



INTRODUCTION TO TRANSLANGUAGING PEDAGOGY

Translanguaging as a social just pedagogy

OVERVIEW

- Translanguaging Pedagogy
- Translanguaging: Origin and Definition
- Translanguaging as a Theory of Language
- Translanguaging and Code-switching: same or different?
- Epistemological differences
- What comprises translanguaging pedagogy?
- Why translanguaging?
- Translanguaging as a social just pedagogy
- What is the role of the educator in translanguaging?



TRANSLANGUAGING PEDAGOGY

- Translanguaging pedagogy is a way of teaching that builds upon the fluent practices that bilingual students have.
- Translanguaging pedagogy is strategic and NOT random .

See

García, O., Johnson, S. & Seltzer, K. (2016). *The Translanguaging classroom*. Philadelphia: Caslon.

García, O. & Kleyn, T. (Eds.) (2016). *Translanguaging with multilingual students: Learning from classroom moments*. New York: Routledge.

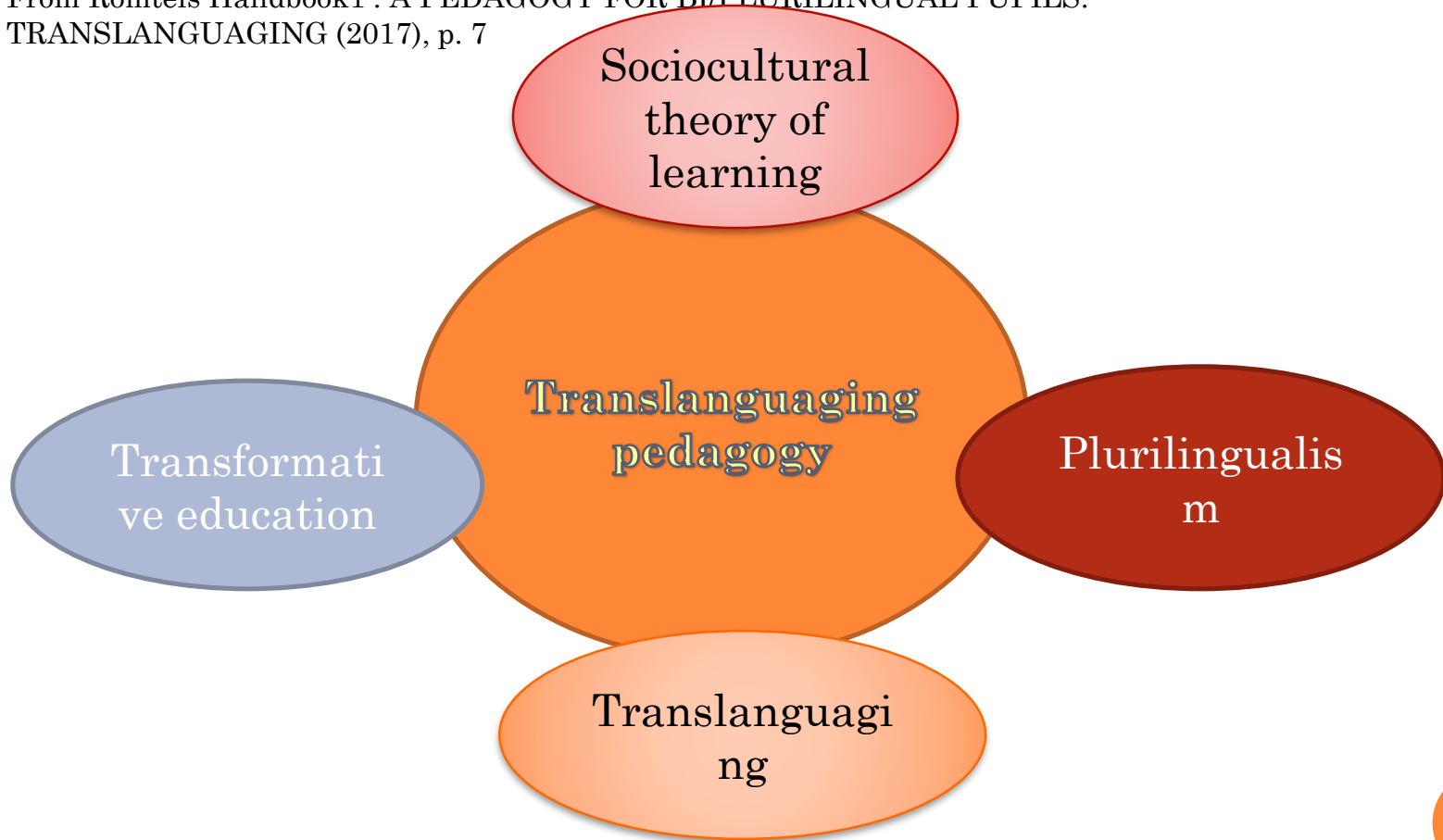
CUNY-NYSIEB, (Publications) Celic, C. & Seltzer K. (2012/2013). *Translanguaging: A CUNY-NYSIEB guide for educators*.

