

Translanguaging as Theory and Pedagogy

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Critical Conversation

March 7, 2023



My Courses

- Subscribe to translanguageing theory
- Respect and validate other cultures/languages
- Students learn different cultures/languages and also to take pride in their own
- Discuss their tradiciones, familias, y sus vidas
- Hacemos conexiones entre sus vidas y sus aprendizaje

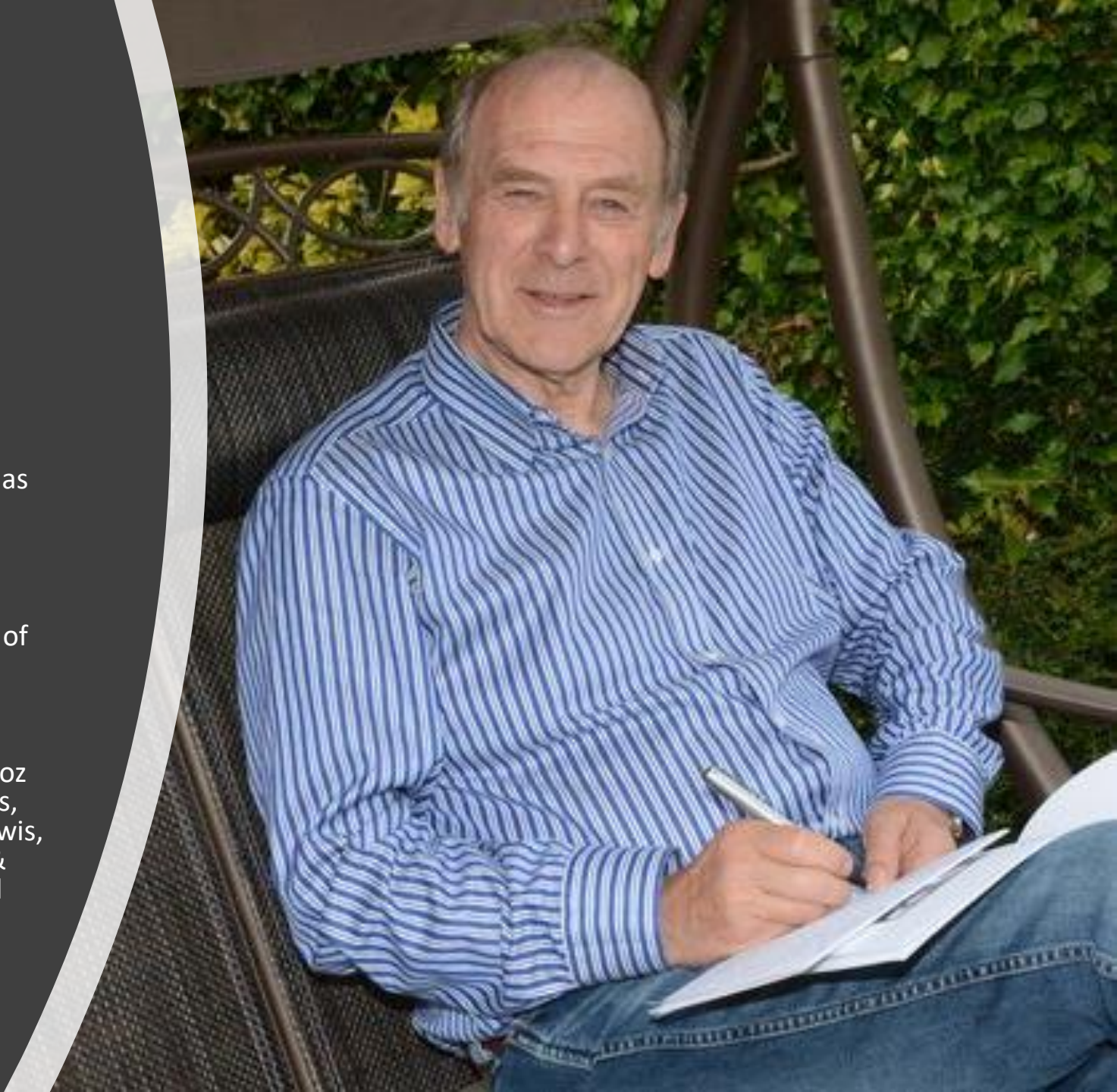


Common Descriptions

- Holistic Bilingualism
- Flexible Bilingualism
- Heteroglossia
- Multilingualism/Bilingualism
- Codeswitching
- Codemeshing

