


Chapter 8

Making Sense of Translanguaging Scholarship Within a Predominantly Monolingual Anglophone Society: A Reflexive Multilingual Stance

Jude Cañero Bautista

 <https://orcid.org/0000-0002-5654-8409>

University of Canterbury, New Zealand

Jean Kim

 <https://orcid.org/0000-0002-9858-7617>

University of Canterbury, New Zealand

ABSTRACT

There is an increasing uptake on translanguaging scholarship in academic discourse especially around content, language, and literacy education and research. The furtherance of culturally sustaining pedagogies and critical theories over the years provided spaces to question assumptions and negotiate meanings around being and becoming bi/multilingual. Consequently, this paved the way for important conversations and views around the separation, overlap, or complete amalgamation of the so-called ‘named languages’ that a bi/multilingual individual has at their disposal. While there appears to be a general consensus around the existence of

DOI: 10.4018/979-8-3373-0107-5.ch008

translanguaging in the daily social interactions and activities of bi/multilinguals, challenges still remain around its application in the context of content, language, and literacy teaching and learning, especially within Anglophone nations. This chapter attempts to explore the development of translanguaging scholarship over the years and to interrogate the relevance and materiality of these multiple viewpoints around different language teaching and learning contexts within predominantly monolingual English-speaking societies. Ultimately, the authors offer their individual reflexive stance around the issues and trends surrounding translanguaging scholarship and provide practical ways for teachers to incorporate translanguaging in their pedagogical practices.

INTRODUCTION

Anglophone nations currently experience a rapid rise in the influx of foreign-born migrants (see Australian Bureau of Statistics, 2023; Budiman, 2020; Statistics Canada, 2023; StatsNZ, 2003; Vargas-Silva & Rienzo, 2022) who speak English as an additional language. Although this phenomenon can be seen to have positive impacts to the economy of these adoptive countries, the rising superdiversity comes with its own set of challenges. Education, for example, is one sector that is greatly affected by this growing superdiversity.

Diversity in classrooms is no longer a new phenomenon in predominantly monolingual English-speaking societies. In fact, with the profound number of resources, like books and journal articles, among many others that talk about linguistically and culturally diverse learners, one can infer that demographic diversity in classrooms has always been a perennial scenario in predominantly English-speaking nations. The demographic composition of classrooms in Anglophone nations continues to undergo tremendous transformation due to migration patterns that cause student populations to become increasingly superdiverse.

This superdiversity does not only show differences in terms of the number of nationalities present within an Anglophone country, but also heterogeneity of language and cultural backgrounds within each of the nationalities represented. In fact, experts in migrant studies and critical multiculturalism suggest that people from a particular country should not be stereotyped as a homogenous collective with universal norms and needs (Chan, 2020; May, 1999; Sleeter & MacLaren, 1995). Therefore, if teachers should practice equitable and socially just instruction where cultural and linguistic backgrounds are seen as a learning capital for learners who speak English as an additional language, they must provide avenues for the students to bring their cultural and linguistic backgrounds as springboards to acquire not only the target language but also the capacity to think in their wider linguistic

24 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/making-sense-of-translanguaging-scholarship-within-a-predominantly-monolingual-anglophone-society/381720

Related Content

A Critical Study on Translation of the Analects: An Ideological Perspective

Fan Min (2021). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 45-54).

www.irma-international.org/article/a-critical-study-on-translation-of-the-analects/266315

Code-Switching in the Foreign Language Classroom

(2026). *Code-Switching in the Foreign Language Classroom* (pp. 31-52).

www.irma-international.org/chapter/code-switching-in-the-foreign-language-classroom/409044

How Do University L2 Learners Make Use of Mobile Dictionary Apps to Become Autonomous Learners?

Qing Maand Jiahao Yan (2022). *Emerging Concepts in Technology-Enhanced Language Teaching and Learning* (pp. 177-199).

www.irma-international.org/chapter/how-do-university-l2-learners-make-use-of-mobile-dictionary-apps-to-become-autonomous-learners/297726

Human vs. AI: An Assessment of the Translation Quality Between Translators and Machine Translation

Hanji Liand Haiqing Chen (2019). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 1-12).

www.irma-international.org/article/human-vs-ai/222826

The Champions of If-Constructions in Literary Studies: A Comparative Analysis of If-Constructions in L2 Learners' M.A. Theses and Ph.D Dissertations

Özkan Krmzand Haticetül Kübra Er (2025). *Exploration of the Intersection of Corpus Linguistics and Language Science* (pp. 307-326).

www.irma-international.org/chapter/the-champions-of-if-constructions-in-literary-studies/370698