UNIVERSIDAD COMPLUTENSE MADRID

Master in Systemic Functional Linguistics
Theory and Applications

May 15, 2026

# Introduction to Translingual Pedagogic DESIGN & ANALYSIS


FLORIDA ATLANTIC UNIVERSITY
Andrés Ramírez
Florida Atlantic University

BOGOTÁ Secretaría de Educación
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Secretaría de Educación de Bogotá

Cristian Londoño
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# Introduction
# Translingual Pedagogic DESIGN & ANALYSIS

## Yuly Andrea González Mendoza



English and Spanish language teacher and head of the bilingualism program in a public school in Bogotá, Colombia. Her research interests are centered on initial teacher education, genre-based pedagogy in bilingual contexts, pedagogical translanguaging, and language and educational policies for English language teaching. In 2022, she obtained a Fulbright scholarship (visiting student researcher).

BOGOTÁ
Secretaría de Educación

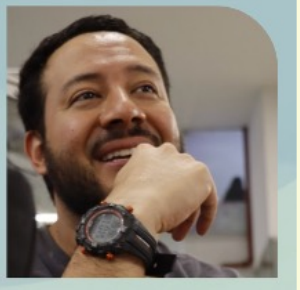
## Andrés Ramírez Agudelo



Associate Professor in the Department of Curriculum and Instruction at Florida Atlantic University. His research explores culturally and linguistically responsive pedagogies that promote the literacy and language development of Emergent to Advanced Bilingual students (EABs). He teaches courses in TESOL education, curriculum theory and discourse analysis.

FAU
FLORIDA ATLANTIC UNIVERSITY

## Cristian David Londoño Arroyave



Professor at Universidad de Antioquia in Medellín, Colombia. His research interests cover English and Spanish academic literacies, SFL, genre-based pedagogy, and tutoring.

