


Translanguaging in the World Language Classroom

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Outline

- What is translanguaging?
- Translanguaging Pedagogies
- Reframing existing practices
- Creating transformative spaces

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What are your
questions about
translanguaging?

What is
Translanguaging?

What are language
ideologies?

Monolingual Language Ideologies

- Origins in European nationalism, where national, linguistic, and ethnic borders were created as distinct and mutually reinforcing
- Exported worldwide through colonialism, particularly in educational settings
- Prominent in research and practice in Second Language Acquisition, Applied Linguistics, and “foreign” language teaching
- “English Only” and similar policies are an extreme example, but we can also view multilingualism in monolingual ways

(Anderson, 2006; Beacco & Byram, 2007; Kramsch & Huffmeister, 2015; Makalela, 2017; Makoni & Pennycook, 2005)



Español

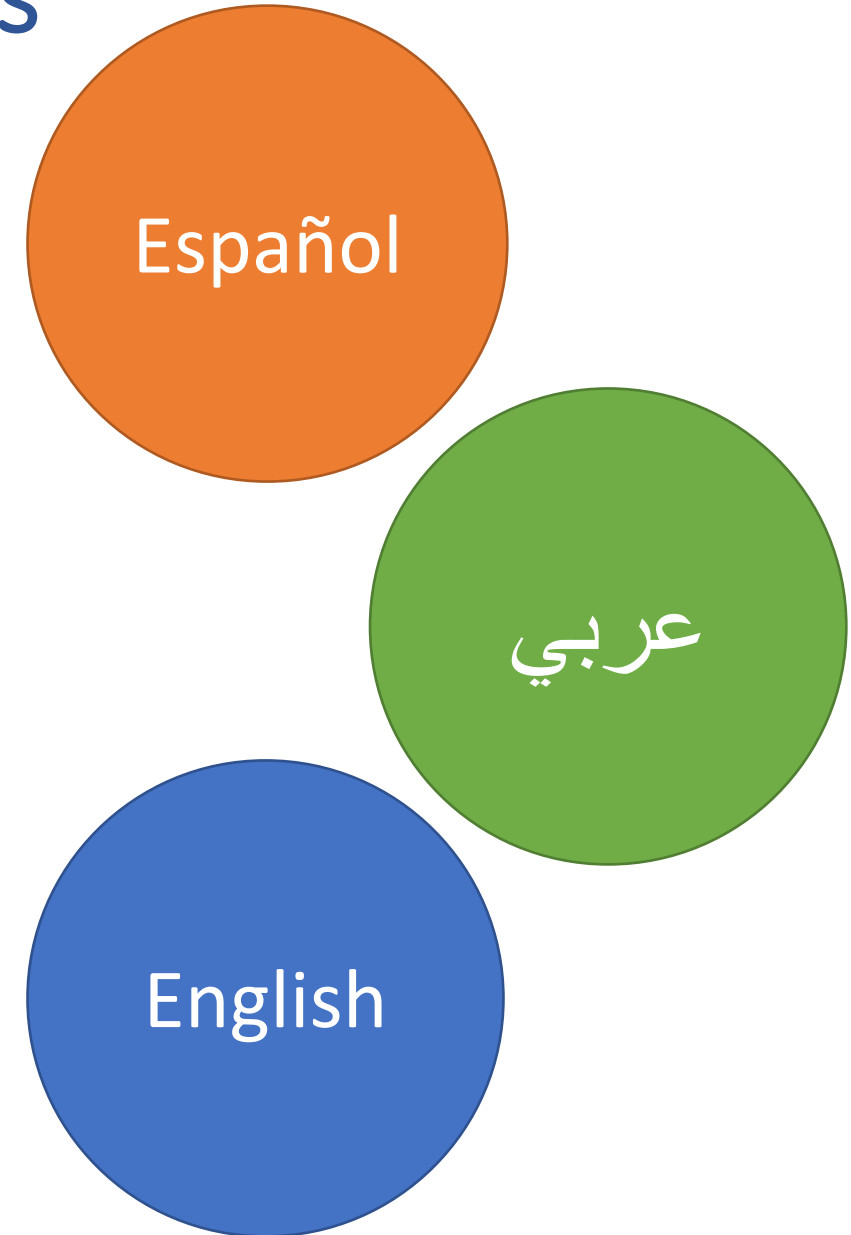
عربي

English

Monolingual Language Ideologies

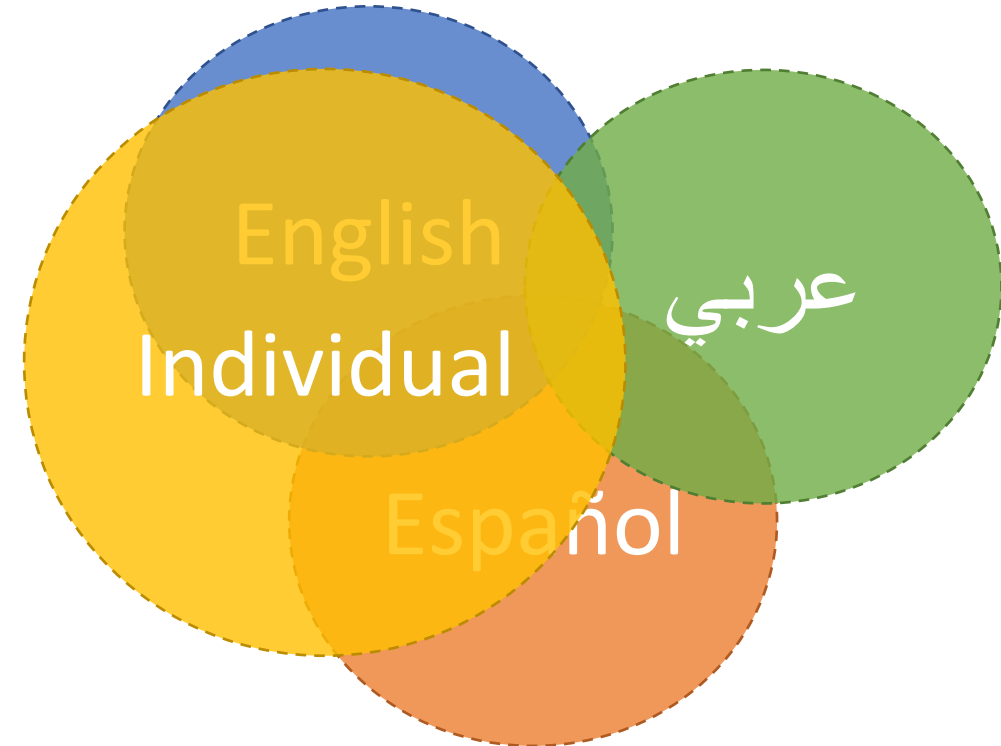
- We can also support learning new languages in ways rooted in monolingual ideologies
 - Native speakers of the standardized language represent ideal linguistic behavior for learners to model
 - Previous knowledge of dialects and languages interferes with learning new ones
 - Monolingual immersion (or classrooms) are the ideal learning environment
 - Valorization of study abroad and telecollaboration as real “immersion”
 - Focusing on *which* language is being used
 - Language as a decontextualized object

(Anya, 2017; Cenoz & Gorter, 2015; Ortega, 2013; Makalela, 2017, Trentman, 2021)



