Foreword

This multi-authored volume offers a state-of-the-art analysis of how to use translanguaging to support bilingual Roma students' learning in fundamentally monolingual school systems. The volume presents the outcome of ethnographic research and a collaborative pedagogical implementation project undertaken in Hungary and Slovakia by researchers, primary-school teachers, teacher trainees, and bilingual Roma participants. What enabled us to undertake the last stages of research, implementation, and most of the writing was an Erasmus-funded project which lends its title to the present volume: Translanguaging for equal opportunities: Speaking Romani at school (hereafter the acronym TRANSLANGEDUROM will be used with reference to the project).

The book delineates translanguaging education practices in a holistic manner. Each chapter is based on the very same project and brings a different aspect of translanguaging pedagogy to the fore by exploring empirical data from our research sites, including 35 short films, each consisting of video-recorded translanguaging classroom moments and commentaries on them. This repository allows the reader to witness classroom moments directly, without having to rely merely on the researchers' accounts. In the book, texts are co-written by academic and non-academic participants, thus evoking the voices of the latter within traditions of academic writing. Authors include teachers who, thanks to their long-standing commitment to the project, gathered the broadest range of experience with implementing translanguaging approaches; teacher trainees, university students, and doctoral researchers who participated in data collection and project implementation; local parents who were engaged in translanguaging activities due to their commitment to the school and the project. Research-active authors represent a variety of disciplinary perspectives, such as education science, teacher training, applied linguistics, and sociolinguistics.

The most important methodological commitment of the volume is that it regards members of all participant groups as co-authors whose contributions enrich the book with a variety of perspectives. This methodological stance determines the non-linear and non-hierarchical structure of the volume: the chapters are all connected with each other in multiple ways and introduce different but equally important features of translanguaging. A rich yet clear system of cross-referencing allows the reader to absorb the book in the order and manner most relevant to them. Our commitment to representing various forms of knowledge, incuding academic and local knowledges, meant that all contributors were involved in the writing process and their writings are included in the main body of the text. This explains the high number of co-authors of this volume. Each chapter had a main author who was responsible for co-ordinating other contributor's work, which included organising writing workshops and discussing and collecting the texts written by members of other contributor groups.

The consequences of our writing methods on our editorial tasks are threefold. First, while being main authors or co-authors of several chapters, we were also mindful of creating an overarching narrative for the entire book. Second, the largely coherent narrative and the fact that the volume discusses findings from a single project resulted in a text genre which exhibits features typical of monographs. At the same time, each chapter is an independent, individual research paper with a coherent subject matter and methodological approach. Third, texts included in the volume represent a variety of genres, including case studies, reflections, field notes, descriptive passages, as well as analytical expository prose. By bringing in multiple perspectives and text genres, our aim is to reflect on the diversity of knowledge practices in the participating groups.

The volume is divided into three main parts. The first one of these introduces the research sites and the social and language ideologies and practices characterising the people

living in them. The second part introduces our working methods and theoretical commitments. The third part consists of chapters discussing a specific perspective of translanguaging educational practices in our project sites.

Chapter 1.1 reviews historical and contemporary language policies in Europe in general and in particular in the countries included in our research, in the context of global trends in language-policy making. It highlights that non-standardized and translingual ways of speaking exist on the margins of institutional frameworks in the monolingual and double monolingual contexts of Hungary and Slovakia, dominated by the named languages adopted as official languages (Hungarian and Slovak) of the states. Chapter 1.2 distances our analytical stance from named languages and focuses on ways of speaking linked to Romani, describing them in a translanguaging framework as parts of heterogeneous repertoires. The chapter points out that standardisation attempts targeting Romani are controversial and argues that the introduction of translanguaging-based education offers a more realistic chance for speakers of Romani to enhance their success in school. Chapter 1.3, the last section of the introductory part, describes the two project sites, Szímő/Zemné, a village in Southern Slovakia, and Tiszavasvári, a town in Eastern Hungary from three perspectives, focusing on the intersubjectivities of people living in these settings. Synergies in the description unfold across three perspectives: that of the researcher, a teacher representing the local majority experience, and parents whose voice represents the local minority's vantage point.

The second thematic unit of the volume focuses on methodological considerations. In Chapter 2.1, we discuss linguistic ethnographic research activities and pilot projects which laid the foundations of our participatory approach and led to the launch of the TRANSLANGEDUROM project. The features and distinctive parts of this project are discussed alongside methodological and ethical considerations of data collection. Chapter 2.2 focuses on three aspects of data processing. First, we describe the principles and processes of surveying and selecting translanguaging classroom moments for filming. Second, we expand on the way we themathised the 35 short films based on the aspects of translanguaging which emerged from the raw recordings. The role of online working, which was largely due to Covid-19, and ethical and practical considerations on translation are explained here. Chapter 2.3 introduces our considerations on concept and analysis, particularly the way in which the metaphor of the rhizome shaped our thinking about translanguaging and influenced the way we structured this book.