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1803

# Agenda

## Part I

Translingual Pedagogic **Design**: Genre-Based Translanguaging

## Part II

Translingual Pedagogic **Analysis**: TL Exchanges and Lesson-wide Trajectories

# Culturally & Linguistically Responsive Pedagogy












# Translingual Contexts




Immigrant Spanish Speaking Mothers
Family Literacy Program
USA



Rural Children and Teachers
Escuela Nueva Santa Rosa de Osos
Colombia

# Translingual Contexts



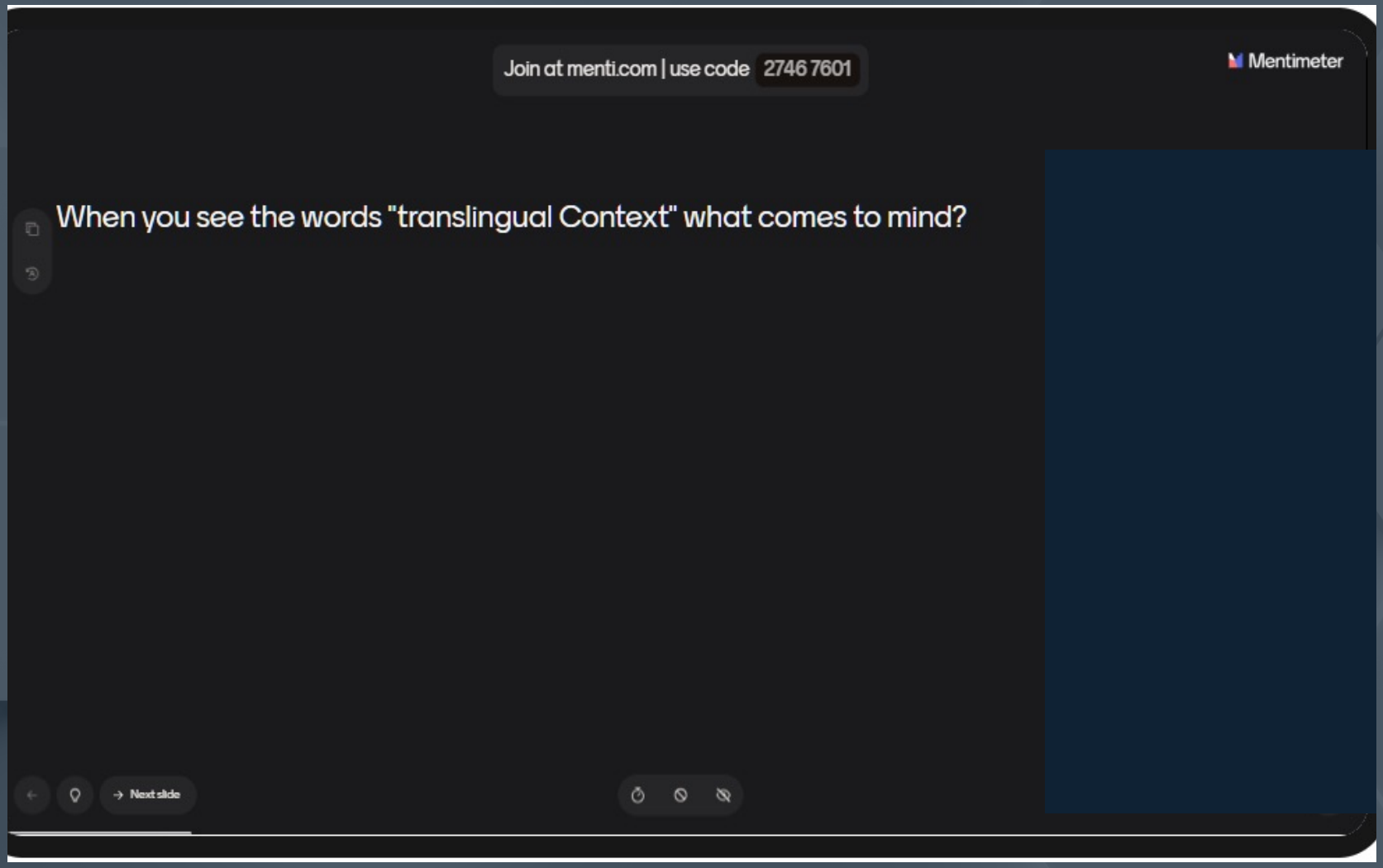

Community of Peace Signatories
Escuela Nueva Agua Bonita II
Colombia

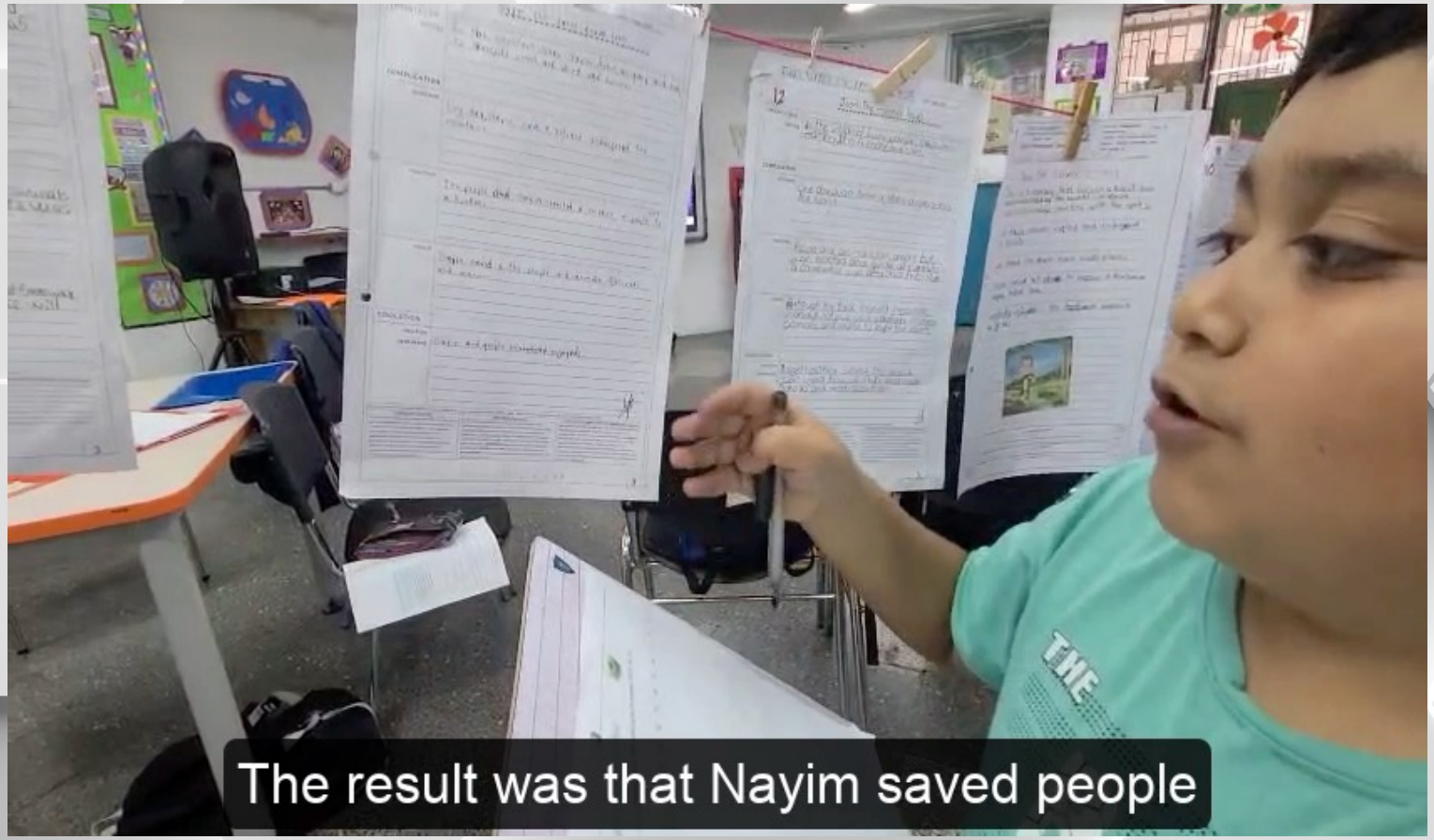


# Translingual Contexts




3rd, 4th, 5th Grade Elementary Public School Students
Bogotá, Colombia


Join at menti.com | use code 2746 7601
Mentimeter
When you see the words "translingual Context" what comes to mind?
Next slide


