Code-switching

Interlanguage

Target language

Second language

Foreign language

Incidental language

Bilinguals are two monolinguals in one.

Bilingual students can demonstrate what they know better if they are allowed to draw from their entire language repertoire.

Bilingual students don't need to develop metalinguistic awareness.

Translanguaging is the same as code-switching.

Bilingual students should have the ability to suppress some language features from their repertoire at appropriate times.

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TRANSLANGUAGING

is not an object or a thing-in-itself to identify and analyse; it is a process of meaning- and sense-making. The analytical focus is therefore on how the language user draws upon different linguistic, cognitive and semiotic resources to make meaning and make sense.

(Wei, 2018)

TRANSLANGUAGING IS ABOUT *COMMUNICATION*, NOT ABOUT *LANGUAGE* ITSELF.

A translanguaging perspective maintains that bilingualism is not the "full" mastery of two or more individual (separate) languages. Instead, bilingualism is understood as dynamic, with translanguaging as the authentic way that bilingual individuals, families, and communities communicate

(Baker and Wright, 2017).

The theory posits that rather than possessing two or more autonomous language systems, as has been traditionally thought, bilinguals, multilinguals, and indeed, all users of language, select and deploy particular features from a unitary linguistic repertoire to make meaning and to negotiate particular communicative contexts.

(Vogel & Garcia, 2017)

"When their native language is 'banned,' some students become reluctant to speak or they lose motivation; this can lead to a decrease in the learner's participation, which is an integral part of language learning."
Nambisan
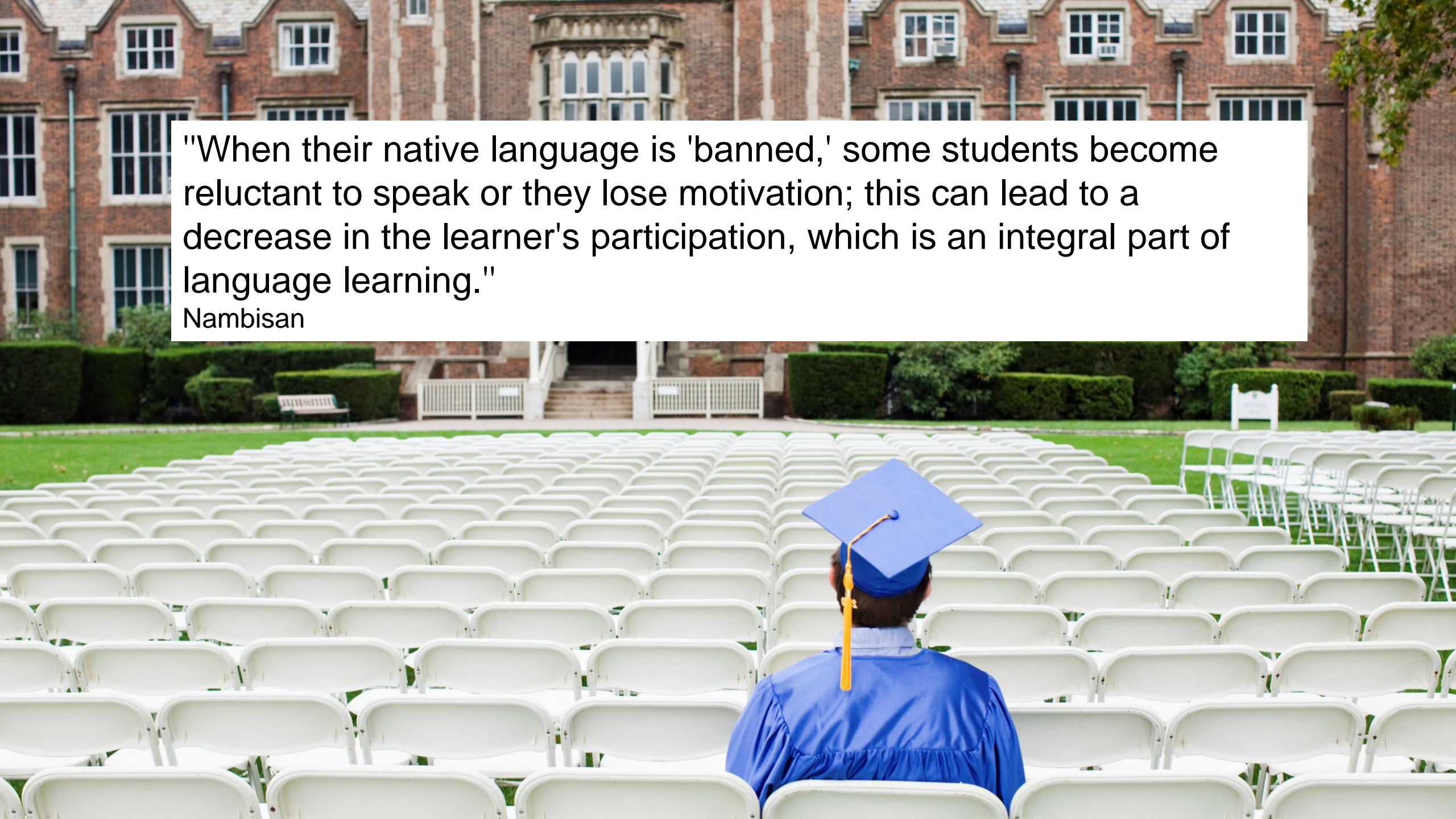
Translanguaging pedagogies should be purposefully designed, interactive, and inclusive and enrich students' entire linguistic repertoires. They support students in making metalinguistic connections and in leveraging all of their content and linguistic knowledge.