Translingual Language Ideologies

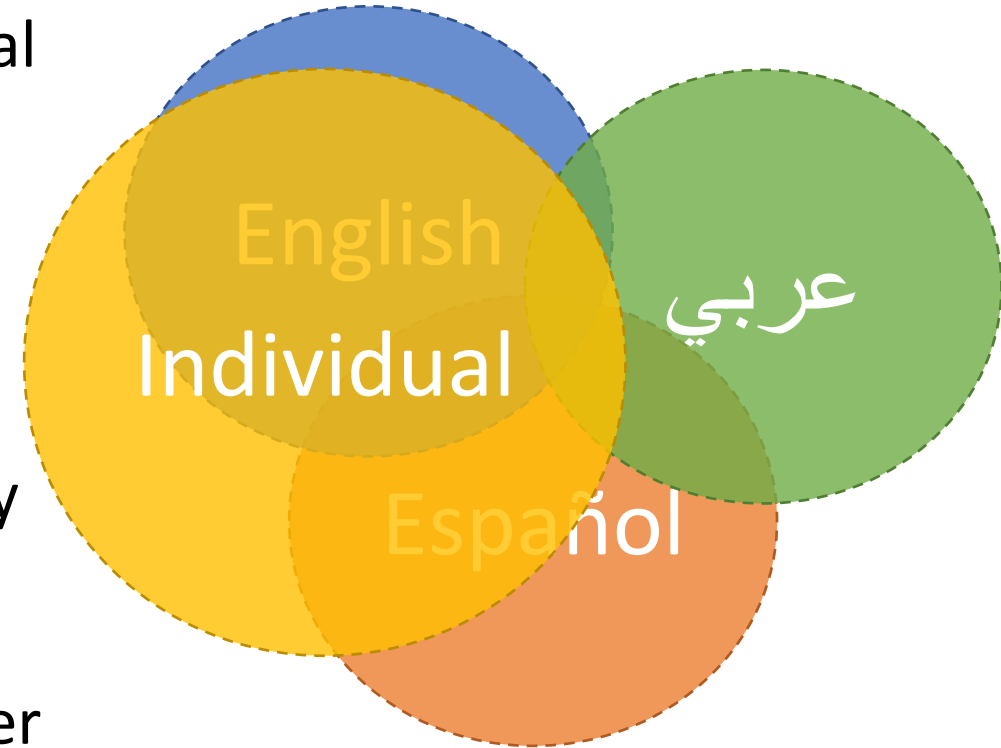
- Language boundaries are fluid and socially constructed
- Emphasis on the linguistic repertoires of individuals, rather than the social boundaries of “named” languages
- Linguistic repertoires shift with time and lived experiences
- Individuals draw from their linguistic repertoires in contextually specific ways, including to learn
- This may or may not correspond to named language boundaries
- Multiple names for these approaches, including translanguaging, multilingual turn, plurilingualism (but not actually new ideologies!)



(Anya, 2017; Cenoz & Gorter, 2015; Otheguy et al, 2015; García & Li Wei, 2014; May, 2014; Piccardo, 2017)

Translanguaging Theory

- Developed as a theory and practice in bilingual and heritage educational settings
- Strong social justice orientation
- Emphasis on recognizing and valuing the linguistic resources of marginalized populations, rather than taking a deficit perspective (García and Li Wei, 2014; Otheguy et al, 2015)
- Less common in world language classrooms, but equally important (Trentman, 2021, Seltzer & Wassell, 2022)

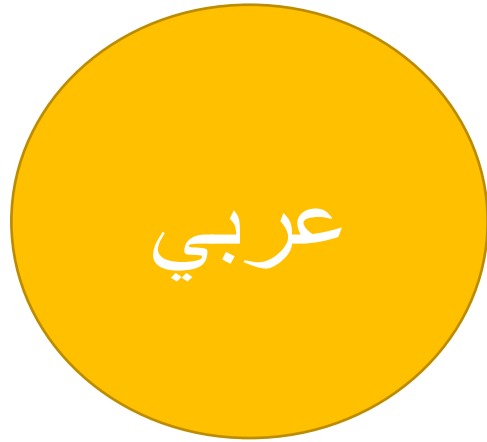


**“Translanguaging is the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages.”
(Otheguy et al, 2015)**

Translanguaging or code-switching?: A difference in perspective

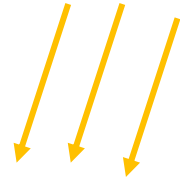
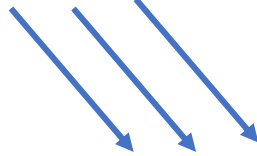
بالنسبة لي أنا أول اشي مهم، هو إثبات
قدراتي اللغوية. to improve my
the language and
وزى ما حكى نديم
true image about the Middle East
and Islam or about Arabs

