

# **ENHANCING PARTICIPATION THROUGH TRANSLANGUAGING: HOME LANGUAGES AS A RESOURCE IN BASIC LITERACY TRAINING**

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# IN THIS PRESENTATION...

Multilingualism  
Bilingualism  
Translanguaging  
Plurilingualism  
Metrolingualism

- What is translanguaging?
- Translanguaging, why?
- The scope of translanguaging, examples
- How to harness translanguaging as a pedagogical resource?



# WHAT IS TRANSLANGUAGING?

- 1) A theoretical perspective to language, and especially multilingualism
- 2) A pedagogical approach to learning and teaching in multilingual classrooms



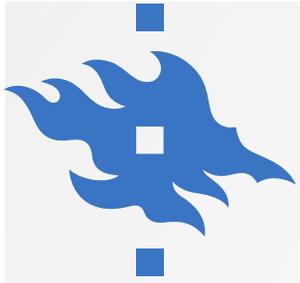
# WHERE DOES THE TERM ORIGINATE?

- In practices of bilingual classrooms in Wales
- Originally *trawsieithu* – a term coined by Cen Williams (see Williams 1994)
- Adopted to English medium literature in 2001 edition of Colin Baker's *Foundations of bilingual education and bilingualism*

Translanguaging – transspråkande – limittäiskieleily

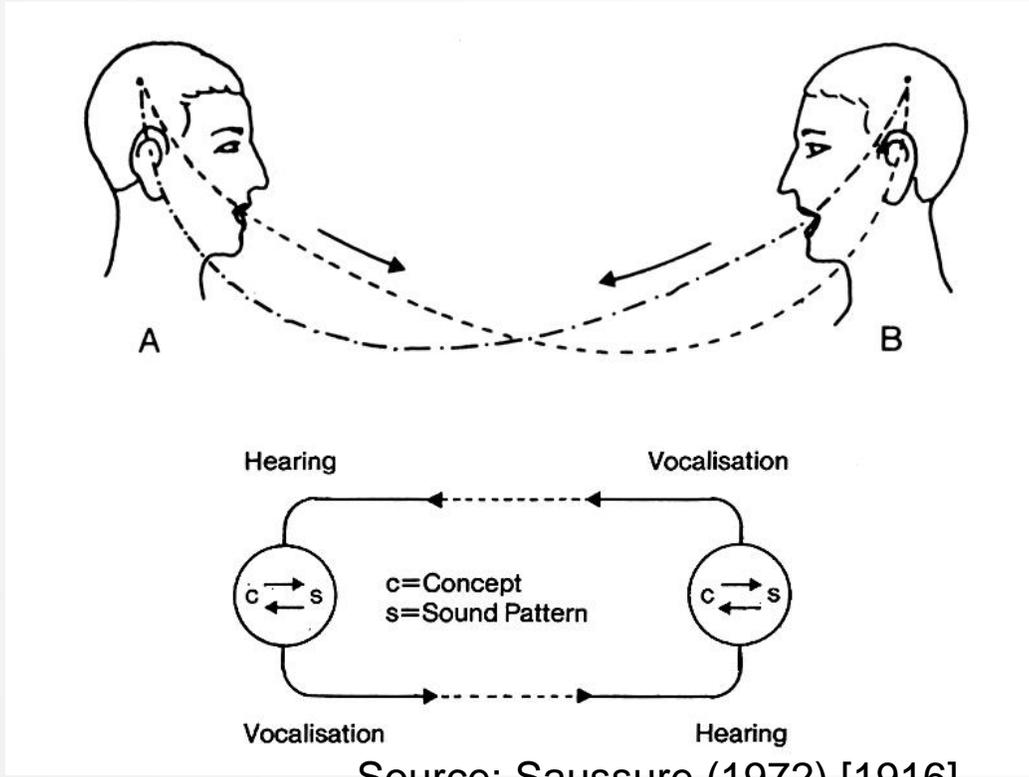


# TRANSLANGUAGING AS A THEORETICAL OUTLOOK ON LANGUAGE



# WHAT IS LANGUAGE?

Language as a code



Source: Saussure (1972) [1916]



Language  
as action



# WHAT IS BI-/MULTILINGUALISM?

Monolingual  
view to  
bilingualism



Dynamic  
bilingualism:  
Languages as a  
unified bank of  
resources



# WHAT ARE LANGUAGE SKILLS?

Linguistic  
competence as  
whole  
languages

‘perfect  
knowledge of  
language x’



Language  
skills as bits or  
fragments of  
language, as  
partial  
repertoires



# WHY DOES THEORY MATTER?



- Our view of language is like a pair of glasses or a worldview that guides how we see language, and how we teach language
- Everyone has a theory of language



# TRANSLANGUAGING AS PRACTICES THAT GO BEYOND LANGUAGES



# WHAT IS TRANSLANGUAGING IN PRACTICE?

- Ofelia García describes translanguaging as ‘turning off the language-switch function on the iPhone’ (Garcia & Li Wei 2014: 22-23)
- In multilingual classrooms: utilizing all interactional resources
  - Participants’ languages, gestures, facial expressions, pictures, writing, drawing, objects (e.g. food packages, furniture in the classroom)...



# WHY TRANSLANGUAGE IN THE CLASSROOM?

- 1) A way to make minority languages visible
- 2) A way to support students' multilingualism

Ofelia Garcia (2009) notes that all pedagogical decisions should be based on social justice and social practice (learning by doing)



# ADVANTAGES OF TRANSLANGUAGING

- 1) Supports deeper and more varied understanding of the studied theme
- 2) Supports the development of the weaker language
- 3) Facilitates connections between home and school
- 4) Brings together language users of different levels

(Source: Baker 2011: 289-290)



# HOW TO HARNESS TRANSLANGUAGING AS A PEDAGOGICAL RESOURCE IN THE CLASSROOM?



# TRANSLANGUAGING FOR LEARNING AND TEACHING

- Translanguaging is a normal mode of operation for plurilinguals

→ students often **translanguage to learn** even if

**translanguaging to teach** is not part of the classroom practices

Translanguaging to teach requires sensitivity to the ways in which students translanguage to learn

(For the distinction, see García & Li Wei 2014)



# TRANSLANGUAGING FOR LEARNING

- In the basic literacy classrooms the students translanguange to learn in order to:
  - Make sense either of the ongoing interaction or a written assignment
  - Participate in the classroom activities, or aid a fellow student to do so
  - Be able to revise the study material



# TRANSLANGUAGING FOR TEACHING

- Can take either the form of spontaneous translanguaging to teach or be part of a pre-planned lesson plan
- Spontaneous translanguaging to teach includes e.g. student translations and using sites such as Google translate
- Example of a more complex lesson plan: reading the story 'the liars house'



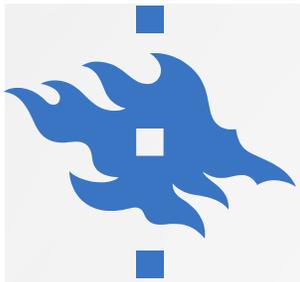
# CHALLENGES SPECIFIC TO MULTILINGUAL CLASSROOMS

- How to balance between several home languages, how to take everyone into consideration equally?
- How to utilize linguistic resources that the teacher does not have access to?
- How to balance between the classroom language and students' home languages?



## TO CONCLUDE

- Translanguaging for teaching is a way to support students in their language socialization
  - Utilizing home languages as a pedagogical resource is a part of a broader array of translingual practices
- Translanguaging for teaching often means co-learning and partly giving up one's authority role
- Translanguaging pedagogies are always tied to a specific group and its linguistic resources



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