The result was that Nayim saved people

# Translingual Pedagogic DESIGN

**for learning language, about language, and through language**

# Langue vs Parole

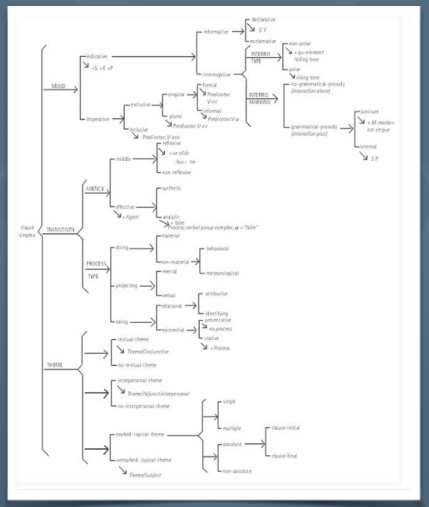
# Competence vs Performance

for learning language,

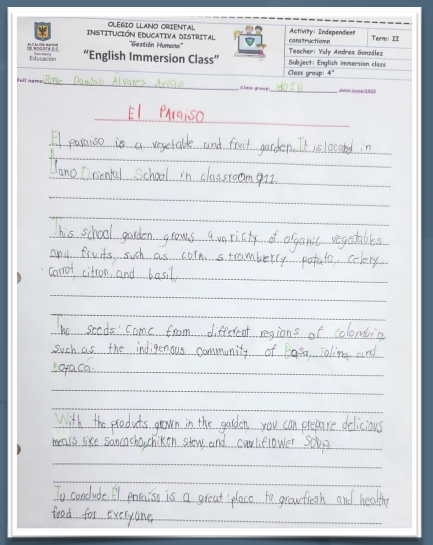
**about language**,

and through language

# Cline of instantiation



Descriptive Report



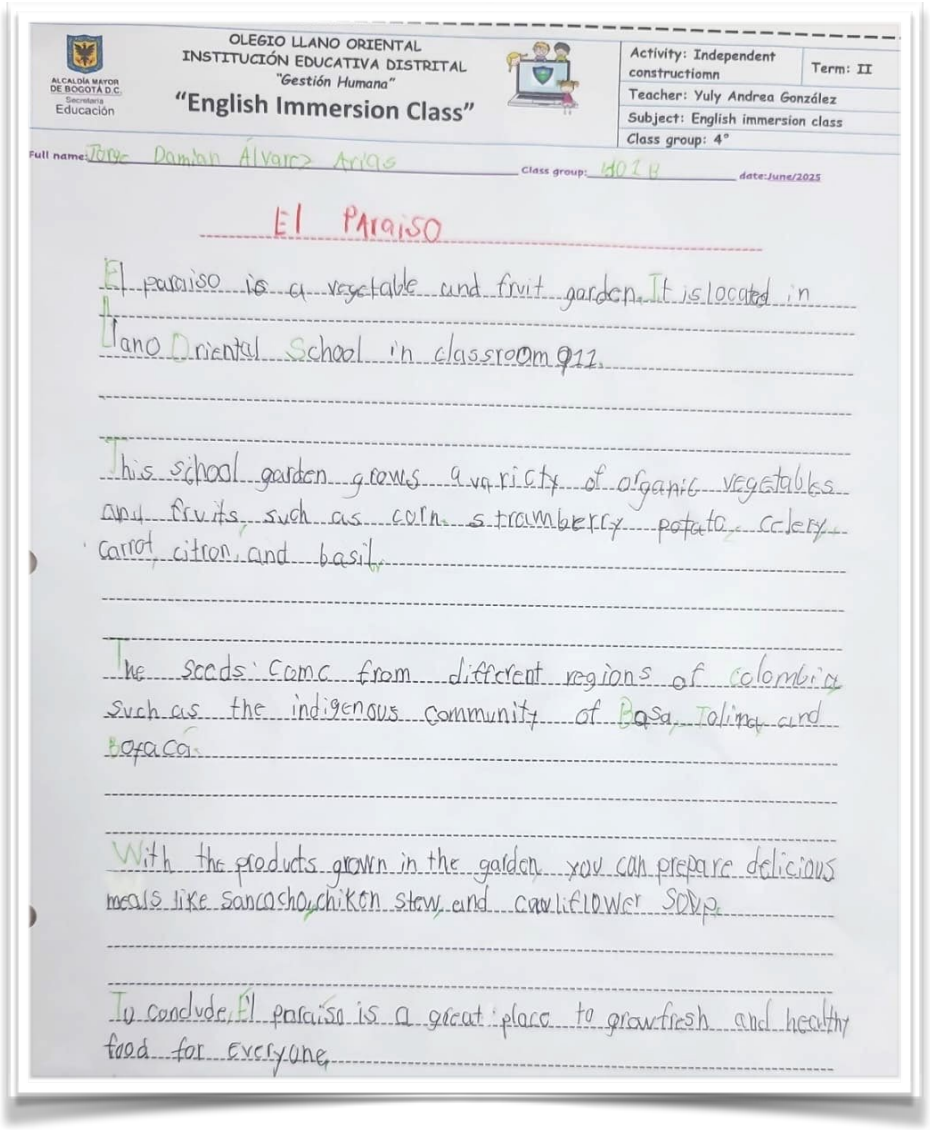

System (Potential)

Text Types

Instance (Text)

Abstract

Concrete



OLEGIO LLANO ORIENTAL
INSTITUCIÓN EDUCATIVA DISTRITAL
"Gestión Humana"
"English Immersion Class"

ALCALDÍA MAYOR DE BOGOTÁ D.C. Secretaría Educación

Activity: Independent constructiomn | Term: II
Teacher: Yuly Andrea González
Subject: English immersion class
Class group: 4°

Full name: Jorge Damian Alvarez Ariza Class group: 401 B date: June/2025

El Paraiso

El paraiso is a vegetable and fruit garden. It is located in Llano Oriental School in classroom 911.

This school garden grows a variety of organic vegetables and fruits, such as corn, strawberry, potato, celery, carrot, citron and basil.

The seeds come from different regions of colombia such as the indigenous community of Bosa, Tolima and Boyaca.

With the products grown in the garden, you can prepare delicious meals like sancocho, chicken stew and cauliflower soup.

To conclude, El paraiso is a great place to grow fresh and healthy food for everyone.

