

From target—language only to translanguaging

How did we get here, and where are we going?

What's the controversy?

Target language only!

Must use L1!



Target-language only – why?

- Where does the idea of target language only come from?
- What evidence is there to support this method?

Exploring the arguments

To use the L1...

- Allows better access to learning
- Provides support for L1
- Supports identity



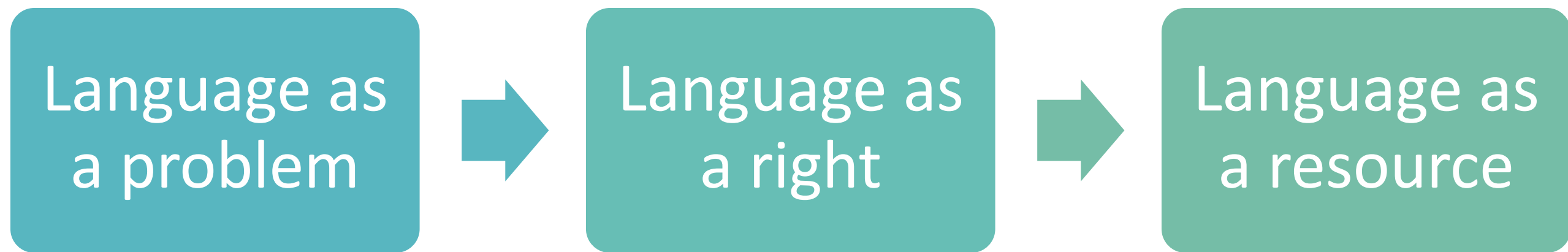
Or not to use the L1...

- Diminishes the amount of L2 input
- Isn't necessary in FL or CLIL classes because of the target population
- Undermines the purpose of FL or CLIL teaching



Or is it just the neo-colonial
agenda?

- The “target-language only” in ELT is beneficial to monolingual English speaking teachers...
- The mythical “native speaker teachers” are better...



Ruiz, 1984

Perspectives on language

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Where did translanguaging come from?

- Observed pedagogy in Welsh schools
- Using Welsh and English together in classroom
- Breaking the “monolingual habitus”
- Building knowledge across languages
- Improved school results



Pedagogical Translanguaging is...

...the planned and systematic use of two languages inside the same lesson by specifying and varying languages of input, (*processing*) and output

*Italics added

(Lewis, Jones, Baker, 2013)

Translanguaging is not:



Code-switching



Random



A transitional strategy



A crutch

Translanguaging is:



Strategic language planning



A scaffold for content learning



Considered use of language resources



A long-term pedagogical tool

Types of translanguaging

Serendipitous

- Provided by the teacher or peers, at the moment of need
- Unplanned scaffolding
- Meaning-making

Planned

- Pre-set in the unit by the teacher
- Determined by language/learning needs
- Designed to scaffold content or language (or both)

Benefits of translanguaging





What does the
research tell us?



In immersion-type settings (EMI or other), translanguaging:

- Promotes deeper understanding of science concepts, especially related to complex vocabulary (Karlsson, Larssen, & Jacobsson, 2018)
- Protects and promotes minority languages (Cenoz, 2017)
- Raises participant confidence and motivation (Creese & Blackledge, 2010)
- Maximises learning of literacy skills (Hornberger & Link, 2012)
- Improves empowerment and language learning (Latisha & Young, 2017)
- Increases cognitive engagement in content-matter learning (Duarte, 2016)





In CLIL-type
settings

Traditionally, ‘bilingualism through parallel monolingualisms’ (Lin, 2006)

“CLIL should not be thought of as necessarily requiring 100% use of a foreign language in the learning process.” (Marsh & Langé, 1999)

CLIL teachers need more support to understand role of L1 (Nikula & Moore, 2019)

More target language doesn’t necessarily mean more *comprehensible input* (Lo, 2015)

Potential benefits in CLIL-type settings



Deeper understanding of content by reading in stronger language



Less use of copy/quote due to language limitations



Scaffolding writing from stronger language to weaker produces better texts



Working to cognitive level rather than language level



In Foreign
language
classes

Positive effects on class cohesion and the communicative nature of the class (Wang, 2019)

The importance of task design (procedural vs content creation) (Yo, 2015)

Positive impacts on vocabulary learning (Tian & Macaro, 2012)

Potential benefits
in Foreign
Language classes

01

Raising
language
awareness

- Contrastive awareness

02

Scaffolding
writing
based on
the L1
competency

03

Explaining
the 'tricky
bits'

04

Building
class
relationships

Translanguaging
in the foreign
language or CLIL
classroom

Why
would we?

