

The Theory and Practice of Translanguaging: Scope, Potential and Limitations in a Multilingual Urban Context

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Abstract : This paper explores the concept of 'translanguaging' and the relevance of its pedagogical application in the context of foreign language education in a multilingual urban environment. We review relevant literature discussing this theoretical concept, its scope, potential, and limitations when applied to the teaching of foreign languages. We then discuss its possible practical application in Welsh secondary schools, particularly in the most diverse areas of the Welsh capital, Cardiff (United Kingdom). The concept of translanguaging has evolved in scope, from its initial application in the teaching of Welsh and English in the Welsh bilingual context to finding a relevant space not only in the international arena of Sociolinguistics and language pedagogy but also being present in current Welsh educational policies and, presumably, practices. However, it is important to consider the actual pedagogical relevance of incorporating this concept into these policies, particularly in the teaching of Modern Foreign Languages. Additionally, it is important to examine any social factors that may influence the effectiveness of its application in the social context, in our case, a multilingual, ethnically diverse urban context. By analyzing these issues, we aim to explore possible teaching practices that could be pedagogically effective in applying the concept in Cardiff secondary schools.

Keywords : pedagogy, modern foreign languages, applied linguistics, sociolinguistics

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