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for effective and meaningful communication." Wayne E. Wright, University of Texas at San Antonio, USA.

Translanguaging Essay from the year 2020 in the subject English Language and Literature Studies - Linguistics, grade: A, language: English, abstract: The paper presents an overview of the origins of translanguaging as a concept and also provides definitions that arose so far from it. It also presents the benefits of translanguaging in education and provides a description of practices and strategies used by both teachers and learners towards a multilingual development in learning environments offering some insight on how translanguaging is used and which goals it aids fulfill. Translanguaging is an approach that came up due to the bilingual tendencies in education following the trends of multinational and multicultural societies of today.

Multilingualism This book is the first to apply the theory of translanguaging to multilingual classrooms in an Asian context, offering strategies for teaching specific grammatical and comprehension skills to students struggling to read in English. It also enriches the methodology of coding bilingual transcripts with ideas resulting from a detailed analysis of a large and rich data set. Lastly, the author discusses growth areas in the emerging field of translanguaging and challenges for teachers implementing a translanguaging approach in a superdiverse classroom.

Encyclopedia of Language and Education What does it mean to young people to be multilingual? What do multilingual speakers' linguistic resources mean to them? Are they happy to discard their languages, and assimilate to English, or are there other issues at stake? Do communities set out to ensure that their languages are maintained and passed on to the next generation, and if so, how, and why? What if speakers appropriate and make use of linguistic resources not typically associated with their 'ethnic' or 'heritage' group? Is there consensus about the role and value of particular sets of linguistic resources, or is it contested, and negotiated? How do negotiations about linguistic resources and identities play out in institutional contexts, and what language practices are used in these negotiations? Adrian Blackledge and Angela Creese address these questions, taking a critical perspective to examine issues such as nationalism, heritage, culture, identity negotiation, ideology and power. They offer responses from their detailed investigations of the language practices of multilingual young people and their teaching experiences in complementary schools in four cities in England. As a comprehensive examination of the issues surrounding multilingualism, it will be essential reading for advanced students and researchers of sociolinguistics and multilingualism.

English Learners Left Behind This volume focuses on research in bilingual and multilingual education. It discusses the results of research conducted in different multilingual educational contexts and particularly in Basque schools and universities where Basque, Spanish and English are used as subjects and as languages of instruction.

Translanguaging in the Education of Young Learners In this third, fully revised edition, the 10 volume Encyclopedia of Language and Education offers the newest developments, including an entirely new volume of research and scholarly content, essential to the field of language teaching and learning in the age of globalization. In the selection of topics and contributors, the Encyclopedia reflects the depth of disciplinary knowledge, breadth of interdisciplinary perspective, and diversity of sociogeographic experience in the language and education field. Throughout, there is an inclusion of contributions from non-English speaking and non-Western parts of the world, providing truly global coverage. Furthermore, the authors have sought to integrate these voices fully into the whole, rather than as special cases or international perspectives in separate sections. The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education, as well as being highly relevant to the fields of applied and socio-linguistics. The publication of this work charts the further deepening and broadening of the field of language and education since the publication of the first edition of the Encyclopedia in 1997 and the second edition in 2008.

Social Justice through Multilingual Education Detailing qualitative research undertaken with elementary-grade children in a Korean heritage language school in the U.S., this text provides unique insight into the translanguaging practices and preferences of young, emergent bilinguals in a minority language group. Understanding the Oral and Written Translanguaging Practices of Emergent Bilinguals examines the role of sociocultural influences on emergent bilinguals' language use and development. Particular attention is paid to the role of immigrant parental involvement and engagement in their bilingual children's language learning and academic performance. Presenting data from classroom audio-recordings, writing, and drawing samples, as well as semi-structured interviews with children and parents, the book identifies important implications for the education of emergent bilinguals to better support their overall language and literacy development. This text will primarily be of interest to doctoral students, researchers, and scholars with an interest in bilingual education, biliteracy, and early literacy development more broadly. Those interested in applied linguistics, the Korean language, and multicultural education will also benefit from this volume.