(Hamman et al, 2018)

Applying the PIE Framework

PRINCIPLE 1: TRANSLANGUAGING PEDAGOGIES SHOULD BE PURPOSEFULLY DESIGNED AND IMPLEMENTED.

We are not advocating for the removal of "focused" language spaces, in which students engage exclusively (or mostly) in the target language; however, we contend that "flexible" language spaces are equally valuable, provided they are purposefully designed (Hamman, 2018).

PRINCIPLE 2: TRANSLANGUAGING PEDAGOGIES SHOULD PROMOTE INTERACTION AND INCLUSION, DRAWING UPON WHAT STUDENTS KNOW INDIVIDUALLY AND COLLECTIVELY.
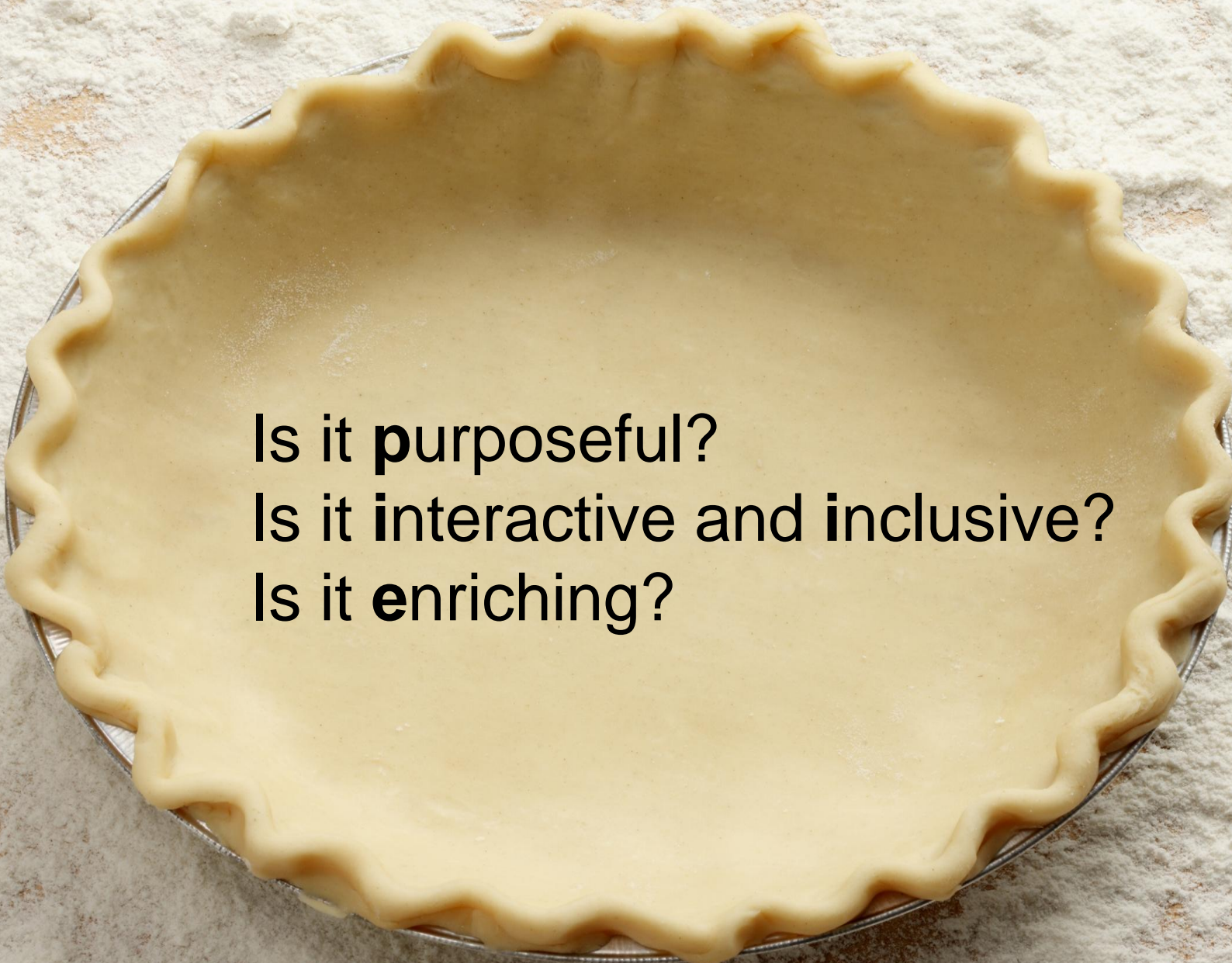
The dynamic languaging space promotes student interaction and is inclusive of all learners. This principle is grounded in a sociocultural understanding of learning, which posits that meaning-making is enhanced when students can actively engage in learning with their peers.

