

1.2.3 Translanguaging

Activities

Activity 1: Defining some key notions

Think about your own experience as a user of English.

- What do the terms 'language' and 'multilingual speaker' mean to you? Could you provide a brief definition of each term?
- Sometimes people use other languages (e.g., their mother tongue) while using English. Why would you say they might do that?
- Have you ever done that or noticed anyone else do it? If so, what did you think then? Why?

Write your views in the text box below.

Activity 2: Reflecting upon translanguaging practices

Picture the following two scenes:

Scene 1: Two students are sitting together, working intently on a handout. They have different first languages but some shared knowledge of the words and phrases of each other's languages, so they are moving in and out of English to get their message across.

Scene 2: Another two students are sitting together nearby. Both of them are Spanish speakers, but are very competent in English and often use it as their main language. At other times, as now, they blend Spanish and English together.

- In your opinion, to what extent are translanguaging practices illustrated in these scenes?

Write your views in the text box below.

Activity 3: Translanguaging in classrooms – 4 scenes

Read below the descriptions of four classroom scenes.

Scene 1: A teacher has students listen to a song in their native language about the topic of the day. She then has them answer a series of questions about the song in English.

Scene 2: A teacher does a word-for-word translation of a text and tells students to either read the English text or the text in their home language; all students choose to read the home language only or the English only text.

Scene 3: The teacher asks a student who is struggling to say something in English during the presentation of a project. The student asks a classmate to translate what he is trying to say into English. Then he repeats what his classmate said.

Scene 4: A teacher has students to look at a series of pictures and discuss in small groups what they see and what they can infer. They can discuss in any language they wish but are asked to share with the whole class in English.

- To what extent and in what ways (if any) are translanguaging practices illustrated in each of these scenes?
- Have you ever experienced such situations in your own classroom(s)? If so, have you ever viewed them as potentially translanguaging practice?

Write your views in the text box below.

Activity 4: Ofelia Garcia - Translanguaging

Watch the video “Ofelia Garcia – Translanguaging”, where important issues about translanguaging are summarized. You can find the link in the “Supplementary Materials” part of this Section.

- As a teacher, to what extent do you agree with the arguments which Ofelia Garcia makes? Why?
- To what extent would your own learners benefit from creating translanguaging spaces in the classroom? Why?

Write your views in the text box below.