Ghonem, Jordan



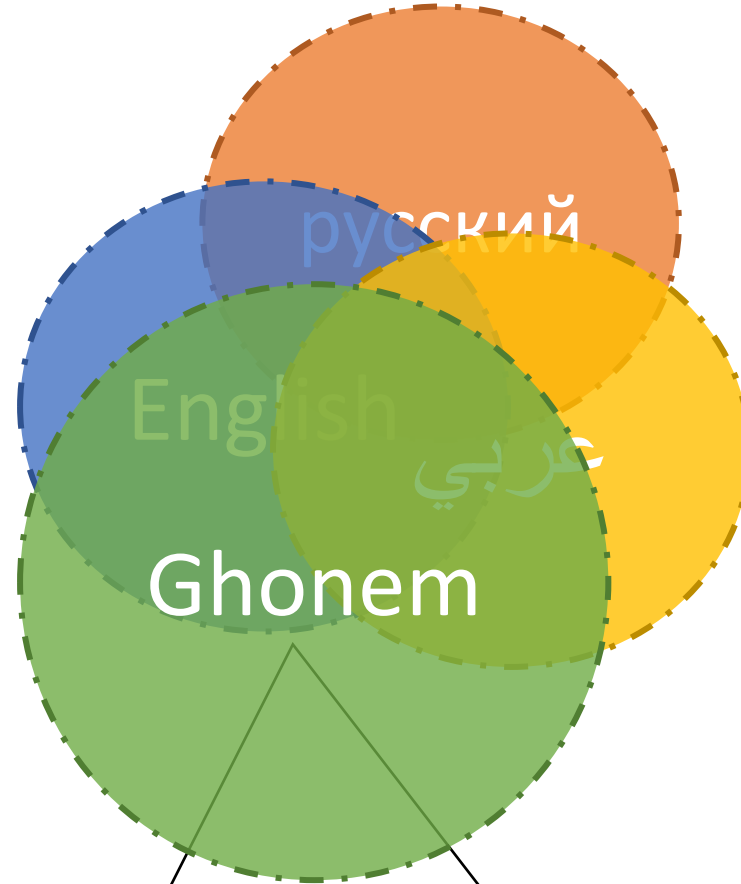
Ghonen

Code-Switching:
Code's perspective



بالنسبة لي أنا أول اشي مهم، هو إثبات قدراتي اللغوية. to improve my language and the true image about وزى ما حكى نديم the Middle East and Islam or about Arabs

Translanguaging:
Speaker's perspective



بالنسبة لى أنا أول إشي مهم, هو إثبات قدراتي اللغوية.
to improve my language and
the true image about the Middle East and
Islam or about Arabs

What is your linguistic repertoire?
How has it shifted over time?
How do you draw from it in specific contexts?

- Socially named languages
- Dialects and sociolinguistic variation
- Activity specific jargon
- Family specific language





What questions
or comments do
you have now?

What are Translanguaging Pedagogies ?

