Translanguaging Pedagogy in Language Education

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Benguet State University
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Today’s workshop

Part 1: Principles of Translanguaging Pedagogy

Part 2: Translanguaging and Funds of Knowledge
Brainstorming task: The role of other languages in the English classroom?
Brainstorming task: The role of other languages in the English classroom?

• To what extent should an English teacher maintain 100% target language in the classroom?

• What is the role of national language or local language in the English classroom?
Locating my work

- Coordinator of PhD program in Multilingual Language Education
- Director of the Buckeye Language Education Resource Center
- Past editor of the *TESOL Journal*
- Fulbright Scholar (Mexico, 2011-12)
- English Language Specialist (Philippines, 2023)
Sayer-Santiago Family

Canadian English
Danish
Mexican Spanish
Spanglish
Mixteco
Filipino???
My personal language map

• Languages in my life
• Task: Make a visual representation of the language in your life
  • What languages have you learned?
  • What languages do you use with whom? And in what situations?
  • Do you use different dialects or varieties of language? Why and when?
Recommendation #1: Create a language profile of your classroom

• Younger students:
  • Use Flip or WhatsApp to record a video about languages in their family
  • Interview their grandparents about languages

• Older students:
  • Create an ethnolinguistic profile of their family
Translanguaging Pedagogy

• How can we connect teaching English to the lived experiences of our students?

• How can we use our students’ language backgrounds as a source for learning English?
Translanguaging Pedagogy

Traditional pedagogy
- Student’s L1 as a problem or barrier
- Deficit view

Translanguaging pedagogy
- L1 as a resource
- Asset-based view
Translanguaging: KWL chart

KWL Chart: A type of graphic organizer to help introduce a new topic

L1 as resource
Asset-based view

Is it OK for the teacher to mix languages?
The role of the L1 in language teaching

- The L2 teacher’s job is maximize input in the target language
- Create a “target language zone”
- Minimize or eliminate the use of the L1
- L1 seen as a source of interference
SLA Theory: Assumptions about using L1 in L2 teaching

• SLA is focused on interlanguage development
• Interlanguage = L2 learner’s developing L2 linguistic system
• Features of L1 + L2 + universal grammar
• Indicates incomplete acquisition
• L1 is a barrier to L2 learning = “interference” or “negative transfer”
• Second language classroom: Avoid L1, maximize input in the L2
Bilingualism is not two wheels on a bicycle!

• A multilingual person’s proficiency is complex.
• It depends on context and purpose.
• There is no perfect balanced bilingual.

[Table and diagram related to language proficiency]
Ofelia García: The banyan tree as a metaphor of bilingualism
Rethinking the role of L1 in L2 classrooms

• The goal of language teaching is for students to become multilingual
• How should the use of languages be organized in language classrooms?
• What types of multilingual practices support language learning?
Translanguaging refers to the multiple discursive practices in which bilinguals engage based on their full linguistic repertoire in order to make sense of their bilingual worlds.
Translanguaging: Background

• Origin: As a bilingual teaching strategy in Wales (Williams, 1994)
• Purpose: Language revitalization of a minority language Welsh

• Development: As an approach to bilingual education in the United States (Garcia, 2009)
• Purpose: For bilingual programs for minority students, particularly Latino students of immigrant families
This article presents an ethnographic study of how bilingual teachers and children use their home language, Tchikuli, to mediate academic content and standard languages. From the premise that TESOL educators can benefit from a fuller understanding of students’ linguistic repertoires, the study describes language practices in a second-grade classroom in a traditional bilingual education program in a well-established Muxtac, Mexico, community in San Antonio, Texas. By attending to the linguistic, symbolic, and material practices of children and adults, the study illustrates the crucial role of the Tchikuli linguistic repertoire for learning and identity construction. It also suggests that organizing students’ experiences to learn through Tchikuli can bridge gaps in students’ academic achievement. The study indicates that warming toward Tchikuli’s ability to mediate between students’ linguistic repertoires and their academic performances is crucial for teachers to embrace the translanguaging approach and succeed in teaching bilingual children to use alternative communication strategies to which they are already accustomed. In developing this perspective, the article uses a language-rich, integrative and systemic approach to describe the interlanguage of skills and learning across languages.

Creese & Blackledge (2010)
Modern Language Journal
García (2009)
TESOL Quarterly

1994
2009
2013
2023

Number of research articles on translanguaging in applied linguistics journals
Translanguaging: Premise

The multilingual turn in TESOL: ELT classrooms are multilingual spaces

Translanguaging offers an alternative to conventional, monolingual language teaching approach.