Language and Social Justice in Practice This open access book is designed as an international anthology on the broader subject of inclusion, education, social justice and translanguaging. Prefaced by Ofelia Garcia, the volume unites conceptual and empirical contributions focusing on various actors within educational institutions, from early childhood to secondary education and teacher training, while offering insights into multiple European and North-American educational systems.
Bilingualism for All? The principles for enabling children to become fully proficient multilinguals through schooling are well known. Even so, most indigenous/tribal, minority and marginalised children are not provided with appropriate mother-tongue-based multilingual education (MLE) that would enable them to succeed in school and society. In this book, experts from around the world ask why this is, and show how it can be done. The book discusses general principles and challenges in depth and presents case studies from Canada and the USA, northern Europe, Peru, Africa, India, Nepal and elsewhere in Asia. Analysis by leading scholars in the field shows the importance of building on local experience. Sharing local solutions globally can lead to better theory, and to action for more social justice and equality through education.

Understanding the Oral and Written Translanguaging Practices of Emergent Bilinguals The purpose of this book is to promote the value of translanguaging in EFL teaching contexts. To date, translanguaging has been discussed mostly in regards to US and European contexts. This book will examine the teaching beliefs and practices of teachers within a South Korean elementary school context to evaluate the practices of current teachers who use translanguaging strategies when teaching. This examination utilizes sociological theories of pedagogic discourse to discuss the consequences of language exclusion policies on the peninsula. Using these theories, it presents an argument for why EFL contexts like South Korea need to reevaluate their current policies and understandings of language learning and teaching. By embracing translanguaging as an approach, the authors argue, they will transform their traditional notions of language learning and teaching in order to view teachers as bilinguals, and learners as emerging bilinguals, rather than use terms of deficiency that have traditionally been in place for such contexts. This book’s unique use of sociological theories of pedagogic discourse supports a need to promote the translanguaging ideology of language teaching and learning.

A Transdisciplinary Lens for Bilingual Education Tongue-Tied is an anthology that gives voice to millions of people who, on a daily basis, are denied the opportunity to speak in their own language. First-person accounts by Amy Tan, Sherman Alexie, bell hooks, Richard Rodriguez, Maxine Hong Kingston and many other authors open windows onto the lives of linguistic minority students and their experience in coping in school and beyond. Selections from these writers are presented along accessible, abridged scholarly articles that assess the impact of language policies on the experiences and life opportunities of minority-language students. Vivid and unforgettable, the readings in Tongue-Tied are ideal for teaching and learning about American education and for spurring informed debate about the many factors that affect students and their lives. Visit our website for sample chapters!

Heteroglossia as Practice and Pedagogy "Shows teachers how to strategically navigate the dynamic flow of bilingual students’ language practices to (1) enable students to engage with and comprehend complex content and texts, (2) develop students’ linguistic practices for academic contexts, (3) draw on students’ bilingualism and bilingual ways of understanding, and (2) support students’ socioemotional development and advance social justice"—provided by the publisher.

Dual Language Education: Teaching and Leading in Two Languages Translanguaging for Emergent Bilinguals is a thorough examination of the development, evolution, and current realities of educating emergent bilinguals in U.S. classrooms. Through engaging vignettes, readers follow the experiences of emergent bilinguals in a variety of monolingual settings, tracing the challenges encountered by both the students and the schools that serve them. The authors argue that the future of emergent bilingual education lies in an inclusive translanguaging pedagogy. By embracing home languages and cultures, this approach nurtures the development of multiple literacies, enabling individuals to thrive academically, socially, linguistically, and intellectually. The text begins by showing how the authors evolved from monolingual language educators to translanguaging educators and ends with concrete takeaways for successfully using this approach in different education settings. "This book offers an uplifting alternative view of the lives and education of language-minoritized students. The authors present here a practice-based approach to translanguaging for all types of teachers of emergent bilinguals." —From the Foreword by Ofelia García, The Graduate Center, City University of New York "A fascinating volume offering practical as well as theoretical insights into translanguaging pedagogy." —Li Wei, UCL Institute of Education, University College London "Contributes significantly to our understanding of the nature of translanguaging and its potential to transform the education of emergent bilingual students." —James Cummins, University of Toronto

