Session 1: Translanguaging Pedagogy in Language Education

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Pangasinan State University and Commission on Higher Education, Region 1
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Today’s workshops

Session #1: Translanguaging Pedagogy

Session #2: AI and Language Teaching
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)
Locating my work

• Coordinator of PhD program in Multilingual Language Education
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• 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 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?

go.osu.edu/translanguaging
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 in their languages is complex
- It depends on context and purpose
- There is no perfect balanced bilingual

![Complexity of bilingual language proficiency](image)
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: Definition

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
Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?

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This article reports on research that explores communicative understandings of a ‘bilingual pedagogy’ proposed by Sayer (2013, 2009) which refers to a new ‘visito-didactic’ approach that uses children’s translanguaging practices. The authors explore how teachers and students in multilingual classrooms use translanguaging to create new learning opportunities. They argue that translanguaging can provide a bridge for children to access new knowledge and improve their academic performance. The article highlights the importance of translanguaging in creating a more inclusive education environment.

COMMENTS (2009): DEFINING BILINGUAL ADULTS

This article emphasizes the need for a more inclusive approach to adult education. It discusses the role of language and culture in adult learners' identities. The authors argue that adults should be encouraged to develop their linguistic competencies and cultural awareness. This approach can lead to improved learning outcomes and greater social inclusion.

Creese & Blackledge (2010)
Modern Language Journal
Number of research articles on translanguaging in applied linguistics journals

1994
1999
2009
2013
2023

García (2009)
Creese & Blackledge (2010)
Sayer (2013)

This article presents an ethnographic study of how bilingual teachers and children use their home languages. Teachers, in multilingual and mixed-language environments, can benefit from a richer understanding of students’ linguistic repertoires. The study describes language practice in a second-grade classroom in a transitional bilingual education program in a small, rural, and economically disadvantaged community in San Antonio, Texas. The analysis of classroom interactions shows that teachers use a variety of strategies to support students’ multilingual development. The study highlights the importance of creating opportunities for translanguaging and the role of teachers in fostering a multilingual classroom environment.

It’s even in Callaghan Elementary in the Wonsil neighborhood in San Antonio, Texas, and the second graders from Ms. Canella’s bilingual class dispense in each other in lasted tones as they pile down the hallway after lunch back to Room 284. I have just arrived to join the afternoon lesson, and I start chatting with Jennifer about the recent fake competition. Victoria adulterates our reality. “Nothing fun is going to happen except maybe today.” I think there is a bit of truth in this, but I’m not sure.

This article discusses the role of translanguaging in applied linguistics journals and provides a comprehensive overview of the number of research articles published in this field over the years. It highlights the importance of translanguaging in creating a more diverse and inclusive educational environment.

Sayer (2013)
TESOL Quarterly

PETER SAYER
University of Texas at San Antonio
San Antonio, Texas, United States

This article presents an ethnographic study of how bilingual teachers and children use their home languages. Teachers, in multilingual and mixed-language environments, can benefit from a richer understanding of students’ linguistic repertoires. The study describes language practice in a second-grade classroom in a transitional bilingual education program in a small, rural, and economically disadvantaged community in San Antonio, Texas. The analysis of classroom interactions shows that teachers use a variety of strategies to support students’ multilingual development. The study highlights the importance of creating opportunities for translanguaging and the role of teachers in fostering a multilingual classroom environment.

Tesol Quarterly
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)
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


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

Want to help me make un castillo?

¡Sí! Let's make a castle grande!

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
Language Mixing

- Code-Switching
  Focus on linguistic aspects, language boundaries

- Translanguaging
  Focus on language practices, meaning making, language resources, identities
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)
I am 8 years old. My favorite color is blue. My favorite animal is dog. My favorite food is macaroni.

This is what I look like.

My family

When I grow up, I want to be a soldier.

My favorite thing to do is jump on a trampoline.

If I had one wish, I would wish for...
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?
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
Translanguaging Pedagogy | Sayer

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

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**Essential Questions**
- How can we create a classroom and school environment that celebrates students' home languages and cultures?
- How can we raise all students' awareness of the different languages and scripts in their communities?

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**Alignment with Common Core State Standards**

**Language:** Knowledge of Language: Standard 3

Apply knowledge of language to determine how language functions in different contexts to make effective choices for speaking or writing, and to comprehend or produce language when listening or reading.

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**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 avoid transitioning 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 home 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, talk 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 teaching 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 rules for the classroom in terms of routines and expectations. These charts can be written in Spanish, English, or any other language(s) that students speak at home. Additionally, these charts can be used for learning a second language, as ideas on the chart can be translated into one's native language to help in remembering and understanding the rules.
What does translanguaging pedagogy look like in the classroom

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

Transcription: *Tube un pero nombre blackie. La ultima vez que yo tube un pero era cuando yo tenía 6 año pero ahora no tengo porque un caro lo saque y podia verle las tripas, guts.*

*“I had a dog named Blackie. The last time I had a dog was when I was 6, but now I don’t have him because a car squashed him and I could see his guts.”*

**FIGURE 2a** First diary entry in “Spanish.” Anticipating the use of the word *guts.*

Transcription: “The last time I had a dog was when a car squashed him and I could see the guts coming out of its body. Coming out of its body is a lot of intrackshir.”