- Translanguaging pedagogy enhances teaching and learning (Creese and Blackledge 2010) WHILST enabling pupils to demonstrate what they know and can do (Garcia and Wei Li, 2014); AND develop and enact standard academic ways of languaging (Garcia and Sylvan, 2011), or what Cummins originally termed ‘cognitive academic language proficiency’ (Cummins, 2000).



TRANSLANGUAGING PEDAGOGY

- From Romtels Handbook1 : A PEDAGOGY FOR BI/PLURILINGUAL PUPILS: TRANSLANGUAGING (2017), p. 7



TRANSLANGUAGING: ORIGIN AND DEFINITION

- Originally translanguaging was coined and developed for bilingual minoritized speakers
(e.g. see C. Williams (Baker, 2001) and other Welsh scholars (Lewis, Jones & Baker, 2012); Creese & Blackledge, 2010; Garcia, 2009; Garcia & Li Wei, 2014; Otheguy, Garcia & Reid, 2015)
- The term translanguaging was first coined by Cen Williams (1994) as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (Canagarajah 2011:401)



WHAT IS TRANSLANGUAGING?

- • “To read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and “digested”” (Baker, 2011, p. 289).
- “The use of students’ full linguistic repertoire to make meaning without thinking that they have one language that is different from the other”
(Talk of Prof. Ph.D. Ofelia García on the subject "Translanguaging"
https://www.youtube.com/watch?v=Z_AnGU8jy4o)



IN OTHER WORDS,

- Translanguaging is the dynamic process whereby multilingual language users **mediate** complex social and cognitive activities through strategic employment of multiple semiotic resources to **act, to know and to be**. (Garcia and Li Wei, 2014)



TO CLARIFY...

- Translanguaging refers to using one's idiolect, that is, one's linguistic repertoire, without regard for socially and politically defined language labels or boundaries (Otheguy, Garcia & Reid, 2015).



TRANSLANGUAGING AS A THEORY OF LANGUAGE

- “Translanguaging for me means transcending the traditional divides between linguistic and non-linguistic cognitive and semiotic systems.”(Li Wei, 2018).



Lecture on Translanguaging as a Theory of language by
Professor Li Wei

<https://www.youtube.com/watch?v=fnOx8GjPvj4>



TRANSLANGUAGING AND CODE-SWITCHING: SAME OR DIFFERENT?

- “ Translanguaging differs from the notion of code-switching in that it refers not simply to a shift or a shuttle between two languages, but to the speakers’ construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of language, but that make up the speakers’ complete language repertoire.” (García & Wei ,2014)



- Translanguaging and crossing are different from codeswitching not phenomenologically but theoretically in that codeswitching grosso modo takes a structural perspective on bilingual text or talk whereas translanguaging focuses primarily on what speakers actually do and achieve by drawing on elements from their repertoires in situated contexts (Juffermans, Blommaert, Kroon & Li, 2014, p. 49)



EPISTEMOLOGICAL DIFFERENCES (GARCIA & LIN, 2016)

Translanguaging

- One integrated linguistic system
- “Both languages are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy, and, not least, learning” (Lewis, Jones & Baker, 2012, p. 1).
- From speaker’s internal perspective: agency in bilingual speaker
- The language practices are all interrelated.
- The language practices do not occupy hierarchical positions. “The use of students’ full linguistic repertoire to make meaning without thinking that they have one language that is different from the other”

Code-switching

- Assumption of separate systems
- “Named” languages
- Two monolingualisms
- From external societal perspective: empowering the “named” language
- Two or more languages
- One is L1 the other L2
- One language has dominant status, the other(s) non-dominant