Becoming Bilingual Readers With increasing mobility of people across the world, there is a pressing need to develop evidence-based teaching practices that lead to high-quality education, which serves the needs of inclusive societies and social and epistemic justice. This book presents cutting-edge qualitative case-study research across a range of educational contexts, research-method contributions and theory-oriented chapters by distinguished multilingual education scholars. These take stock of the field of translanguaging in relation to the education of multilingual individuals in today’s globalized world. The volume breaks new ground in that all chapters share a focus on teachers as ‘knowledge generators’ and many on teacher-researcher collaboration. Together, the chapters provide comprehensive and up-to-date applications of the concept of pedagogical translanguaging and present recent research in educational contexts that have hitherto received scant attention, namely secondary-level education, education for adult immigrants and the school-wide introduction of pedagogical translanguaging in primary school. Chapters 1, 3, 4 and 8 will be free to download as open access publications. We will link to them here as soon as they are available.
Bilingual and Multilingual Education in the 21st Century Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena, presents program types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies and assessments. This thought-provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers. Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies, with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world, and presents cases of how this is being carried out

Translanguaging This edited volume has been compiled in honour of Professor Merrill Swain, one of the most prominent scholars in the field of second language acquisition (SLA) and second language (L2) education. For over four decades, her work has contributed substantially to the knowledge base of the field of applied linguistics, and her ideas have had a significant influence in a range of subfields, including immersion education, mainstream SLA, and sociocultural theory and SLA. The range of topics covered in the book reflects the breadth and depth of Swain’s contributions, expertise and interests. The volume is divided into four parts: immersion education, languaging, sociocultural perspectives on L2 teaching and learning, and developments in language as social action.

Educatina Emergent Bilinguals Building on Bobbie Kabuto’s groundbreaking 2010 book Becoming Biliterate, this book explores how identity impacts the development of bilingual readers and how reading practices are mediated by family and community contexts. Highlighting bilingual readers from Spanish, Greek, Japanese, and English language backgrounds, Kabuto offers an in-depth, interdisciplinary analysis of these readers’ behaviors and identities through the original approach of Biographic Biliteracy Profiles. The Profiles serve as a culturally relevant assessment tool for developing meaningful narratives and can reveal how bilingual readers make sense of texts in the context of their home and school environments. An ideal approach for unpacking the complexity of bilingual reading behaviors and how they change across time, the Profiles allow readers to explore what a bilingual reader’s identity means to becoming biliterate; the roles of code-switching and translanguaging; the influences of readers’ families and communities; and how they all interact and shape readers’ identities, behaviors, and meaning-making. Offering practical applications on observing and documenting bilingual readers, this book is an invaluable resource for scholars and students in courses on bilingualism, L2/ESL reading, and multilingualism.

Translanguaing with Multilingual Students Addressing the intersections between sociocultural, cognitive, and translanguaging research, this volume explores bilingual development across education and linguistics to discuss and uncover the influences and impact of language policies, school programming, and everyday practices on bilingualism.

Vulnerabilities, Challenges and Risks in Applied Linguistics This book provides a comprehensive and interdisciplinary examination of dual language education for Latina/o English language learners (ELLs) in the United States, with a particular focus on the state of Texas and the U.S.-Mexico border. The book is broken into three parts. Part I examines how Latina/o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities. Part II examines bilingualism, biliteracy, and dual language education as an effective model for addressing the inequities identified in Part I. Part III examines research on dual language education in a large urban school district, a high-performing elementary school that serves a high proportion of ELLs along the Texas-Mexico border, and best practices for principals and teachers. This volume explores the potential and realities of dual language education from a historical and social justice lens. Most importantly, the book shows how successful programs and schools need to address and align many related aspects in order to best serve emergent bilingual Latina/o/as: from preparing teachers and administrators, to understanding assessment and the impacts of financial inequities on bilingual learners. Peter Sayer, The Ohio State University, USA

Perspectives on Language as Action This book examines translanguaging in higher education and provides clear examples of what translanguaging looks like in practice in particular contexts around the world. While higher education has historically been seen as a monolingual space, the case studies from the international contexts included in this collection show us that institutions of higher education are often translanguaging spaces that reflect the multilingual environments in which they exist. Chapters demonstrate how the use of translanguaging practices within the context of global higher education, where English plays an increasingly important role, allows students and professors to build on their linguistic repertoires to more efficiently and effectively learn content. The documentation of such practices within the context of higher education will further legitimize translanguaging practices and may lead to their increased use not only in higher education but also in both primary and secondary schools.

