal cues such as gestures and body language (García & Otheguy, 2020, p. 10). In a similar vein, Canagarajah (2018, p. 19) extends the concept by adding a spatiotemporal dimension, which goes beyond the verbal focus of linguistic repertoires to the level of semiotic resources. This addition of semiotic repertoires into the translanguaging concept holds that multisensory and verbal resources are brought together for successful communication, meaning that the mind, the body, and material objects are also part of communication. From the point of view of this study, the linguistic landscape, defined as a representation of the language(s) and culture(s) of society and politics in public space (further developed in section 2.2), also plays a part in this process (Gorter & Cenoz, 2015a).

The present study bases the definition of translanguaging practices on the ideas put forth by García (2009), Li (2011, 2018) Cenoz and Gorter (2017) and Canagarajah (2018) as a pedagogical approach employed by individuals to use the resources of their linguistic and semiotic repertoire for communication and learning purposes.

Nevertheless, the implementation of translanguaging in mainstream education, in most European schools, is low and has also received various criticisms. One common difficulty that various academics have claimed is the process of identifying errors and giving feedback to learners in terms of linguistic skills. This difficulty is due to learner's languages conceptualisation as units, which hinders the track of progress and development (Canagarajah, 2011). Pacheco and Miller (2016) indicated that the implementation of translanguaging pedagogies can be a challenge for the teachers who do not know students' linguistic resources since they cannot understand students' words. As for students, Baker (2011) claims that some learners may show resistance to translanguaging because they may prefer employing their stronger language or the one with higher prestige. Even if García and Li (2014) believe that "human beings have a natural translanguaging instinct" (p. 32), they acknowledge that "students need practice and engagement in translanguaging, as much as they need practice of standard features used for academic purposes" (pp. 71–72). Thus, the use of translanguaging is not as spontaneous as it may seem. As a response to these criticisms, the next sections demonstrate the benefits that several scholars have reported.

2.5.2 Translanguaging as a transformative tool

Translanguaging has often been seen as a transformative tool through the combination of linguistic repertoires. According to García and Li (2018), translanguaging is a "transformative pedagogy capable of calling forth bilingual subjectivities and sustaining bilingual performances that go beyond one or the other binary logic of two autonomous languages" (p. 92–93). One significance of this transformative power is confronting the conventional understanding of languages as separate identities, determined by power relations since translanguaging, sees linguistic resources as interacting systems. Another function is its potential to change language policies and educational policies in school through the promotion of linguistic and semiotic resources (Li, 2018; Gorter & Cenoz, 2015b). This pedagogy offers, therefore, a transformative power which has the ability to reconfigure and shift orders of power hierarchies among languages and reduce the linguistic gap between home and school.

Based on this potential, translanguaging also has implications on language policies. The previous lines argued that the act of translanguaging implies going "between and beyond socially constructed language and educational systems […] to generate new configurations of language and education practices" (García & Li, 2014, p. 3). Owing to these combination and transformation of repertoires, translanguaging has the power to reconfigure the language policy and instructional practice of the school. Not only the free language use reconfigures the policy, but also the inclusion of children's linguistic repertoire in the classroom.

2.5.3 Translanguaging as a pedagogical tool

Contemporary scholars have not only depicted translanguaging as a discursive practice used by individuals to communicate, but also as a tool that has pedagogical implications and functions in school premises (Flores & García, 2014). From a pedagogical perspective, this approach aims at incrementing students' success opportunities in education, especially those whose native language is not encouraged at school. A wide range of studies have showed the advantages of translanguaging practices in different learning dimensions: improve language skills, increase participation, motivation and inclusion, and deepen understanding. For instance, Baker (2011) defines translanguaging as a practice that can help students in the process of "making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages", even though it can comprise over two languages (p. 288). In addition, he adds that the use of translanguaging can develop the weaker language in students' linguistic repertoire with the assistance of their other ways of speaking, in terms of literacy skills. Another benefit stated by Lewis et al. (2012) is that it tries to deepen students' full understanding and achievement. In language learning, Cenoz (2017) shows that translanguaging can be beneficial for raising students' language awareness and foreign and second language learning.

Additionally, some scholars have also highlighted the benefits of implementing translanguaging to make sense of learners' complex linguistic repertoire in constructing knowledge. One example is Lin's and Wu's (2015) study, which investigated the way in which students employ translanguaging to construct

knowledge in science classes. The investigation indicates that learners' use of their linguistic repertoire increases their learning opportunities in constructing their scientific knowledge. Similarly, Tai and Li (2020) conducted a study which demonstrates the power of translanguaging to promote linguistic diversity and maximise learners' linguistic resources in knowledge construction. Apart from the increase in students' language skills, translanguaging pedagogy is used as a tool for raising their participation and motivation owing to the inclusion of students' linguistic repertoire in class (Creese & Blackledge, 2010) and the balance of power-relations among linguistic ways of speaking in the class (Allard, 2017).

In terms of minority languages, various teachers, policymakers and community members criticise that this approach breaks the strict policy of language separation which can decrease the use of a minoritized languages and have negative effects on learners' identities. However, Cenoz & Gorter (2017) reported that translanguaging increases students' motivation and participation in class owing to the promotion and protection of their minority languages.

While some studies have used translanguaging to promote and protect minority languages, this study is based on a project which introduced Romani ways of speaking in schools to support social equality and competitiveness. The focus on Romani ways of speaking in the school, minoritized language resources, emphasises the transformative potential of translanguaging since it reconfigured the language policy of the school. The aim of the following sections is to illustrate how languages and semiotic resources are represented in the space with a focus on learning environments. The last section of the theoretical framework shows the connection between translanguaging and the linguistic landscape.

2.6 Linguistic Landscape

Linguistic landscape studies focus on linguistic representations in social contexts. Linguistic landscape (LL), as a term and a concept, has an extensive history and still faces several disagreements regarding the definition of the terms *linguistic* and *landscape*. The concept was first used regarding the language of public signs. The term had also been previously applied to describe oral and written linguistic

practices of an individual and a community. In the 1970s, several studies observed the language street signs of Jerusalem with a focus on comparing the signs in Latin and Hebrew letters (Fishman et al., 1977; Nadel & Fishman, 1977). It was not until 1997 that Landry and Bourhis employed the term *LL* as "the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration" (p. 25).

Enlightened by Landry and Bourhis' (1997) use of the term *LL*, various scholars have published several studies which challenged and extended the boundaries of the linguistic and landscape definition and scenery. The field developed rapidly. Ben-Rafael et al. (2006) addressed multilingual signs in the public space. The definition provided by Shohamy and Gorter (2008) incorporates a broader range of means of communication, covering sounds, graffiti, and images. A more recent study by Shohamy (2015) extends the umbrella of LL including an entire range of semiotic resources: "images, photos, sounds (soundscapes), movements, music, smells (smellscapes), graffiti, clothes, food, buildings, history, as well as people who are immersed and absorbed in spaces" (p. 153–4). Therefore, Gorter and Cenoz (2015a) propose that "the linguistic landscape itself is a multilingual and multimodal repertoire" (p. 19).

LL studies have drawn growing interest in the language analysis in urban spaces, law, psychology, social attributes, and language policy. LL has been described as a mirror and as an influence indicating the languages' status in communities (Cenoz & Gorter, 2012). Increasingly, data has been collected in educational contexts to examine the connection between LL, languages and its pedagogical implication.

2.7 Schoolscape

2.7.1 Definition of schoolscape

Research into the field of LL has started to devote attention to the LL in educational institutions, also called schoolscape, becoming a branch of LL research. Scoolscape was first defined by Brown (2005) as "the physical and social setting

in which teaching and learning take place" (p. 79). Later in her studies, Brown (2012) provided a new definition describing it as "the school-based environment where place and text, both written (graphic) and oral, constitute, reproduce, and transform language ideologies" (p. 282). While comprising the basis of Browns' definition, Szabó (2015) adds another dimension to the concept: "a reference to the visual and spatial organisation of educational spaces, with special emphasis on inscriptions, images and the arrangements of the furniture" in its definition (p. 24). Therefore, schoolscapes are spaces designed and used by a school as a learning and working environment for the school community and its spatial organisation plays a role in the teaching and learning practices.

2.7.2 Schoolscape as a reflection of language policies

The schoolscape not only has pedagogical goals, but also political and societal purposes. Schoolscape reveals a lot about the language learning and teaching practices in schools and plays different roles in these practices. First, it constitutes language policies of the community by delimiting or opening the space for employing specific linguistic resources. Second, Shohamy (2012) argues that public spaces are ideologically and discursively constructed, contested, and construed. Based on this idea, schoolscape reproduces language policies and ideologies since it is considered to be a reflection of the society, public spaces, and school community. However, it is also determined by the learning and teaching practices of the same institution. Teachers can be considered as the language policy-makers in the classroom, since they are central agents in influencing power relations (Menken & García, 2010).

The major research trend in the schoolscape field is the examination of language policy and the hidden curriculum in bilingual and multilingual environments. For example, Szabó (2015) investigated the schoolcape of a Hungarian school to see how teachers constructed language ideologies of the school. Brown (2005) analysed the LL in Estonian schools to observe the language ideologies behind the regional language Voro. In addition, in 2018, Brown conducted another study in Estonian schools to observe the transformation of the language policies, considering the change of language policies in Estonia with a focus on

the schoolscape. In this study, Brown (2018) described schoolscape as a means of transforming the language policies and ideologies of schools. Similarly, Laihonen and Szábo (2018) illustrated that language ideologies can be reflected in the space as a 'hidden curriculum' through the position of the languages in the space. These studies illustrate how the schoolscape is a reproduction of language ideologies and a sort of language policy document.

2.7.3 The transformative power of schoolscape

Based on the previous Brown's (2012) definition, another feature of the schoolscape is its transformative potential to transform language ideologies through its spatial organisation (p. 282). As previously mentioned, the vast majority of schools still follow monolingual approaches and these practices are also reflected in the schoolscape through the visibility and spatial organisation of languages. Various schoolscape studies illustrate schoolscape as a tool for challenging this traditional attitude by changing the language arrangement of the schoolscape and including new linguistic resources. For instance, Laihonen and Todor (2017) aimed to promote the use of local languages and cultures by reintroducing them at school through folk crafts, emblems, maps, and calendars.

Another example is Menken et al.'s (2018) study which examined the changes made to the LL of some schools in the state of New York by applying a multilingual perspective. Some of these changes are the addition of labels in multiple languages to existing signs; a "Frequently asked questions" list in six languages; the inclusion of books in the classroom libraries in the students' language resources and bilingual dictionaries; welcome signs in students' languages (Menken et al., 2018, pp. 109–113). This study was based on the project CUNY-New York State Initiative on Emergent Bilinguals (2021), which focused on improving the emergent bilingual's education (English language learners who speak a language different from the national language at home) of 27 schools across New York State. One of their main missions was to develop multilingual ecologies "that build on the home language practices of their students" through introducing translanguaging practices (CUNY-NYSIEB, 2021, para. 1). Multilingual ecology is a concept related to the LL since it refers to both the multilingual

practices included in the visual space as well as the oral dimension of languages in the school, technology, etc. (Sánchez et al., 2015). Following this perspective means that the entire range of linguistic resources of pupils and families are visualized and considered inside the schoolscape (Sánchez et al., 2015). It has the potential to reduce language and culture barriers, strengthen home and school connections, and create an environment of tolerance and understanding. Implementing multilingual ecology creates a welcoming environment for all students and families, since it acknowledges all identities and languages of students.

2.7.4 Inclusive and safe space

The transformation of language ideologies induces the creation of new language policies in the school, but it can also create a welcoming and inclusive space, with the inclusion of learners' linguistic repertoire. The concept of safe space is used to describe places which recognise all participants' learning experiences and active roles and empower them to perform their identities and create their knowledge (Conteh & Brock, 2011, p. 349). The classroom becomes a safe space where learners feel comfortable and safe in using their languages. A safe space increases the school staff's awareness of students' backgrounds and students' classroom participation (Menken et al., 2018). This multilingual schoolscape creates a bridge between students' multilingual and multicultural experiences and their multilingual learning pathways at school, connecting indoor and outdoor multilingualism. In fact, as Conteh and Brock (2011) describe, "all children need such spaces in order to become capable, confident learners and to grow into full participants" (p. 349). Making multilingual changes to the LL can create a welcoming environment for learners, families and community members as it reflects not only the languages and cultures, but also the multilingual ideology (Bullock, 2020). To create such an inclusive environment, it is important that multiple agents participate in its design: students, teachers, school staff, community, families, and policymakers (Malinowski & Tufi, 2020). Nevertheless, in various situations, teachers and school staff play the most significant role in the design, offering limited opportunities to students who may collaborate in the creation of the space, but under the teachers' initiative (Szabó, 2015). Students' roles in the

design should be highly considered, since their output can contribute to the creation of an inclusive space where they feel represented and comfortable.

2.7.5 Schoolscape as a pedagogical tool

Schoolscape researchers have increasingly focused on the effective use of schoolscapes as a "powerful tool for education, meaningful language learning" and a "need for students to be aware and notice the multiple layers of meanings displayed in the public space" (Shohamy & Waksman, 2009, p. 326). Schoolscape as a pedagogical tool consists in using the space, text and multimodal objects to reach various learning outcomes. As Bergin and Bergin (2009) argued, schools are like a second home for students since they spend a lot of time inside the facilities, therefore, learners have a strong connection with the school space.

Owing to this space connection, schoolscape-based activities can have a more effective influence on their learning process. For example, schoolscape-based activities can develop different skills to not only learners, but also teachers, school staff, and visitors. Dagenais et al. (2009) and Roos and Nicholas (2019) explored students' language awareness development through their contact with multilingual public spaces. They argue that LL provides an avenue for language awareness and develops a positive attitude towards it. In addition, as Dagenais et al. (2009) mention, raising awareness also means understanding the social functions of language. Similarly, Gorter and Cenoz (2015a) identified that one of the communicative intentions of signs in schools is to raise intercultural awareness. Rowland (2012) and Hewitt-Bradshaw (2014) elaborated on their research that this tool can also foster communication, literacy, and multimodal skills. With regards to communication and literacy, Zagouras (2018) implemented a project which consisted of making primary school learners analyse texts from the school environment. His research identified that learners' attention to the multiliterate dimension of the schoolscape can develop their meta-linguistic and reading skills. In language learning, Cenoz and Gorter's (2008) and Chern and Dooley's (2014) studies portray schoolscape as a tool to develop learners' foreign and second language competences. Similarly, Solmaz and Przymus (2021) depicted schoolscape as a useful medium for learning new or targeted vocabulary.

In short, schoolscape is a reflection of educational practices and, at the same time, these practices influence both this space and the teaching and learning process of the stakeholders. This space also offers a transformative potential, since alterations in the material and spatial arrangements of education and linguistic resources reflect changes in language ideologies.

In the context of this study, the focus on Romani ways of speaking has transformed the previous monolingual space of the school. The presence of Romani in the schoolscape creates and reproduces a new language ideology and opens a space for its use in the school. In fact, Romani was introduced in the school through the implementation of translanguaging practices, generating new configurations of educational and language practices. The following section discusses the connection between translanguaging and schoolscape and the presence of translanguaging practices in the school.

2.8 Translanguaging and Schoolscape

The previous sections discussed the reciprocal influence between schoolscape and multilingual pedagogical practices. Translanguaging as a concept and a pedagogical tool in the field of multilingualism also play a role in the schoolscape. As stated earlier, Canagarajah (2018) adds a spatiotemporal dimension to the concept of translanguaging. This dimension suggests that schoolscapes are constructed semiotic spaces in which stakeholders of the learning process participate and use them as a resource for translanguaging practices. Gorter and Cenoz (2015b) establish a connection between translanguaging and LL. From the perspective of translanguaging, they analyse the LL of a cityscape, which refers to the languages displayed in visual signs or symbols found in the public space. Their study is based on the application of translanguaging to the LL, which indicates that LL is itself a multilingual and semiotic repertoire (Gorter & Cenoz, 2015b). Li (2011) goes beyond the connection that Canagarajah (2018) and Gorter and Cenoz (2015b) drew and creates a new concept combining both ideas: the *translanguaging space*.

2.9 Translanguaging Space

Li (2011) defines translanguaging space as "a space for the act of translanguaging as well as a space created through translanguaging" (p. 1223). In other words, it is a space where translanguaging practices take place and a space created through the process of translanguaging. This space encourages language users to employ and combine their linguistic resources to transmit information, represent their values, identity, personal history and culture and develop their skills (Li, 2011). This space also offers a transformative power which reconfigures and reverses the monolingual attitude of a space and the orders of power hierarchies among languages through the combination of individuals' languages, identities, values, and cultures. Apart from linguistic resources, Li (2011) also states that other resources are needed to create such space: cognitive capacity, personal histories and experiences, ideologies, values, attitudes and a cultural dimension (p. 1223). This combination of different dimensions generates new identities, practices and ways of communication.

Li (2011) also argues that this space offers "a sense of connectedness" in which individuals freely move between languages (pp. 1222–1223). Straszer (2017) links this idea of connectedness with the concept of safe space previously explained (2.7.4). The term *safe space* in this context refers to spaces in which all learning practices and linguistic and semiotic resources are accepted and valued, including both standardised and non-standardised ways of speaking. Conteh and Brock (2011) study claimed that "people create for themselves opportunities for meaning-making and identity construction through language and other social tools" (p. 349). Based on this idea, translanguaging spaces are necessary for successful learning in a multilingual community.

In the context of this study, the translanguaging project implemented in the Magiszter School in Tiszavasvári school has created a translanguaging space through the redesign of the schoolscape and changing the previous monolingual outlook. That is, the school has become a safe space where Romani children can freely employ their full linguistic repertoire. This study will illustrate how these changes and transformations of the schoolscape through the translanguaging potential are described by the members of the project.

3 CONTEXT OF THE STUDY

As previously mentioned, this study is based on the *Translanguaging for equal opportunities: Speaking Romani at school* (TRANSLANGEDUROM) project implemented at the Hungarian Magiszter School in Tiszavasvári, where most of the pupils use Romani ways of speaking. This section elaborates on the context of the Tiszavasvári project with particular attention to the Hungarian education system, the Roma minoritized community, and their Romani ways of speaking.