Translanguaging reflects the sociolinguistic reality of everyday language use

Bilingualism is a banyan tree, not a bicycle. A bilingual person is not a double monolingual.
Varieties of Philippine English

Occupational Englishes
• Yaya English
• Bargirl English
• Colegiala English
(Bautista 1996)

Hybrid Englishes
• Taglish
• Conyo English
• Hokaglish
(Gonzalez 2017)
Multilingualism and translanguaging in the community

Example of Conyo talk:

• "Let's make tusok-tusok the fish balls."
  (Let's pierce the fish balls with bamboo sticks.)
• "I'm so init na; make paypay me naman o."
  (I'm so hot; please fan me now.)
• "You make hintay here while I make sundo my kaibigan."
  (You wait here while I fetch my friend.)

(Odon, 2014)
Translanguaging and TESOL classrooms

- CLIL/CBI classrooms
- Early childhood
- Newcomer immigrants
- Secondary EFL
- IEP
- Assessment
- TBLT

- U.S. & Canada
- Australia
- Netherlands
- Malawi
- Costa Rica
- Mexico
- Vietnam
Isn’t translanguaging just code-switching?

Yes... and no
From code-switching to translanguaging

Ana Celia Zentella’s (1997) seminal study of Nuyorican bilinguals’ code-switching in *El Bloque* neighborhood in New York City

Ofelia García’s (2009) *Bilingual Education in the 21st Century* popularized the concept of translanguaging.
**Code-switching**

Interaction between bilingual Lolita (8 years old), bilingual Timmy (5 years old), and a Spanish-dominant adult.

Lolita pushes Timmy off his bike:

*Lolita to Timmy:* **Get off, Timmy get off!**

*Timmy to adult:* ¡Ella me dió! [she hit me!]

*Lolita to Timmy:* ¡Porque TÚ me diste! [because YOU hit me!]

*Timmy to Lolita:* Liar!

*Adult to Lolita:* ¿Por qué---? [Why---?]

*Lolita to adult:* Porque él me dió por eso. Él siempre me está dando cuando me ve. [Because he hit me, that’s why. He’s always hitting me when he sees me]

(Zentella, 1997)
Code-switching

Neither of these kids have DLD. Code-switching is a normal part of being bilingual.
Early code-switching research

Debunking myths about code-switching

• Code-switching is systematic (just like any other language variety)
• Code-switching has its own grammar which all bilinguals internalize and “know”
• Fluent code-switching requires a high degree of bilingualism
• The most balanced bilinguals are also the most prolific code-switchers
• Purpose of legitimizing stigmatized language forms, e.g. mixed code vernacular
• Code-switching does important social work
• Code-switching offers pedagogical advantages to teachers and students in classrooms
Translanguaging

Focus on linguistic aspects, language boundaries

Code-Switching

Language Mixing

Focus on language practices, meaning making, language resources, identities

Translanguaging
What does translanguaging in the classroom look like in practice?
"Paseo por el Westside" neighborhood event, May 2010
Photo: Esperanza Peace & Justice Center
El Westside, San Antonio, Texas USA

Mexican barrio
Westside, San Antonio
Source: top, UTSA archive
bottom, Marquez et al (2007)
El Westside, San Antonio
Using a translanguaging lens to understand classrooms

Very limited Spanish use in school:

- Some Spanish
  - Front office, secretaries
  - Library
  - Entrances, notices for parents
- No Spanish
  - Hallways, signs and posters (only 1 in Spanish)
  - Cafeteria
  - PA announcements
  - Computer lab
  - Counselor
  - PE class
  - Special school events (geography bee, bike competition)
Translanguaging Pedagogy | Sayer
Recommendation #2: Pay close attention to how your students use language in the classroom

2nd grade science lesson. Students are labelling a diagram of a spider. Jacky is talking about spider’s egg sac:

1. Lo que yo no entiendo es porque sale en un puffy little thing así que cargan arriba this little puffy thing.

(What I don’t understand is why it comes in a puffy little thing like that carrying above it this little puffy thing.)

Translanguaging mediates construction of understanding academic content
Translanguaging as meaning-making

How can students leverage their bilingual vernacular to mediate their learning of standard language (English and Spanish) and academic content?