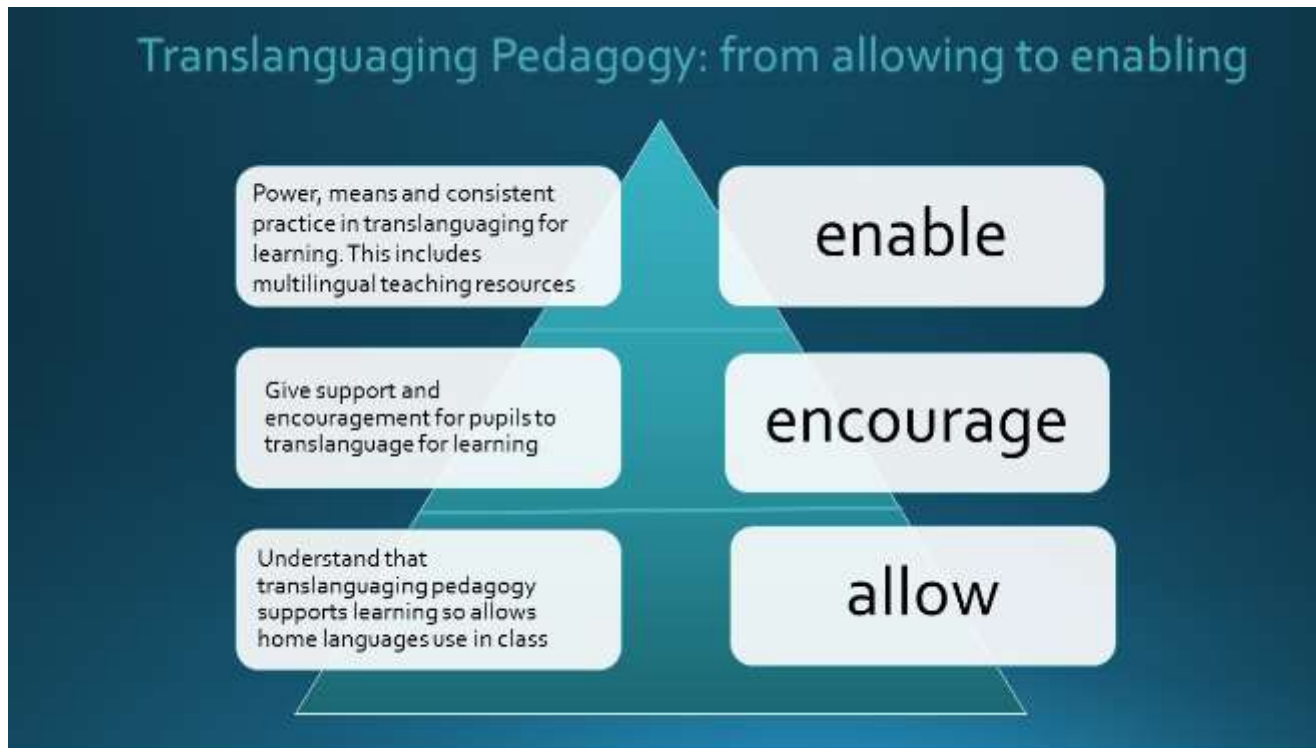
TALK OF PROF. PH.D. OFELIA GARCÍA ON THE SUBJECT "TRANSLANGUAGING" DURING THE MULTILINGUALISM & DIVERSITY LECTURES 2017



<https://www.youtube.com/watch?v=5l1CcrRck0>

WHAT COMPRISES TRANSLANGUAGING PEDAGOGY?

Allowing → Encouraging → Enabling



From Romtels Handbook 1: A PEDAGOGY FOR BI/PLURILINGUAL PUPILS: TRANSLANGUAGING (2017), p. 17



WHY TRANSLANGUAGING?

- “Translanguaging underscores multilinguals’ creativity—their abilities to push and break boundaries between named language and between language varieties, and to flout norms of behavior including linguistic behavior...” (Li Wei, 2018)
- It helps create space for multilingualism in educational contexts.
- It can help students develop content, language, their ways of knowing, their social and emotional identities.
- “Emergent bilinguals are at the initial points of the continuum of bilingualism. Thus, they are unable to perform academically in another language. Translanguaging facilitates comprehension and allows emergent bilinguals to tackle challenging academic tasks in a language they are still developing.” (CUNY-NYSIEB Guide for Educators, 2014, p. 5).
- Activity engagement and motivation



TRANSLANGUAGING AS A SOCIAL JUST PEDAGOGY

- Translanguaging creates the opportunity for a more socially just and equitable society that transcends and diverges from the established linguistic hierarchies.
- Translanguaging is transformative. It can transform the way students think about themselves and about languages and helps overcome the idea that some languages are more important than others.
- Translanguaging pedagogy is a tool for challenging the status quo and affording children the right to employ every resource at their disposal for learning.



WHAT IS THE ROLE OF THE EDUCATOR IN TRANSLANGUAGING?

- The detective: recognizing students' strengths
- The co-learner and builder: acting as co-learner and building upon learners' linguistic competence
- The transformer: normalizing linguistic diversity and translanguaging practices, liberating multilingual voices and deepening discussion and meaning-making



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