Translanguaging pedagogies in higher education: moving from informal to formal settings

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TRANSLANGUAGING DEFINED

- **Baker (2011; Wei, 2011; Williams 1996)**
  - <u>A pedagogic practice</u> where, ***one gets input in one language*** and ***gives output through the medium of another language*** in order
    - to ***maximise learning***,
    - promote full understanding of the subject matter and
    - assist in developing the weaker language.
  - The focus of translanguaging is not only on the language;
  - but <u>the practices</u> of bilinguals that one can observe in order to understand of their multilingual worlds.
  - Thus, **translanguaging goes beyond code switching but does include it (also see Gacria, 2009)**.

- **García (2011)**
  - an act performed by bilinguals.
  - Bilinguals access different linguistic features or numerous modes of autonomous languages in order to ***maximise the communication potential***.

- **Hornberger and Link (2012)**
  - a <u>purposeful</u> <u>pedagogical alternation</u> of languages in spoken and written, receptive and productive modes.

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TRANSLANGUAGING AT HOME

- ## Makalela
    - understanding how multilingual speakers *make use of more than one linguistic code* in *their everyday way of speaking* (2013)
    - Traditional boundaries blurred and given way to a complex and multilayered variety referred to as *kasi-taal* (2015)

- ## Garcia (2009)
    - "Bilingual children are the norm."
    - Children grow up where parents & families use various ways of speaking.

- ## In multilingual contexts
    - Children learn multiple languages before the age of 7
        - At home – two or more languages
        - With friends and in the community
        - Foundation-phase education – multiple languages used in the same class.
        - Using more than one language becomes their norm.
    - Young people and their varieties

TRANSLANGUAGING AT SCHOOL

- **Children come to school with language skills (multiple language skills)**

  - Garcia (2009) – multilingual children bring all their semiotic modes to class.

    - Thus, enhancing their cognitive, linguistic and literary skills (note-taking, discussing, etc.) - to make sense of learning.

  - Garcia (2009:303)

    - *"Too often **bilingual students** who translanguage **suffer linguistic shame** because they have been **burdened with monoglossic ideologies** that value only monol-ingualism...*

    - *And too often **bilingual teachers** hide their natural translanguaging practices from administrators and others because they have been taught to believe that only monolingual ways of speaking are "good" and "valuable". Yet, they know that to teach effectively in bilingual classrooms, they must translanguage."*

DO NOT BOX THE LANGUAGE USE OF STUDENTS

- Rowe (2018)
  - "Environments that restrict emergent bilingual students' use of language to one system (e.g., English)
    - do not reflect their everyday practices at home or in the community" (pp.31).
  - Students who learn in environments where Translanguaging is promoted
    - are more likely **to have positive views about their identity** (Lee & Suarez, 2009) and
    - **to perform better academically** (Goldenburg, 2008).

USING TRANSLANGUAGING IN CLASS

- You do not need to know all the languages used by the students
    - Create a classroom space that support your students' Translanguaging skills.
    - How?
        - Modeling Translanguaging
            - By encouraging the students to use all their languages.
            - Rowe says *teachers must provide students with authentic opportunities to use their languages in meaningful ways,*
            - Ways that relate to their lives and interests (Rowe 2018:32)
    - Learning a few words and phrases from them.

TRANSLANGUAGING – UFS LANGUAGE POLICY

- "Enabling a language-rich environment **committed to multilingualism** with particular attention to <u>English</u>, <u>Afrikaans</u>, <u>Sesotho</u> and <u>isiZulu</u> and, **_other languages_** represented on the three campuses " (UFS, 2016:1).

- **Multilingualism**

  - The use of a combination of Afrikaans, English, isiZulu, and Sesotho for different purposes according to each campus needs (UFS, 2016:2).

  - It is supported by **an expanded tutorial system** especially designed for first-year students (UFS, 2016).

TRANSLANGUAGING – UFS LANGUAGE POLICY

- ...*"*In South Africa's current context, _academic literacy_ and _multilingualism_ are connected in that
  - the **diverse linguistic repertoire** of the students is *recognised* and *acknowledged*
  - to provide the best possible environment
  - *to strengthen development* and proficiency in the language needed for career and academic advancement.*"* (UFS, 2016:1).

- This acknowledgement and recognition
  - implies the use of **translanguaging pedagogies**.

TRANSLANGUAGING – FIRST-YEAR CLASSES

- **First-year class**
  - Input in one language - discussion in multiple languages.
  - Students are grouped.
  - They receive a topic that they need to discuss and give feedback on.
- To build a working relationship
  - In languages that the students choose.
  - valuing the different identities (Lee & Suarez, 2009; Rowe 2018).
- To enhance communication –
  - To develop their weaker language (Makalela, 2013).