3.1 Minority Languages in Hungary

Hungary has been a rich kingdom and country of migrations, which left a long history of minority languages. In 1993, the legislation made it possible for national and ethnic minorities to identify themselves as part of Hungary but distinguished from the rest of the population by their culture, language and traditions (Kenesei, 2010, p. 66). The legislation recognised 13 minority communities which have their legislation concerning rights and language use up to the international requirements' standards (Kenesei, 2010). Most of these communities have their own ways of speaking, treated as minority languages. The categorisation of minority languages is based on a critical interpretation of language policy in which they are divided according to power and resources in society (Laihonen et al., forthcoming). Minority languages can be observed in documents and streets and institutions names where the local minority government demands. In terms of education, the legislation provides the "minority school" status when there is a minimum of 25% of school learners who belong to a minority (Kenesei, 2010, p. 66). The official minority language policies claim that these communities "have every possible option to study in their native language, it often is the case that […] these same policies are stifled" owing to decreasing demands or financial reasons (Kenesei, 2010, p. 69). Thus, the daily practices differ from what the empowered legislative actions state. The monolingual ideologies are still predominate in the Hungarian education policy. The next section gives a deeper insight

into the biggest minority community in Hungary, the Roma community, and their minority language, Romani ways of speaking.

3.2 Roma Community and Romani Ways of Speaking

Roma people have been present across the globe, but principally in Europe for centuries. Their minority community is considered to be the largest and poorest in Europe (Hajdu et al., 2020, p. 1). Most of the members experience exclusion and discrimination and live in poverty with a high level of unemployment (Kende et al., 2020). In Hungary, the Roma constitute a large percentage of the whole population. In 2014, the Council of Europe estimated that Roma people makeup approximately 7% of the Hungarian population (p. 18). A significant part of this community uses various ways of speaking linked to Romani (Heltai, 2020). These language resources are considered to be non-standardised since they do not have a regular orthography and extended literacy (García & Kleifgen, 2011). According to Anderson (1991), the standardisation of languages plays a significant role in the emergence and survival of a community and languages.

Based on this, the fact that the Roma community does not speak a standardised language is considered to be a problematic point for the survival of the linguistic resources they use (Heltai, forthcoming). The standardisation of languages can also be problematic among people from the same community because it implies establishing boundaries between speakers and reducing the linguistic varieties (Laihonen et al., forthcoming). This idea emphasises the development of a common language. Yet, Roma activists see standardisation as a solution to maintain the ethnicity and to create a common language for the stability of the community (Heltai, 2020). Various projects have been launched with this idea in Hungary to publish dictionaries and textbooks (Daróczi & Feyér, 1988; Rostás-Farkas & Karsai, 1991, as cited in Heltai, 2020). During these attempts, some advocates created an alphabet based on the Hungarian one, making some alterations on the graphemes (Matras, 1999, as cited in Heltai, forthcoming).

In schools, Roma children also face some linguistic challenges since they are expected to learn in the official language of the country, owing to the non-standardisation. Therefore, Romani ways of speaking are mainly practiced outside school and Hungarian is the language of instruction in most the schools.

3.3 Education System in Hungary

In Hungary, schools are run by a variety of stakeholders: local and county governments, churches, foundations and institutions (Molnar & Dupcsik, 2008, p. 4). In terms of decision-making, local governments play an important role, whereas decisions taken at a state level represent a small percentage. However, most of the funding comes from the central state budget, but local governments also provide some funding, and some schools may request tuition fees (Molnar & Dupcsik, 2008). When it comes to school regulations and curriculum, Hungarian public schools are regulated by the National Core Curriculum, which defines the knowledge, skills, policies and educational targets at a national level (Molnar & Dupcsik, 2008, p. 13). The curriculum states that every child has the chance to receive education according to his or her ethnic background and rights. In addition, in line with the Public Education Act of 1993, schools which have children from minority communities must include in their program a section which covers their culture, language, traditions and history (Molnar & Dupcsik, 2008, p. 13–14). Still, this right is rarely practiced in schools with a large group of children from these communities (Molnar & Dupcsik, 2008).

Parents have the free right to select a suitable school for their child guaranteed in the constitution. When a school reaches a certain percentage of students from a minority community, especially the Roma one, sometimes non-Roma parents remove their children from the school (Szendrey, 2012, p. 252). Consequently, only Roma students with a few disadvantaged non-Roma, who could not afford changing the school, remain. As a result, such right of decision is highly criticized by various specialists owing to the increased segregation of children who belong to the Roma community and extreme differences among schools in terms of education success opportunities (Molnar & Dupcsik, 2008).

Until 2004, the schools which had numerous students from these communities received extra support to keep separated classes for them, especially Roma children, which fostered the level of segregation in schools. Owing to strong criticism, after 2004, this extra support was removed. Still, in 2018, the European Roma Rights Centre (2018) reported that c. 45%of Roma children attend schools where most learners belong to the same community (p. 4).

The number of church-run schools has increased in the last decade (Visser & Mandel, 2020, p. 18). There are various churches running schools. Some of them try to integrate Roma children, whereas others are recognised to practise school segregation. They educate children who are removed from the mainstream schools in separate schools or classes because of their ethnic and lower socioeconomic background (Hajdu et al., 2021). These schools receive financial funding from the state and comply with the national educational curriculum (Molnar & Dupcsik, 2008), but they are autonomous in their operations and organisational status. Moreover, the Church has the select its pupils, which can lead to segregation. Smaller Church groups, such as the Pentecostal Church, aim to support poorer regions and the minoritized groups by providing the basics in economically disadvantaged regions (Council of Europe, 2019). This is the case of the Hungarian Roma community, which is constantly facing aggressive xenophobia by non-Roma superiority (Rorke, 2011). According to the European Union Agency for Fundamental Rights Roma survey on Education (2014), in these segregated schools, education is not used to address multiple deprivations, but the quality is lower than that in mainstream ones (pp. 44–48). Besides, some schools implement assimilation approaches based on language acquisition of the dominant language and the development of high standards to integrate children into the Hungarian society. As a result, the European Commission (2018) reported that the early school leaving rate was 59,9% higher among Roma students than non-Roma, 8,9% (p. 6). Kertesi and Kézdi (2011) stated that Roma students, compared to their non-Roma peers, have lower test scores in eighth grade (p.523).

Nevertheless, some people justify that these segregated schools are beneficial in their own right. According to Hajdu et al. (2021), inter-ethnic contact can be an opportunity for children to be educated with their Roma peers in a more

inclusive and accommodating environment, which can offer more support and understanding of Roma (p. 2). Hajdu et al. (2021) reported that unequal ethnic distribution of children has a benefit on inter-ethnic relationships. Although these children are put together in Romani-inclusive settings, this policy is not enough to decrease the drop-out rate since the use of their ways of speaking in school is invisible. The main reason for the erasure of these minoritized language resources in school is because they are not considered standardised (Heltai, 2020). Therefore, Hungarian is the dominant language in education, since the teaching cannot rely on Romani resources (Heltai, 2020). This was the case of the Magiszter Elementary school in Tiszavasvári, where there was no space for the pupils' home language, and Hungarian was the dominant language of the school. This lack of availability is attributed to parents' free choice of school, low promotion of educational rights for these minorities, inefficient teachers' training, children's low socioeconomic background and financial insecurities (Molnar & Dupcsik, 2008).

Recently, alternative pedagogies based on interlingualism, "the ability to establish similarities and differences across languages" (Toury, 2012, p. 283) An example of these practices is one of the main concepts of this thesis translanguaging which has been used for allowing language diversity in the class lowering language boundaries. This is what the TRANSLANGEDUROM project aimed at implementing in the Magiszter elementary school, by encouraging non-standardised ways of speaking, but without putting boundaries between linguistic variants (Laihonen et al., forthcoming).

4 RESEARCH AIMS AND RESEARCH QUESTIONS

This study aims to understand the perspectives of the role of translanguaging practices in school settings in which the Romani language is seen as a resource for improving children's education. As mentioned in the introduction, monolingualism is considered an obstacle to educational success and community integration (Gándara & Hopkins, 2010). This norm is associated with standard language ideologies, which establish a hierarchy of linguistic varieties and promotes some languages, while stigmatising others. Romani is a minoritized language in Hungary, with no standardised variety. Therefore, Romani-speaking learners in Hungarian schools have to obtain language competences in the standard Hungarian (Kenesei, 2010). However, at the Magiszter School in Tiszavasvári, the members of the TRANSLANGEDUROM project introduced translanguaging to challenge the monolingual outlook and include children's ways of speaking. This study intends to analyse the members' perspectives, researchers, elementary school teachers, and university students, on the translanguaging practices in the Magiszter school. Most of the studies which analyse the perspectives of translanguaging practices has been mostly conducted based on teachers' beliefs and in standardised language contexts. whereas studies which focus on non-standardised ways of speaking and the perspectives of other members of translanguaging projects are rather scant.

The perspectives of teachers and members of research projects are tightly linked to their choices, teaching and pedagogical practices, researching approaches and reactions (Arocena et al., 2015; Young & Walsh, 2010). According to Borg (2006), perspectives and conceptions about teaching, learning, materials and students depend on the previous learning experience, knowledge, beliefs, practices, attitude, images, assumptions, and theories (p. 172). Thus, considering the influence of project members' perspectives on their actions, they become a key element of study to understand their knowledge, practices, beliefs, and reactions. The analysis of their perspectives on the implementation and effects of

translanguaging practices and the translanguaging effects on the linguistic landscape is worthy of researchers' attention, since their comments give a deeper insight into their practices and understanding. As the previous literature leads to conclude that the analysis of the members of the translanguaging projects needs to be addressed, the present research analyses the teachers', researchers' and university students' views to answer the following research questions:

1. How do teachers, university students, and researchers describe the implementation and effects of translanguaging on teaching and learning practices?

2. How do teachers, university students, and researchers describe the effects of translanguaging on the linguistic landscape?

5 RESEARCH IMPLEMENTATION

This chapter elaborates on the implementation and context of the study, including, a description of the project TRANSLANGEDUROM, features of the data already collected by the project, data analysis methods, reliability and validity of the selected analysis methods and, the ethical considerations and questions related to the analysis and reporting.

5.1 Context of the Study

5.1.1 The *Translanguaging for Equal Opportunities: Speaking Romani at School* project

In 2016, linguistic ethnographic research, which aimed to map children's and their families' ways of speaking, started at the Magiszter School in Tiszavasvári, Hungary (Heltai et al., forthcoming a). The research was part of the project entitled *Translanguaging Communication in Tiszavasvári*. Before its implementation, the Tiszavasvári school followed the monolingual outlook of the national curriculum using Hungarian as their language of instruction. Hence, pupils were not encouraged to use all their language resources in school and Romani was not visualised in the schoolscape. According to one interview with the school's principal, a common belief is that the introduction of Romani in school practices would not help them learn Hungarian, since it is considered a low prestige language (Heltai et al., forthcoming b). Apart from teachers, parents also contributed to the erasure of Romani in the school because they believed that Hungarian would give their children a more successful future. Laihonen and Tódor (2017) also reported a similar situation in their study of a school located in the Hungarian region of Romania called Szeklerland.

The main motivation of the project was to transform the monolingual norm of the school and include children's home ways of speaking to support children's school achievement through translanguaging practices (Heltai et al., forthcoming a). Translanguaging was first introduced through Translanguaging workshops

in 2017–18 in which teachers got familiar with the concept and the approach. After these workshops, the succeeding project called *Translanguaging for equal opportunities: Speaking Romani at School* was launched in 2019 to give a deep insight into the translanguaging classroom moments. Apart from the Magiszter Elementary School in Tiszavasvári, Hungary, the project also involved Jedlik Ányos Elementary School in Szímő /Zimné, Slovakia (Heltai et al., forthcoming a). This school is a Hungarian Elementary school located in a highly disadvantaged schooling area in Slovakia and attended by a large number of pupils who use language resources linked to Romani. However, this study only focuses on the Tiszavasvári school in Hungarian because there is more complex data from there. Moreover, there have been longer and more systematic collaborations with the school staff in the project, and they have more experiences in translanguaging pedagogies than the Slovakian school (Heltai et al., forthcoming a).

The translanguaging project has two outputs: a video repository and a book. Both outputs together with learning diaries which contain my reflections about my collaboration in the production of the video repository and a chapter of the book are the data analysed for this study. The project outputs are further described in the subsequent data description section.

5.1.2 Magiszter Elementary School in Tiszavasvári

The data of this study was obtained from the TRANSLANGEDUROM project which was implemented in the Magiszter Elementary School in Tiszavasvári, in the North-East of Hungary. Tiszavasvári is a town with 12,500 inhabitants in which there are three schools (Heltai, 2020, p. 470). One of these schools, the focus of this project, is attended exclusively by children who use language resources linked to Romani. This is the reason why it is considered a highly segregated school since the majority of the learners are Roma. The children live with their families on the outskirts of the town in a settlement of 3,000 people where people live in extremely poor social conditions (Heltai, 2020, p. 470). People living in this area regard themselves as part of the Roma community. However, most of the school staff, teachers, and the headteacher consider themselves monolingual

Hungarian (Heltai, 2020). Thus, before the project, Hungarian was the norm during school hours and expectedly in the school settings. Children had to act according to the norm and reduce the use of Romani resources. Sometimes, children's Hungarian competence is little since the linguistic practices outside the school hours concern mainly Romani (Heltai, 2020).

5.1.3 Translanguaging in Tiszavasvári

After the translanguaging workshops in 2017–2018, teachers implemented translanguaging in some classroom activities. They realised that its implementation increased children's performance and also their motivation and enthusiasm in the class (Heltai, 2020). Thanks to the development of translanguaging practices, Romani started to appear outside the classroom walls, and it also altered the schoolscape. The inclusion of Romani in the schoolscape created a translanguaging a space in which children felt comfortable using Romani while doing some exercises in class (Szabó et al., forthcoming). This space was shaped by the linguistic ideologies and cultural beliefs of the classroom. The inclusion of these minoritized language resources in school increased its role in education and children's learning opportunities.

Throughout the implementation of the project, various translanguaging signs were incorporated into the schoolscape (see section 5.5.1 for more details). One of the signs is a Translanguaging Charta co-created by the project members in 2018 because of the translanguaging workshops (Szabó et al., forthcoming). It is a bottom-up language policy written in Hungarian and Romani to help the teachers and the pupils to use similarly both languages in class. The following excerpt shows the English version of the Charta (Szabó et al., forthcoming):

Excerpt 1:

1. It is OK if someone speaks differently than us. We do not tease anyone for how s/he speaks.

2. If we do not understand something, we ask somebody to say it in a different way.

   - If we do not understand something in Hungarian, we can ask somebody to say it in Romani

- If we do not understand something in Romani, we can ask somebody to say it in Hungarian

3. We do not order anyone how to speak.

4. We do not talk dirty to each other or about each other. Neither when the other understands, nor when s/he does not understand, what we are saying. We respect each other.

5. It is important to make sure everyone understands what we say.

6. At school, it is the children's duty to learn to speak and write also in Hungarian, in order to become successful in life. This is boosted by having the opportunity to speak also in Romani.

The Charta facilitates and encourages successful and natural translanguaging communication. It is remarkable to point out that the Charta treats both the pupils and the teachers alike. It was displayed in some classrooms as bilingual flyers to illustrate how teachers and learners communicate (Szabó et al., forthcoming). Its visibility in the classrooms illustrates the language policy dimension of the schoolscape, since it regulates the language use of the participants in the class. In fact, this Charta is an element which changed the previous monolingual outlook of the school by transforming the language ideology through the inclusion of Romani in the space and the text (Szabó et al., forthcoming). This transformation power goes in line with Brown's (2018) description of the schoolscape as a means of transforming language ideologies and policies. The results and discussion chapters of this study illustrate a deeper analysis of the teachers, researchers, and university students' perspectives of the transformative power of the schoolscape and translanguaging.

5.2 Methodology: Qualitative Case Study

This research is a qualitative case study. I examined the outcomes of a research community and its project from the inside and my role in the project was as an active research assistant. Following a case study method means studying in depth a phenomenon, process, event, or place, rather than broadly and making generalisations (Baxter, 2010). Its purpose is to develop new knowledge about the results of the case in connection with the previous literature (Yin, 2009). The

implementation of this approach facilitates the study of a contemporary phenomenon in its natural state (Yin, 2003). Creswell (2012) has defined a set of features that I have attempted to follow from the beginning of this study: identify a specific case and its intent, present a description and an extensive understanding of the case (p. 98). The interactional data of the study was gathered from a specific school in a real learning situation during the duration of the TRANSLANGEDUROM project. This study aimed to investigate multiple perspectives on the implementation of translanguaging practices and their effects on the school community and building based on the TRANSLANGEDUROM project in the Magiszter elementary school. To explore this, I used the data collected from the project and collaborated in the production of the project's outcomes.

5.3 Data Description

The data used for this study comprises 4 learning diaries and 28 video transcripts. They are based on the two outputs of the TRANSLANGEDUROM project: a video repository and a book. First, the video repository consists of 35 videos which showcase and reflect on the translanguaging practices in the class: 30 from the Magiszter school and 5 from the Szímő one (see Appendix 2 for the complete list of videos I used in this study). The contributors involved in the videos are pupils, parents, teachers, university students, and researchers with different social, cultural, and professional backgrounds.

This study focused on the comments of the participants who played a significant role: researchers, teachers, and university students. I only analysed the first 28 videos of the repository (TL01–TL28) owing to the time limit of the thesis because the last two videos (TL29–TL30) were not finalised. However, 28 videos are appropriate large sample to represent the majority of the data collected (30 videos) from the Magiszter Elementary School. The aim of the video recordings is to illustrate the implementation of translanguaging practices, the pupils' use of their linguistic repertoire, and the considerations behind these practices (Heltai et al., forthcoming a). The videos were recorded in Hungarian and some instants during the classroom scenes in Romani. Nevertheless, my collaboration to

the videos TL27 [*Representations: Translanguaging as a concept and linguistic landscape*] and TL28 [*Enhancing belonging and self-confidence through transformations of the linguistic landscape*] was in English. In the following sections, when I cited direct references and excerpts from the videos, I added timestamps with the accurate time which refer to the time in the video when the reference can be found. The added timestamps consist of first, the abbreviation 'TL' which stands for the term *translanguaging*, followed by the corresponding number of the video (e.g. TL27) and second, the minutes and seconds using the following format: minutes: seconds (e.g. TL27: 1:23–2:34). The addition of the timestamps makes it possible to check the Hungarian and Romani originals in the videos, since the original languages of the excerpts are not included in this thesis.

Considering the features of the translations, it is significant to state that the English translation of the original transcripts is punctual, meaning that they were kept as literal as possible and as close to the originals (Tarsoly et al., forthcoming). Nonetheless, condensed and simplified translations at some points from Hungarian as well as minor modifications were necessary to preserve conversational style, and some words were left out for technical reasons.