The third part of the book is divided into ten chapters, each thematising a different aspect of translanguaging. Reading a particular chapter, the reader arrives at a core element of translanguaging, but these are interconnected with other core elements discussed in other chapters. This concept is reinforced by the video material, as, for example, different chapters refer to the same video recording from a different angle. Chapter 3.1 discusses the features of the linguistic repertoire specific to multilingual Roma through the example of the Tiszavasvári Roma neighbourhood, addressing also the question of how teachers' translanguaging stance can be aligned to learners' complex repertoire. The discussion highlights that multilingual Romani speakers perceive language boundaries differently from those socialised in a monolingual environment, such as their teachers, which has important consequences for their schooling. Chapter 3.2 traces the ways in which a translanguaging stance restructures existing hierarchies in interactional practices in the classroom. Analysing discretely selected classroom moments, we uncover how exactly this restructuring happens. The impact of transformative classroom dynamics is discussed with regards to both the teacher and the learners, with special attention to how translanguaging serves as a tool of reflective pedagogical practices and increases intrinsic motivation in both educators and children. Chapter 3.3 elucidates types and tokens of cultural mediation and linguistic

creativity in the translanguaging classroom. By activating construction patterns acquired in a set of contexts (e.g. the students home) in other contexts (e.g. the school), learners accommodate and appropriate technical discourses within their own ways of speaking, thereby reshuffling the boundaries of those discourses. Such practices are discussed through specific examples and with special consideration to the pupil's agentive role as mediators between their home- and institutional settings. Chapter 3.4 surveys the various forms of teachers' translingual interactional practices and their reverberation in the classroom: the ways it enhances students' learning. We pinpoint the effects of teachers' translanguaging on the learning process in the changing partnership of teachers and students, as their relationship becomes more supportive while building on shared trust rather than hierarchy. Chapter 3.5 elaborates how even just a few teachers' translanguaging stance can influence attitudes and policy in the entire school, extending the scope of translanguaging beyond the classroom. The chapter includes the results of a translingual pilot assessment test evaluating children's readiness for school, which showed that bilingual language socialisation does not incfluence disadvantageously emergent bilingual learners' performance in an institutional setting which increasingly welcomes translingual ways of speaking.

In chapter 3.6, we explore the connection between translanguaging and the schoolscape: the types of interaction between learners and the learning environment, which fosters learners' communicative competence in multi-modal ways. A critical evaluation of the visual and physical components of the learning environment highlights ways in which translanguaging approaches contribute to reshaping the schoolscape. Chapter 3.7 surveys possibilities for community-based learning, which takes into account local knowledge practices and epistemologies in contexts of school-based learning activities. We exemplify through a variety of extra-curricular projects and recorded classroom moments the ways in which ethical care and transcultural learning approaches are instrumental in culturally liberating education, and argue that community-based translanguaging approaches to education contribute to decolonising the curriculum at local levels. Chapter 3.8 describes local literacy practices and deals with issues of standardisation and heterographic writing. We highlight the potential that lies in reading and writing Romani texts using the Hungarian alphabet, already known to the students. Thanks to this approach, teachers can focus on developing literacy skills as general linguistic competences which are not tied to a particular named language. We shall discuss the children's creative experience when given the opportunity to read and write texts in Romani. In Chapter 3.9, based on the videos, we analyse the ways in which translanguaging and effective learning organisation mutually support each other. Students' home language practices are present in teacher-led learning situations as well, but in a covert way. In student-centred activities, such as pair- and group-work, students' home language practices are necessarily brought to the surface and teachers can build on them to a greater extent. The discussion explores translanguaging learning approaches in the context of adaptive schooling. In Chapter 3.10, we elucidate the potential of evoking a variety of voices in educational contexts. We look at translanguaging moments which involve stylisation of the other, such as students imitating adults' speech, parents impersonating teachers and *vice versa*. Parents' and teachers' voices are analysed from a heteroglossic perspective, mapping them against social speech types (or social voices). School activities in which stylising occurs provide the opportunity for practising teachers, learners, and parents to adopt a reflexive approach to their own roles and positionality.

The book is intended to support researchers, postgraduate students, pre- and in-service teachers of Romani speaking students in Europe and, more generally, experts working with students whose home language practices are different from the teachers' and/or the school curricula. It brings the results of current trends in translanguaging theory to bear on specific,

live school situations and illustrates translanguaging as a stance on a rich collection of field materials. The chapters report on the possibilities of translanguaging in a Central European context characterised by monolingual ideologies. Our project presents translanguaging as an opportunity for speakers of Romani, a language with only sporadic literacy, to enhance their success at school. Romani is the home language of hundreds and thousands of students across Europe. These students are always taught in another language, depending on the country or region where they live. Romani is neither an official language nor the language of public administration or school system anywhere in the world. This situation is in some respects similar to contexts of the global south, where students often speak a local non-standardized language different from the language of the school system. Our research sites are a small-town and village setting in Central Europe, characterised by bilingual practices in the intersection of a standardised, official state language and local ways of Romani speaking. These contexts, however, reflect a pattern which is repeated in numerous localities across Europe.

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