Ca' Foscari
University
of Venice
**Department of Linguistics
and Comparative Cultural Studies**

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Museums
and Innovation
in Language Education

with the collaboration of

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LaDiLS
**Laboratorio Didattica
delle Lingue Straniere**

Dobrochna Futro
Lecturer in Education, University of Glasgow

*Translanguaging art.
Exploring the potential of
art-making for teaching
and learning languages
multilingually*

27 May 2025
4.30-5.30 pm CET

Registration for the webinars is kindly required
by completing the google form at this link
https://forms.gle/kRqASCzv36jdiXBo6

Webinar Zoom link
https://unive.zoom.us/j/86585137419

In this presentation I will discuss the use of art-making in a series of language teaching and learning projects I was involved in over the last few years in Scotland and Vietnam. I will begin by introducing the concept of translanguaging art and discussing the relevance of art-making to learning and teaching languages multilingually. Next, I will discuss the method of 'gathering permissions' from artworks (Lucero 2011, 2022) and demonstrate how I used it to introduce translanguaging art in a series of arts-based language teaching workshops with primary school children in Scotland. I will share how art-making supported the creation of a translanguaging space (Li Wei, 2018, Jones 2019) in which young language learners were developing skills and confidence to own their language learning by building on their already existing linguistic and semiotic repertoires. I will also present the findings from this study which suggest that the inclusion of translingual art-making activities supported children on their paths to becoming active agents, critically and creatively developing their own language learning and weaving meaning across languages, modalities and cultures (Futro, 2022) In the second part of my presentation I will discuss how this approach was used along other art-making activities in a number of professional learning projects with teachers in Scotland and Vietnam (Hirsu et al 2021, Hirsu et al 2023, Futro et al 2024), share teachers' feedback and present the arts-based framework developed with Hirsu and colleagues that drew on our collaborative work with teachers locally and internationally. Finally, I will share with the webinar participants teaching resources created and used in these projects to support teachers in developing arts-based multilingual approaches to teaching English and other additional languages.

Dobrochna Futro

is an interdisciplinary scholar with a background in art, education and language teaching. Her research focuses on translanguaging, multilingualism, art-based inquiry, language learning, teaching, and language use in multilingual, often migratory contexts. She engages with creative methods of enquiry, participatory, collaborative art-based research and pedagogies. Dobrochna has led and supported several research and KE projects exploring the relationship between art practice and language learning, most recently as a Co-Investigator on the Teaching English Multilingually through Art and the Multilingualism through Art projects. She has worked with teachers in Scotland and internationally, (co-)developed CPD courses and teaching resources. She has co-edited the Special Issue of the Applied Linguistics Review on Assessment and Creativity through a Translingual Lens, published in the English Language Teaching (ELT) journal, the Multilingual Matters' New Perspectives on Language and Education series, and is currently working on a chapter for the Palgrave Advances in Language and Linguistics series. She co-leads the ELINET (Education, Languages and Internationalisation Network) Language Education and Multilingualism strand, moderates the ENROPE (European Network for Junior Researchers in the Field of Plurilingualism and Education) Language Teachers Development SIG, and convenes a cross-university Multilingualism Reading Group at Glasgow. She has taught UG and PGT students across a number of programmes and disciplines.