Based on the video repository, the second upcoming output is a book named after the project *Translanguaging for Equal Opportunities: Speaking Romani at School* (Heltai & Tarsoly, forthcoming) which presents a theoretical and practical analysis of the translanguaging pedagogy with a focus on the Roma community and the Romani ways of speaking. The book contains a summary of the project contributions, context and its findings, a review of the materials used, and reflections on the interactional data. As a research assistant in this project, I have collaborated in the production of the TL27 and TL28 video recordings with my commentaries on the classroom scenes. Based on the previous two videos, together with Tamás Péter Szabó, Bernadett Jani-Demetriou, and Erika Lévai-Kerekes, we co-authored one chapter called "Creating translanguaging space through schoolscape design and reflective practices". In this chapter, we elaborate on the creation of a safe space for translanguaging practices in the Magiszter school through the design of schoolscape-based activities. This chapter is part of the forthcoming book of the project. During my collaboration in both outputs, I

wrote four learning diaries which contain reflections of my experience and my personal thoughts about the analysis of the videos. Together with the video transcripts, I used my learning diaries as part of the data for my analysis.

5.4 Participants

The participants of the research cover the research community members of the TRANSLANGEDUROM project. There are four different categories of participants depending on their role in the project: the first group is the elementary school pupils, most of whom belong to the called Romani community in Tiszavasvári and have Romani as their heritage language. The parents of the pupils who took part in the project gave informed consent by signing the project team's request (see Appendix 3 for the original and translated versions of the consent form). At the time of the project, they were aged between 8 and 14 years old. They were 3rd, 5th and 8th graders. The second group comprises the researchers and PhD researchers from the project who work at different universities: Károli Gáspár University of the Reformed Church in Hungary, University of Jyväskylä, in Finland, Eötvös Loránd University Budapest, in Hungary, University College London, in the UK, and Constantine the Philosopher University, in Nitra, Slovak Republic (Heltai & Tarsoly, forthcoming). The third group is the teachers and headteacher of the Magiszter Elementary School in Tiszavasvári: Zita Tündik, Tünde Demeter-Berencsi, Erika Kerekes-Lévai, and Erika Puskás (Heltai & Tarsoly, forthcoming). The fourth participant group is composed of the university students from the Károli Gáspár University of the Reformed Church and one student, the author of this thesis, from the University of Jyväskylä. This last category includes graduate students, teacher trainees, and language education students.

5.5 Data Collection Methods

5.5.1 Video transcripts

The first part of the data, the video transcripts, was collected and generated by the research community of the translanguaging project. First, the creation of the

video repository started in 2019–2020 with the collection of originally 90 translanguaging classroom scenes and continued until the beginning of 2022 (Heltai et al., forthcoming a). After the recording of the scenes, the Principal Investigator, Heltai, cut the raw materials into 10 to 15 minutes clips to be further shortened. The footage was pre-selected during the seminars organized by János Imre Heltai and his university students (on Mondays), and later, reflected-commented with researchers and students in dedicated sessions (on Fridays). Various comments and reflections on the classroom scenes were recorded during the sessions via Zoom, but others were recorded separately by researchers, students, and teachers (Heltai et al., forthcoming a). Heltai did most of the final video editing by combining the classroom scenes and comments together. Afterwards, the videos were transcribed and translated. The approximate length of each video is between 5 to 10 minutes and consist of three parts: an introduction by a teacher situating the classroom scene with the main features of the activity; next, there are the translanguaging classroom interaction scenes; finally, comments and reflections on the classroom scenes provided by researchers, teachers, university students and on small occasions, parents containing different analytical angles.

While the filming and follow-up work of the videos was supposed to occur physically, Covid-19 had also an impact on the methodologies and implementation of this output (Heltai et al., forthcoming a). Because of government restrictions, only teachers and pupils could go to school and some of the classroom scenes were recorded by the same teachers. Most of the reflections about the classroom scenes were recorded individually and discussed later online, during weekly online research seminars and training events (Heltai et al., forthcoming a). The researchers' and university students' experiences of the translanguaging teaching and learning practices were from the video recordings. This means that their overview was facilitated and limited by the camera. Even if the original plan was to have face-to-face seminars, observations, and training, Covid-19 switched the plans to the online modality for most of the project. The main concern that emerged after this switch was the view that the camera's lens offered of the classroom scenes (Heltai et al., forthcoming a). However, the provided teachers' insights and reflections from the classroom scene, teacher trainees' previous

knowledge of the pupils broadened the view offered by the camera's lens. This narrower view of the classroom scenes allowed for a more specific focus on the researchers' and university students' comments, which generated multiple perspectives of each classroom moment (Heltai et al., forthcoming a).

Unlike the other videos, the videos TL27 [*Representations: Translanguaging as a concept and linguistic landscape*] and TL28 [*Enhancing belonging and self-confidence through transformations of the linguistic landscape*] were products of the collaboration between researchers and teachers. Before the recording, in a project event, teachers were presented with the concepts and theory of LL and schoolscape and, after their introduction to the field, they were requested to conduct research-based and custom-designed pedagogical practices during their lessons (Szabó et al., forthcoming). The translanguaging signs identified in the videos are: 'VORBIN ROMANE' a Romani box which encourages to speak in Romani (TL27: 2:01–2:17); a Romani alphabet with the orthographic conventions of the Hungarian language (TL27: 1:23–2:17); a poster which popularises the translanguaging project (TL27: 8:25–9:11); a Math sign which displays the numbers in Romani (TL28: 6:40–7:22); an image with a Romani woman dancing a traditional dance (TL28: 4:02–4:35); and a Translanguaging Charta (TL28: 1:15–3:50).

The video TL27 presents a schoolscape-based activity in the classroom in which the teacher, Zita Tündik, asks the pupils to refer first, to translanguaging signs in the classroom and second, to other signs displayed in the rest of the school building (Szabó et al., forthcoming). This task was a preparatory task for the activity presented in the TL28 video. In the task custom-designed for video TL28, children were asked to lead walkthroughs and guide a teacher through the school building to show this teacher some visual references to the Romani ways of speaking or culture. First, children call their attention to the Translanguaging Charta displayed on a wall. Second, a girl chose an image that depicted a woman dancing a traditional Romani dance and performed some dance movements referring to this item. Later, the group of children show the teacher a list of numbers in Romani displayed in the classroom and start counting in Romani beyond the numbers illustrated. These videos present the schoolscape from the point of view

of Romani culture and language, and the pupils refer to their own experiences (Szabó et al., forthcoming).

5.5.2 Learning diaries

My learning diaries are the second part of the data, which contain a set of personal reflections during my collaboration in the translanguaging project. According to Dahlberg et al. (2002), reflection is a crucial cognitive approach in the research field, which makes the politics of research transparent. McLeod (2001) described "reflexive knowledge" as a knowledge-construction approach based on our own processes of constructing the world (p. 195–201). This approach assumes that reality is open to multiple interpretations and "subvert everyday ways of seeing" to challenge joint assumptions and observe new details (McLeod, 2001, p. 4). However, not all researchers agree with this reflective approach. Some have criticised that personal observations and experiences are not appropriate for scientific research owing to the high level of subjectivity. One of them is Johnston (2005), a positivist researcher who claims that researchers should stay away from research since they can influence the findings. Donmoyer (1990) defended that we can learn from researchers' experiences and descriptions of a specific situation since they can take the reader to complex situations. The reflective practice is also essential for the same researchers since it allows them to increase self-awareness (Dahlberg et al., 2002).

For this study, I validate the idea that reflections are a means to learn. The objective of a self-study is to "contribute professional knowledge about what practitioners learn from their research" (Vozzo, 2011, p. 313). In this way, I choose to use the self-reflection method to write an analysis of my participation as a research assistant in the project as well as my thoughts on the translanguaging classroom scenes of the videos TL27 and TL28 during my collaboration in the creation of the two outputs of the project.

To record personal reflections of their research, researchers have used various strategies: research logs (Das, 2006), research diaries (Silverman, 2005), and reflective journals (Ortlipp, 2008). As part of my investigation, I produced learning diaries in a Word file to track and reflect on my research process, my thoughts

and learning process of the video recordings. The learning diaries were analysed with the comments from TL27 and TL28 to answer the second research question.

5.6 Data Analysis

5.6.1 Discourse analytic approach

My study aims to understand the perspectives of the use of translanguaging practices in a school setting where the Romani language is considered a pedagogical resource to challenge power relations through the arrangements of the schoolscape. As my data was mostly collected by the research community, this limited my self-determination in deciding the research questions and analysis method. Since the video recordings collect various viewpoints, I decided that the data would be suitable to consider the translanguaging practices and their effects from various perspectives. This is why the video transcripts and my learning diaries were analysed through discourse analysis (DA), an approach that provided me with the lens through which I could look closely at participants' language.

Discourse studies see identities as multiple and changing and constructed through language use (Willig, 2014). Based on this, constructionism is the position that forms the basis of my study because it is grounded in the belief that multiple versions of the world are legitimate. In other words, constructionism is the belief that knowledge is individually and socially constructed and not passively received from the environment (Crotty, 1998). In fact, my constructionist position aligns with an idealist ontological view, as I assume that there are multiple realities socially constructed through the human mind (Snape & Spencer, 2003, p.12). Idealism describes knowledge as highly subjective because of individuals' interpretations of the world. In this sense, idealist and constructionist views agree that knowledge is individually constructed. Both positions influenced my research design process from the beginning: the research focus on various perspectives and the data analysis method (DA). Therefore, from my idealist and constructivist position, I claim that there are multiple realities related to and perspectives on the implementation of translanguaging practices and these realities are only known through researchers', pupils', and teachers' discourses.

In particular, a discourse researcher practically searches for patterns and signs in the text or talks to investigate how the social world, language ideologies, beliefs and ideas are built, achieved and represented (Willig, 2014). Thus, discourse is a social practice put together, constructed for various purposes and to achieve particular consequences. According to Wetherell and Potter (1988), DA does not have access to the internal directly through discourse, but it is interested in how certain events are discursively constructed. Hence, it is focused on analysing how language (words, grammatical constructions, and several rhetorical approaches) is used to construct social realities (Willig, 2014). DA as a method of examination has largely been used to understand the teaching and learning processes within educational research. It focuses on naturally occurring language in use, specifically on the language we choose to communicate about a topic and how the way we speak shapes our understanding of the world (Willig, 2014).

There is a wide variety of DA techniques which draw upon different perspectives. One of the common approaches is conversation analysis (CA) which focuses on exploring the interaction between two or more individuals regarding the mechanisms, rules and negotiations used (Have, 2011). Critical discourse analysis is an interdisciplinary approach which studies how dominance, inequalities and social power are reproduced, pronounced and challenged by discourses in social contexts (Salma, 2019). Another approach is an ethnography of communication, which aims to understand the social context of the interactions (Saville-Troike, 2002). For this study, I adopted the definition by Willig (2004) who indicates that the discourse analytic approach focuses on "gain[ing] a better understanding of how the use of language […] is implicated in the construction of particular versions of events" (p. 4). The discourse analytic approach analyses, thus, the role of discourse in the construction of meaning, rather than the individuals' thoughts and feelings behind the words. This analytic technique is a social constructivism-based approach which examines how individuals construct and express meaning of the events around them "using the discursive resources that are available to them" (Willig, 2004, p. 5). This position identifies discourses as socially and culturally constructed.

With my data, one could have conceived of employing phenomenography because it also explores the diverse forms "in which various phenomena in, and aspects of, the world around us are experienced, conceptualised, understood, perceived and apprehended" (Marton, 1994, p. 4424). This method identifies and describes participants' perspectives with a focus on their meaning and the content. However, as my focus was on language, I chose DA since it explores how participants portray a phenomenon through a focus on the discursive resources used to describe the phenomenon. This does not mean that DA only concerns language analysis, but the content of the discourse, context, place, and time are also used to interpret the discourse. Similarly, CA is also a method that focuses on language and the conversation construction process; in particular, it explores the function of language with regard to the utterances' structure, design, mechanism and position in the development of interaction. However, the detailed analysis and transcription of technical resources of the utterances, compared to DA, does not make it relevant to my study. DA approach will help me to examine "how people construct meaning around events using the discursive resources that are available to them" with a focus on the language, rather than the mechanisms of discourses (Willig, 2014, p.5).

5.6.2 Analysing translated transcripts

This section discusses the strengths of working with transcripts through DA and the validity of using translated transcripts. Working with transcripts provides a highly detailed and accessible representation of social action and understanding of discourse. The detailed materials allow the researchers and readers "to make their own checks and judgements" since they offer closeness and transparency of the facts under investigation (Potter & Edwards, 2001, p. 203). Compared to CA, the transcripts used for DA are not detailed since the speaker's pauses, intonation and word pronunciation are not included. This less detailed transcription allows for more flexibility for the reader to evaluate the discourse, which means that the researcher has to focus on providing a persuasive report on her/his judgements to demonstrate its validity. This is indeed a weakness when using DA for transcripts, but as long as the results are justified and exemplified in the text, their

validity is demonstrated. This level of subjectivity in the interpretation is often compared with the use of field notes (Maynard, 2003). However, the accuracy of field notes relies on the observer. This means that they are observations turned into a discourse from the observer's eyes and the analysis is based on these reconstructed notes. The reader has no contact with the 'real' actions of the interaction, whereas transcripts are constructed on solid grounds (Nikander, 2008). Therefore, for this study, even if the DA results may be based on individual researchers' interpretations, the use of transcripts secures high reliability and guarantees the verifiable and transparent nature of the findings.

Some scholars have criticised the findings obtained after the analysis of translated data. The validity of the translation falls into the translator's hands. A translation "acts as an over-pass between two or more languages, cultures, people, or identities. It connects, but it keeps words and worlds separate" (García et al., 2020, p. 85). Thus, translators are agentive subjects responsible for the decisions to mediate the meaning. Nikander (2008) proposed some solutions to accept the transcript translation as an independent device. She argued that researchers need to detailedly explain the translation process and the translator's background, in case is not the same researcher, to increase the validity of the findings.

To secure the validity of the translated transcripts used in this study, the translations into English were done by various members of the research community. Eszter Tarsoly played the largest role in the translation tasks (Tarsoly et al., forthcoming). She is a Hungarian native speaker who graduated in Hungarian literature, linguistics and applied philology, and is currently a researcher and a professor to, among others, Hungarian-English translation courses to BA and MA courses at University College London (Tarsoly et al., forthcoming). Tamás Wesselényi, alumnus teacher trainee at the Károli Gáspár University of the Reformed Church in Hungary, and Bernadett Jani-Demetriou, doctoral researcher at the Eötvös Loránd University in Hungary, also translated and co-translated some videos with Tarsoly (Tarsoly et al., forthcoming). Tamás Péter Szabó, a Senior Lecturer and Adjunct Professor at the University of Jyväskylä, in Finland, translated the videos TL27 and TL28 from Hungarian to English, language checked by Tarsoly. János Imre Heltai, an Associate Professor at Károli Gáspár

University of the reformed Church in Hungary, translated the Romani parts from Romani into Hungarian and/or English. Péter Lakatos, a contributor holding a PhD in linguistics, also helped in the Romani translations. There were some instances where Romani resources were not understood, and the help of the teachers and pupils was needed (Tarsoly et al., forthcoming). The Romani instances in the videos can be distinguished owing to the capitalisation of the letters.

Several issues emerged during the translation of the subtitles because, apart from Hungarian, Romani resources and translanguaging instances were used in the scenes. The representation of translingual data through translation was one challenge (Tarsoly et al., forthcoming). According to García (2020), the relationship between translation and translanguaging can be problematic because of different epistemological perspectives. As Baynham and Lee (2019, as cited in Tarsoly et al., forthcoming) stated, translation moves from *there-to-here* and *then-to-now* meaning that it goes across different systems. Whereas translanguaging is in the *here and now* of linguistic resources (Pennycook, 2008, as cited in Tarsoly et al., forthcoming). Translanguaging is often misinterpreted as the concept of code-switching that consists of alternating one named language and another. While code switching focuses on the language use of a speaker, García et al. (2020) describe translation as a process which "occurs between different people and cultures" (p. 87). Baynham and Lee (2019) added that translation "regards language borders with absolute seriousness, as the entire business of translating hinges on their resolution" (p. 41) However, translanguaging users draw from their linguistic repertoire to create meaning, instead of named languages.

For the previous reasons, translation and translanguaging are seen as juxtaposed concepts, arguing that translanguaging subverts language borders and offers more chances for creativity. To resolve this tension, a "hearer-centered perspective of translanguaging" was implemented (Makalela, 2019, as cited in Tarsoly et al., forthcoming). This method is based on the social construction of named languages, according to the way the hearer or reader perceives them. Translingual interactions were presented in a monolingual Hungarian position because Romani resources are conveyed in capital letters in the transcripts. Therefore, when boundaries had to be used for translation, they were established

based on "the hearer's perspective from the point of view of the speaker" (Tarsoly et al., forthcoming).

Another concern was the ideologically and politically attitudes which utterances may contain and the difficult equivalent to another language (Tarsoly et al., forthcoming). The responsibility of the translator is to find the closest approximation of the meaning in the language of translation. However, his/her task is also to prevent the friction of the voice of the utterer or writer to the readers. Therefore, since the scenes involve children from a precarious community and their teachers, cautious attention has been paid to their representation in the translation (Tarsoly et al., forthcoming). Translation also involves divulging meaning, but sometimes this cannot be done through a literal translation when the meaning of the words can be misinterpreted by the reader. As a response, the translators of the project altered some translations to convey the meaning of some terms which may induce conflict, such as the translation of the terms *gypsy* and *Roma*, both with different connotations (Tarsoly et al., forthcoming).

5.6.3 Analysis process

The data analysis was conducted in several stages. The first stage consisted of watching the video recordings with close attention to the actions. Next, I rewatched them and this time following the English subtitles, since the videos are in Hungarian and Romani. Then, I moved to the reading of the transcripts. To start with the reading, I approached the data with a series of questions in mind which helped me to interrogate the written data about the actions occurring and what they accomplish (Willig, 2014, p. 5):

- What sorts of assumptions (about the world, about people) appear to underpin what is being said and how it is being said?
- Could what is being said have been said differently without fundamentally changing the meaning of what is being said? If so, how?
- What kind of discursive resources are being used to construct meaning here?
- What may be the potential consequences of the discourses that are used for those who are positioned by them, in terms of both their subjective experience and their ability to act in the world?

- How do speakers use the discursive resources that are available to them?
- What may be gained and what may be lost as a result of such deployments?

Regarding the questions, Wetherell and Potter (1987) indicated that DA is not an analytic approach, but a discursive reading one which helps the reader in detecting meaningful patterns of consistency and discrepancies in the text. Additionally, they emphasised that there is no mechanical way to analyse the discourse, rather, the process is based on reading and interpreting the text. I partly agree with them because the interpretations depend on the researchers' reading. However, I do believe that DA is also an analytic approach, since an analytic analysis is needed after the reading to reflect on actions behind the discourse.

