



# **TRANSFORMATIVE PRACTICES IN TRANSLANGUAGING CLASSROOMS**

**ANAMARIA WELP &  
RUBERVAL FRANCO MACIEL (EDS)**

editora  
**ZO  
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RUBERVAL FRANCO MACIEL  
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# Introduction

Dear readers,

We are thrilled to introduce “Transformative Practices in Translanguaging Classrooms,” a collection of thought-provoking chapters that explore the evolving landscape of language education and the dynamic role of translanguaging in transforming teaching and learning. This book brings together a diverse group of scholars and practitioners who challenge traditional paradigms and offer innovative perspectives on language education. We invite you to dig into these chapters with us, each of which offers unique insights and approaches to reimagining education for a multicultural and multilingual world.

In the opening chapter, Ofelia García, deeply immersed in contemplation amid the isolation brought about by the COVID-19 pandemic, lays the foundation for our journey by deconstructing mainstream understandings about language education. She urges us to embrace alternative ways of thinking, inspired by the epistemologies of the South, and reevaluate how to educate Latinx bilingual children in the US. By questioning our preconceptions about language, proficiency, and teaching, García sets the stage for a paradigm shift that seeks cognitive justice for these students.

Chapter 2 delves into the transformative facets of a translingual orientation in linguistic education. Rocha and Maciel present a compelling argument for the potential of translanguaging in the educational field. They highlight the principles of a translingual approach with an enactive-performative nature, shedding light on its capacity to foster transdisciplinary and critically transformative educational practices.

Within the pages of Chapter 3, Menezes, Kalil and Welp provide practical guidance for crafting instructional units specifically tailored to the diverse dynamics of multilingual classrooms. Drawing inspiration from Boa Vista, Roraima, in Brazil, they offer valuable insights and practical suggestions to empower educators in crafting impactful Spanish language classes that cater to the diverse needs of Brazilian and Venezuelan students within public school settings. The universality of their ideas renders this chapter a resource for educators across the globe, offering adaptable strategies that cater to diverse settings, thereby making it an indispensable tool for those dedicated to fostering inclusive and equitable approaches in education.

In Chapter 4, Parba delves into the intricate crossroads where critical language pedagogy and translanguaging converge. Grounded in his meticulously conducted teacher research within a Filipino language classroom in Hawai'i, he unveils the transformative potential of critical dialogues, engagement with social issues, and the judicious application of translanguaging practices in the realm of language learning. Parba's compelling narrative illustrates how these dynamic elements not only enrich the language acquisition process but also empower students to boldly interrogate and challenge the prevailing societal narratives and discourses. Through this exploration, Parba offers an inspiring glimpse into the realm of education as a catalyst for social change and critical awareness.

In Chapter 5, El Kadri and Megale offer a comprehensive analysis of their approach to translanguaging within the context of early bilingual education in Brazil. Within the chapter's pages, they explore their deeply held beliefs and attitudes regarding bi/multilingualism. They introduce readers to their remarkable educational tool, known as the "Global Kids - Portfolio." This resource stands as a testament to their systematic pedagogical strategies, purposefully crafted to nurture translanguaging spaces within the classroom environment. Notably, their approach places a strong emphasis on cultivating students' sense of identity and fostering cross-metalinguistic awareness, thus enhancing the overall learning experience.

Chapter 6 by Maligkoudi and Gogonas takes us on an exploratory journey into translanguaging within the context of a Czech complementary school in Thessaloniki, Greece. Their inquiry encompasses the frequency and depth of translanguaging, explores the attitudes of educators and parents toward this practice, and uncovers the varied ideologies guiding its pedagogical implementation. This study contributes to emerging research fields by shedding light on the transformative potential of translanguaging in fostering bilingual and bicultural identity development, enriching our understanding of how it shapes individuals navigating the intersection of multiple languages and cultures.

In the concluding chapter, we step into the vibrant, linguistically diverse classrooms of New York City, where educators Ms. Montgomery and Ms. Kim serve as exemplary practitioners of translanguaging. They skillfully implement translanguaging design to facilitate their students' access to their complete language repertoire, promoting effective and inclusive learning. Their dedication to embracing bilingualism as an asset and fostering a multilingual school environment underscores the significance of empowering emergent bilinguals through adaptable and purposeful language utilization.

Within the pages of this book, each chapter unfolds a distinctive perspective and offers practical insights into the transformative capacity of translanguaging within educational contexts. We wholeheartedly invite you to immerse yourself in these chapters, where you will uncover a rich tapestry of ideas, strategies, and experiences thoughtfully presented by our contributors. Together, these chapters weave a compelling narrative, vividly illustrating how translanguaging has the potential to reshape the landscape of language education, fostering inclusivity, equity, and profound meaning for all learners.

Enjoy your journey through “Transformative Practices in Translanguaging Classrooms,” and may it inspire you to embrace the power of translanguaging in your own educational context.

Anamaria & Ruberval