This article presents an ethnographic study of how bilingual teachers and children use their home language, TexMex, to mediate academic content and standard languages. From the premise that TESOL educators can benefit from a fuller understanding of students' linguistic repertoires, the study describes language practices in a second-grade classroom in a transitional bilingual education program in a well-established Mexican American community in San Antonio, Texas. The data suggest that the participants more fluidly bicultural than just Spanish and English, but also the standard and vernacular varieties, a process that is called translanguaging (O. García, 2009). Translanguaging through TexMex enables the teacher and students to create discursive spaces that allow them to engage with the social meaning in school from their position as bilingual Latinos. The teacher's adoption of a flexible bilingual pedagogy (García & Blackledge, 2010) allows for translanguaging in the classroom not only as a way of making sense of content and learning language, but also as a legitimate means of performing desired identities.
2nd grade science lesson. Students are labelling a diagram of a spider. Jacky is talking about spider’s egg sac:

1. Lo que yo no entiendo es porque sale en un puffy little thing así que cargan arriba this little puffy thing.

(What I don’t understand is why it comes in a puffy little thing like that carrying above it this little puffy thing.)

Translanguaging mediates construction of understanding academic content

The student is expressing her idea through her linguistic funds of knowledge
Funds of knowledge

The knowledge and skills that children bring to school based on their everyday experiences, culture, and language of their families and communities.
Funds of Knowledge: Example 1
Funds of Knowledge: Example 2
Linguistic Funds of Knowledge

The language resources and practices that children bring to the classroom based on the ways of talking and using language and literacy in their homes and communities.

Example 1: Bilingual kids playing Pokemon
Example 2: Young girl creates bilingual prayer book
Recommendation #3: Learn about your students funds of knowledge

• Do activities in class where students share about their families
• Do a “picture walk” of the community to learn about how languages are used
What are sources of funds of knowledge?

Examples:

- Knowing about tools in father’s workshop
- Knowing how to make change with money in the market
- Making a bilingual prayer book
- Knowing the creature powers and rules of Pokemon
Brainstorming task: What are sources of funds of knowledge?

Think about sources of cultural and linguistic funds of knowledge:

• Family (e.g. parents’ jobs)
• Community (e.g. local practices in the neighborhood)
• Personal interests (e.g. hobbies)
Translanguaging Pedagogy

Home language

Stance

Design

Shifts

Target language
THE 3 STRANDS OF A TRANSLANGUAGING PEDAGOGY

- **Translanguaging Stance**
  - The ideological system/set of beliefs that informs teachers’ approach to teaching emergent bilinguals

- **Translanguaging Design**
  - Design of classroom space, instruction, & assessment that aligns with/emerges from a translanguaging stance & leverages the translanguaging corriente

- **Translanguaging Shifts**
  - Unplanned moves within a translanguaging design that respond to the corriente & to students’ needs, interests, & connections
Translanguaging:
A CUNY-NYSIEB Guide for Educators

Christina Celic
Kate Seltzer

What is it?
It's important to create classroom and school environments that represent, respect, and value all of your students—including your bilingual students. Setting up your learning environment to include students' home languages side by side with English recognizes linguistic diversity they bring to school, and helps all students become more aware of languages and scripts co-exist with English in their communities.

Translanguaging How-To
1. Think: What parts of my classroom environment could I make multilingual?
Consider how you can make your bilingual students’ languages visible in the classroom, in a way that is manageable for you. You might think about:
   - Oral English: When do I use English orally for community building, the nuts and bolts of running the classroom? Would it be possible to use home language signals, transitions, songs, or greetings in addition to or instead of English?
   - Written English: Where do I have English written in the classroom? In these places, would it make sense to create multilingual labels or displays?

Some ways to make the classroom environment multilingual:
- **Greetings**: Have bilingual students teach their classmates a greeting in their home language, practicing over several days until the class is able to use these multilingual greetings when entering the classroom.
- **Songs**: If you use music during instruction (to transition from one activity to another during a morning routine, to connect to a content topic, at the end of the class, etc.) you can incorporate songs that have multilingual versions. You can substitute some of your English songs with home language songs that are translated in English. Have your bilingual students help the class learn the English language version of whatever songs you choose.
- **Transitions**: Think about the signals you use with students to transition between activities. Do you use some sort of verbal signal? If so, teach with your bilingual students to see if they can help you say something similar in their home language, or use Google Translate (see sidebar).
- **Table names**: Many classrooms give names to each table or group. These names can be multilingual, and bilingual students can be a part of the process of choosing their classmates how to say the table name in their home language. This is a good community building activity at the beginning of the year.
- **Rules and Routines charts**: Many teachers display charts outlining the day's routine or rules in two or more languages. This is a great way to ensure familiarity and conversation with students and families who speak multiple languages.
What does translanguaging pedagogy look like in the classroom