At the second reading of the transcripts, I paid close attention to and highlighted the language properties of the discourses. In this stage, the focus was on the patterns that describe the implementation of translanguaging and its effects according to the first and second research questions. I also added some notes to the document about the discursive resources. My collaboration in the project helped me to better understand the action orientation of the participants' deployment of discursive resources and to create my interpretations. After the first analysis, I divided my study material into three groups, according to the participants of the videos (teachers, researchers and university students), to find similarities and differences within and among them.

According to Gee (2005), every individual creates complex meanings through language that are rooted in their culture, identity and belief. The purpose of using DA is to detect these roots and reflect on the meanings behind their words. In line with this, in the third stage, I elaborated comments from the discourse going line by line on the basis of *how* it is being said (Willig, 2014). Next, an essential step of DA is to form hypotheses regarding the purposes of the different language forms, while using linguistic evidence to support the interpretations. In this phase, I, thus, made assumptions about the relationship between language use and discourses explained. Finally, I created codes to describe the common features of each group in an inductive way (data-driven codes). Inductive data coding means that the analysis of the raw data from the transcripts and

learning diaries determined the themes that captured common patterns among each group (Fereday & Muir-Cochrane, 2006). For example, in this research, the analysis of the raw data shows that teachers' comments include personal feelings, reactions, an elevated use of first-person singular pronouns, and analysis of their role. Based on the findings, the code I used for the section which represents the previous patterns is 'use of personal tone'.

5.7 Ethical Considerations

Ethical considerations are a set of principles that guide researchers to ensure privacy, and confidentiality, protect participants' identity and avoid harm. At the start of my thesis, as the data was previously collected by an established research community, I signed an agreement for using their research data, which contained the ethical requirements and guidelines for responsible conduct of research (see Appendix 1 for the agreement). Therefore, I followed the principles that were validated by the research community which are "integrity, meticulousness, and accuracy in conducting research, and in recording, presenting, and evaluating the research results", as stated in the Responsible Conduct of Research (RCR) in Finland (Finnish National Board on Research Integrity TENK, 2021). During the data analysis process, I did not modify or share the original files with external people to keep my obligation of confidentiality regarding the participants, data, and the project. Besides, the original files were stored in a network drive. I also recognised the achievements of other researchers in the description of the context of my research and cited their publications appropriately.

Regarding the participants, the research community received authorisation from the school community and the legal tutors of the underaged participants beforehand, through a privacy policy agreement and signed consent forms (see Appendix 3 for the original and translated versions of the consent form). This permission allowed the research project to record, interview, observe and train the participants, and use this data to elaborate its outcomes. All the data, thus, was collected with the participants' consent and in a way that protects their identity and privacy (Heltai et al., forthcoming a). As some participants are under the

age of 15, the primary school pupils, I maintained their anonymity by using anonymisation to protect their identities. For the rest of the participants (teachers, university students and researchers), since they agreed to be identified by their names, I provided their original names in the next sections.

The context of this study is based on the Hungarian Tiszavasvári school in which most of the children belong to the local Roma community and speak Romani resources. As explained in chapter 3, the Roma community of the research site is a vulnerable group and at the banks of local societies (Kende et al., 2020). As a result, there are some tensions between the non-Roma and Roma communities. To avoid enlarging social tensions, the project decided not to get involved in them (Heltai et al., forthcoming a). In the same vein, I did not present any point or took any position which would raise any discussions on the current situations to prevent emotional and reputational harm to participants. To prevent harming participants' beliefs, opinions and background, my analysis does not judge or criticise them, their educational and social background and experiences are described only in relation to the findings.

To protect local learners' learning process and image and avoid any type of biased opinions, the members of the project included only the scenes which portray their actions in a good light (Heltai et al., forthcoming a). In the same way, I do not analyse or comment on the local learners' performance in a judgemental tone, but my discussions are based on teachers', students' and researchers' perspectives on the translanguaging effects on children and the school environment.

6 RESULTS

In this chapter, the results of the present study are reported. Following discourse analysis as a method, the findings showed that the three groups of participants (i) used various discursive resources to refer to the translanguaging practices and the linguistic landscape; (ii) described translanguaging and the linguistic landscape as pedagogical tools; (iii) used a different tone in their comments from more personal to more academic; (iv) gave a different focus to their comments to emphasise the benefits of the translanguaging practices; and (v) described the school building as a translanguaging space and a welcoming and safe space. The findings section is divided into two parts according to the research question and further divided into three subsections based on 3 groups: researchers, university students, and elementary school teachers. Each section elaborates on the language use, discursive resources, and perspectives of each group.

6.1 Perspectives on Translanguaging Practices and Effects

This part illustrates the findings which correspond to the first research question: How do teachers, university students, and researchers describe the effects and implementation of translanguaging on teaching and learning practices? The findings illustrate that there are clear differences among the three groups in terms of the tone of speech, the focus of the comment, discursive resources and the ways of describing the translanguaging practices and the use of the term *translanguaging*. The following points discuss the perspectives of each group.

6.1.1 Teachers' perspectives on translanguaging practices

The analysis of the teachers' comments demonstrated that they used a more personal tone. This is because they included their feelings and personal reactions to the implementation of translanguaging and its effects on children and their role. They described the effects with surprise and as a positive and encouraging influence on children's learning, communication skills, and the dynamic of the classroom. Their personal tone is complemented with an emphasis on their role in the

translanguaging implementation. However, their strong focus of the comments is on the positive effects of translanguaging on children's learning development described through a convincing tone. The results also illustrated that teachers employed different discursive resources to refer to the translanguaging practices. This section begins with the analysis of some excerpts which illustrate the strong focus on the benefits of translanguaging. After that, it reports their personal tone and emphasis on their role as a teacher. Finally, the different discourse resources employed to describe translanguaging practices are presented. To address the teachers' perspectives on translanguaging practices, I have included their commentaries as well as their interactions in classroom scenes from the videos. I decided to combine the two types of data when presenting the results as my way of data triangulation. Data triangulation has been evidenced to be useful since it can provide a better and wider understanding of the research topic with larger validity (Bekhet & Zauszniewski, 2012, p. 42).

6.1.1.1 Describing translanguaging as a tool for raising motivation and participation

Teachers recalled and re-enacted their understanding of the translanguaging pedagogy and its effects on pupils' learning process in a positive and convincing tone owing to various reasons: increase of children's attention, fluency, motivation, participation, and interest in the classroom. First, teachers described translanguaging and Romani as instructive tools when seeing that children were paying more attention to their instructions if they used some words in Romani or asked for the translation of their Hungarian words to pupils. In the following excerpt from TL11, Demeter-Berencsi exposed that when she used Romani, she felt pupils understood her better and acted according to what she said:

> Excerpt 2 (TL11: 2:38–2:54):
>
> Tünde Demeter-Berencsi: My experience is that children understand what I am saying. They react and they reply to it, they do what I ask them to, and this makes me feel that my translations into Romani are acceptable for them, too.

Excerpt 2 shows how the teacher describes Romani as an instructive tool and as a means of calling pupils' attention. By saying that pupils "react and they reply

to it, they do what I ask them to", she emphasises children's obedience to her instructions and her position as the authority figure of the class. As Petteri Laihonen also commented on the same video (TL11: 3:26–4:30), she uses Romani as a tool for facilitating her role as an instructor. Therefore, Demeter-Berencsi described the power of translanguaging to grasp children's level of attention through the incorporation of Romani.

The classroom interaction scene of TL05 illustrates a similar situation. During the mathematics lesson, Tündik gave the instructions for an activity in which children were divided into different teams. Each team was given a list of numbers and 12 cards which contained a mathematical operation. Pupils had to solve the operations and later, make out which 4 out of the 12 results can be found on the list. In the following excerpt, Tündik seemed to perceive Romani and translanguaging as tools for capturing children's attention:

Excerpt 3 (TL05: 1:32–1:43):

Zita Tündik: If you don't pay attention now, you won't understand the task. Do you all understand? Could you explain, in Romani as well, what the task is? Listen now!

In this situation, Tündik associated Hungarian as a language that is not equally easily accessible to all children by indicating that pupils were not paying attention to the instructions she gave in Hungarian. The question "do you understand?" seems to show her willingness to make children understand the activity goals. As a result, Tündik asks for the translation of the instructions she gave before into Romani. She seems to link the use of Romani and translanguaging as tools for grasping children's attention, raising their interest in the activity, and ensuring that Hungarian is not a barrier to completing the activity.

Later in the scene, she seems to confirm that the children managed to follow the instructions for the activity because of its translation in Romani:

Excerpt 4 (TL05: 2:10–2:21):

Zita Tündik: Very well done. Have you all understood? You also managed to follow it now, although you were not listening before, right? How many of these cards will you stick on the paper?

Excerpt 4 suggests that Tündik switched languages to call children's attention, by confirming that they followed the instructions. Thus, she seemed to realise that the instructions in Romani increase children's attention. However, this detail cannot be confirmed through the video owing to video editing cuts. Tündik also seems to make a comparison between children's level of attention during the instructions in Romani and Hungarian. This comparison is seen when she first said "you also managed to follow it now" referring to the instructions in Romani and afterwards, "although you were not listening before, right" to the Hungarian ones. In addition, the teacher did not categorise Romani as a barrier for her, owing to her small Romani skills. Instead, she asked the backup question "How many of these cards will you stick on the paper?" to ensure children's comprehension and the accuracy of the translation.

During the classroom scene in video TL12, Demeter-Berencsi also depicted Romani as an instructive tool by using a Romani word in her speech. In the class, she gave the instructions for an activity in which children had to separate sentences that referred to the rich people from Ancient Rome and those to the poor:

Excerpt 5 (TL12: 0:40–1:30):

Tünde Demeter-Berencsi: Let me tell you how we will work. Please turn around to face your peers sitting behind you. Let me tell you the task. QUIET please. Please create two separate groups from the sentences in front of you.

In this excerpt, Demeter-Berencsi repeated twice the sentence "let me tell you…" in Hungarian. This repetition seems to be due to the children's lack of attention to her. As a solution, the teacher used the word "QUIET" in Romani to call their attention and try to make them silent. However, the power of this strategy cannot be confirmed through the video owing to video editing cuts of the following scene. By saying the word *quiet* in Romani, the teacher used translanguaging as a tool for instructing because she seemed to realise that the use of Romani resources could have a more positive effect on children, than only Hungarian.

Apart from raising children's attention, teachers' comments suggest they present translanguaging as a tool that increases their motivation, interest, and participation in the activities. For instance, the next excerpt from TL04 shows that Tündik underlines children's interest in a poem in Romani:

Excerpt 6 (TL04: 0:19–0:35):

> Zita Tündik: We recite a children's rhyme, beginning with the line *Here're my eyes and here's my mouth*, which was translated into the local version of Romani by my colleague Dóra Nagy and the children. We can see that the students expect, and even ask for, the recital of the Romani version as well.

Tündik recognised here children's enthusiasm in reciting the poem in Romani by describing their behaviour through the verbs "expect" and "ask for". She also used the adverb "even" which intensifies their enthusiasm. The way she highlights how pupils' motivation increases when Romani is used suggests that she understands translanguaging as a tool for enhancing pupils' interest in the activity. The excited tone in Tündik's comment seems to be used to convince the audience about the positive effects of translanguaging on pupils' learning process. Another noteworthy point in the comment is she described that the poem "was translated into the local version of Romani" which adds a great potential in community building and maintaining local culture. Tündik recognised the local language resources and demonstrated the connection between the school and the local community. The inclusion of pupils into the translation task is also a way to strengthen this connection and recognise their culture.

Moreover, Demeter-Berencsi's comment in the TL11 not only highlights pupils' increase of motivation thanks to the implementation of translanguaging practices, but also her role in using Romani words:

Excerpt 7 (TL11: 0:55–1:27):

> Tünde Demeter-Berencsi: By greeting each other in both languages, I would like to encourage the children to use Romani without feeling intimidated. The pupils look forward to our sessions feeling more relaxed, more open, more curious. They are more willing to collaborate. I try to use simple expressions such as *stand up, sit down, pick up a red, blue, or green pencil,* in Romani, and I also evaluate their work in Romani.

In the first and last sentences, she used the pronoun "I" that gives an emphasis to her role in improving children's learning environment in the scene. She also gave two examples of how she rose children's motivation: using some expressions in Romani and greeting in both languages. Her use of Romani words seems to be connected to pupils' motivation to use Romani. It appears to be a cause-

and-effect situation since pupils "look forward to our sessions feeling more relaxed, more open, more curious". The teacher describes pupils' motivation through the expression "look forward to" and the superlative forms of the adjectives "more relaxed, more open, more curious". Her way of describing pupils' motivation matches with the association of translanguaging as a means for increasing motivation and participation which Creese & Blackledge (2010) illustrated in their study. Therefore, the use of Romani in class allows children to create their knowledge and communicate freely.

Another example where a teacher demonstrates her role in the implementation of translanguaging can be seen in the following excerpt from video TL06. The headteacher Erika Kerekes-Lévai reflects on her encouragement to use Romani in an oral exam session which is an atypical fact, since Hungarian is considered to be the language of education, especially in examination tasks:

> Excerpt 8 (TL06: 0:43–1:03):
>
> Erika Kerekes-Lévai: […] I usually run these oral exam sessions as a semi-formal conversation, and here I also allowed students to choose whether they want to answer in Hungarian or Romani; I not only allowed but invited them to do so.

The construction "not only, […] but" emphasise how she implemented translanguaging in an unusual situation and also the importance of her role as a teacher in encouraging the use of Romani. This emphasis also seems to demonstrate how the power of translanguaging challenged the previous monolingual outlook of the school. As Hungarian was the only official language of the school before the project, some pupils still use it. Even if it is not their native language, they were used to the previous language policy. This may be also one reason why Demeter-Berencsi highlights her encouraging attitude to use Romani resources because children may not feel familiar with using them in these situations. Thus, in her comment, Demeter-Berencsi described her important role in the oral exam session by emphasising the translanguaging power and effects in this situation.

6.1.1.2 Discursive resources used to refer to translanguaging practices

Based on the analysis of the English translated transcripts, teachers employed different discursive resources to refer to children's act of translanguaging. It is

remarkable that they used the term *translanguaging* only a few times to refer to children's language practices. Table 1 grouped some excerpts from diverse videos to illustrate the resources teachers used to refer to translanguaging practices classifying them into three categories according to their meaning:

Table 1

Discursive resources used to describe translanguaging practices in teachers' speeches

Description	Videos	Excerpts
Free language choice in the class	TL17 (0:40–0:42)	[…] in the language of their choice […]
	TL13 (6:51–6:56)	[…] the possibility to use both languages. They wrote both in Hungarian and in Romani.
	TL13 (0:42–0:48)	Say it as you like. If you prefer Hungarian, say it in Hungarian; if Romani, say it in Romani.
	TL06 (0:53–0:57)	[…] want to answer in Hungarian or Romani; […]
Children's language use: combine and transform their linguistic repertoire	TL15 (3:27–3:30)	They add Romani suffixes to Hungarian words.
	TL03 (3:45–3:54)	[…] children used both Hungarian and Romani and transitioned between the languages […]
	TL11 (5:55–6:00)	For the pupils, the language of their home is something they can hang on to […]
	TL07 (3:01–3:03)	[…] pupils use Romani throughout and Hungarian only for technical terms.
	TL13 (6:52–6:56)	[…] They wrote both in Hungarian and in Romani.
	TL27 (0:33–0:35)	Related to the bilingual communication […]

	TL24 (6:15–6:20)	The appearance of translanguaging in writing […]
Classroom policies	TL27 (1:02–1:04)	[…] we usually do translanguaging […]
	TL28 (6:32–6:35)	[…] there's translanguaging going on in […]

Table 1 exemplifies how teachers described translanguaging practices when referring to the free language choice, children's language practices, and the classroom policies. Teachers explained and encouraged the combination of Romani and Hungarian primarily by calling them by their names, and also by saying the word "language/s". Demeter-Berencsi also described children's Romani ways of speaking as "the language of their home" and Tündik as "bilingual communication". Nevertheless, there is one case in the TL24 where Kerekes-Lévai used the term *translanguaging* to refer to children's language use in their written texts.

There are two more instances in TL27 and TL28, during the classroom scene, when Tündik used the term *translanguaging*. She used the term to refer to the classroom policies by saying that "we usually do translanguaging here" (TL27: 1:02–1:04) and "there's translanguaging going on" (TL28: 6:32–6:35) when giving instructions. She assumed that children already knew the meaning of the term, and later in the scene, the pupils replied successfully to her question, in which she asked them to mention some translanguaging signs. Regardless of these three instances, Table 1 demonstrates teachers' preference and practice to refer to language practices through the languages' name.

Overall, teachers employed the term *translanguaging* only in the following five videos: TL07, TL18, TL24, TL27, and TL28. Apart from the previous cases, teachers also used the term *translanguaging* when referring to the translanguaging approach, as observed in the following extracts:

Excerpt 9 (TL07: 2:44–2:59):

Erika Kerekes-Lévai: Teachers who oppose a translanguaging approach often argue that the specialised subjects taught in the higher grades of primary school cannot be taught […].

Excerpt 10 (TL18: 1:12–1:23):

Erika Puskás: Receiving a storybook described in the local Romani dialect, also spoken by the children, created a new opportunity for me in both lesson planning and translanguaging activities.

Excerpt 11 (TL24: 6:26–6:42):

Erika Kerekes-Lévai: Even if the teacher allows the use of Romani language in the context of translanguaging, it is usually used orally by the children […].

Excerpt 12 (TL27: 0:19–0:33):

Zita Tündik: […]my aim was to map to what extent the pupils had become aware of the pedagogical process, which had been lasted for three years, with translanguaging in its center.

In Excerpt 9, Kerekes-Lévai used the term *translanguaging* to describe other teachers' perspectives about the translanguaging approach in specialised subjects. In this case, she referred to the term *translanguaging* as a teaching approach. She also recognised Romani as "the local Romani dialect". This reference shows her recognition of the local community language and creates a bridge between the school and the local community. In Excerpt 10, Puskás used the term to refer to the activities in which pupils' entire linguistic repertoire is encouraged. Excerpt 11 shows that the term was used to refer to the context in which all ways of speaking are encouraged thanks to the translanguaging approach. Finally, the use of the word in Excerpt 12 seems also to refer to the approach.