PRINCIPLE 3: TRANSLANGUAGING PEDAGOGIES SHOULD ENRICH LEARNING ACROSS ALL OF THE LANGUAGES IN A STUDENT'S REPERTOIRE.

Translanguaging pedagogies should also be understood as enriching learning across all of the languages in a student's repertoire, creating spaces for students to make connections across languages and deepening student understanding of content knowledge.

Is it **p**urposeful?
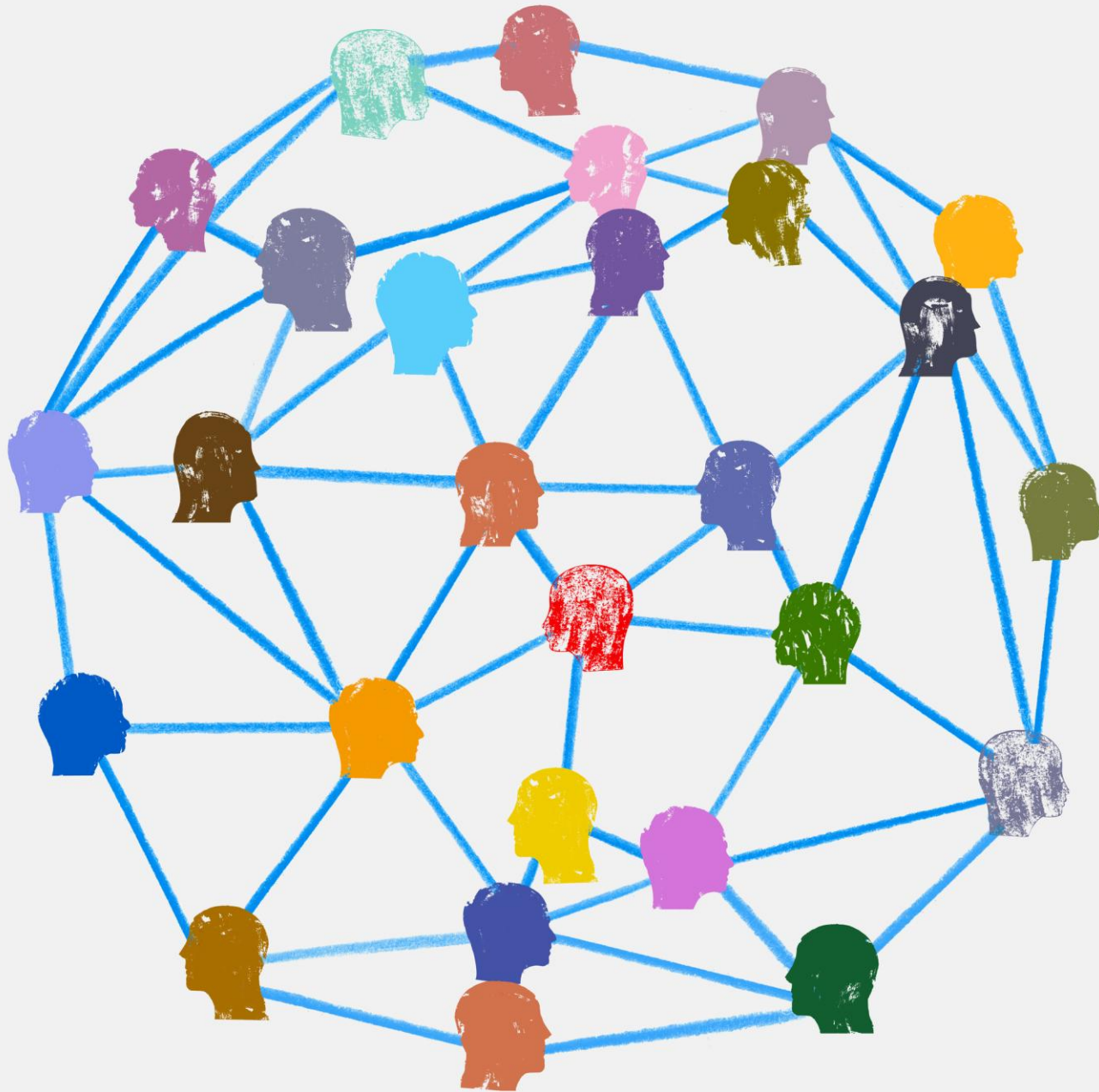Is it **i**nteractive and **i**nclusive?
Is it **e**nriching?

Beyond the academic and linguistic benefits, translanguaging in the classroom is also an important way to validate who students are and what they bring to the classroom.

No student should have to "leave themselves at the door" or feel that part of who they are is not welcome at school.

Translanguaging pedagogies enable students to bring their whole selves into the classroom and help us all to become learners, as we navigate new linguistic terrains with our students as our guides.

(Garcia & Kleyn, 2016)

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