

## **Trans/languageing and Trans-semiotizing in the Dynamic Flow of Meaning**

### **Making: Implications for CLIL and Content-Based Classrooms**

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#### **Abstract**

Language is the primary semiotic resource in construing the world (or constructing knowledge about the world), and the world is grasped mainly through language (Halliday 1993; Lemke, 1990). Drawing on Halliday's language-based theory of learning (1993) and Painter's (1999) observations of how children learn, Rose and Martin (2012) propose that successful content and language learning depends on 'guidance through interaction in the context of shared experience' (p. 58), and this guidance takes place largely through unfolding dialogue. Halliday's social semiotic views converge with Vygotsky's sociocultural views on the central role played by *language* and *dialogue* in knowledge construction. In Content-based Instruction studies, Swain and Lapkin (2013) similarly argue that *languageing in collaborative dialogue* is essential for content and language learning. Recent research on *translanguaging* (García & Li, 2014; García & Lin, 2016; Lin, 2013a; Lin & Wu, 2015; Lin & He, 2016; Moore & Sabatier, 2016) further challenges the monolingual pedagogical principle (or the notion of 'multilingualism' through 'parallel monolingualisms'). Translanguaging theories emphasize a fluid, dynamic view of language and differ from code-switching/mixing theories by de-centring the analytic focus from the language(s) being used in the interaction to the speakers who are making meaning and constructing original and complex discursive practices. Trans-semiotizing theories further broaden

the focus to analyse language as entangled with many other semiotics (e.g. visuals, gestures, bodily movement) in the dynamic flow of meaning making. In this presentation, recent developments in trans/languageing and trans-semiotizing theories are discussed in conjunction with fine-grained classroom analysis to illustrate the key role played by trans/languageing and trans-semiotizing practices in the dialogic construal of content meaning in Content and Language Integrated Learning (CLIL) and Content-based Education.