6.1.1.3 Use of personal tone and emphasis on their role as teachers

Another common pattern observed is the teachers' inclusion of their personal reactions and feelings during their reflections. This personal tone emphasises their role as protagonists in the implementation of translanguaging practices and children's language use. For instance, Excerpt 13 from TL06 demonstrates the personal tone of the teacher's comment:

Excerpt 13 (TL06: 3:21–3:49):

Erika Kerekes-Lévai: My feeling was during the session that there were three languages present: Romani, Hungarian, and the subject-specific terms of history […]. In this way, I felt they were more confident to use technical terms.

In this excerpt, Kerekes-Lévai used the phrase "My feeling was" to portray the classroom scene, and "I felt" to describe children's language practices. These two phrases show explicitly that she marked her attitude on the description of children's language use and translanguaging effects on them. Because of her role in the classroom scene, the use of feelings and sensations lets the observers get an insider view of the scene from her experience beyond the camera lens.

In TL18, Zita Tündik read a part of a book written in Romani and children listened to her, with surprise and amusement. In her comment, she gave a self-description of her role and reading during the lesson and established an explicit connection between them and the pupils' increase of motivation:

Excerpt 14 (TL18: 3:00–3:35):

Zita Tündik: […] my reading in Romani first caused shock and then laughter from my students. I was prepared for it, I was actually expecting it, as it created a special situation for us. We got into something they were more familiar with, and that put me in an exam situation. I think it had a liberating effect on the kids and laid the foundation for the atmosphere of the class: it aroused their interest and had a positive effect on their learning motivation.

In this excerpt, Tündik set her reading in Romani as the central action of the scene by describing it as shocking and laughing, according to children. She also explicitly indicates that her reading in Romani "aroused their interest and had a positive effect". Thus, her self-description highlights the importance of her role in the lesson. Another notable aspect is that she positioned herself as a learner because "we got into something they were more familiar with". She narrates that she, as a teacher, is not the only source provider of the class, but also children. Indicating that her role "had a liberating effect on the kids", Tündik described the change of roles as a positive transformation of the teaching and learning approaches. Moreover, the use of the first-person singular pronouns "I" and "my" shows the personal tone of the comment and highlights her prominence in the scene.

In the subsequent video TL19, it was the children's turn to read the book in Romani. This time, Tündik reflected on her reaction to pupils' reading skills:

Excerpt 15 (TL19: 3:42–4:18):

Zita Tündik: I must admit I was somewhat disappointed when I heard my students, who read flawlessly in Hungarian, read Romani with such difficulty. But then I recalled how difficult it was for me to read the texts. Even if they speak Romani as their mother

> tongue, this was the first time they saw it in writing, and neither they nor I have had substantial prior experience reading Romani. Yet the production of texts in Hungarian was very successful. All students took part in translating.

In the beginning, Tündik expressed her slight disappointment explicitly towards pupils' struggle in reading in Romani. She compared the children's effort with her reading in Romani in the previous scene in TL18 when recalling its difficulty. This comparison suggests that she positioned herself as a Romani learner. The description of her personal experience and feelings in the comment add a personal tone. She limits herself to describe what happened in the scene together with an explanation of her feelings in the first-person singular "I", which offers a more subjective tone of the scene. In the end, to change the challenging tone of the description, she argued that the part when the children translated some sentences from the book into Hungarian "was very successful", which gives a positive image of the implementation of translanguaging practices.

Erika Kerekes-Lévai's comment in TL26 is another example in which she described the classroom scene from her point of view. This video shows a translanguaging practice in which pupils had to choose some pictures to decorate their classroom that represented Hungarian and their local culture. The following excerpt is an extract of Kerekes-Lévai's comment:

> Excerpt 16 (TL26: 4:32–5:51):
>
> Erika Kerekes-Lévai: In my view, the five minutes devoted to the task was not enough, not even an entire lesson would be enough. Behind each picture there is a story, which would have been great to unpack with the children. But like every teacher, I always struggle with time constraints. This is why I decided to limit the number of images from which the pupils could choose. […] The pupils really enjoyed the task, so, I really regret that we did not have more time.

Her reflective tone is marked from the beginning with the use of the opinion phrase "in my view". Later, she also described her feelings by describing that "I always struggle with time constraints", which gives the audience extra information not present in the video. However, in the next sentence, she provided a solution for her problem with a description of the teaching approach she used to enable children more time for discussion about the images. She gives a self-analysis of her role as a teacher using a problem-solution format. In the end, she stated that the children "really enjoyed the task" which seems to show that her

decision to limit the pictures and leave time to unpack the story behind each picture worked and demonstrate its success.

6.1.2 University students' perspectives on translanguaging practices

This section sheds light on university students' perceptions on translanguaging practices. First, it presents their high use of detailed descriptions of children's reactions to emphasise the translanguaging benefits. Second, it illustrates the academic tone of the comments through the use of technical concepts. Finally, it reports the discursive resources used to depict translanguaging practices.

6.1.2.1 Detailed descriptions and emphasis on the benefits of the Romani resources

A common pattern in students' comments is the use of detailed analysis of the classroom scene to describe the translanguaging effects. Their analysis illustrates translanguaging as a useful approach based on pupils' reactions, motivation, participation, and language use. The first example can be seen in the TL04 video, where Gergely Olexa described translanguaging as a tool for increasing pupils' motivation through a comparison of pupils' reactions, according to the Romani and Hungarian use:

> Excerpt 17 (TL04: 3:15–3:54):
>
> Gergely Olexa: First the group recites the text in Hungarian, led by the teacher. We can see here that the performance is not exactly flawless, both the motion and recital are uncertain. This trend, however, is reversed when the Romani version of the text is recited. The children's recital is more coherent, more confident […].

Olexa described children's increase of motivation related to the use of Romani resources by comparing their performances during the recital in Romani and Hungarian. First, he described Hungarian as a language which does not attract pupils' interest since their performance was broken and "both the motion and recital are uncertain". Second, he depicted children's performance in Romani as "more coherent, more confident". This last description suggests that the encouragement of using their full linguistic repertoire helps them to feel more comfortable. In this comparison, Olexa uses a detailed analysis of the classroom scene

with a focus on children's reactions to describe the use of translanguaging as a positive effect.

Another example can be seen in TL08, where Olexa narrated the classroom scene in a surprising manner:

Excerpt 18 (TL08: 4:14–4:40):

> Gergely Olexa: When the school children start speaking Romani, there are spectacular reactions in the part of the little ones. Some of them are excited to hear the familiar way of speaking and are happy about it. But there are others, who seem rather confused. Later in the session, the confusion disappears. During the arts-and-crafts session we can hear lively and real Romani-language interactions between the children.

Olexa describes children's reactions towards Romani as "spectacular", "happy", "excited", "confused", "real", and "lively" which give an encouraging tone to the description. These adjectives emphasise children's increase of motivation related to Romani's power of grasping attention.

There is another comment in the video TL21 by Petra Réka Boros, where she depicts the classroom scene in detail. In the video, pupils in pairs acted out a scene they read in the previous class about a fairground negotiation. Some spoke in Hungarian during the performances, and others in Romani. The following excerpt highlights children's high motivation because of the use of Romani:

Excerpt 19 (TL21: 3:51–4:21):

> Petra Réka Boros: The scene played shows the real intensity of the situation presented. This is also observable in the increasing talk time and volume, as well as in the gesticulation and metacommunication of children. This is presumably due to the fact that they were able to stage a cultural practice close to them, and also to the fact that they were able to do all this in the language that was most convenient for them.

Boros gave a full description of the classroom scene with an emphasis on the children's way of communication. She analysed in detail the translanguaging effects on children based on their reactions, and then she explained the reason behind them. In her reasoning, she attributed not only children's high motivation to the free language choice, but also to the cultural practice. This addition of culture suggests that she includes cultural practice in translanguaging.

6.1.2.2 Using technical concepts and definitions

Two students used on three occasions technical concepts and definitions to analyse the classroom scenes. This adds more scientific reasoning to their analysis. For example, in the following excerpt from the video TL15, Olexa gave a detailed description of children's language and associates it with one phenomenon:

> Excerpt 20 (TL15: 7:45–8:50):
>
> Gergely Olexa: […] speech expressions are born that, likely, could not be uttered anywhere else, in any other situation. Such sentences beginning as „O légióso büszke hí" or „a királyi parancsolinde" contain some subject-specific terms, which don't have Romani equivalents and do not appear in everyday speech. These terms perceived as foreign with a Romani suffix, become the children's own words, so the use of these foreign terms appear in their speech without any difficulty. Meanwhile, at the moment of the appropriation of words, new, unique, never-yet-uttered meaningful expressions are born, which science considers to be a manifestation of linguistic creativity. This phenomenon is about individual word formations created in speech processes, and it is able to create new expressions in the cross-section of different linguistic resources.

In Excerpt 20, Olexa gave specific examples of how children construct their own language and an analysis of two Romani-Hungarian sentences to show the translanguaging effect on children. He uses these examples as an introduction to describe the phenomenon of *linguistic creativity*. Including this technical concept adds value to the comment and a more academic tone.

Another example from Olexa using technical terms is found in TL24 where he described the classroom scene as an example of the phenomenon *mimicry*:

> Excerpt 21 (TL24: 3:58–4:32):
>
> Gergely Olexa: The video shows an interesting practice related to the written appearance of linguistic creativity. This phenomenon is mimicry, when the written form of a word or phrase appears in several equivalent, relevant versions. For example, when children write on the board, the word 'KHELEN' appears in two ways. The difference between the two forms is that the aspirated consonant 'kh' is only marked in one of them. As the local speech its modes of writing are not standardised, both versions can be considered correct.

Olexa comments on the children's different versions of Romani resources using a specific concept linked to linguistic creativity, "mimicry". He explains its definition and uses the scene as an example, which adds an academic tone.

Czumpft's comment in TL26 illustrates how another student used parts of the translanguaging definition to compare it to the "linguistic identities" concept:

Excerpt 22 (TL26: 3:54–4:29):

> Krisztina Czumpft: A parallel can be drawn between linguistic repertoires and linguistic identities. Neither of them are static, closed units; they are subject to continuous change, they appear different in various periods of an individual's life. It is a personal system. We segment both our repertoire and identity into separate units that correspond to various cultures and world views when our environment expects us to do so.

By saying "Neither of them are static, closed units", she seems to refer to the definition of translanguaging because the concept of translanguaging understands languages as open units (García, 2009). She used the definition to describe the pupils' language repertoire similarly as their identities. The way he comments on the effect of translanguaging on pupils' linguistic repertoire and identities shows her familiarity with the translanguaging concept.

6.1.2.3 Discursive resources used to refer to translanguaging

The analysis proved that students used various discursive resources to describe the translanguaging practices and approach. Table 2 illustrates the resources classified into three categories according to their meaning in the extract:

Table 2

Discursive resources used to describe translanguaging practices in university students' speeches

Description	Videos	Excerpts
Free language choice in the class	TL10 (5:20–5:23)	[…] offered the choice of translanguaging […]
	TL15 (7:33–7:38)	[…] students can use the language they want.
	TL18 (4:14–4:18)	[…] encouraging students to confidently use their forms of speech used at home […]
	TL21 (4:17–4:21)	[…] they were able to do all this in the language that was most convenient for them.
	TL17 (4:36–4:41)	[…] the teacher emphasized the possibility of translanguaging by addressing him […]

Children's language use: create and transform their linguistic repertoire	TL15 (8:11–8:19)	These terms perceived as foreign with a Romani suffix, become the children's own words […]
	TL10 (3:00–3:04)	[…] use their resources linked to Romani.
	TL10 (5:07–5:10)	[…] students are equally confident to tell the story in Romani and in Hungarian […]
	TL27 (9:18–9:20)	[…] the pupils' act of translanguaging […]
Classroom routines	TL05 (3:21–3:29)	First the teacher explained the task in Hungarian, then she asked the pupil to summarise it in Romani.
	TL18 (3:41–3:47)	[…] allows the children to speak Romani, but she also speaks and reads in this language […]

Table 2 illustrates how university students described translanguaging practices when referring to the free language choice, children's language practices, and the classroom routines. It shows that students employed a larger variety of resources in comparison to the teachers. Besides, the use of the term *translanguaging* is higher. There is no major difference considering the use of resources, but the most used to explain children's language practices are the mention of the two languages' name and the use of the word "language/s". Nevertheless, they also referred to the free language choice and children's language use by saying "forms of speech", "choice of translanguaging", "possibility of translanguaging", "pupils' act of translanguaging", and "resources linked to Romani".

On the whole, students used the term *translanguaging* on numerous occasions, in particular, in the videos TL02, TL04, TL05, TL10, TL16, TL17, TL22, TL25, TL27, and TL28. The term *translanguaging* was also used to refer to the translanguaging concept and approach as observed in the following 3 excerpts:

Excerpt 23 (TL04: 3:05–3:13):

Krisztina Czumpft: Exercises such as this pave the way for spontaneous translanguaging interactions later in the lesson.

Excerpt 24 (TL05: 03:05–03:09):

Gergely Olexa: In this exercise, translanguaging functions as a strategy to explain and interpret the task.

Excerpt 25 (TL25: 7:20–7:42):

Gergely Olexa: However, the translanguaging attitude provides an opportunity for creative processing of the topic, and finding cultural parallels is not the only proper way for it, but there is also, for example, a form of time confrontation where specific contemporary phenomena such as rubber burning during vigil are discussed.

In the Excerpts 23, 24 and 25, university students included the word *translanguaging* to refer directly to features of the translanguaging concept, practices, effects, and approach. There is no significant difference considering the number of times each the term *translanguaging* has been used in comparison to other resources.

6.1.3 Researchers' perspectives on translanguaging practices

The analysis of the researchers' comments indicated that they used an elevated academic tone owing to the inclusion of literature and deeper analysis of the scenes. Similar to university students, researchers based their comments on the video recordings, but as they also participated in the development of various translanguaging activities, they provided more details about the non-seen actions and steps in the videos. The findings of researchers' perspectives are divided into three parts: the first section demonstrates the high use of literature; the second one presents the discursive resources used to describe translanguaging; and the last one shows the emphasis put on the translanguaging transformative power.

6.1.3.1 Use of an academic tone and references to literature

Most of the researchers added references to different technical concepts and definitions related to translanguaging. In some cases, researchers used definitions or terms from previous studies and cited their authors. This way of citing literature, which is absent from teachers' and students' comments, increases the value of the analysis since they set the basis for their thoughts. It not only shows their

high level of experience in the field, but this way of citing using literature can be even contemplated as a tool for strengthening their expert identity/positioning. For instance, in the video TL19, Bernadett Jani-Demetriou makes reference to research in psycholinguistics to describe the children's reading process in Romani:

Excerpt 26 (TL19: 4:19–5:56):

> Bernadett Jani-Demetriou: Research in psycholinguistics uses two different models for the process of reading: a bottom-up and a top-down model. The former is data-driven, the latter is grounded in pre-existing knowledge. […] When reading a text in Romani, the children cannot rely on top-down processing, as they have no pre-existing knowledge to support the retrieval of the images linked with words from their memory. This is understandable as they have never encountered a text before that is written in their home language. The text was written with the letters and writing conventions of Hungarian, so, the pupils can rely only on the bottom-up process, namely on the identification of letters and their association with sounds and syllables. […]

The doctoral researcher analysed the translanguaging effect on children's reading process using a theoretical description to give a clearer explanation of the pupils' actions. First, she defined the two processes of reading "a bottom-up and a top-down model" with reference to research in psycholinguistics. In the second part, Jani-Demetriou focused on analysing children's reading skills by categorising the reading skills in Romani and Hungarian according to the two processes of reading. Therefore, she gives a critical analysis of the scene through the reference to psycholinguistics research to support her perspective.

Another example is Tarsoly's comments in the video TL17 where she made reference to a significant scholar in the field of translanguaging, Ofelia García:

Excerpt 27 (TL17: 5:36–6:52):

> Eszter Tarsoly: As a result of their own, i.e. non-external, motivation, children become in full control of their own decisions about learning and speaking. With this in mind, Ofelia Garcia cites Antonio Machado's lines saying "no hay camino, se hace camino al andar" – meaning that there is no pre-determined path, no central norm according to which translanguaging takes place in a classroom micro-community. Just as students have different personalities, their motivations vary as well, depending on the situation and communication strategies that occur in the classroom. How translanguaging practices are shaped by a classroom community is a matter of individual path and individual motivation. There is no beaten path. It is up to the teacher-student communities to get started, and as they move forward, their steps will determine the most appropriate path for them.

In this excerpt, Tarsoly described a moment from the classroom scene as a starting point, from which she later develops her argument. To so do, she explained Ofelia García's translanguaging perspective in which she included a quote in

Spanish from Antonio Machado, a Spanish writer, to say that translanguaging does not require a "pre-determined path". The inclusion of this quote adds more value and supports her description of the translanguaging effects on individuals' development. It also demonstrates the researchers' awareness of the ongoing critical debate about research in the translanguaging field. It is remarkable to note that Tarsoly quoted in Spanish, which is a display of being an expert in reading in various languages. The quotation in another language can be considered, therefore, as another tool for positioning herself as a highly professional researcher in the field of translanguaging.

János Imre Heltai's comment in TL12 also cited García to support his argument on the presence of the stream of translanguaging in the class:

> Excerpt 28 (TL12: 3:36–4:27):
>
> János Imre Heltai: In a bilingual classroom both languages are permanently present even if we cannot hear one of them. The way García put it, the current or stream (corriente) of translanguaging is ever present, at times it bubbles to the surface, at other times it remains hidden, in the pupils' minds or in the collective space but invisibly. We can see this here on the example of Romani. It only comes up to the extent of a few words. As part of the task we only hear *barvalo* 'rich' and *choro* 'poor'. Yet it has the potential to contribute to restructuring the pupils' attitude towards language and the process of learning.

Heltai started with an introduction of the main argument, which claims that "in a bilingual classroom both languages are permanently present". He supported his argument by adding García's idea on the "stream (corriente) of translanguaging". The citation of García seems to establish the basis for developing his argument. After this citation, he used the classroom scene as an example. The third sentence which says "we can see this here on the example of Romani" explicitly displays that the use of Romani in the classroom is an instance of his argument. This comment has the structure of an academic text composed by an introduction (first line) presenting the argument; afterwards, he included the idea of a scholar to support it. Finally, he presents a detailed example and its positive effects.

The previous excerpts demonstrated the elevated academic tone of researchers when analysing the translanguaging moments of the classroom scenes because of the inclusion of definitions, complementary explanations of the translanguaging concept and pedagogy and literature citations and citations in

the original languages of the literature. The use of the previous resources, especially the citation in Spanish, may have been done to impress the audience with their extensive expertise in the field of translanguaging.