Pedagogical Translanguaging A critical and accessible text, this book provides a foundation for translanguaging theory and practice with educating emergent bilingual students. The product of the internationally renowned and trailblazing City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NY SIEB), this book draws on a common vision of translanguaging to present different perspectives of its practice and outcomes in real
Translanguaging for Emergent Bilinguals

The Handbook of Bilingual and Multilingual Education This book explores how high-stakes tests mandated by No Child Left Behind have become de facto language policy in U.S. schools, detailing how testing has shaped curriculum and instruction, and the myriad ways that tests are now a defining force in the daily lives of English Language Learners and the educators who serve them.

Envisioning TESOL through a Translanguaging Lens This expanded edition of the International Multilingual Research Journal's recent special issue on translanguaging -- or the dynamic, normative language practices of bilinguals -- presents a powerful, comprehensive volume on current scholarship on this topic. Translanguaging can be understood from multiple perspectives. From a sociolinguistic point of view, it describes the flexible language practices of bilingual communities. From a pedagogical one, it describes strategic and complementary approaches to teaching and learning through which teachers build bridges between the everyday language practices of bilinguals and the language practices and performances desired in formal school settings. The Complex and Dynamic Language Practices of Emergent Bilinguals explores the pedagogical possibilities and challenges of translanguaging practice and pedagogy across a variety of U.S. educational programs that serve language-minoritized, emergent bilingual children and illustrates the affordances of dynamic, multilingual learning contexts in expanding emergent bilingual children's linguistic repertoires and supporting their participation in formalized, school-based language performances that socialize them into the discourses of schooling. Taken together, the chapters in this volume examine the dynamic interactions and complex language ideologies of bilinguals--including pre- and in-service teachers, preK-12 students, and other members of multilingual and multidialectal sociolinguistic communities throughout the United States--as they language fluidly and flexibly and challenge the marginalization of these normative bilingual practices in academic settings and beyond. The articles in this book were originally published in the International Multilingual Research Journal.

Literacy as Translingual Practice This book includes the work of 20 specialists working in various educational contexts around the world to create comprehensive and multidimensional coverage of current bilingual initiatives. Themes covered include issues in language use in classrooms; participant perspectives on bilingual education experiences; and the language needs of bi- and multilingual students in monolingual schools.

Translanguaging It is common for scholarly and mainstream discourses on dual language education in the US to frame these programs as inherently socially transformative and to see their proliferation in recent years as a natural means of developing more anti-racist spaces in public schools. In contrast, this book adopts a raciolinguistic perspective that points to the contradictory role that these programs play in both reproducing and challenging racial hierarchies. The book includes 11 chapters that adopt a range of methodological techniques (qualitative, quantitative and textual), disciplinary perspectives (linguistics, sociology and anthropology) and language foci (Spanish, Hebrew and Korean) to examine the ways that dual language education programs in the US often reinforce the racial inequities that they purport to challenge.

English-Medium Instruction and Translanguaging This book addresses how the new linguistic concept of 'Translanguaging' has contributed to our understandings of language, bilingualism and education, with potential to transform not only semiotic systems and speaker subjectivities, but also social structures.

