Implementing Translanguaging in an English as a Second Language Continuing Education Program: A Multiple Case Study on Teachers’ Perspectives and Challenges

In English as a Second Language (ESL) education, the traditional focus on separating languages has evolved into a more inclusive approach known as translanguaging. This shift aims to integrate students’ diverse linguistic backgrounds into the classroom, fostering both language acquisition and subject learning. However, the COVID-19 pandemic posed challenges to implementing translanguaging in online ESL teaching due to time constraints and the limitations of virtual environments. Despite these obstacles, my research in an Ontario, Canada continuing education program during the pandemic uncovered both barriers and opportunities for an innovative pedagogy during challenging times. Conducting a multiple case study, I collaborated with teachers to design and implement translanguaging-based course plans, providing support as they navigated this approach with adult learners. Employing García and Li’s (2014) translanguaging theory and Kumaravadivelu’s (2012) KARDS model for analysis, the study explored teachers’ perspectives and practices, as well as students’ responses. The findings revealed teachers’ receptivity to translanguaging. However, their nuanced approaches were influenced by individual experiences in language learning and teacher training. The study underscored the importance of tailored professional development to equip teachers with the skills needed for the intentional integration of translanguaging pedagogy into adult ESL education settings.

SPEAKER

Wales Wong is a PhD candidate in the Language and Literacies Education program. Her research centers around implementing translanguaging strategies in a continuing education program. She has taught ESL for over 17 years, both in the private and public sector. Her research interests include teacher education and professional development.

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PLACE: Online via Zoom

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