## El Paraiso

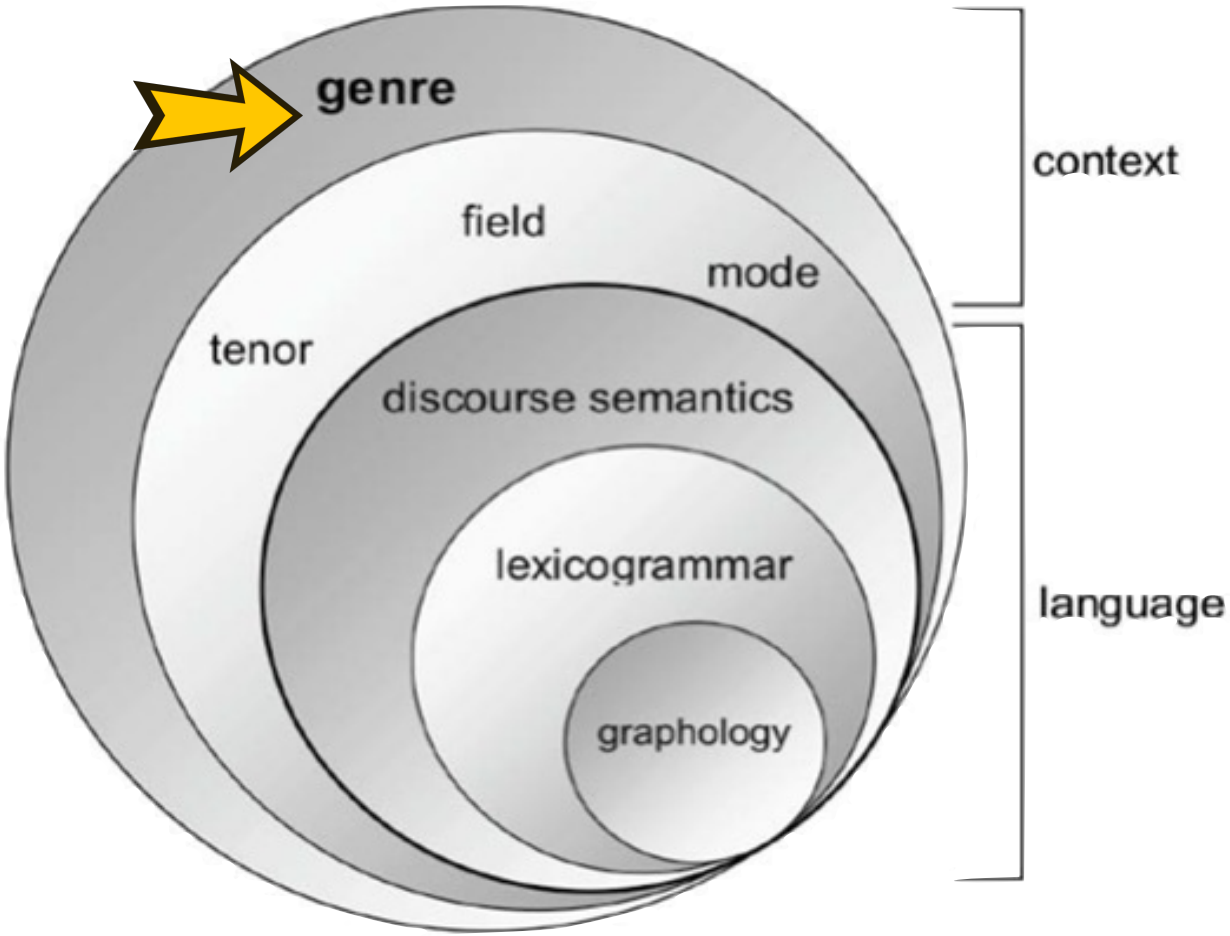
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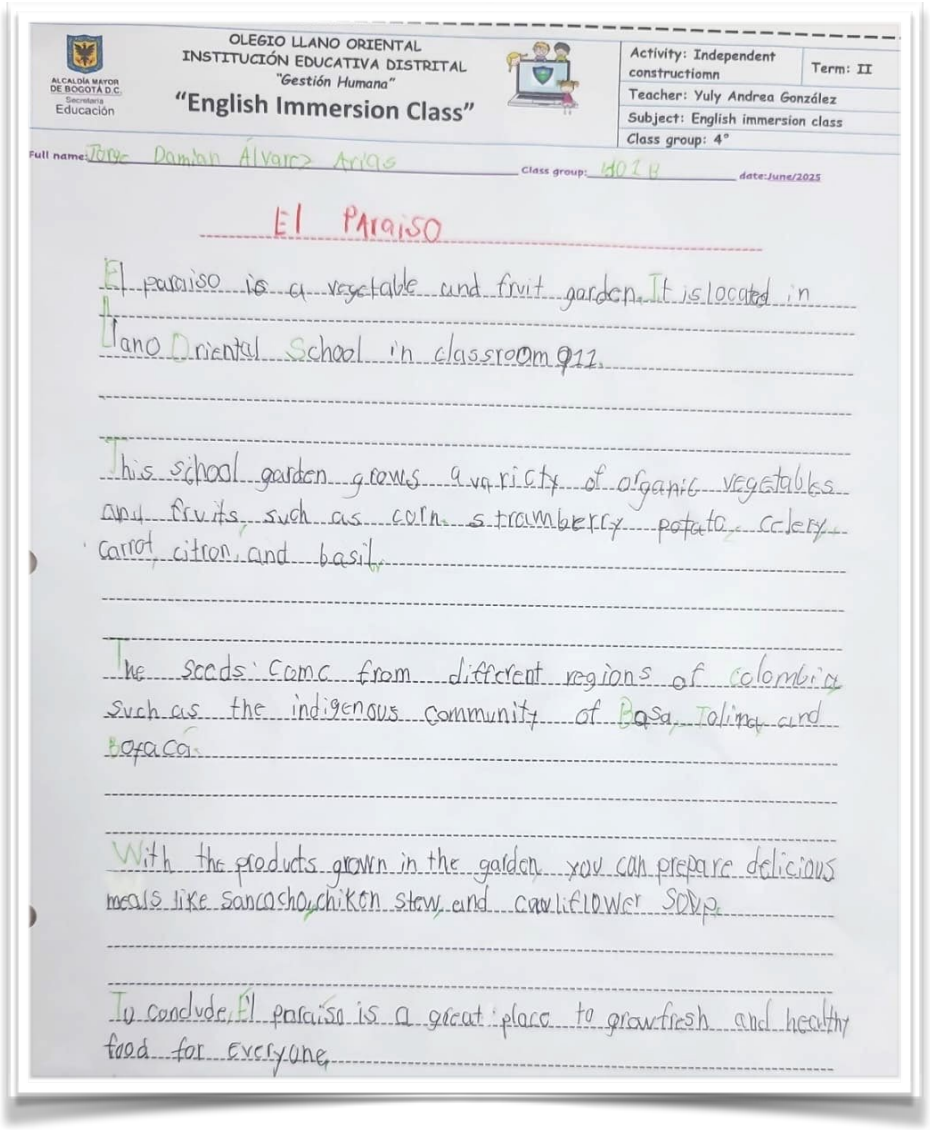
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genre
field
mode
tenor
discourse semantics
lexicogrammar
graphology
context
language