THE USE OF TRANSLANGUAING – SECOND-YEAR CLASS

- **Translation**
    - <u>Interlingual translation</u>, or '*translation proper*' –
        - 'an interpretation of verbal signs by means of some other language'

    - <u>Intralingual translation</u>, or '*rewording*' –
        - 'an interpretation of verbal signs by means of other signs of the same language'

    - <u>Intersemiotic translation</u>, or '*transmutation*' –
        - 'an interpretation of verbal signs by means of signs of non-verbal sign systems'
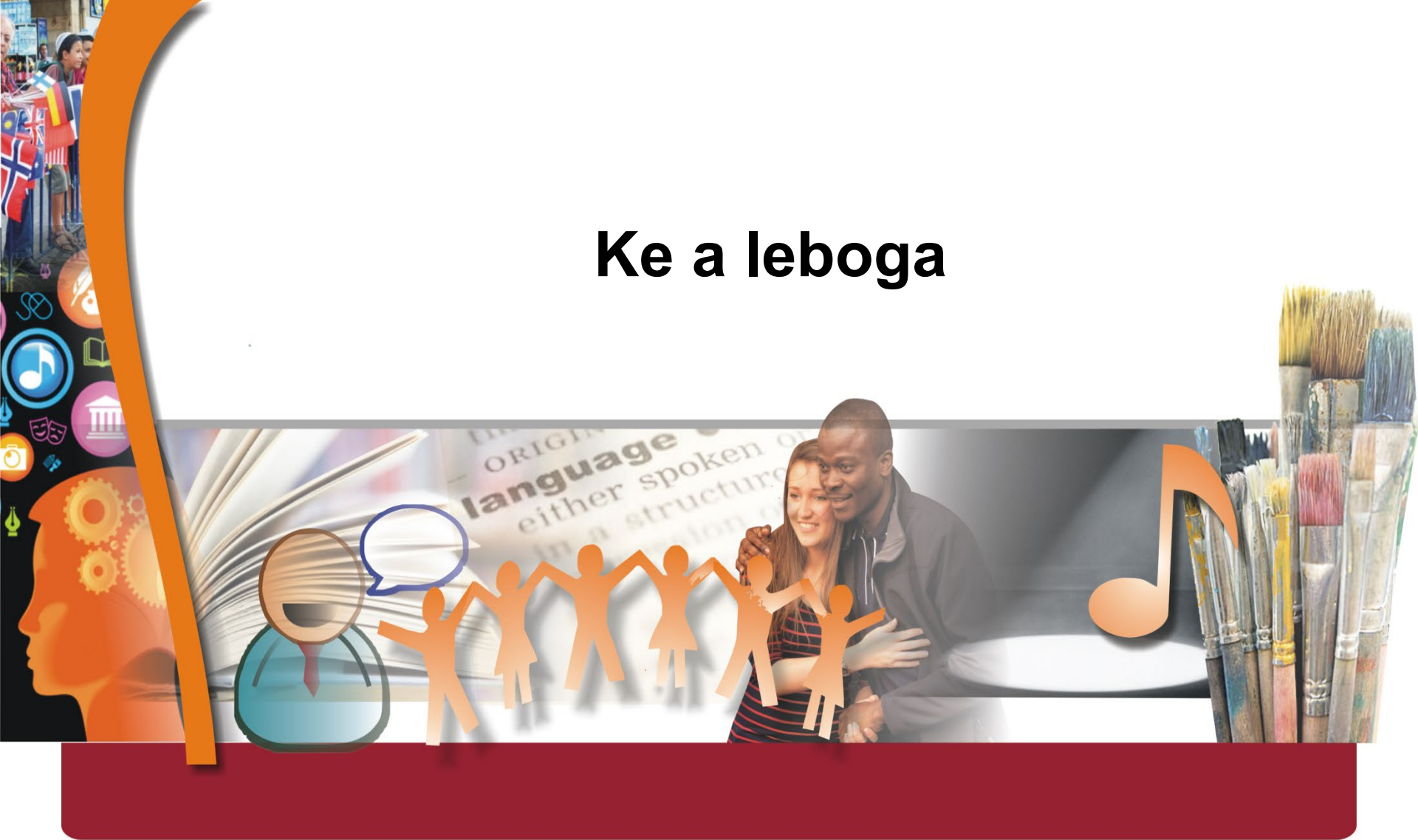
        (Jakobson 1959/2004:139 as cited in Munday, 2012).

CONCLUDING REMARKS?

- Translanguaging is not a new practice.
  - It has been used for many years.

- Students come to institutions of higher learning with multiple languages.

- Allow the use of translanguaging practices in formal classes.
  - As stated earlier, we don't need to know all the languages to use translanguaging practices.
  - We can also learn from the students.
- Language Policies should consider translanguaging in formal lectures.

Ke a leboga

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