Beginnings and Development

- Idea coined in Great Britain by Cen Williams in 1994 as *trawsieithu*
- Later renamed as *translanguaging* by Williams' colleague Colin Baker in 2001
- Williams used the term to describe the concurrence of Welsh and English in bilingual classroom instruction (input and output in different languages)
- Later expanded on by Garcia (2009): dynamic bilingualism, Canagarajah (2011): codemeshing, Cenoz & Gorter (2011): holistic view of linguistic landscapes, Creese & Blackledge (2011): flexible bilingualism, Lewis, Jones, & Baker (2012): code switching, Hornberger & Link(2012): biliteracy, Garcia & Li Wei (2014): unified linguistic repertoire, Li Wei (2018): multimodality



Theoretical Groundings

Two major theorists lay the foundations for this idea

Jim Cummins and his Linguistic Interdependence theory

Mikhail Bakhtin and his theory of heteroglossia



Cummins' Linguistic Interdependence Hypothesis

- L1 semantic and practical knowledge can abet acquisition of L2
- Cognitive academic proficiency of L1 and L2 are related
- Speakers who have mastered their L1 learn L2 better
- Language proficiencies are intertwined





Bakhtin's Dialogism and Heteroglossia

- Each word or language a person speaks is in dialogue with the others he/she knows
- Words change in meaning depending on language/social context (e.g., *padre* at family dinner, church, or with friends)
- Heteroglossia refers to a multivoicedness or multifacetedness
- So, the distinct named languages a multilingual speaker manifests as a heteroglossia of languages that dialogue with one another





Crux of the Theory



Multilinguals' communication functions from a single unified heteroglossic linguistic repertoire composing of all the languages they speak



This definition goes beyond traditional notions of bilingualism/multilingualism of L1, L2, L3, etc.



All the languages are variegated tools to select from during communication to optimize meaning

Code Switching and Translanguaging

- Going from one language/dialect to another in oral communication is defined by Lewis, Jones, & Baker (2012) as translanguaging
- I've heard students say to each other, "Este fin de semana, do you want to go dancing?"
- Practically, this is translanguaging in speaking
- However, because translanguaging views languages as a unified repertoire, languages are not separate codes, but equal resources to optimize intended meaning
- Students have discussed course topics bilingually with each other in groups in Breakout Rooms
- If I wanted to describe the snow during my recent conference in Norway, I would code switch to the Inuit language, which has many different terms for snow. Here are some examples:
 - qanuk: 'snowflake'
 - kaneq: 'frost'
 - kanevvluk: 'fine snow'
 - qanikkaq: 'snow on ground'
 - muruaneq: 'soft deep snow'
 - nutaryuk: 'fresh snow'
 - pirta: 'blizzard'
 - qengaruk: 'snow bank'



Codemeshing and Translanguaging

- Codemeshing, coined by Canagarajah (2011), refers to translanguaging in writing
- Studied the use of Arabic and English in one Saudi Arabian undergrad student's writing
- Data composed of drafts of essays, journals, classroom assignments
- Since, this idea has also adopted symbols and emojis





Codemeshing in My Courses

- Students wrote poetry in Spanish and English
- They recounted visiting the Heart of Mexico in Guanajuato, and hearing the Spanish phrases of vendors selling muñecas
- Wrote home language narratives of visiting their abuelitas during Sunday dinner
- Wrote a relay story about a chico who is drowning off of South Padre Island, and yells, “ayudame!” to a passing barco
- Wrote about visiting China for a summer with Mandarin phrases
- Wrote about their favorite K-dramas with Korean catch phrases, like hajima!



Multimodality and Translanguaging

- Li Wei (2018) has also added other modalities of communication (movement, images, sounds, etc.) as aspects of translanguaging
- Building off of the work of the New London Group (1994), translanguaging can now be defined as “transcending the traditional divides between linguistic and non-linguistic cognitive and semiotic systems” (p.20)



Multimodality in My Courses

- Students have made Google Sites to synthesis learning for the semester
- They have written and performed corrido songs
- They have uploaded YouTube videos of their course reflections
- They have painted paintings
- They have built models
- They have performed dances