4th Grade EFL lesson in Central Mexico
Translanguaging as pedagogy: L2 writing

Use of student writing drafts to document how TL supports development of academic writing

Velasco & Garcia, 2014: Translanguaging and the Writing of Bilingual Learners
### Translanguaging as pedagogy: CLIL

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>M:</strong></td>
<td><strong>E:</strong></td>
</tr>
<tr>
<td>Tenemos que ir a Google. (We have to go to Google)</td>
<td>Es como un gas. (It’s like a gas)</td>
</tr>
<tr>
<td>So,</td>
<td></td>
</tr>
<tr>
<td>=Tenermos que ir a Google. (We have to go to Google)</td>
<td>File (Reading from monitor and directing Bsa by pointing at the monitor)</td>
</tr>
<tr>
<td>E:</td>
<td></td>
</tr>
<tr>
<td>Ya voy a ir. (I’m going now)</td>
<td>Vamos a File. (Let’s go)</td>
</tr>
<tr>
<td>M:</td>
<td></td>
</tr>
<tr>
<td>Now we’re gonna go.</td>
<td>Vamos a File. (Directing mouse as both look at computer monitor)</td>
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<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Now we’re gonna go.</td>
<td>New Windows. (Reading from monitor)</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Luego (Then)</td>
<td>Google (Reading from bookmarks bar on monitor)</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Voy a ir. (I’m going to go)</td>
<td>Voy a poner. (I’m going to put)</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Voy a poner. (I’m going to put)</td>
<td>Ejercicio:endo: (narrating typing into search bar)</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>“kay?”</td>
<td>Elemento neon. (repeating search bar entry)</td>
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<tr>
<td>22</td>
<td>23</td>
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<tr>
<td>Vas a poner=</td>
<td>(You’re going to put)</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>=Imagenes. (reading from website)</td>
<td></td>
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<td>26</td>
<td>27</td>
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<tr>
<td>No.</td>
<td>Ums</td>
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<td>28</td>
<td>29</td>
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<tr>
<td>Facts</td>
<td>Fact: (Melissa spells the word as Elsa types into the search bar)</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>Sol.</td>
<td>Voy a poner. (I’m going to put)</td>
</tr>
<tr>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>neon facts for kids. (Narrating while typing into the search bar)</td>
<td>Hal.</td>
</tr>
<tr>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>I love neon. (Reading from Internet search results)</td>
<td>That’s hilarious</td>
</tr>
<tr>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Okay.</td>
<td>periodic table</td>
</tr>
<tr>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>Learn facts about neon (Reading from search results)</td>
<td></td>
</tr>
</tbody>
</table>

Use of interactional data to show how students use TL to co-construct understanding of scientific concepts while preparing a report

Poza, 2014: The Language of Ciencia: Translanguaging and Learning in a Bilingual Science Classroom
Translanguaging as pedagogy

Lin, 2013: Toward Paradigmatic Change in TESOL Methodologies: Building Plurilingual Pedagogies
How does translanguaging promote a multilingual TESOL?

Practical problems:

• What types of multilingual practices support language learning?
• How should the use of languages be organized (or not!) in language classrooms?
Translanguaging pedagogy

Peer-coaching project using videos to demonstrate use of translanguaging

Pedagogical strategies
Translanguaging pedagogy

• Three levels: Stance, Design, Shift
• Translanguaging pedagogy as disruption
• Translanguaging pedagogy as affirmation
Translanguaging as Disruption

• Adams-Corral & Sayer (2024-in press) analyzed 30 lessons with emergent bilingual students in Texas and Mexico

• Found that lessons where translanguaging spaces occurred were less regimented by the traditional classroom interactional structures such as IRE pattern
Interactional structures in the classroom

An ESL reading lesson with 1st graders, Columbus Ohio:

01 T: What did you see that made you think the title of this book is *Bugs*, Ayana?
02 S1: ‘Cuz it has a ‘b’?
03 T: Of course! Right? And insects- what letter would insects have?
04 S1: ‘b’
05 S2: ‘n’
06 T: [acts shocked] Insects =wouldn’t start with uh-
07 S2: = ‘i’!
08 T: a ‘b’. No, with an ‘i’ ’cuz it starts like ‘in’ right?
09 S1: When you have ‘b’ [ you have bugs
10 T: [ Well we have lots of other books

Initiate (display question)
Response
Evaluation (preferred response)

S self-nominates, attempts to take the floor
T cuts off, directs attention to keep lesson moving
Figure 16.1: Schematic structure of Extract #1

Initiation (line 3): (Where should the missing apostrophes be placed?)