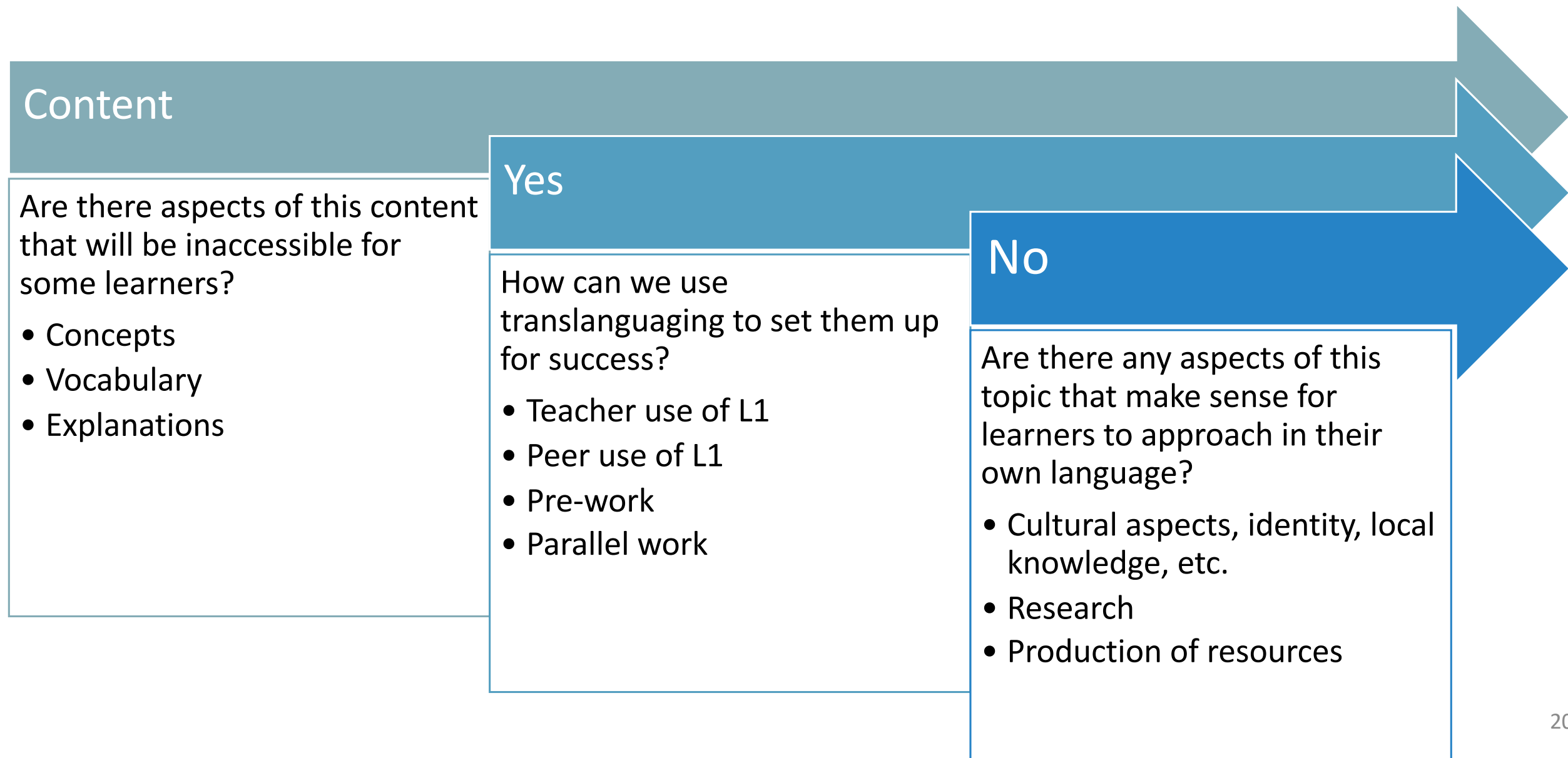
How could
we?

Another definition

Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.

(Baker, 2011, p.288)