How Translanguaging Differs

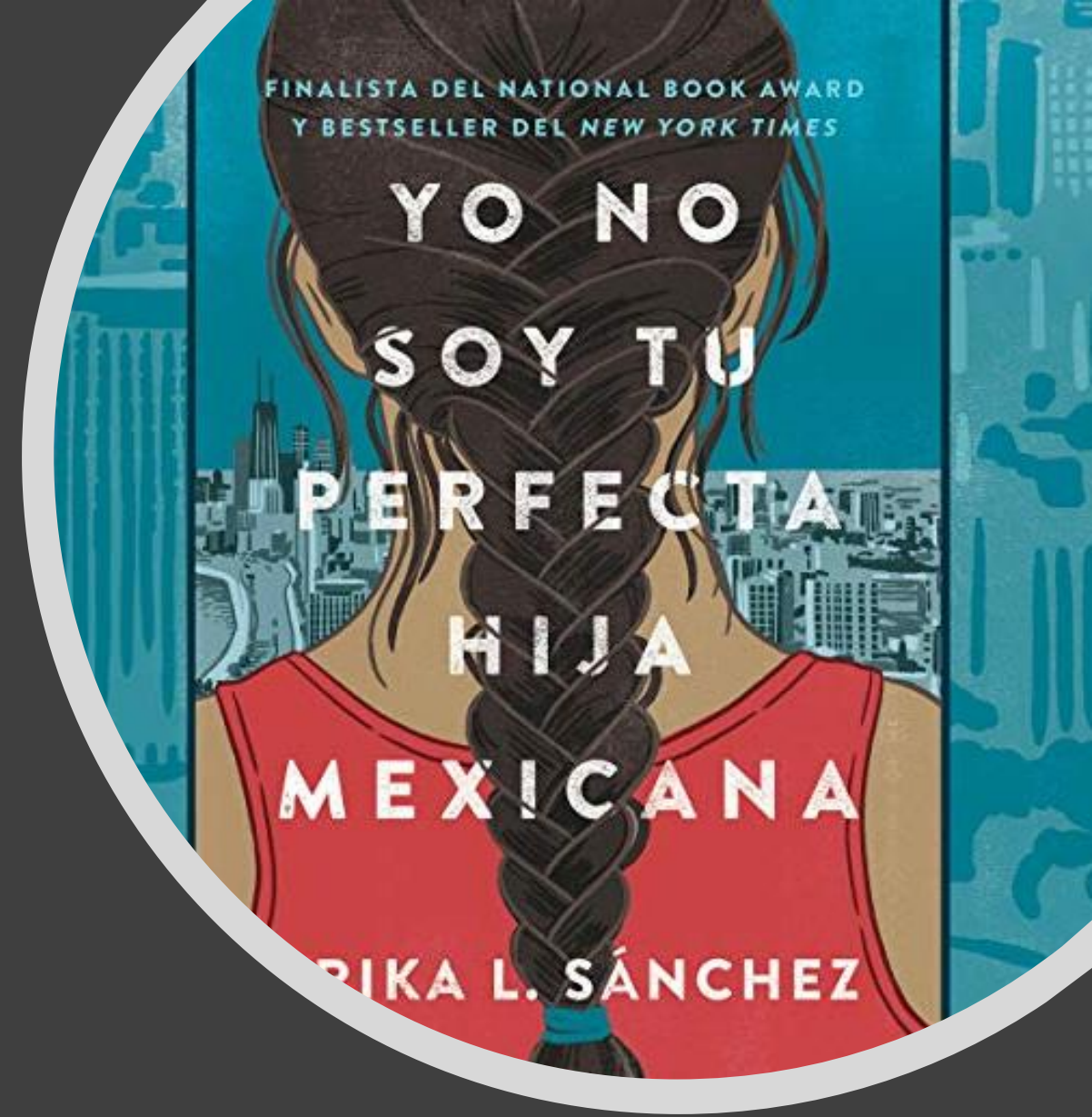
Even though practically, both activities would manifest as translanguaging,

Translanguaging does not view languages as distinct codes

Because of the unified heteroglossic repertoire, there is not language separation, but a multivoiced synthesis

Translanguaging in My Courses

- I have an open language policy
- My students listen to, read, speak, and write in any language they know (some of my students are fluent in Arabic and are learning Korean and Mandarin)
- They've composed Spanish/English poetry and relay stories
- We look at books like *I'm Not Your Perfect Mexican Daughter*, *Living Beyond Borders*, and *Joy Luck Club* for translanguaging mentor texts
- I've also taught them some Chinese words, and they've taught me Mexican slang (como un takuache)





Any Questions?

Please ask questions you have, and I will try my best to answer them.