Response #1: “bones” (line 6)
  - Initiation: plural or possessive? (lines 8-11)
    - Response: silence (line 12)
      - Initiation: “Does anything belong to those bones?” (line 13)
        - Response: “no” (line 14)
          - Positive evaluation: “no” (line 15)
          - Negative evaluation: “that’s just an “s”…” (line 17-18)
          - Negative evaluation: “it’s not one” (line 16)
    - Positive evaluation: “it’s short for” (line 20)
  - Response: “it’s” (line 21)
    - Positive evaluation: “it’s the first one” (line 26)
  - Response: “hundreds” (line 27)
    - Negative evaluation: silence (line 28)
      - Initiation: “what belongs to the hundreds?” (lines 29)
        - Response: “no, animals” (line 30)
          - Positive evaluation: “animals, good” (line 31)
Translanguaging corriente: “A current in a body of water is not static; it runs a changeable course depending on features of the landscape. Likewise, the translanguaging corriente refers to the dynamic and continuous movement of language features that change the static linguistic landscape of the classroom.” (García, Ibarra Johnson & Seltzer, 2017)
Translanguaging as Disruption

Translanguaging pedagogy is most effective when it evokes the *corriente*: the intentional transgression of the normative structures of classroom discourse. (Adams-Corral & Sayer, in press)
An Indonesian pre-service EFL teacher is doing a microteaching lesson. The T speaks Indonesian (national language) and Javanese (local language), while Javanese, but others are from various ethnolinguistic backgrounds.

T: Okay, good. Then who's your inspiring teacher? And why? Here you'll look back at your experiences, when you were in elementary school, junior high school, senior high school.

Masih ingat ya sama guru-gurunya? [You still remember your teachers, right?]

S: Yes, sir, especially the very good ones or the scariest ones.

T: Okay, good. So think about the reasons why she or he was inspiring.

Mungkin dulu pernah punya pengalaman pribadi [maybe you had a personal experience]. Let say, you were helped by your teacher when you could not do the task, that's why he was very inspiring for you or something like that. And then the last question is, what does a good or great teacher look like? It can be from your experience, or it can be from books or information that you have read so far. For example, a good teacher must be kind, ora galak [not scary], kayak saya to [like me, yes?]?

S: Cieh, Pak Ardi. Mosok to, hahaha [Really, Mr. Ardi? hahaha]

T: Lho iya [That's true *smiling] Teacher must smile all the time, tapi kalau ketawa terus nanti dikira edan [but if you laugh all the time, you'll be like a crazy person *laughing]. Another example?

Masih ingat kan ya sama gurunya? [Do you still remember your teacher, right?]

S: It's like the teacher can be a good role model for the students, jadi teladan untuk murid [as a role model for students]?

T: Okay, good. (Iswandari, 2022)
Language + culture = identity
<table>
<thead>
<tr>
<th>Ilocano</th>
<th>(mixed) Bisaya</th>
<th>Tagalog</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>palingki</td>
<td>merkado</td>
<td>palengke</td>
<td>market</td>
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<tr>
<td>lugan</td>
<td>sakyanan</td>
<td>sasakyan</td>
<td>vehicle</td>
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<td>bagas</td>
<td>bugas</td>
<td>bigas</td>
<td>rice</td>
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<tr>
<td>tugaw</td>
<td>lingkuranan</td>
<td>upuan</td>
<td>chair</td>
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<td>walis</td>
<td>silhig</td>
<td>walis</td>
<td>broom</td>
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<td>iring</td>
<td>pusa</td>
<td>cat</td>
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<td>aso</td>
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<td>aso</td>
<td>dog</td>
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<td>nuwang</td>
<td>kabaw</td>
<td>kalabaw</td>
<td>carabao</td>
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<tr>
<td>lawa-lawa</td>
<td>damang</td>
<td>gagamba</td>
<td>spider</td>
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<td>otot</td>
<td>ilaga</td>
<td>daga</td>
<td>rat</td>
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The Ohio State University
College of Education and Human Ecology

Ilocano People
History, Culture & Traditions
A PERFECT VEGETABLE DISH
The Illocano Pinakbet

Pinakbet is the most famous vegetable dish of the whole Philippines. It is a creative dish made of assorted vegetables simmered in a soy sauce and seasoned with vinegar. This dish is usually served with rice or ong (cassava). The vegetables are cut into small pieces and simmered together with kalamansi (a small citrus fruit), garlic, onion, and ground black pepper. For flavoring, some Illocano cooks add fish sauce to taste.