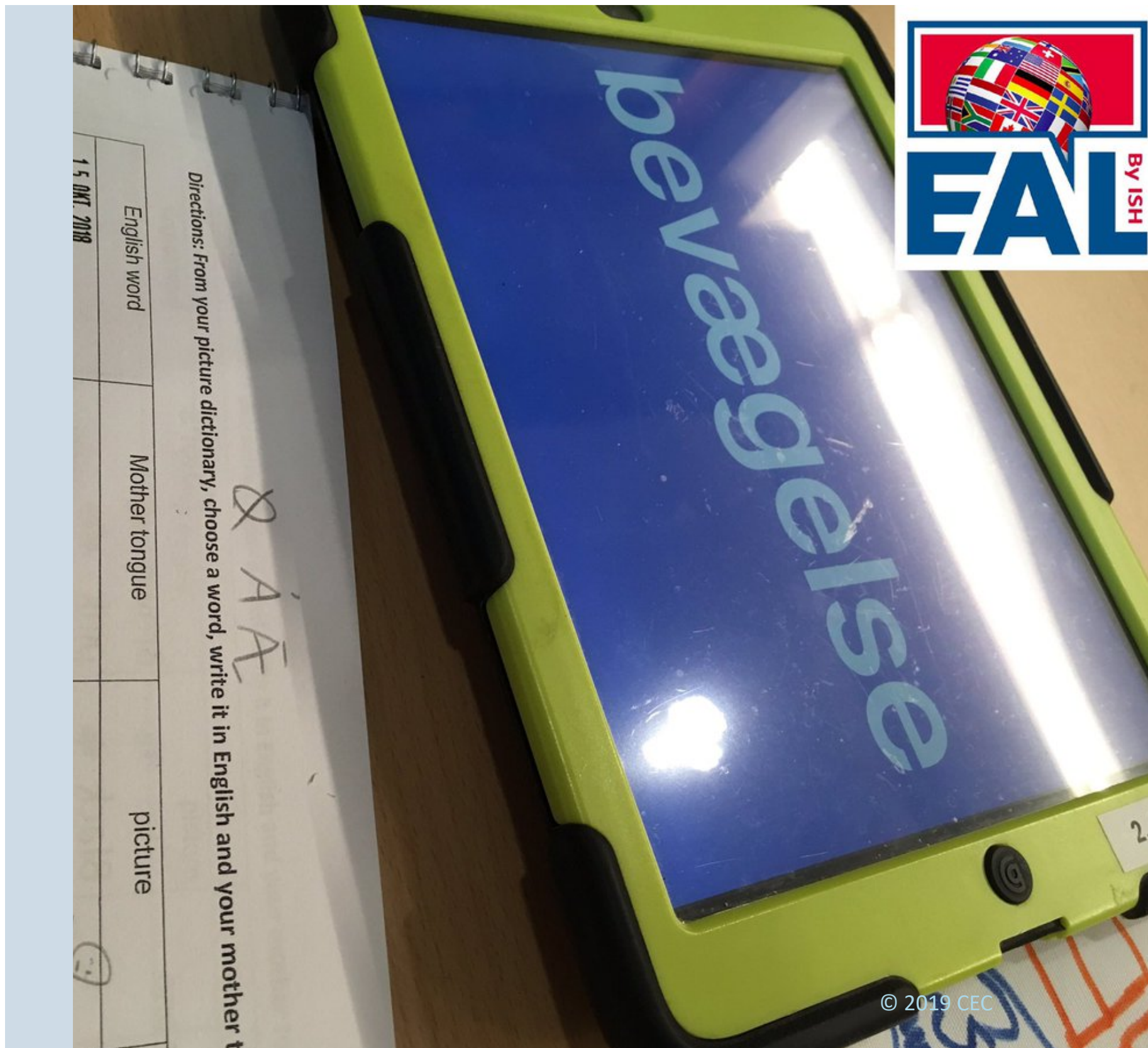
Identifying areas for translanguaging



Does age make a difference?

- Younger learners
 - More use of serendipitous translanguaging – meaning making and scaffolding
 - Content is lower stakes so language level can be more easily matched
 - Affective uses – building relationships with teacher/peers
 - Development of language awareness (contrastive analysis)





“Miss Lara, did you know in [#Danish](#) we have these letters that we don't have in [#English](#)? Then you have to learn 3 more letters in Danish, that makes you even smarter! I already know them, but now you know them too!”

Older learners

Cognitive maturity means students can use two languages strategically for learning

In CLIL in particular, cognitive and language level discord can cause frustration and poor performance

Scaffolding reading through translanguage reading

Scaffolding writing through L1 to L2 text development

Language awareness (contrastive analysis)

Importance of teacher task design in success



Translanguaging embedded in TBL

- The input-processing-output framework complements TBL
- Consider how to use L1 in one part of the cycle to improve access, understanding, or output

As language
teachers, we
need to be:



Consumers of research



Critical consumers of research



Creators of research

The “classroom
reality check”
(Cummins,
2019)

Teachers have played a major role in identifying the instructional possibilities of translanguaging and the feasibility of implementing crosslinguistic pedagogies even when they themselves don't speak most of the languages of students in their classrooms;

Continued instructional and theoretical advances in this area will come about as a result of collaborative research and dialogue between teachers and researchers in which teachers are positioned as knowledge-generators in partnership with researchers.

Remember...



“Bilingualism is a process, not a product.”



Questions



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