Translanguaging Pedagogies

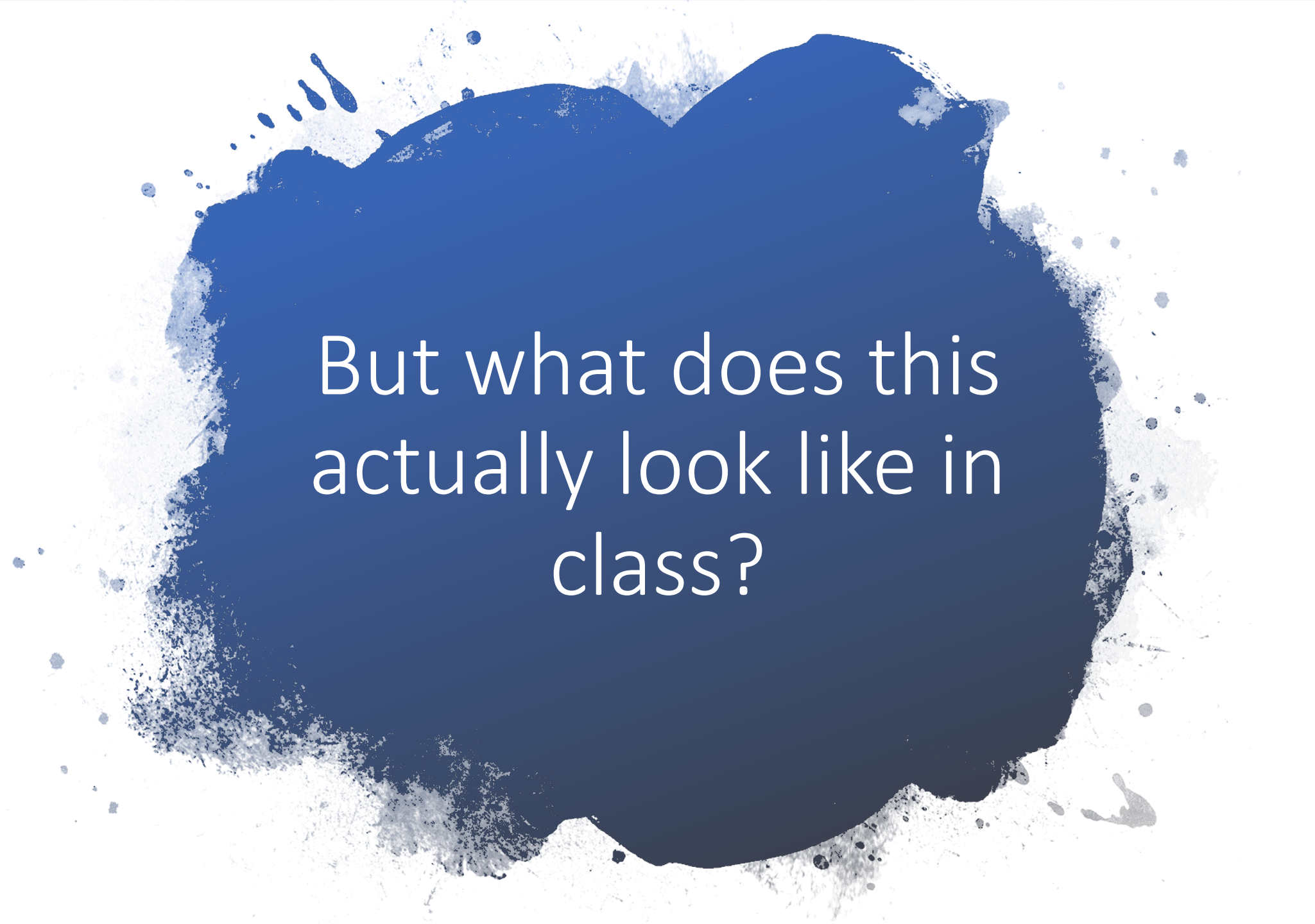
- Emphasize recognizing and using the full linguistic repertoire to learn content and language
- Encourage intentional and strategic use of the full linguistic repertoire as a skill, not a “failure” to be monolingual
- Not the same as “anything goes”!

How can we build upon our students’ full linguistic repertoires to expand them?

Translanguaging Pedagogies

- Draw attention to the intersection of language and power
- Discussions of colonialism, racism, gender, ableism, and other social inequities
- Emphasize connections between language and social justice/social inequities

These discussions aren't "extra" but essential

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But what does this
actually look like in
class?

Reframing Existing Practices



أنا أشرب كوكا كولا
[I drink Coca Cola]

Teacher

Teacher is using
cognates to provide
comprehensible input

Monolingual Perspective

Teacher is strategically drawing
from the overlap between their
linguistic repertoire and their
students' to expand the latter

Translanguaging Perspective

Student

في الصباح بأروح عملي في مكتب ال health insurance وبعدين عندي ٣ فصول اللغة العربية والتاريخ و ceramics

[In the morning I go to my work at the health insurance office and after that I have three classes, Arabic, and History, and Ceramics]

Teacher

اه جميل بتحب العمل في مكتب التأمين الصحي؟

[Oh, great, do you like the work in the health insurance office?]

Student is doing a good job of using mostly Arabic, and we can ignore a little English. This is a scaffold to monolingualism. Teacher is keeping it in Arabic.

Monolingual Perspective

Student is strategically drawing from their full linguistic repertoire to continue speaking Arabic, rather than stopping when they don't know a word. Teacher recognizes this and is helping them expand their repertoire by filling in vocabulary.

Translanguaging Perspective

In small groups

Student 1	So you could ask me if I'm going to السينما [the movies] and I'd say لا عندي واجب كثير [no I have a lot of homework]
Student 2	OK

In front of the class

Student 1	تروح السينما يوم السبت؟ [Are you going to the movies Saturday?]
Student 2	أكيد لا! عندي واجب كثير قوي لفصل العربية! [Definitely not! I have a lot of homework for Arabic class!]

How do we get the students to use only Arabic in small groups? At least they used all Arabic in their presentation.

