

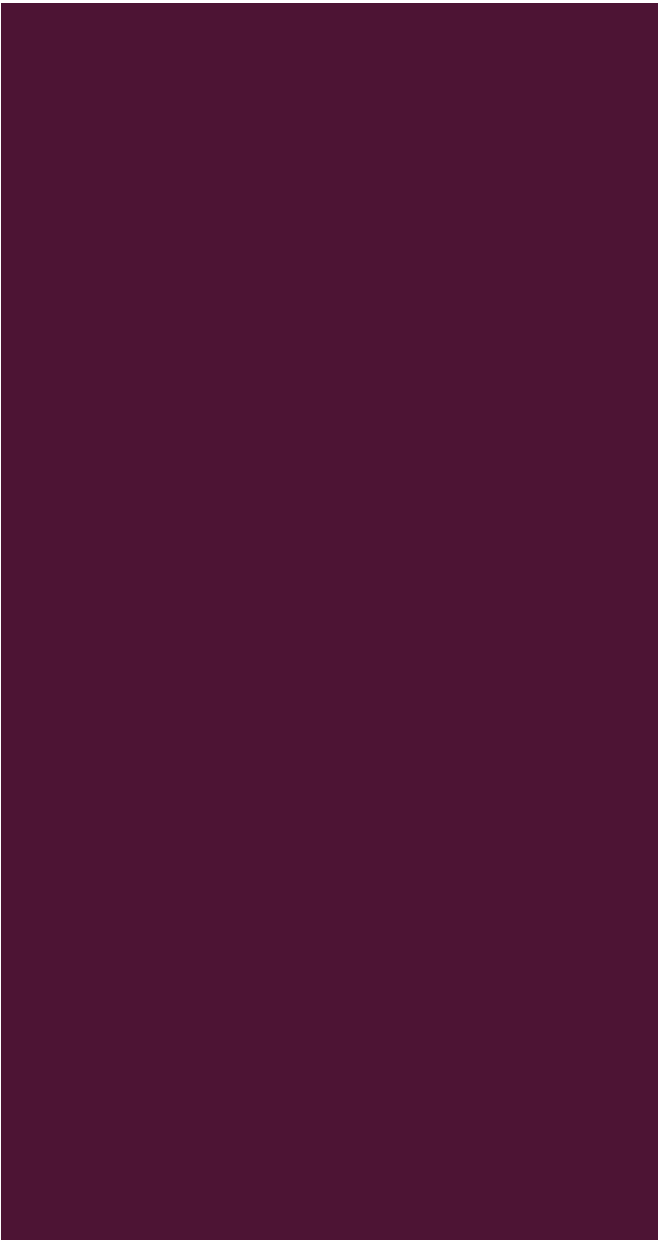
**USING OTHER LANGUAGES IN
THE ENGLISH CLASSROOM?
BRINGING
'TRANSLANGUAGING' INTO
THE CONVERSATION**

CORINNE SEALS

WATESOL 2021

“a responsible course of action [...] is to make sure that language teaching (LT) and learning are *as socially progressive as possible*”

(Long, 2015: 4)

- 
- Tradition of English language teaching
 - Powerful draw of English for learners and teachers
 - Critical re-examine goals and approaches in light of social justice

POPULAR METHODS OVER THE YEARS

- Grammar-translation
- Direct method (no translation)
- Audio-lingual
- Communicative language teaching
- TBLT
- CLIL
- To name a few
- Immersive language teaching remains popular

KEEPING UNDERLYING GOALS IN FOCUS

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- What is the motivation driving a focus on English?
 - A note of caution:
 - \$24,000 (1966) to \$5,989,345 (2017) USD (Semiante & Tian, 2020)

A stylized letter 'T' in black, centered within a light purple rounded rectangle. This rectangle is set against a darker maroon rounded rectangle that overlaps its top and left sides. The entire composition is enclosed in a thin maroon border.A stylized letter 'E' in black, centered within a light purple rounded rectangle. This rectangle is set against a darker maroon rounded rectangle that overlaps its top and left sides. The entire composition is enclosed in a thin maroon border.The letters 'SOL' in black, centered within a light purple rounded rectangle. This rectangle is set against a darker maroon rounded rectangle that overlaps its top and left sides. The entire composition is enclosed in a thin maroon border.

PROBLEMATISING “TESOL”
SEMBIANTE & TIAN (2020)

SEALS,
NEWTON, ASH,
& NGUYEN
(2020)

- 45 classroom observations of nine classes (Grades 10, 11 & 12: 15-18 yrs old) taught by nine different teachers
 - video & audio recorded
 - Unstructured field notes
- 60 hours of interviews including stimulated recall sessions

Example:

S2: Bởi vì khi đau ốm ... khi ill

[Because when they are sick ... when ill]

S1: They old (.) when they old (.) they old (.) they are old **chứ!**

[should be they are old!] ... sick or old!

S2: They are sick (.) or old (.) their children will **nuôi dưỡng**

[take care of] will erm

S1: Take care of

S2: Take care of

S1: Them. **Nếu có nhiều con thì erm nguồn lao động sẽ nhiều** *[If*

they have many children, they will have a good labour force] ... if

they have many children

S2: **Công nhân là workers** *['Workers' is workers] ... have workers*

S1: Then their family **sẽ có nhiều người làm việc** *[will have many*

workers] Gia đình họ (.) [Their family] their family will have

nhiều *[a lot of] a lot of ...*

Trang & Newton (2017)

- S2: When do you have English?
- S1: I have it on Thursday.
- S2: Rồi. Gì nữa không? [*Anything else?*]
- S1: Rồi. Giờ tui hỏi nè [*It's my turn*]. Um...when do you have IT?
- S2: I have Tuesday...Tuesday. Rồi hết. [*That's all*]
- S1: Rồi hỏi tiếp! [*Keep asking!*]

WHAT IS TRANSLANGUAGING?