6.1.3.2 Discursive resources used to refer to the translanguaging practices

Researchers referred to the definition of translanguaging, its goals, and opportunities in various comments to contextualize and introduce the analysis of the classroom scenes. They provided theoretical descriptions which contained complementary information on the translanguaging approach. Regarding the discursive resources, there is a strong usage of the term *translanguaging* in this group to refer to translanguaging as an approach, philosophy and concept. For instance, Szabó described the use of learners' mother tongue in school practices from the translanguaging philosophy point of view in his comment in TL13:

Excerpt 29 (TL13: 4:24–4:48):

> Tamás Peter Szabó: How can so many mother tongues be taken into consideration, how can one familiarise with all these? According to the philosophy of translanguaging, it is worth using the students' mother tongues for educational purposes, because it elevates the prestige of the languages and of their speakers in the school's community. It is, thus, well worth providing opportunities for using the students' mother tongues at school, even if the teacher does not speak these languages.

In Excerpt 29, Szabó posed two questions about the consideration of learners' mother tongues in the class. To give an answer, he explained the benefits of using students' mother tongues for educational purposes "according to the philosophy of translanguaging". This reference supports his claim and adds credibility to the positive effects of including their mother tongue in the class. Thus, translanguaging is presented as an approach which increases learners' opportunities and the prestige of languages and their speakers.

Another example is seen in TL16 where Bernadett Jani-Demetriou presented the various forms translanguaging can have:

Excerpt 30 (TL16: 3:09–4:09):

> Bernadett Jani-Demetriou: Translanguaging can take many forms in the classroom: it can appear during individual tasks, group work, teacher's instructions, and translating each other's utterances. It can also play a role in organizing learning; in this case, the teacher organizes the class so that he/she links translanguaging to certain activities and tasks. It can be incorporated into the lesson structure as habit a too. […] For example, the report

> we just saw, which was a translanguaging report, providing a framework for the lesson to indicate to students that this lesson will be a translanguaging lesson in which they can boldly use both Hungarian and Romani resources.

Jani-Demetriou started her comment with the word *translanguaging*, which she used to present the forms the translanguaging approach can take by enumerating various cases "individual tasks, group work, teachers' instructions". In the end, she analysed one instance of the classroom scene as an example to support her explanation.

In TL21, Heltai described two benefits and goals of translanguaging, which emerged in the classroom. As explained in Excerpt 19, in the TL21 video, pupils performed a scene they had read about a fairground negotiation. In Excerpt 31, Heltai used the term *translanguaging* to refer to the approach and its goals:

> Excerpt 31 (TL21: 5:44–6:26):
>
> János Imre Heltai: Thus, in this scene, two possible benefits or goals of translanguaging emerge at the same time: one is to improve school well-being and a sense of success, and the other is to help children acquire language skills, competencies that are not specific to each individual languages, but to the repertoire as a whole, thus helping them to develop. All the children could attend this lesson without language restrictions and I think we all had a great time.

Heltai analysed the classroom scene with a focus on two benefits or goals which emerged thanks to the implementation of the translanguaging approach. In this case, he used the term *translanguaging* in the beginning to associate the benefits or goals to its implementation. Later, he detailedly explained each goal/benefit and ended with a concluding sentence in which he described one characteristic of translanguaging which is "without language restrictions".

Apart from the use of the term *translanguaging* to refer to the approach, concept, and pedagogy, researchers used other discursive resources when they further described the children's and teachers' language use as portrayed in Table 3, following the style of the previous Table 1 and Table 2:

Table 3

Discursive resources used to describe translanguaging practices in researchers' speeches

Descriptions	Videos	Excerpts
Free language choice in the class	TL16 (4:04–4:09)	[…] they can boldly use both Hungarian and Romani resources.
Children's language use: create and transform their linguistic repertoire	TL16 (3:44–3:47)	[…] they can rely on their full linguistic repertoire […]
	TL06 (4:22–4:27)	[…] the students answer in Hungarian or Romani.
	TL12 (4:52–4:54)	[…] the pupils' translanguaging ways of speaking […]
	TL09 3:07–3:12	[…] they invent an entirely new writing system to represent local Romani […]
	TL13 (6:00–6:02)	[…] with the children's ways of speaking at home […]
Classroom policies	TL21 (6:18–6:24)	[…] without language restrictions […]
	TL11 (2:56–2:58)	The bilingual greeting at the beginning of the class […]
	TL13 (5:37–5:39)	[…] the continuous presence of the two languages […]

Table 3 shows that researchers employed a wide range of resources to refer to children's language practices and classroom policies. In particular, they described children's language use as "children's ways of speaking", "local Romani", "pupils' translanguaging way of speaking", "their full linguistic repertoire", "Hungarian and Romani resources" and by stating the name of the languages, but fewer times compared to the other two groups.

6.1.3.3 Describing translanguaging as a transformative pedagogy

Another common feature among researchers is their strong focus on the translanguaging transformative power of challenging conventional roles in their comments. In fact, researchers describe translanguaging as a tool for switching the roles of teachers and pupils, with an emphasis on the transformative potential. For instance, in the next excerpt from video TL04, Tarsoly indicated the importance of reversing the teacher-learner role:

> Excerpt 32 (TL04: 4:04–5:05):
>
> Eszter Tarsoly: The visual and physical-motion illustration of the text in this recording allows us, observers, to witness an exciting transformation, a reversal of roles, which occurs in this short, warm-up session as well, as a result of the translanguaging approach. During the first, Hungarian recital, the children clearly follow the teacher's lead. Then the teacher offers the opportunity to recite the Romani version, which the pupils received with an enthusiastic *yes*. During the Romani recital, it is the teacher who follows the pupils' lead. A translanguaging pedagogical approach provides a unique opportunity for this reversal of roles, thereby enabling the pupils to achieve better results at school than expected.

Excerpt 32 shows that Tarsoly gave a detailed description of the classroom scene paying particular attention to the pupils' and teacher's roles. In the end, she made a concluding statement of the translanguaging benefit of the reversal of roles. From the first sentence, it can be seen that Tarsoly established a direct connection between the reversal of roles and the translanguaging approach through the connector "as a result". Later, she pointed out the positive effect of the translanguaging approach on pupils by describing it as a "unique opportunity". She also repeated three times the reversal of roles and described it as an "exciting transformation", which seems to emphasise the transformation power. The convincing explanation about the reversal of roles seems to promote the use of translanguaging for breaking the traditional roles and encouraging children's learning.

In the TL13 video, Heltai comments on the reversal of roles through a description of Demeter-Berencsi's, the teacher, and children's role. In the classroom scene, pupils had to make sentences either in Romani or Hungarian with four words grouped in pairs (king and servant, and shepherd and twins) related to Ancient Rome myths written on the board:

Excerpt 33 (TL13: 4:50–5:56):

> János Imre Heltai: When the pupils read out loud the Romani and Hungarian sentences at the end of the written task, the teacher reacts equally clearly to all of them. She has two types of comments on the Romani sentences. In case she does not understand them, she asks either the child who said it or someone else to translate the sentence. If she does understand the sentence, she repeats its actual or assumed meaning in Hungarian and asks the students' confirmation. In my opinion, it is very important in this video that the children acquire various new roles: The role of the translator or the role of a helper who supports other pupils and even the teacher. Such situations at school are motivating because children can experience their own self-worth in them. […]. It is easy to see, however, that the students' feeling of accomplishment, the rewarding experience, and their sense of self in positive roles are well worth this time.

First, Heltai described Demeter-Berencsi's role in one specific moment of the scene, when she was trying to understand children's sentences in Romani. In this description, Heltai positioned her as a learner because she asked children "to translate the sentence" or for confirmation, if she did not understand. Next, he depicted children as helpers and translators of other pupils and also the teacher. He presented the reversal of roles implicitly, since he does not associate them directly, but he gives importance to children's roles by saying "in my opinion, it is very important in this video". This importance is highlighted by an explanation of the benefits on children: "students' feeling of accomplishment, the rewarding experience". This draws a positive image of the implementation of translanguaging for changing roles with a convincing tone.

6.2 Perspectives on the Effects of Translanguaging on the Linguistic Landscape of the Tiszavasvári School

This second part illustrates the findings which correspond to the second research question: how do teachers, university students, and researchers describe the effects of translanguaging on the linguistic landscape of the school? The LL of the school is often referred to as schoolscape (Brown, 2012). In this section, both terms are used in the same sense. The findings illustrated that the three groups described the LL as a translanguaging space, a safe and welcoming space, and a pedagogical tool. They also employed different discursive resources to refer to the LL of the school and paid a different level of attention to it. The comments are mainly from the videos TL27 and TL28 and notes from my research diaries, but I included some comments from the rest of the videos, which made reference

to the LL. As explained in section 5.5, unlike the other videos, the commentaries from these two videos concern a custom-designed activity that focused on schoolscape (Szabó et al., forthcoming). That is, this section also reports on the effects of researcher-induced intervention in the school.

Chapter 3.6, from the project's forthcoming book, which I co-wrote with Szabó, Jani-Demetriou and also Lévai-Kerekes, focuses on the analysis of the TL27 and TL28, but with a deeper focus on the schoolscape design, effects, implications and the context. The co-writing process helped me to develop my perspectives on the translanguaging effect on the LL which are analysed in the students' perspective subsection below. The following points discuss in detail the perspectives of each participant group, including my research learning diaries in the university students' section.

6.2.1 Teachers' perspectives

The excerpts included in this section are only from Zita Tündik, since she was the only teacher with a major role in the videos TL27 and TL28. As explained in the previous section, in this part, I also combined teachers' commentaries as well as their interactions during the classroom scenes when presenting the results, as my way of data triangulation. The next excerpts illustrate that Tündik mentioned broadly the presence of visual signs related to Roma culture in the building and designated the school and the classroom as translanguaging spaces implicitly.

In the Excerpt 35 from TL27, Tündik presented the aims of the lesson and her expectations, which are to talk about translanguaging signs in the building:

> Excerpt 34 (TL27: 0:19–0:48):
>
> Zita Tündik: […] my aim was to map to what extent the pupils had become aware of the pedagogical process, which had been lasted for three years, with translanguaging in its centre. Related to the bilingual communication that had become natural to them, I was curious whether they were able to highlight such materialized and visual elements in their environment that can be associated with Roma culture. […]

Excerpt 34 shows that she described two effects of the implementation of the translanguaging project: the children's natural use of bilingual communication and the presence of "materialized and visual elements" associated with Roma culture in the environment. As for the second effect, Tündik does not describe

the incorporation of Romani signs as a change or a transformation of the environment, but she only states their presence in the schoolscape and the inclusion of the Roma culture in the school building.

During the classroom scene of the same video TL27, as Tamás Péter Szabó also mentioned in his comment in the same video (TL27: 03:32–4:27), Tündik describes the classroom and the school as translanguaging spaces. Excerpt 35 from the classroom interaction of the video TL27 illustrates this description:

Excerpt 35 (TL27: 0:53–1:27):

> Zita Tündik: I'm sure you remember that in the last lesson we talked about language, both Romani and Hungarian language, and about the fact that we usually do translanguaging here in the classroom. However, there are many more places in the whole school building that show that here, in this institution, children can talk and learn in Hungarian and Romani languages alike. In this classroom, if you look around please all children who find anything that refers to translanguaging, raise your hand.

Tündik states that "we usually do translanguaging here in the classroom" and "many more places in the whole school building". These sentences describe the school and the classroom as translanguaging spaces, since they are spaces where translanguaging is used. In this lesson, Tündik uses the schoolscape as part of the activity, which designates it as a pedagogical tool. She also describes the school as a welcoming and safe environment for children to use their linguistic repertoire by saying that "in this institution, children can talk and learn in Hungarian and Romani languages alike".

In the video TL28, children switched their pupil role to explorers and presented the translanguaging signs to another teacher. Excerpt 36 illustrates how Tündik commented on their new role and described them as part of the translanguaging space:

Excerpt 36 (TL28: 11:40–12:08):

> Zita Tündik: […] They moved in the school comfortably, and they apparently enjoyed their new role since this time they had become the knowers of matters and the explorers of the written and visual traces of their own culture. They self-confidently led the maker of the video recording, and they proudly talked about the meaning of the things they explored. Time to time, they even gave additional information.

Tündik here seems to describe both children's new role as tour guides and their amusement as positive effects of the translanguaging signs. This description of

children's performance appears to include their actions as part of the translanguaging space since "they talked about the meaning of the things" and "gave additional information". Although she mentioned the presence of written and visual signs which contain "traces of their own culture", the teacher devoted more attention to the children's performance and role during the school tour. It is noteworthy to mention that the teacher did not use the translanguaging space, linguistic landscape or schoolscape terms in the previous comments, but she mentions the presence of translanguaging signs in the school.

6.2.2 University students' perspectives

The only comments from university students found in the videos TL27 and TL28 are from me. As a result, in this section, I have analysed my two comments from both videos and a comment from the video TL14 in which Tamás Wesselényi made reference to the learning environment. I also included four excerpts from the research diaries which reflect on the translanguaging space of the school. The analysis of the three comments and my notes demonstrates that university students offered a more detailed analysis of the classroom scene, functions of the translanguaging space, and a deeper focus on the effects of translanguaging on the space. The comments portray translanguaging space as a useful tool for encouraging the use of the entire linguistic repertoire. This is seen in Excerpt 37 from the TL27, where I explained two functions of the translanguaging space with a focus on the effects of this space on children:

> Excerpt 37 (TL27: 9:12–10:00):
>
> Laura Castañe Bassa: What is remarkable to point out in this video is the influence that the translanguaging space has in the pupils' act of translanguaging, because apart from the teacher, this space can encourage them to use translanguaging at school by only looking and listening around their learning environment. At the same time, the translanguaging space serves as a pedagogical tool since it raises pupils' awareness on how they can combine, translate, and switch Romani with Hungarian as it can be seen in the alphabet scene that illustrates how Romani words are transcribed using the Hungarian alphabet. So, this combination of languages gives them an example of how they can integrate both languages when using translanguaging.

In this comment, I described the translanguaging space as a tool which encourages the use of translanguaging and designated this space as a" pedagogical tool"

by providing the example of the Hungarian alphabet from the classroom scene. This comment presents the creation of this space as a useful tool to encourage children's use of their full linguistic repertoire through the inclusion of children's benefits. By saying that children are encouraged to use translanguaging "by only looking and listening around their learning environment", I designate the translanguaging space as a semiotic one with the inclusion of the children's speaking practices. I also described the school as a welcoming and safe space to use any language the pupils want by saying that "the space can encourage them to use translanguaging". The detailed description of the functions of the translanguaging space adds an academic and theoretical tone, but also a convincing and motivating one through the presentation of its benefits to children. Further, the use of the term *translanguaging space* complements the academic tone.

In two notes of my learning diary, I described the natural and spontaneous use of translanguaging as an effect of translanguaging space (García & Li, 2014):

> Excerpt 38 (Learning diary):
>
> the contact with this translanguaging space can develop spontaneous use of translanguaging
>
> encouraging learners to use translanguaging not only when talking with their peers, but also in class activities

These notes designate translanguaging as a powerful tool which develops a free language use environment and a place where all languages are valued. To support my points, I added a description of the classroom scene in TL27, which exemplifies the effect of the translanguaging space on children's repertoire:

> Excerpt 39 (Learning diary):
>
> It is interesting to see how Zita does not encourage pupils to use their full linguistic repertoire through instructive words, but pupils use it naturally when they reflect on the translanguaging signs which can be found in the school because it is their daily routine and they already feel that the school is a safe, inclusive and comfortable environment to use them.

In this excerpt, the spontaneous use of translanguaging is described as an encouraging and motivating effect of the space on children's free way of communication through the contrast between a natural use situation and an instructed one. By

saying "the school is a safe, inclusive and comfortable environment to use them", I designate once again the school as a translanguaging space.

In my learning diary, I also highlighted the benefits of translanguaging space to children by describing their emotions:

Excerpt 40 (Learning diary):

> In fact, the children demonstrated a high level of attention when it comes to identifying the translanguaging signs in the schools and their motivation and excitement can be clearly observed in TL28 when presenting the signs as tour guides.

This excerpt underlines two moments in which children felt motivated and concentrated owing to the presence of translanguaging signs in the school. By stating children's "high level of attention", motivation and excitement, I emphasise the usefulness of translanguaging space as a tool for raising motivation. Therefore, I focused on the children's reactions to illustrate the effects of the LL.

My comment in the TL28 also offers a detailed description of the classroom scene paying attention to the benefits of creating a translanguaging space:

Excerpt 41 (TL28: 10:28–11:27):

> Laura Castañe Bassa: The classroom interaction examples of this video show how by including Romani in the schoolscape, the translanguaging space reduces the linguistic and cultural distance between home and school linguistic practices. And the reason why I think that this inclusion is very important is because it creates a comfortable and welcoming environment in which students can openly communicate and represent their identity using their full linguistic repertoire since they are not only restricted to use Hungarian as in other mainstream classes but in this case, Romani has a similar role as Hungarian; and in the same way, this comfortable environment also increases their motivation and participation in classroom activities as seen, for example, when the pupils count from eleven onwards all together in Romani.

In the beginning, a strong sense of the home-school connection is developed by indicating the inclusion of Romani in the schoolscape and the reduction of "the linguistic and cultural distance between home and school linguistic practices". Afterwards, I presented the benefits of the inclusion of the home culture in the schoolscape and on children's learning development, which highlight the importance of the connectedness between home and school. The emphasis of this connection may indicate the transformative power of translanguaging in breaking the traditional monolingual outlook. I continued by describing two effects of the translanguaging power on the schoolscape: the creation of the school as a

"comfortable and welcoming environment" and the increase of the prestige of Romani in the school by saying that "Romani has a similar role as Hungarian" thanks to its inclusion in the schoolscape. Therefore, my comment provides a detailed description of the translanguaging effects on the schoolscape with a focus on the role of local ways of communication in the building.

One example of a comment on the learning environment found outside the videos TL27 and TL28 is Tamás Wesselényi's reflection in TL14. In this video, children create sentences related to Ancient Rome, either in Romani or Hungarian. Wesselényi commented on the benefits of translanguaging on children's language use, but he also stated one effect on the learning environment:

> Excerpt 42 (TL14: 1:09–1:32):
>
> Tamás Wesselényi: In classroom group work, the teacher can make the work more liberated by taking into account the language habits of each child in the group assignment and allowing students to come together in a common group who can easily understand each other, draw from a similar language repertoire and thus they can work together or learn from each other easily, in a stress-free environment.