The Complex and Dynamic Language Practices of Emergent Bilinguals The term translanguaging highlights the reality that people always shuttle across languages, communicate in hybrid languages and, thus, enjoy multilingual competence. In the context of migration, transnational economic and cultural relations, digital communication, and globalization, increasing contact is taking place between languages and communities. In these contact zones new genres of writing and new textual conventions are emerging that go beyond traditional dichotomies that treat languages as separated from each other, and texts and writers as determined by one language or the other. Pushing forward a translanguaging orientation to writing— one that is in tune with the new literacies and communicative practices flowing into writing classrooms and demanding new pedagogies and policies— this volume is structured around five concerns: refining the theoretical premises, learning from community practices, debating the role of code meshed products, identifying new research directions, and developing sound pedagogical applications. These themes are explored by leading scholars from L1 and L2 composition, rhetoric and applied linguistics, education theory and classroom practice, and diverse ethnic rhetorics. Timely and much needed, Literacy as Translingual Practice is essential reading for students, researchers, and practitioners across these fields.
Translanguaging in Higher Education The emergence over the last 10 years of the analytic concept, 'Translanguaging', has had a forceful impact on the field of applied linguistics. This book addresses how it has contributed to our understandings of language, bilingualism and education. Ofelia García and Li Wei trace the development of the theory of Translanguaging and consider its relationship with traditional theories and models of language and bilingualism. Based on practices by students and teachers in a variety of educational contexts, this book describes how Translanguaging is used by bilingual learners to learn and by teachers to teach. Ultimately, the book affirms the transformative power of Translanguaging: it involves the act of language mixing between and beyond systems that have previously been described as separate, and in so doing, new meanings emerge and new understandings are generated, transforming not only semiotic systems and speaker subjectivities, but also social structures.

Towards Multilingual Education The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinary field of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world. Features contributions from 78 established and emerging international scholars. Offers extensive coverage in sixteen chapters on specific and diverse regional/geographic contexts, including South Africa, Mexico, Latvia, Cambodia, Japan, and Texas. Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ELLs, learners with language impairments, and bilingual education outside of the classroom.

Translanguaging in EFL Contexts This book offers a critical exploration of definitions, methodologies, and ideologies of English-medium instruction (EMI) and contributes to new understandings of translanguaging as theory and pedagogy across diverse contexts. It demonstrates the affordances and constraints that translanguaging processes present in relation to EMI classrooms.

Translanguaging and Transformative Teaching for Emergent Bilingual Students This edited collection explores the immense potential of translanguaging in educational settings and highlights teachers and students negotiating language ideologies in their everyday communicative practices. It makes a significant contribution to scholarship on translanguaging and considers the need for pedagogy to reflect and embrace diversity. The chapters provide rich empirical research and document translanguaging in varied educational contexts, with studies from pre-school to adult education in different, mainly European, countries, where English is not the dominant language. Together they expand our understanding of translanguaging and how it can be applied to a variety of settings. This book will be of interest to students and researchers, especially in education, language education and applied linguistics, as well as to policymakers.
professionals and policymakers.

Pedagogical Translanguaging Winner of the British Association of Applied Linguistics Book Prize 2014 This book addresses how the new linguistic concept of ‘Translanguaging’ has contributed to our understandings of language, bilingualism and education, with potential to transform not only semiotic systems and speaker subjectivities, but also social structures.

Inclusion, Education and Translanguaging From bilingual education and racial epithets to gendered pronouns and immigration discourses, language is a central concern in contemporary conversations and controversies surrounding social inequality. Developed as a collaborative effort by members of the American Anthropological Association’s Language and Social Justice Task Force, this innovative volume synthesizes scholarly insights on the relationship between patterns of communication and the creation of more just societies. Using case studies by leading and emergent scholars and practitioners written especially for undergraduate audiences, the book is ideal for introductory courses on social justice in linguistics and anthropology.

The Translanguaging Classroom The chapters in this book call attention to vulnerabilities, challenges and risks for applied linguistics researchers and the communities they work with across a broad range of contexts from the Global North and South, and in both signed and spoken languages. Together they provide insights on both academic and professional practice across several areas: the vulnerabilities involved in researching, the limitations of traditional epistemologies, the challenges inherent in the repertoire of methodologies and pedagogies employed by applied linguists, and the effectiveness of practical responses to language-related problems. The book encourages those involved in applied linguistics to consider their own practice and their relationship with the communities, policies and educational contexts they engage with in the course of their teaching, research and activism.