"... the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (Garcia & Wei, 2014).

RE: VIETNAMESE STUDIES

- Neither study was TL-focused in orientation or purpose
- And yet in both, TL behaviours were pervasive in the data.
- These behaviours emerged as a *natural* and *necessary* response to introducing task-based learning in lessons focused on spoken production practice in EFL contexts.

TRANSLANGUAGING AS...



Pedagogy



Practice



Theory

TRANSLANGUAGING THEORY

-
- Rejects ‘monolingual bias’: no code-switching lens. (García & Wei, 2014)
 - Encourages use and growth of ‘full linguistic repertoire’. Everyone has different linguistic resources. (García & Wei, 2014)
 - Political, revolutionary, radical. Critical of established prescriptivist discourse. (Canagarajah, 2013)

TRANSLANGUAGING AS PEDAGOGY

-
- “the ways in which [multi]lingual students and teachers engage in *complex and fluid discursive practices* that include, at times, the *home language practices* of students in order to ‘make sense’ of teaching and learning, to communicate and appropriate subject knowledge, and to develop academic language practices (García, 2014, p. 112, emphasis added)”.



CHARACTERISTICS OF TL-FRIENDLY PEDAGOGY (GARCÍA & SYLVAN, 2011)

- 1. Celebrating heterogeneity and singularities in plurality
- 2. Collaboration among students
- 3. Collaboration among faculty
- 4. Learner-centered classrooms
- 5. Language and content integration
- 6. Plurilingualism from the students up
- 7. Experiential learning
- 8. Localized autonomy and responsibility



ALIGNMENT WITH CURRENT LANGUAGE TEACHING PRINCIPLES

- Student collaboration
- Content and language integration
- Experiential learning
- Learner-centered classrooms
- A more fluid, needs-responsive pedagogy
- Focus on functional, communicative language use

DISCOMFORT TIED CLOSELY TO

Monolingual
bias

NS/NNS false
dichotomy



Monolingual

Multilingual

NS/NNS FALSE
DICHOTOMY

Dewaele, Bak, & Ortega (2021)

1858 New York

'native Anglo-Saxon' vs. immigrants

Coloniser rhetoric, tying nation
and/or race to language

Linguistic purism

NOTABLE CRITICS OF NS/NNS

Halliday (1968)

Ferguson (1983)

Rampton (1990)

Holliday (2015)

Amongst others

NS/NNS FALSE DICHOTOMY



Treats language as static




Ignores movement and dynamism
of language



Implications for schooling



Implications for teaching



WHAT IF WE REMOVE
THESE UNDERLYING
IDEOLOGIES?

Amosa Burgess & Fiti (2019)

- Give it a go

Cenoz & Gorter (2017)

- Performing equal or better

Morsles, Schissel, & López-Gopar (2020)

- Overall trend of better performance

Tamati (2016)

- Significantly higher performance

Galante (2020)

- Outperformed single language peers on vocab tests

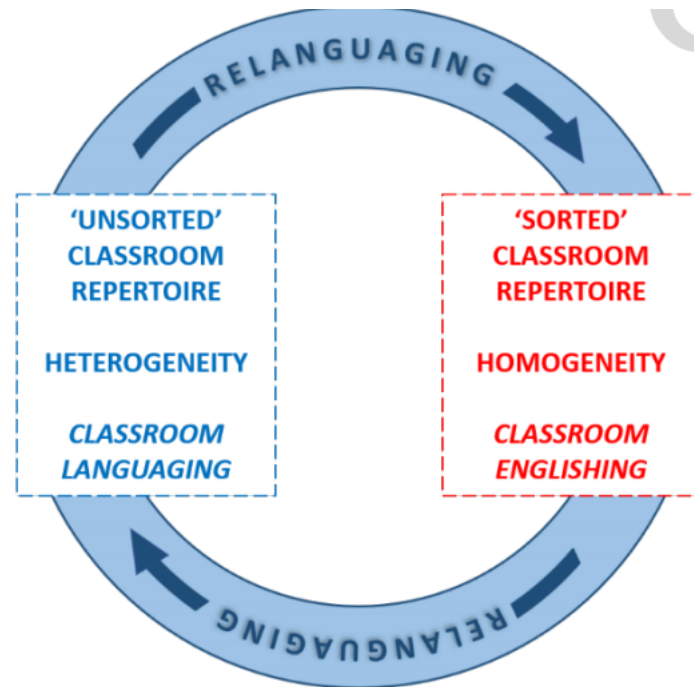
Wimalasiri & Seals (forthcoming)

- Increased investment

THE
STUDENT
VIEW ON TL
(SEALS,
NEWTON,
ASH, &
NGUYEN,
2020)

- “Sometimes we have to stop talking in English to use Vietnamese to give explanations. Sometimes we have very brilliant ideas but can’t express them in English, so using Vietnamese enables us to speak out ideas, which we later translate into English, and move on with our communication.” (TTHL-10B)


KRAUSE (FORTHCOMING)



WHY IT MATTERS

Through adopting a TL perspective, teachers and learners can more fully realise the meaning making goals of language teaching, freed from the constraint of only making the meanings in one language (e.g. English).

TL in the classroom more closely mirrors actual real-world language use, particularly in multilingual settings.



“Could it be that all our current pedagogic methods in fact make multilingual development more difficult than it needs to be, simply because we bow to dominant political and ideological pressures to keep languages pure and separate?” (Lemke, 2002, cited in Lin, 2013: 523)

FA'AFETAI KOUTOU FOR YOUR YBAFY!

- QUESTIONS/COMMENTS?

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