1: 杀兔 (satu)
2: 兔娃 (Dua)
3: 地卡 (Tiga)
4: 安排 (Empat)
5: 你妈 (Lima)
6: 恶男 (Enam)
7: 毒酒 (Tujuh)
8: 拉板 (Lapan)
9: 生米烂 (Sembilan)
10: 十不露 (Sepuluh)
TRANSLANGUAGING PEDAGOGY IN MULTILINGUAL CLASSROOMS

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OVERVIEW

- Background
- What is translanguaging pedagogy?
- How can Translanguaging Pedagogy be used?
- Q & A
Xi’an JiaoTong-Liverpool University
Chinese Program in XJTLU

- **compulsory** for all the international students
- 1 Academic Year
- 5/10 hours per week
- Daily performance is NOT assessed.
STUDENTS: multilingual & multicultural

- no previous knowledge of Chinese
- rich experiences around the world
- be able to speak more than 2 languages
- various majors: business, architecture, urban design, communication, computer science and etc.
STUDENTS: adult learners

- over 18 years old;
- some are elder than the tutor.
- afraid of making mistakes in front of other younger students or the tutor.
- interested to specific fields
- strong sense of privacy

No interest of talking about personal life such as family, local address, apartments and etc.
STUDENTS: strong motivation?

- translating apps
- body language
- Chinese friends?
  only want to practice English
Challenges when teaching Chinese

★ Students do not have strong internal motivation.

★ Students are afraid of using the new structures, especially when speaking.

★ There are huge differences between Chinese and the other languages they have acquired or their native languages.
FAMILY 家

- introduce the students’ family
- introduce the family on the picture
Group work:
To create a character and his/her family.

group students into 3 or 4 → discuss → group presentation in class and write a paragraph after class
How about a big family?

Let’s give them a dog! Mine is sooooo lovely!

I think it’s good to have siblings.

My mom is a stewardess. Let’s say her mum as well.
typical and popular names in Norway
Real information of students.
中国人

大夫
医院

马克

张华

安德鲁

学生
学校
WHAT IS TRANSLANGUAGING?
Translanguaging “is a process by which students and teachers engage in complex discursive practices that include all the language practices of all students in a class in order to develop new language practices and sustain old ones, to communicate and appropriate knowledge and to give voice to new sociopolitical realities by interrogating linguistic inequality.”
Translanguaging

- sociolinguistic: bilingual families
- speakers internally
- language practices
- when to use which words to speak to different people

Translanguaging Pedagogy

- education: content and language
- teacher & students: designer & center
- classroom: co-learning
- students: practices and knowledge
understand
communicate
develop

Flexible Concurrent Language Use

Multilingual Speakers
HOW CAN TRANSLAUGUAGING BE USED?
THINKing & DOing

- different languages
- drawing & speaking

TASK

- include all the students
- include all the languages
- include all the knowledge
THINKING  DOING

我的家乡有四个季节。

春天最好，不冷也不热。

苏州的冬天比苏州的夏天热。

因为春天很暖和。

[Handwritten text in Chinese]

[Diagram of seasonal activities]
To Teach:
Neighborhood, Room and Furniture

- Design an apartment and persuade GUO to rent it.
- apartment and the neighborhood.
附近有酒吧，公园，体育馆，大超市，银行和运动场。
To Review

✔ Design a travel leaflet.

✔ weather, places of interest, recommended restaurants and etc.
欢迎来到日本

夏季
- 平均气温：28°C
- 热和湿润
- 可以参加夏日祭

秋季
- 晴朗和干燥
- 可以参加赏枫

日本旅行

1. 交通：从苏州去日本坐飞机。
   在日本坐公共汽车有点儿贵。
   坐飞机去日本又方便又快，但是有点儿贵。从上海到东京只要两三个小时。

2. 日本有四季：春天，夏天，秋天和冬天。

夏天是去日本最好的季节。
最高气温是27.6°C，不太热但很湿润。
你可以穿一件T恤，还有一条短的裤子。你可以参加夏日祭。

3. 食物：日本菜和中国菜不一样。
   日本有名的菜是寿司和拉面。
Translanguaging Pedagogy

STUDENTS’ OPINION TOWARDS CHINESE COURSE

- **VALUABLE**
  - 16-17: 4.6
  - 17-18: 4.4
  - 18-19: 4.2

- **USEFUL MATERIALS**
  - 16-17: 4.2
  - 17-18: 4.0
  - 18-19: 3.8

- **AIMS ACHIEVED**
  - 16-17: 3.7
  - 17-18: 3.6
  - 18-19: 3.5

- **USEFUL ACTIVITIES**
  - 16-17: 3.4
  - 17-18: 3.3
  - 18-19: 3.2
Principles of Using Translanguaging Pedagogy

✓ Students are grouped with their friends.

✓ Students who have more Chinese proficiency are grouped with those who have less.

✓ Students are allowed to discuss with their home language or English, the medium.

✓ The teacher should participate in every group and answer questions.
Li 2014: Translanguaging Pedagogy

✓ to differentiate among students:
language/experiences/knowledge

✓ co-learning environment in the classroom

✓ background knowledge
REFERENCES


감사합니다

Danke Ευχαριστίες Dalu Köszönöm Tack Gracias Seé 謝謝 Merci ありがとう