Ingredients
- long onions (essential)
- yellow onions
- garlic (essential)
- green papaya
- green beans
- eggplants (optional)
- cherry tomatoes (optional)
- okra
- kales (optional)
- cabbage (optional)

Kitchenware

How To Cook Pinakbet

The word pinakbet means to simmer. The vegetables are simmered in soy sauce.

1. Wash the vegetables and cut them into small pieces. Heat the cooking oil in a large skillet or wok. Add the chopped vegetables and stir-fry until they are slightly softened. Add the soy sauce, vinegar, and salt. Stir well and cook for about 10 minutes or until the vegetables are tender.
2. Serve the pinakbet hot, garnished with chopped green onions or cilantro.
The act of translinguaging creates a social space for the language user by bringing together different dimensions of their personal history, experience, and environment. (Li Wei, 2017, p. 23)
Translanguaging as Affirmation
Languages in my life

Sayer-Santiago Family

Me and my mum, 1973
Translanguaging as Affirmation

Affirmation of students’ multilingual identities

Translanguaging pedagogy

Linguistic funds of knowledge
Translanguaging: KWL chart

- L1 as resource
- Asset-based view
- Is it OK for the teacher to mix languages?
1. Bilingualism is a banyan tree, not a bicycle. Students are not “double monolinguals”
2. English teachers should adopt a pedagogical approach that reflects the languages of the community
3. Using community language varieties = affirming students’ multilingual identities
4. Using students’ home languages as a resource = funds of knowledge
5. Therefore, teachers should use a flexible bilingual approach to teaching through translanguaging.
Translanguaging Pedagogy in Language Education

Dr. Peter Sayer, Ohio State University
Benguet State University
December 11-12, 2023 – La Trinidad, Benguet, PH

u.osu.edu/sayer.32
Open Forum
Q&A and discussion
Explain translinguaging to a linguist.

Translinguaging is a theoretical and pedagogical concept that has gained prominence in the field of sociolinguistics and language education. It challenges traditional notions of language boundaries and promotes a more fluid and dynamic understanding of language use.

In its essence, translinguaging recognizes that multilingual individuals and communities do not strictly separate languages but instead draw on their entire linguistic repertoire to communicate and make meaning. It goes beyond the traditional view of languages as discrete and isolated systems and embraces the idea that language is a social practice that is intertwined with culture, identity, and communication.

Translinguaging acknowledges that individuals are not limited to using a single language at a time but rather employ a continuum of linguistic resources, which may include words, phrases, grammatical structures, and even non-verbal elements, to express themselves. It emphasizes the idea that language is a flexible and creative tool that can be used
Translanguaging is an idea that challenges the traditional view of languages as separate and distinct entities. Instead, it recognizes that people who speak more than one language often mix and blend their languages together in their everyday communication.

Imagine you have a friend who speaks both English and Spanish. When they talk, they may use words and phrases from both languages, switching back and forth depending on what feels most natural or appropriate at the moment. They might even use a combination of both languages in a single sentence. This mixing and blending of languages is what we call translanguaging.

Translanguaging is not a mistake or a sign of confusion; it is a natural and creative way of using language. It allows people to fully express themselves and connect with others, drawing on the different languages they know. It's like having a toolbox of languages and using the right tool for the job.

Translanguaging is particularly common in bilingual or multilingual communities, where
Explain translanguaging. Assume I am a third grader who loves Pokémon.

Hey there, Pokemon fan! Let's talk about translanguaging in a way that relates to your favorite Pokémon world.

Translanguaging is like having a special power that lets you use different languages together, just like different Pokémon powers! You know how Pokémon have different moves that they can use in battles, right? Well, think of languages as different moves, and translanguaging lets you use those moves together to communicate.

Imagine you're talking to a friend who speaks a different language, let's say Spanish. You might know some words in Spanish and some in English. With translanguaging, you can mix those words together and have a fun conversation using both languages. It's like having a Pokémon that can use a combination of fire and water moves at the same time!

Just like in the Pokémon world, where trainers and their Pokémon work together to win battles, translanguaging allows people who speak different languages to work together and understand each other better. It's like having a powerful team of Pokémon that can