

TRANSLINGUAL PRACTICE IN LANGUAGE TEACHING AND TEACHER EDUCATION

In this lecture, I introduce the translingual orientation and its implications for the way we look at language competence. I then analyze data from a classroom experience where a multilingual student uses a grammatical item that deviates from the norm in her English academic writing to consider its implications for developing translingual awareness. The analysis will also help explore how teachers can develop their own professional expertise through reflecting on classroom interactions by undertaking methods such as teacher research and action research. I conclude by outlining the shifts we have to adopt from traditional pedagogies of language teaching in order to accommodate a translingual orientation.

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Gastvortrag in der Reihe

*Mehrsprachigkeit (in) der Vermittlung - Sprachideologien in Aktion /
Multilingualism in Language Teaching - Language Ideologies in action*



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