**FIGURE 2b** Second diary entry in “English.” Using the word *guts.*

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

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

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<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M:</td>
<td>We have to go to Google</td>
<td>We have to go to Google</td>
<td><strong>Translation</strong></td>
</tr>
<tr>
<td>2</td>
<td>E:</td>
<td>Es como un gas</td>
<td>It’s like a gas</td>
<td><strong>Translation</strong></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>So,</td>
<td>And then we’ll look at computer monitor</td>
<td><strong>Translation</strong></td>
</tr>
<tr>
<td>4</td>
<td>M:</td>
<td>Tenemos que ir a Google</td>
<td>We have to go to Google</td>
<td><strong>Translation</strong></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>File</td>
<td>[Reading from monitor and directing Bsa by pointing at the monitor]</td>
<td><strong>Translation</strong></td>
</tr>
<tr>
<td>6</td>
<td>E:</td>
<td>Ya voy a ir</td>
<td>I’m going now</td>
<td><strong>Translation</strong></td>
</tr>
<tr>
<td>7</td>
<td>Vamos a ir</td>
<td>Let’s go</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>M:</td>
<td>Now we’re gonna go</td>
<td>[Reading from monitor]</td>
<td><strong>Translation</strong></td>
</tr>
<tr>
<td>9</td>
<td>Vamos a ir</td>
<td>[Directing mouse as both look at computer monitor]</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>New Windows</td>
<td>(And then we’ll look at computer monitor)</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>E:</td>
<td>Google</td>
<td>(I’m going to go)</td>
<td><strong>Translation</strong></td>
</tr>
<tr>
<td>13</td>
<td>Voy a ir</td>
<td>(I’m going to go)</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Google</td>
<td>[Reading from bookmarks bar on monitor]</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Voy a poner</td>
<td>(I’m going to put)</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>El Esq mando:</td>
<td>Narrate typing into search bar (Element)</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Mean:</td>
<td>“What?”</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Elemento neón</td>
<td>[repeating search bar entry] (Element neon)</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>M:</td>
<td>And then you’re gonna</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>E:</td>
<td>Voy a poner</td>
<td>You’re going to put</td>
<td><strong>Translation</strong></td>
</tr>
<tr>
<td>23</td>
<td>=Images</td>
<td>[reading from website]</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>M:</td>
<td>No</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Umo</td>
<td><strong>Translation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>E:</td>
<td>(&lt;oo)</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Umo</td>
<td><strong>Translation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Facts</td>
<td><strong>Translation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Factual</td>
<td>Melissa spell the word as Elsa types into the search bar</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>E:</td>
<td>So,</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Voy a poner</td>
<td>(I’m going to put)</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>neon fact for kids</td>
<td>Narrate while typing into the search bar</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Hal</td>
<td><strong>Translation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>I love neon</td>
<td>[Reading from Internet search results]</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>M:</td>
<td>That’s hilarious</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Okay</td>
<td>[Reading from Internet search results]</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>periodic table</td>
<td>Learn facts about neon</td>
<td><strong>Translation</strong></td>
<td></td>
</tr>
</tbody>
</table>

Translanguaging Pedagogy | Sayer
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

Cognates

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
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<tbody>
<tr>
<td>animal</td>
<td>animal</td>
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<tr>
<td>coyote</td>
<td>coyote</td>
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<td>elephant</td>
<td>elefante</td>
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<td>giraffe</td>
<td>jirafa</td>
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<tr>
<td>gorilla</td>
<td>gorila</td>
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<tr>
<td>lion</td>
<td>leon</td>
</tr>
<tr>
<td>crocodile</td>
<td>cocodrilo</td>
</tr>
<tr>
<td>hippopotamus</td>
<td>hipopotamo</td>
</tr>
<tr>
<td>insect</td>
<td>insecto</td>
</tr>
<tr>
<td>penguin</td>
<td>pinguino</td>
</tr>
</tbody>
</table>

Simple machine
Inclined Plane

**Motion Result**

- Force (working)
- First less force than straight up
- Applied force
- Sloped surface
- Ramp
  - Push
  - Slide

**Motion Result**

- High
- Low to high position
- Low

Practical Application
Translanguaging pedagogy in EFL

4th Grade EFL lesson in Central Mexico
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
Interational 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
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)
  - Initiation: “which is short for?” (line 22)
    - Response: “it is” (line 23)
    - Positive evaluation: “it is made of…” (line 24)

Response #2: “it’s” (line 20)
- Positive evaluation: “it’s the first one” (line 21)

Response #3: “hundreds” (line 26)
- Negative evaluation: silence (line 27)
- Response: “no” (line 28)
  - Initiation: “what belongs to the hundreds?” (lines 29)
    - Response: “no, animals” (line 30)
    - Positive evaluation: “animals, good” (line 31)

Figure 16.1: Schematic structure of Extract #1
Translanguaging as Disruption

_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 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). Most Ss speak 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.

Masih ingat kan ya 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? 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]. Any other example?

T: [who is listened and who can be a role model] What is digugu lan ditiru? [who is listened and who can be a role model]. Can you explain so that those who are not Javanese understand. That’s a Javanese saying, by the way.

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)
Translanguaging as Affirmation

The act of translanguaging 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
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?
Conclusion and Key Concepts

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.
Session 1: Translanguaging Pedagogy in Language Education

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