Monolingual Perspective

Students are using their full linguistic repertoire to work together in the learning process, and this is helping them expand it to create a monolingual final product

Translanguaging Perspective

In a conversation with a student and language partner

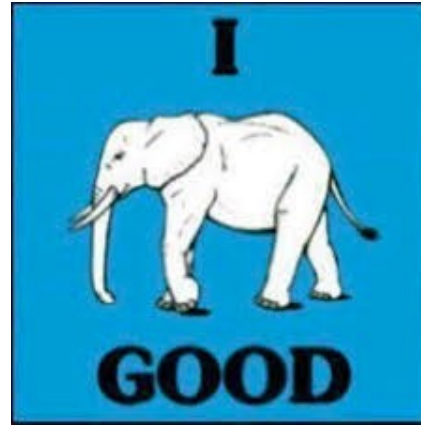
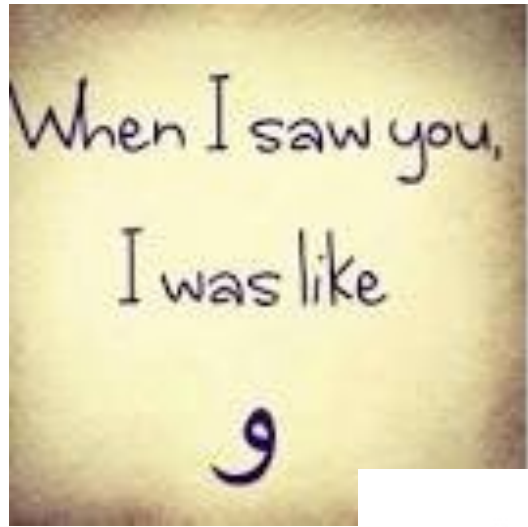
Student	بتروح المسجد أو بتأكل مع العائلة أو . . . How do you celebrate Ramadan? [Do you go to the mosque or eat with family or . . . ?” ؟
Language Partner	نعم الوقت مع العائلة والأصدقاء مهم جدا family is very, very important [Yes time with family and friends is very important]

This is too much English, why are they using so much English, especially for things they can say in Arabic

Monolingual Perspective

The student is drawing from their full linguistic repertoire to learn content. The partner is drawing from their full linguistic repertoire to make sure that the student understand the cultural information.

Translanguaging Perspective



I WAS A MEEM



**BEFORE THE
INTERNET**

These are funny jokes for
Arabic letters

Monolingual Perspective

No pain, no غ
Hit me up in the
after ڤ
mary had a little ڤ
My ڤ muscles are sore
after going to the ج.
I'm really not feeling well, I
have such an awful ق
We should make this into an
internet م
Seeing a pretty boy like و
Y'all so funny ح ح

This is expanding the existing
linguistic repertoire using
humor (social connection)

Translanguaging Perspective

Does this mean students can just use whatever language they want, whenever?
What if students are lazy and just use English?

(This is still a monolingual perspective focused on separate languages)

Are my linguistic choices helping me expand my linguistic repertoire the way I want?



How are you
already using
translanguaging
pedagogies?

Questions?

Creating Transformative Spaces



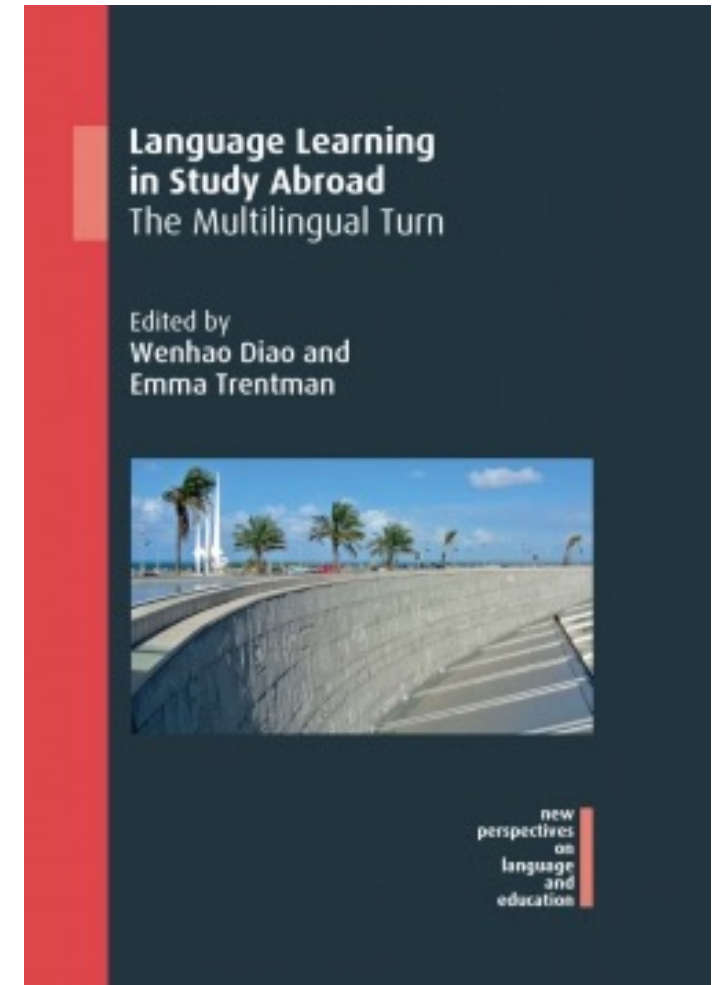
Recognizing and validating students' existing linguistic competencies