Regarding the LL, in Excerpt 42, it can be seen how he described translanguaging as a tool that creates a "stress-free environment" allowing pupils to express themselves in any language. Thus, by saying "a stress-free environment", he designates the classroom as a translanguaging space in which children can freely use their linguistic repertoire and as a welcoming and safe environment.

6.2.3 Researchers' perspectives

The data for this group was larger than the others because five researchers commented on the TL27 and TL28. However, I also included Heltai's comment from TL06 and Szabó's one from TL15 since they also considered the schoolscape. The findings obtained from this group show an elevated academic tone through the use of more technical terms, such as *translanguaging space*, *language policy*, and *linguistic landscape,* and technical descriptions of specific moments of the classroom scene. In addition, they also depicted LL as a pedagogical tool, and the translanguaging space as a safe and welcoming place. For example, in TL27, Szabó went beyond the scenes to analyse Tündik's speech from the classroom:

Excerpt 43 (TL27: 3:34–4:06):

> Tamás Péter Szabó: From the point of view of school language policy, it is important in this scene that the teacher designates the school as translanguaging space. When she introduces the task, she says "here we usually do translanguaging". In this "here we usually do translanguaging", in fact, she refers to the place, the building of the school as well, as a space in which the practice of translanguaging can be considered common, accepted and normal.

Excerpt 43 shows that Szabó analysed Tündik's words to indicate that her description designates the school building as a translanguaging space implicitly, by quoting her speech twice in his comment. Besides, he seems to make a connection between the school language policy and the translanguaging space by describing the power of LL in shaping the language policy and practices of the school. As for the tone, the detailed analysis of Tündik's speech through the employment of discourse analysis and the use of technical terms, such as translanguaging space and language policy, demonstrate its academic tone.

The connection that Szabó established between the LL and the language policy is also seen in his comment in TL28, where he describes explicitly LL as a sort of language policy using the example of the Translanguaging Charta (see section 5.1.3 for detailed information). Here, he sets the language use of the school by saying that "the visibility of the Translanguaging Charta in the classrooms shows that one feature of the linguistic landscape is a certain kind of policing of language use" (TL28: 8:48–9:03).

In TL28, Jani-Demetriou describes the elements included in LL of the school and designates the translanguaging space as a semiotic space:

Excerpt 44 (TL28: 5:18–6:05):

> Bernadett Jani-Demetriou: If we think of linguistic landscapes, it always comes to our mind that there's some image in the classroom that depicts or represents something. However, in this video, it can be seen very well that to the young girl, the image comes to life. The image of the young Roma woman might represent some other features to us; for example, we'd look at the skirt or some other characteristics that can be related to the Roma woman. To the young girl, in turn, this picture depicts dancing, which is something dynamic and in motion. To the young girl, this picture comes to life, and we can't see that dance until then she performs it.

First, she stated the simple definition of LL, which only involves "some image in the classroom that depicts or represents something". Second, she used the example of the girl's performance to demonstrate that the LL definition goes beyond a material object, but also "something dynamic and in motion". By saying that "the

image comes to life" through her dance, she seems to designate the translanguaging space as a semiotic space.

In the same video, TL28, Szabó also seems to make similar statements related to the concept of LL, as seen in Excerpt 45:

Excerpt 45 (TL28: 9:21–9:50):

> Tamás Péter Szabó: The fact that the picture of the young Romani woman was important for the pupils shows that in the linguistic landscape, it is not only the various images and texts that count, but also those individuals and groups that are represented in a way or another; and those actions, movements and memories can be linked to such individuals or groups.

Szabó seems to mention in the last line that "actions, movements and memories" are also included as part of the LL which suggests that the translanguaging space is also a semiotic space. The additive connectors "not only […] but also" mark the extension of the definition of LL as Jani-Demetriou also stated. The inclusion of the definition of LL in the previous both comments adds credibility to their analysis of the LL and supports both researchers' points.

Another point that emerged from Patrik Schulcz's comment in TL28 is the designation of the schoolscape as a pedagogical tool:

Excerpt 46 (TL28: 7:24–8:39):

> Patrik Schulcz: What I find very interesting and revealing in this video is that the pupils can name many places in the school building where signs in Romani can be found or texts can be read about the use of Romani in general. […] The reason I found this very important within the walls of a school is that that it strongly supports the fact that indeed, in this place the Romani language can be used side by side with the Hungarian language, and indeed, pupils are able and are allowed to use Romani and Hungarian language resources alike in their speech.

In Excerpt 46, Schulcz described the schoolscape as a pedagogical tool by first explaining how the schoolscape is used in the activity "pupils can name places in the school building" and second, by saying that "within the walls of the school […] pupils are able and allowed to use Romani and Hungarian language resources alike". In this last case, Schulcz seems to describe schoolscape as a means of encouraging translanguaging and bilingual communication.

Apart from the comments in TL27 and TL28, Szabó in TL15 also made reference to the LL in his comments. He emphasised the translanguaging transformative power in challenging power relations through including Romani in the LL:

Excerpt 47 (TL15: 4:29–5:29):

> Tamás Péter Szabó: Organizing classroom communication creates many opportunities to develop school language policy. […] The Teacher's utterances asking for and encouraging the use of Romani, Romani-language posters and teaching aids in classrooms make Romani an educational language even if official documents do not recognize this status. […]

Excerpt 47 shows that Szabó designates translanguaging as a transformative tool since teachers and children create their own language policy in the class challenging the one established by the Hungarian education system. He identifies the transformation of the organisation of the schoolscape as a factor which encouraged the development of a new language policy thanks to the inclusion of traces of Roma culture. In this sense, this suggests that the implementation of translanguaging transformed the schoolscape. In addition, he also associates the incorporation of Romani in the schoolscape as a factor which "make Romani an educational language" which designates the schoolscape as a transformative tool.

Moreover, Tarsoly in TL06 designated the classroom as a translanguaging space by saying "translanguaging classroom settings" (TL: 4:14–4:16).

On the whole, this section illustrates the high academic and theoretical tone of researchers' comments which contain detailed descriptions, technical terms, such as translanguaging, linguistic landscape, translanguaging space and language policy, and explanations of different features of the LL. In addition, researchers designated the LL as a semiotic space and extended the materialized and visual definition of the LL by the inclusion of semiotic resources. Finally, they established a connection between the LL and the language policy of the school through the creation of the translanguaging signs.

7 DISCUSSION AND CONCLUSIONS

The previous section presented the different and similar discursive resources that the three groups employed to describe the effects and implementation of translanguaging and the translanguaging effects on the LL of the school. The research findings aimed to answer the following research questions: 1) How do teachers, university students, and researchers describe the implementation and effects of translanguaging on the teaching and learning practices? 2) How do teachers, university students, and researchers describe the effects of translanguaging on the linguistic landscape? The analysis demonstrated that the three groups depict translanguaging as a beneficial tool for encouraging pupils to use their full linguistic repertoire. Thus, the results part illustrated how each group presented similar effects using different discursive resources: emphasis, speech techniques, tones, technical terms and focus. The repetition of the similar effects of translanguaging did not limit the analysis of this research, but the opposite. The repetition from different angles emphasises the effectiveness of this tool, since it is stated by the three groups. Additionally, the participants in the three groups expressed their comments in a convincing tone which also accentuates this effectiveness. Even if my research questions focused on how the video participants described and interpreted the translanguaging practices, the starting point for the analysis was that the three groups recognised the positive effects that translanguaging has on pupils, teachers, and the LL. This positive tone was included intentionally in the commentaries since the whole project aimed at advertising the positive effects of translanguaging to educators and producing materials that promote and spread translanguaging in European schools. Therefore, critical discussions with negative effects of these practices were not included.

This discussion section further reflects on the discursive resources employed by considering the participants' background, the aims of the translanguaging project, and the research findings. Considering participants' educational backgrounds and experiences, the first part makes a comparison between the three groups reflecting on the previous monolingual ideologies, their different speech tone, and the various discursive resources used to refer to the

translanguaging practices and the learning environment. The second part discusses the functions showcased in the videos of translanguaging and schoolscape/LL as pedagogical tools. The third part elaborates on the important role of schoolscape for translanguaging practices in reflection to a custom designed task and the videos based on it. Finally, the last subsection sheds light on the limitations of the results of this research and its implications for future studies.

7.1 The Influence of Educational Background and Experience

It is significant to note that the three participant groups have different academic, teaching, social, and cultural backgrounds and diverse experiences with the concept and pedagogy of translanguaging and schoolscape. As a result, the previous aspects strongly influenced the way the video participants described the translanguaging implementation, effects and the creation of the translanguaging space in their comments and the focus they applied. In addition, their role in the project and the creation of the video repository also shaped their perspectives, since their observations and access to the data was different.

This subsection sheds light on the findings in relation to the participants' background and experiences by making a comparison among the three groups in light of their ideologies, speech tone, focus and the use of technical terms.

7.1.1 Previous monolingual ideologies

As previously mentioned in section 5.1.2, most of the school staff and teachers considered themselves monolingual Hungarian. Their previous education training was also based on the Hungarian monolingual education system (Heltai, 2020). Before the implementation of the project, they were following and promoting the education Hungarian language policy in the school. The project transformed the language policy of the school, teaching and learning methods, and teachers' pedagogies with the inclusion of local Romani resources in the school. The use and encouragement of Romani was something new to them and also the translanguaging concept and pedagogy which was introduced to them through

translanguaging workshops. Their new involvement in the field of translanguaging might be one of the reasons why teachers put a strong focus on describing the positive effects of translanguaging practices on children: an increase of children's attention, fluency, motivation, participation, and interest in the lesson. They did not attribute the positive effects directly to the translanguaging practices, but the inclusion of Romani.

Besides, teachers described the effects of translanguaging practices with surprise and as a positive influence on children's learning and the dynamic of the class. The results of other studies which analysed the perspectives of teachers, influenced by monolingual approaches, on encouraging the use of other languages reported their unwillingness to recognise the multiple language use in class. For instance, Arocena et al. (2015), in a research study on teachers in primary and secondary schools from the Basque Autonomous Community in Spain, reported that teachers did not admit the benefits of using other languages in class. However, the findings of this study indicate the opposite: teachers expressed a positive and convincing attitude towards the encouragement of pupils' full linguistic repertoire and its benefits through a convincing tone. It might be then shocking for them to see the implementation of a language that was erased before the start of the project. Romani was not seen as an advantage for helping pupils' learning, but after the inclusion of Romani resources, they observed its positive effects. Thus, they acknowledged the importance of including the pupils' home language in the school and also the interplay between the children's use of their linguistic repertoire and learning development. These results go in line with the findings reported in Ticheloven et al.'s study (2021). Their study reports that teachers recognised the effective use of encouraging various languages in class for students' development.

What I found remarkable after the analysis is that teachers do not mention pupils' ways of speaking as a barrier to their teaching practices. Instead, they describe all the benefits of the inclusion of Romani in children's learning as a positive effect on their learning. As a solution, they seem to use the pupils in case they cannot understand the meaning of pupils' language use. Therefore, teachers

allow pupils to speak Romani in order to solve the challenge that they themselves did not speak Romani.

7.1.2 Differences in the speech tone

The findings illustrated that the comments of each group had a different tone of speech going, from more personal to more academic and theoretical. This difference in speech tone is closely related to their academic experiences and educational background. First, the teachers' comments contained the most personal and subjective tone owing to the inclusion of personal feelings, reactions and the frequent use of the first-person singular pronouns and opinion verbs. Their long experience in working with the children and their familiarity with the evolution of the learning skills and behaviour of their pupils can be a reason related to the inclusion of personal reactions and surprising tone. This allowed them to clearly see the transformation of the school environment, language policy, and children's learning opportunities which they might have wanted to reflect on from a more personal perspective.

Teachers used first-person singular pronouns and included personal reactions when they explained their actions, learning goals, teaching approaches, and their role in encouraging children to use Romani. On these occasions, the use of these pronouns seems to be linked to first, their willingness to describe their thoughts as participants in classroom scenes; and second, their eagerness to emphasise their powerful role in implementing translanguaging practices because, as they described in their comments, the use of Romani offered positive effects on children's learning development. In fact, their comments contain several descriptions which reflect on the positive effects of using Romani resources, such as the increase of motivation and participation. The repetitive depiction of benefits uncovers a convincing tone, which might be used to emphasise and demonstrate the efficacy of the translanguaging practices. This convincing tone and positive recognition of the Romani effects on children goes in line with the goals of the first output of the translanguaging project, the video repository. The video repository aims to "help highlight the translanguaging education stance and principles […] with related good practices of the organisation of learning"

(Translanguaging for equal opportunities: Speaking Romani at school, 2020, 7th para). Therefore, teachers promoted the benefits of the translanguaging practices in their comments to achieve the goals of the first output.

Moving to the second group of participants, the university students, their comments contain a higher academic tone in comparison to teachers. Their point of view was also different, since they observed the classroom scenes through external and fresh "eyes". As a result, they put a deeper focus on pupils' reactions, language practices and body movements to give a detailed analysis of specific moments of the scenes. Their higher academic tone is reasonable considering their educational background. Their experience with the translanguaging concept and pedagogy started at the university, from a theoretical perspective and then, the project allowed them to reflect on theoretical points in a practical case.

Similar to teachers' comments, students also portrayed the translanguaging practices as having positive effects on children's learning development. In contrast, they gave a more detailed description of pupils' actions to demonstrate the results. One of the reasons for the use of more detailed descriptions can be related to students' role in teaching practices during, which they normally observe and reflect on several hours of others' teaching. Therefore, their experience of classroom observations might have had an effect on their comments. However, this interpretation can only be applied to students who are teacher trainees or have an educational background in the teaching field.

This positive tone is clearly observed when they depict pupils' excitement and motivation owing to the use of Romani resources. On some occasions, students also described children's reactions when using Hungarian and then Romani. This double description offers a sense of comparison and gives the stronger power to Romani as the most effective one. The repetition and emphasis in their comments on positive effects owing to the inclusion of Romani go in line with the first outputs' goals of the project. Further, their academic tone in the positive descriptions is perceived through the inclusion of technical concepts such as *linguistic creativity* and *linguistic identities* in their comments, which they used to contextualise and give another dimension to the translanguaging moments. The use of technical terms shows their expertise in the field of translanguaging.

Finally, researchers' comments encompass the most complex academic and theoretical tone of the three groups with the highest variety of tools. Their academic tone is perceived by the reference to literature, citations, direct citations in the original language of the literature, and the inclusion of personal expert statements. This inclusion adds credibility to their results and supports their ideas following the style of an academic article. One of the reasons for the inclusion of citations and the academic style is the fact that participants prepared their comments in advance and had more time to work on the text. Besides, as previously mentioned, these resources can be seen as tools for demonstrating their extensive expertise in the field of translanguaging, positioning themselves as highly professional researchers and impressing the audience with their knowledge.

Their comments go further than a simple description of the classroom scene, they explained some features, goals, and pieces of the definition of the translanguaging concept and pedagogy, and used some moments of the classroom scenes as examples for their ideas. With regard to their focus, they also aimed at demonstrating the positive effects of the implementation of translanguaging, but they put their attention on the transformative power of this approach (García & Li, 2018). One of the most described transformations is the reversal of roles between pupils and teachers. The focus on the reversal of roles portrays translanguaging as a tool which goes beyond the transformation of the monolingual outlook of the school, but also changes the conventional teaching and learning methods. On the whole, the extensive citation of literature, citation in the original language and descriptions of the translanguaging approach features add an academic tone to their comments and evidence of their large experience in the field of translanguaging from both practical and theoretical sides.

7.1.3 Discursive resources used to refer to the translanguaging practices

The findings illustrated that the three participant groups referred to the translanguaging practices and approach differently and used the term *translanguaging* for different purposes. Table 4 synthesizes the various discourse resources the three groups used based on Table 1, Table 2, and Table 3:

Table 4

Discursive resources the 3 groups used to refer to the translanguaging practices and approach

Descriptions	Group	Summary of the discursive resources
Free language choice in the class	Teachers	1. Name the languages: Romani and Hungarian 2. Use the word *languages*
	Students	1. "forms of speech" 2. Use the word *languages* 3. "choice of translanguaging"
	Researchers	1. Hungarian and Romani resources
Classroom policies or routines	Teachers	1. "there's translanguaging going on" 2. "do translanguaging"
	Students	1. Name the languages: Romani and Hungarian
	Researchers	1. "no language restrictions" 2. "bilingual greeting"
Children's language use: combine and transform their linguistic repertoire	Teachers	1. Name the languages: Romani and Hungarian 2. Use the word *languages*
	Students	1. Name the languages: Romani and Hungarian 2. "the pupils' act of translanguaging"
	Researchers	1. "their full linguistic repertoire" 2. "the pupils' translanguaging ways of speaking"
Translanguaging approach	Teachers	1. Use the term *translanguaging*
	Students	1. Use the term *translanguaging*
	Researchers	1. Use the term *translanguaging*

According to Table 4, which is based on some excerpts of the English translated transcripts, the use of the term *translanguaging* was primarily used by all participants to refer to the translanguaging approach and pedagogy in the classroom

activities. While referring to children's language use and classroom policies or routines, the participants employed different discursive resources such as mentioning the name of the two languages. To be specific, teachers' comments contained the least diverse variety of discursive resources when describing the translanguaging practices. Considering the duration of the translanguaging project in Tiszavasvári, teachers are no longer seen as novices in the field. They got introduced to the field of translanguaging through workshops in 2017–18. However, their experience with translanguaging has been more practical than academic owing to their position as teachers in the classroom. This practical experience might have influenced teachers' way of describing the use translanguaging.

On most occasions, they described by their names the two languages "Romani" and "Hungarian". This suggests that teachers might see languages as independent entities as Li (2018) termed them as *named languages,* which might be related to their previous monolingual language ideology (p. 16–18). They still used the term *translanguaging* occasionally, such as in the videos TL27 and TL28, when Tündik mentioned that they "do translanguaging" in the classroom and that "there's translanguaging going on". It is worth recalling that my analysis was based on the English translation of the transcripts and some condensed translations might have influenced the findings, especially the discursive resources identified.

As for university students, the use of the term *translanguaging* and other discursive resources seems to be in equal terms, but it is extensively more used when referring directly to the translanguaging approach. One of the reasons for this occurrence might be their internalization of the term because of their shorter academic experience with the translanguaging concept. However, they also refer to the practices by saying "forms of speech" and "their choice of translanguaging". On these two occasions, students did not designate pupils' linguistic repertoire as composed of closed and separate units, but they described it as an open entity without mentioning the languages' name. This description goes in accordance with García's (2009) and Canagarajah's (2011a) explanation of languages which are part of an integrated system or repertoire.

