

Session A Key Input : Lecture 3
Translanguaging: Theory and Practice – Translanguaging in EMI
Lecture Transcript

Presented by **Dr Kari Sahan**

Hi again! And welcome to our 3rd video for today's lecture on Translanguaging theory and practice. My name is Dr Kari Sahan.

So far, in this session, we have discussed the definition of translanguaging and the role of English in EMI. Now, let's bring that all together and discuss *translanguaging practices in EMI*.

In this video, I'll share with you some examples from research on *how* teachers use the L1 and *when*. I'll also share with you some evidence about the benefits of translanguaging practices.

Now, I'm going to provide a few examples from international contexts, so from different countries around the world. Later on in Module 4, during Session B, you will look more closely at examples of translanguaging from the Indonesia context.

But let's get started looking at examples of translanguaging practices in EMI.

So, research on translanguaging practices has been conducted in EMI contexts all over the world. We have examples of research from EMI programmes:

1. Europe: For example Paulruds 2016 in Sweden
2. Asia: For example Tai & Wei (2021) in Hong Kong
3. The Americas: For example Mazak & Herbas-Donoso (2015) in Puerto Rico
4. And we've seen edited volumes come out on translanguaging that cover multiple country contexts – see Paulsrud , Tian & Toth (2021)
5. We have also seen research on translanguaging as well as evidence of translanguaging pedagogy applied both to EAP classrooms across global contexts. And I've listed some examples here for from China and Sweden:

And as I said, these studies have provided evidence of what translanguaging looks like in practice, as well as evidence of how translanguaging is beneficial to teaching and learning. Shall we look at a few examples?

Let's look at examples from two different studies on translanguaging:

(shown on slide: Tai & Wei (2021) in Hong Kong; Liu , Lo & Lin (2020) in China)

One involves the use of English to teach mathematics at secondary school, and the other explores the advantages of translanguaging pedagogy to teach English for Academic Purposes, so in EAP classes.

First, let's look at a recent study conducted by Kevin Tai and Li Wei (2021) in Hong Kong. In this study, the authors focus on "**playful talk** in multiple languages and modalities in EMI mathematics classrooms in a secondary school in Hong Kong." What they mean by playful talk, is a whole range of creative activities – such as humor, parody, teasing.

Playful talk aims to entertain, and this can help with language learning – and learning in general – because it can lower students’ affective filter – (click) or it can make them more comfortable in the class. And if they are less nervous, less anxious, and more relaxed, we know that they are more likely to learn.

They show that teachers do this in the classroom by combining the use of multiple languages with rhyming sounds and funny gestures to help students learn – for example, creating rhymns in the first language to help teach English terms, and pretending to climb up a hill while teaching the concept of ‘steepness’ (not flat).

Tai and Li Wei demonstrate in their study that playful talk occurs in multiple languages, and they argue that this act of translanguaging in playful talk “allows the teacher and students to perform a range of creative acts” that help to “facilitate the meaning making and knowledge construction processes.” – In other words, using all of their languages in this playful way helps them teach and learn better.

The second study that we’re going to look at is also set in China. This study was conducted by Liu, Lo and Lin. And this study involves a researcher-teacher collaboration to implement translanguaging pedagogy in an EAP class.

The EAP course was taught to first-year students in a Master’s in Public Health program at a university in China. The researchers collaborated with the teachers to plan and implement translanguaging practices in the classroom.

Throughout the phase of the study, the teacher used different translanguaging practices in her EAP classes, such as:

- Explaining difficult concepts in the L1
- Adding L1 annotations to the slides
- Comparing academic writing in L1 and L2
- Using multilingual reading tasks
- Using both the L1 and L2 to plan their academic writing

This study highlights the ways in which translanguaging can be used to help develop students metalinguistic knowledge as well as their academic reading and writing skills.

It also showed how important it is for teachers to reflect on their teaching practices – that’s an idea we’ll pick up later in this course.

So, to summarize what we’ve seen in today’s lecture:

- Research has demonstrated that translanguaging is used in EMI & EAP classrooms all over the world, and this research has highlighted the usefulness of translanguaging as a pedagogical practice.
- The two studies we looked at today demonstrated this through:
 1. Playful talk, humor and creativity – which enhanced the teacher’s opportunities to explain concepts and students’ abilities to understand them; and

- 2. Multilingual practices in an EAP course – which allowed the teacher students to draw upon all their linguistic knowledge to enhance their metalinguistic knowledge as well as their academic English skills.

I hope these two examples have given you an idea of how translanguaging can be used in classrooms. We'll pick up on these ideas again in Session B of Module 4.

And if you are interested in reading more about any of the studies I've mentioned today, here are the references for you to follow. Thanks for listening to this lecture. Good bye!

References:

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