- What are their linguistic repertoires?
- How does this prepare them to expand them?
- How do global structures of inequity position these linguistic repertoires?

Recognizing the multilingual nature of many language learning situations

- Study abroad
- Language Classrooms
- Virtual Exchange
- Engagement with local communities
- How do we prepare students to engage in multilingual settings in order to expand their linguistic repertoires?

(Diao & Trentman, 2021; Mori & Sanuth, 2018)



. . . فدايما عندما أتكلم واحد من اللغات أشعر إن يعني فيه شخص ثاني بس مش الشخص كامل فيه شيء يعني شو اسمه منقوص ناقص في حياتي فعندما هم موجودين مع بعض و عندي فرصة ل . . . أعبّر نفسي بهذه الثلاثة لغات أشعر إن أنا شخص كامل بس بالثلاثة الحين أشعر إنه فيه شيء ناقص يعني بين كل هوياتي اللغوية

. . . when I speak one of the languages I feel that like there's another person, but not the whole person, there's something like, what is it called, missing in my life, **so when they are together and I have the opportunity to . . . express myself in these three languages I feel like I'm a complete person**, but in each of the three now I feel like there's something missing like in my linguistic identity.] (Juan, Oman, Interview)

Using Multilingual and Multidialectal Materials

يمكنني أن أصف عيداً
I can describe a holiday

Can-Do Assessment 1



الفيديو Video

المفردات والقواعد Vocab & Grammar

قصة رمضان

الأنشطة Activities

1. نشاط الفهم (Understanding)
2. نشاط التحليل (Analyzing)
3. نشاط التطبيق (Applying)

Transcript (Playing)



الفيديو Video

المفردات والقواعد Vocab & Grammar

الأطفال بيتكلموا عن الكريسماس

الأنشطة Activities

1. نشاط الفهم (Understanding)
2. نشاط التحليل (Analyzing)
3. نشاط التطبيق (Applying)

Transcript



الفيديو Video

المفردات والقواعد Vocab & Grammar

الميمونة

الأنشطة Activities

1. نشاط الفهم (Understanding)
2. نشاط التحليل (Analyzing)
3. نشاط التطبيق (Applying)

Transcript (Playing)

wecanlearnarabic.com

- Use examples representing a variety of linguistic repertoires in class
- Drawing students' attention to sociolinguistic and pragmatic features, and building upon their existing resources
 - Do you know this feature in other dialects?
 - Does this feature exist in other languages you know?
 - Do you have other experiences with linguistic variation?
- Clear expectations for production (Describe a holiday) and reception (Understand multiple dialects and their social meanings)

Engage in explicit discussions of language ideologies

- Help students identify, describe and understand language ideologies and how these connect to social identities and impact language learning
- Critique of “native speaker” competencies
- Critical approach to “standardized” forms
- Addressing raciolinguistic ideologies (Flores & Rosa, 2015)

But what about assessment!

- We don't always have control over the language assessments our students will take
- These assessments are likely based in monolingual ideologies
- However, explicit attention to language ideologies and meta-linguistic awareness requires a focus on language, and this can help on traditional assessments (Selzer & Wassell, 2022)





How can you create
transformative
spaces?

Questions?

شكرا!

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