Lastly, researchers were the group which used the term *translanguaging* more often because of their extensive experience in this field from an academic position. In a similar vein to university students, they also referred to pupils' ways of speaking as open codes by naming them "full linguistic repertoire" and "resources" and "ways of speaking" (García, 2009; Canagarajah, 2011a).

7.1.4 Discursive resources used to refer to the learning environment

The role of the learning environment in the translanguaging practices was highly commented on the last two videos I analysed TL27 and TL28 because they were created with this purpose. In other instances of the rest of the video repository, the university students and researchers also referred to it. Table 5 summarises the discursive resources the three groups used to refer to it:

Table 5

Discursive resources the 3 groups used to refer to the learning environment

Concept	Group	Discursive resources
Learning environment	Teachers	1. "materialized and visual elements in the environment"
		2. "written and visual traces in their own culture".
		3. "in this school we use the Romani language"
	Students	1. "stress-free environment"
		2. Translanguaging space
		3. Translanguaging signs
		4. "comfortable and welcoming environment"
		5. Use the term *schoolscape*

Researchers	1. "translanguaging classroom settings"
	2. Use the term t*ranslanguaging space*
	3. Use the term l*inguistic landscape*
	4. "the walls of the school"

According to Table 5, teachers described the learning environment explicitly as a visual, written and materialized space, but also as having an oral dimension by saying that Romani is spoken in the school. This description goes in line with Brown's (2012) definition in which she includes the three dimensions. Despite this reference to the schoolscape, teachers did not give much attention to the importance of the schoolcape. They only mentioned the presence of translanguaging signs, but did not reflect on its benefits directly. Thus, this lesser focus on the schoolscape seems to indicate their low awareness of the important role that schoolscape plays in the classroom (Shohamy & Waksman, 2009). On the other hand, university students went further to the materialized and visual description of the learning environment and used the term *schoolscape* and designed the school as a translanguaging space and a comfortable and "welcoming environment". This designation makes reference to Li's (2011) connection between the translanguaging concept and the linguistic landscape. Therefore, university students' comments offered a deeper analysis of the space. In a similar vein, researchers also portrayed the space as a translanguaging space (Li, 2011), and they also used the terms *schoolscape* and *linguistic landscape*.

Through a research assistant position, I collaborated in the TRANSLANGEDUROM project, in which I co-produced the videos TL27 and TL28 and co-authored the 3.6 Chapter in the forthcoming book of the project, which will be published by a scholarly publishing house. My contribution in the chapter was central in the analysis of schoolscapes since it helped me to develop extensive expertise in the fields of translanguaging and schoolscape. My central role and expertise have had a direct influence on the detailed analysis, academic tone and inclusion of technical terms in my commentaries. Besides, this role also

helped me to familiarize myself with the context of the project and be able to include the extracts of my learning diary in the group of university students.

7.2 Translanguaging and Schoolscape/LL as Pedagogical Tools

As explained in section 2.2.3, translanguaging can be employed as a pedagogical tool. Various studies reported the positive effects of translanguaging practices on children's development: for example, the increase of children's ability to express and explain themselves better (Rivera & Mazak, 2017) and an increase of participation and motivation (Creese & Blackledge, 2010). In this study, the findings demonstrated that most of the participants in the three groups commented on similar effects that translanguaging as a pedagogical tool has on teaching and learning practices: increase of children's attention, motivation, language fluency, interest and participation, role switching, and better academic results. The results of Cenoz et al.'s (2022) research about teachers' perceptions of anxiety on using translanguaging also confirmed that teachers reported an increase of students' level of comprehension, participation and interest in the activities, owing to the introduction of pedagogical translanguaging. A remarkable point of my results is that teachers principally attributed the previous positive effects to the inclusion of Romani in the classroom, and not to the implementation of translanguaging, as university students and researchers mainly did.

Similarly, in the section 2.4.5, schoolscape and LL were also identified as pedagogical tools because of their influence on teaching and learning practices. Some of the benefits reported were the development of learners' language competences (Cenoz & Gorter, 2008) and communication and literacy skills (Hewitt-Bradshaw, 2014), a means for learning new or targeted lexis (Solmaz & Przymus, 2021), encouragement of using translanguaging practices (Seals, 2020) and the creation of a safe space. The analysis of the comments for the second research question showed that most of the participants designated the schoolscape/LL and the translanguaging space as pedagogical tools for the following reasons: raise language learning, spontaneous use of translanguaging, develop the creation of an inclusive and safe environment and bilingual communication. This

designation of schoolscape and LL as pedagogical tools was not mentioned implicitly in the comments, but the way the participants described their roles and Tündik used the schoolscape in her lesson seemed to give them this power.

7.3 The Important Role of Schoolscape in Translanguaging Practices

University students (including my research learning diaries' notes) and researchers depicted the LL as playing an important role in the act of translanguaging. In fact, they described the school building as a translanguaging space (Li, 2011), as also did the teachers, but in an implicit way. This designation of the school building as a translanguaging space indicates that they also described the schoolscape as a transformative tool. This transformative power is based on Li's (2011) translanguaging space definition which says that this space breaks down previously established language ideologies to generate new ways of communication. These powerful descriptions of the LL demonstrate students' and researchers' high awareness of the important role that schoolscape plays in the school and translanguaging practices. For example, one of the benefits that I explained about the inclusion of translanguaging signs in the LL is the spontaneous use of translanguaging (García & Li, 2014). In a similar vein, the three groups described the schoolscape as a welcoming and safe environment where all languages can be freely used. This description points in the direction of the concept of safe space that Conteh and Brock (2011) defined.

Further, Szabó depicted the schoolscape as a sort of language policy document. As previously explained in section 2.4.2, Brown (2005) and Laihonen and Szabó (2018) illustrated that language ideologies and policies can be reflected in the space as 'hidden curriculum' in the signs. In Excerpts 43 (TL27: 3:34–4:06) and 47 (TL15: 4:29–5:29), Szabó makes a similar statement describing translanguaging space working as a language policy document for the school since it encourages the free use of languages and includes Romani ways of speaking in the school.

Another significant point is that the researchers' comments and my comments went beyond the materialized and visual focus of the LL to the semiotic

level. They designate the LL as a semiotic space by the inclusion of the girl's dance performance in the space. This extra dimension to the LL, which was previously also described by other scholars such as Shohamy (2015), suggests that the LL is influenced by pupils' cultural and linguistic ideologies. Therefore, the way they portrayed the LL as a semiotic space suggests that pupils are also the creators of the schoolscape (Laihonen & Szabó, 2017).

7.4 Limitations and Suggestions for Future Studies

The current study was not without its limitations. According to Ross and Bibler Zaidi (2019), a complete presentation of the limitations of a study fully communicates the relevance of its work, suggests potential areas for further investigation, and ensures readers' understanding of the findings (pp. 261–262). As a result, this section discusses the limitations of the study accordingly to ensure the quality and rigor of this research. The limitations include the aspects of sampling, video editing, language barrier, inclusion of personal notes, and data access. Suggestions for future research are explained based on some of the following limitations.

Firstly, since my primary data was already collected by the research community, I had to construct my research questions and select my data analysis method according to the type of data already obtained. This might have limited my research initiative in the beginning, but as I was also involved in the data creation process, I was already familiar with the data set. As I had access to the data before starting this study, the adaptation of my research to the data was simpler.

Secondly, one of the main challenges and limitations of the study is the language barrier. Owing to my non-knowledge of Hungarian, my analysis is based on the English translated transcripts from Hungarian and some instances of the local Romani ways of speaking. However, as previously explained in the data description section, the transcripts were translated by members of the project with experience in the field of translation. In addition to the limitation of Hungarian skills, there is also the subject of culture. According to Hutchby and Woof-

fitt (2008), the researcher should be a member of the culture from which the examined data is collected considering the cultural specificity which can be found in interactional data. However, I was part of the research community which helped me to get a deep view of the context of the study and also the different meetings I had with my thesis supervisor, who was also a member of the project, provided me with enough details to perform the present study. Besides, my limited subject knowledge of the culture, at the beginning of my participation, can be considered a strength since as an outsider, I had 'fresh eyes' to look at data.

Another significant limitation of my research is probably my research assistant position in the TRANSLANGEDUROM project. My collaboration in the development of the two outputs of the project process implied that some parts of the data include my comments. However, I made my role in the project and background explicit in the study by including myself in the university students' category (Jootun et al., 2009). It also needs to be considered that my role as a member of the project poses advantages. First, the notes I took throughout my collaboration extended the richness of the data I had for the second research question. Second, my notes were appropriate for the analysis since they contained personal understandings and feelings about the concept and pedagogy of translanguaging space and this was my main goal of study.

Fourthly, the data also implied some limitations to the findings and analysis. First, the editing of the videos was produced for educational purposes and to have an effect on education. Therefore, the data was not produced in line with my research questions, but as I stated earlier in this same section, I adapted my research questions and methods to the type of data. Additionally, the videos were produced to offer a positive vision of the translanguaging approach. This is another reason for the positive tone of the comments detected during the analysis. With regards to the comments on the video, some members prepared and wrote their own videos before the recording. This means that the data does not have such a natural tone that non-prepared interviews, or ordinary conversations may have. However, as the members created their comments, their perspectives were still appropriate to analyse. It would have been still interesting to interview the

same participants and analyse their answers from a discourse analysis perspective for obtaining a more natural flow of conversation. Finally, the editing of the classroom scenes was done in a way to include the most relevant translanguaging moments according to the aim of the project. Thus, there were scenes that were cut, and as a result, limited my analysis.

Finally, this research explored the perspectives of teachers (from the same school), university students and researchers who collaborated on the TRANSLANGEDUROM project. The fact that they were all part of the same school and project limited the perspectives obtained on the translanguaging practices and the schoolscape. However, the large multiplicity of perspectives obtained from most of the stakeholders of the project and their diverse backgrounds and experiences offered a rich overview of the project. There are only the perspectives of one group in the videos, which were not included, the pupils. Hence, for future studies, it would be an appealing idea to investigate their opinions regarding the inclusion of the local Romani ways of speaking.

In a case study, results are limited to its specific geographical area and have a reduced number of individuals as the participants of the study, thus, responses and perspectives are "unique to each individual respondent" (Burton et al., 2008, p.147). Thus, the findings cannot be used to generalize the results to other contexts. However, they provide the basis for future studies which focus on perspectives on translanguaging practices in the context of a minoritized language.

Overall, this research provided evidence of the researchers', students' and teachers' perspectives on translanguaging practices and the translanguaging effects on the LL and compared for similarities and differences. This study may help current and enthusing educators, educational researchers and policymakers to consider the need to identify teachers' and researchers' perspectives to make research findings relevant and useful to improving instructional practice.

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APPENDICES

Appendix 1 Agreement for use of data research

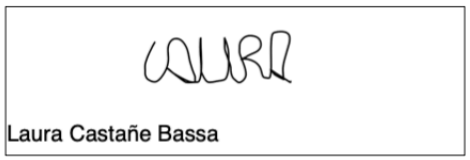
AGREEMENT FOR USE OF RESEARCH DATA — Faculty of Education and Psychology, 2020

I have received data collected originally for the Erasmus+ KA2 Translanguaging for Equal Opportunities project, and I hereby attest that I am informed and I understand the ethical requirements and guidelines for ***responsible conduct of research*** (http://www.tenk.fi/sites/tenk.fi/files/HTK_ohje_2012.pdf) and ***data protection*** (www.apa.org/ethics/code/).

In addition to these general requirements, I pledge that

1. I will use and analyse the data only for research purposes agreed upon with the representatives of the *Board of Principal Investigators* (representatives of BPI may include e.g., supervisor or senior researcher).
2. I will not give, forward or show the data to anyone (an exception to this are supervision meetings, supervised sharing of analyses, or seminar of conference presentations which have been agreed upon).
3. I will not make copies of the data to an external storage such as a memory stick or a pc or cloud services or network drives, and I will not take pictures or otherwise capture and store documentation of the data.
4. I understand that I am bound to an obligation of confidentiality (Personal Data Act 33§) regarding the participants, data and the project (e.g., measures, institutions and individuals participating in the study) and that this obligation extends also to time when my analyses, thesis or sub-study have been completed.
5. I will keep the data stored in a secure place (specified together with the representatives of the BPI) that can be accessed only by using my personal password. In a case when a temporary external storage will be needed I agree to transfer data to a secure storage place as soon as possible and I will remove it from the external storage immediately after that.
6. I will not use unencrypted e-mail (or other unprotected means) to transfer data. I will not take project data which includes identification variables forming a breach to confidentiality to countries outside EU/ETA.
7. I will use only data analysis programmes or video or audio applications that fill the requirements of data protection.
8. I will notify immediately a representative of the BPI if I suspect data protection to be compromised (e.g., parts of the data or variables have not been handled with de-identification techniques).
9. The representatives of the data owner (e.g., supervisor, senior researcher, data management officer) have the right to terminate this agreement if a breach of contract will emerge.
10. When my thesis/study is completed, I will make sure that data including possible changes and additions that I have made to the data are transferred to the representatives of the owner (e.g., senior researcher, supervisor, data management officer) and I will delete all working copies of the complete or partial data that I have had in my possession.
11. I will not publish research findings based on the data without co-author(s) from the research group (unless specifically agreed upon with the board of principal investigators BPI).

In Jyväskylä, 10.05 2021
location and date



Laura Castañe Bassa
Name and signature of the recipient

Tamás Péter Szabó
Name and signature of a representative of the BPI
(e.g., supervisor, senior researcher or data management officer)

lcastane@student.jyu.fi
e-mail address from which the recipient can be contacted within a week

There are two copies of this agreements: one for the recipient and one to be stored in the project archives.
Note. Principal investigators are responsible for drawing contracts on the ownership and user rights and of management plans for research data storage and preservation, reuse and publishing, and planned disposal.

Appendix 2 List of TL videos used in this research

1. Translanguaging as cultural mediation
2. Teachers' questions in transformation
3. Going beyond languages
4. Shifting roles
5. Translanguaging in maths class
6. Translanguaging in oral assessment
7. Technical terms for school subjects
8. Children's home language in the kindergarten
9. Creative innovation in writing
10. Enhancing the prestige of Romani within the group
11. Translanguaging in teachers' interactional practices
12. "Translanguaging corriente"
13. The teacher as language learner in the translanguaging classroom
14. Translation tasks in translanguaging
15. School language policy
16. Translanguaging in a fixed school practice
17. There is no beaten track
18. Community-based learning: A gesture of linguistic intimacy
19. Reading Romani as a translanguaging activity
20. Parental engagement at school
21. Imitating Romani "adult speech" in school
22. Student's perceptions of the new community storybook
23. Historic and emotive factors in Roma self-identification
24. Composing written texts in Romani
25. Community- based learning methods and cultural relevance in the translanguaging classroom
26. Reflecting on constructions of Roma identity
27. Representations: Translanguaging as a concept and linguistic landscape
28. Enhancing belonging and self-confidence through transformations of the linguistic landscape

Appendix 3 Original and Translated Consent forms of the participants in the TRANSLANGEDUROM project

NYILATKOZAT (nagykorú érintettek)

Alulírott

Név:

Lakcím:

a Károli Gáspár Református Egyetem, mint Adatkezelő (a továbbiakban: az Adatkezelő) 2019-1-HU01-KA203_060919 számú Erasmus projektjével összefüggő adatkezelési tájékoztatóját megismertem és a tájékoztató ismeretében az Európai Parlament és a Tanács (EU) 2016/679 rendelete (a továbbiakban: a GDPR) 6. cikk (1) bekezdésének a) pontja szerinti, kifejezett hozzájárulásom adom az ott megjelölt személyes adataim tájékoztatóban foglaltak szerinti kezeléséhez.

Kijelentem, hogy a projekt során készült dokumentumokban (értve ez alatt a hang-, kép-, valamint hang- és képfelvételeket is) szereplő, a GDPR 9. cikke szerint a személyes adatok különleges kategóriáiba tartozó adataimnak a fenti tájékoztatóban foglaltak szerinti célból történő kezeléséhez kifejezetten hozzájárulok.

Kelt:

Aláírás

NYILATKOZAT
(kiskorú érintettek)

Alulírott

Név:

Lakcím:

mint kiskorú

Név:

Lakcím:

felett szülői felügyeleti jogot gyakorló személy

a Károli Gáspár Református Egyetem, mint Adatkezelő (a továbbiakban: az Adatkezelő) 2019-1-HU01-KA203_060919 számú Erasmus projektjével összefüggő adatkezelési tájékoztatóját megismertem és a tájékoztató ismeretében az Európai Parlament és a Tanács (EU) 2016/679 rendelete (a továbbiakban: a GDPR) 6. cikk (1) bekezdésének a) pontja szerinti, kifejezett hozzájárulásom adom a kiskorúnak az ott megjelölt személyes adatainak a tájékoztatóban foglaltak szerinti kezeléséhez.

Kijelentem, hogy a kiskorú projekt során készült dokumentumokban (értve ez alatt a hang-, kép-, valamint hang és képfelvételeket is) szereplő, a GDPR 9. cikke szerint a személyes adatok különleges kategóriáiba tartozó adatainak a fenti tájékoztatóban foglaltak szerinti célból történő kezeléshez kifejezetten hozzájárulok.

Kelt:

Aláírás

DECLARATION
(adults)

I the undersigned

Name:

Home address:

have read the privacy notice issued by Károli Gáspár University of the Reformed Church in Hungary as the Data Controller (hereinafter: the Data Controller) related to the Erasmus project 2019-1-HU01-KA203_060919. In the knowledge of the privacy notice, I give my explicit consent to the processing of my personal data specified in Article 6 (1) (a) of the Regulation of the European Parliament and Council 2016/679 (hereinafter GDPR) in accordance with the information included in the privacy notice.

I declare that I give my explicit consent to the processing of my data belonging to special categories of personal data in the documents produced during the project (including audio, video and audio and video recordings) in accordance with Article 9 of the GDPR for the purposes included in the privacy notice.

Date:

Signature

DELARATION
(minors)

I the undersigned

Name:

Home address:

as the caregiver of the minor

Name:

Home address:

have read the privacy notice issued by Károli Gáspár University of the Reformed Church in Hungary as the Data Controller (hereinafter: the Data Controller) related to the Erasmus project 2019-1-HU01-KA203_060919. In the knowledge of the privacy notice, I give my explicit consent to the processing of the minor's personal data specified in Article 6 (1) (a) of the Regulation of the European Parliament and Council 2016/679 (hereinafter GDPR) in accordance with the information included in the privacy notice.

I declare that I give my explicit consent to the processing of the minor's data belonging to special categories of personal data in the documents produced during the project (including audio, video and audio and video recordings) in accordance with Article 9 of the GDPR for the purposes included in the privacy notice.

Date:

Signature