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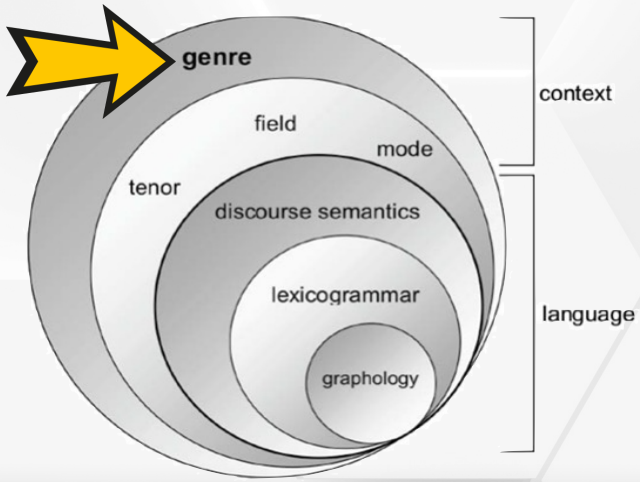
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**Genre:** Descriptive report

**Purpose:** To describe and provide information about the school garden

This genre is realized through register choices such as:

**Field:** plants, vegetables, fruits, regions of Colombia, food preparation

**Tenor:** informational, teacher/student or informational writer/ reader relationship (not personal, not argumentative)

**Mode:** written, informational, organized into paragraphs that describe and classify

## Genre → Register

### El Paraiso

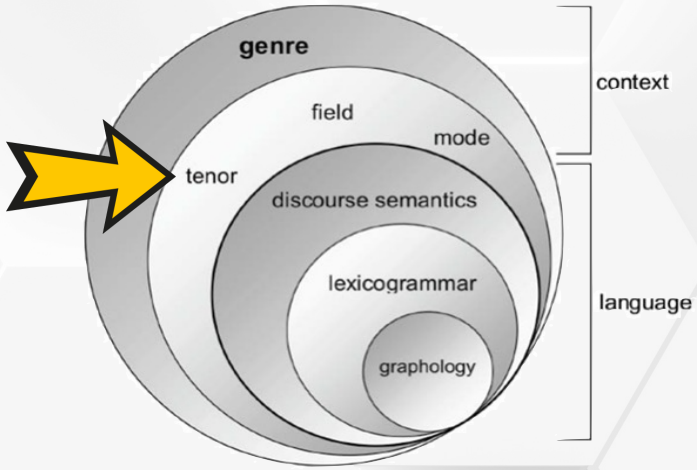
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The text organizes meaning in discourse-semantic units or phases like:

Classification
Description of products
Origin of seeds
Uses
Evaluation or conclusion

These are discourse-semantic patterns, not grammar yet — they are patterns of meaning organization.

## Register → Discourse Semantics

### El Paraiso

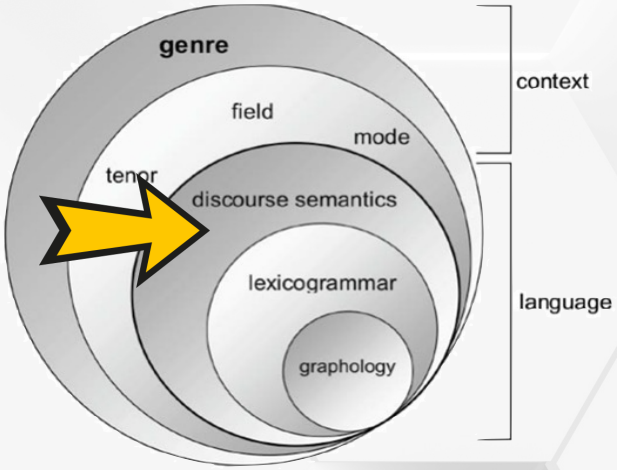
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**Timeless present tense:** “El paraiso is...”, “This school garden grows...”, “The seeds come...”

**Relational processes:** is, are
**Material processes:** grows, come, prepare

**Technical or specific nouns:** vegetables, fruits, seeds, regions, meals
**Lists and examples:** such as corn, strawberry, potato
**General participants:** The seeds, This school garden, With the products...

## Discourse-Semantics → Lexicogrammar

### El Paraiso

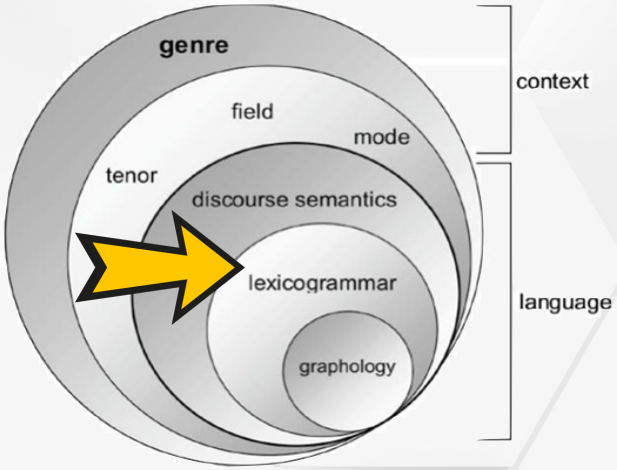
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Lexicogrammar → letters/phonemes

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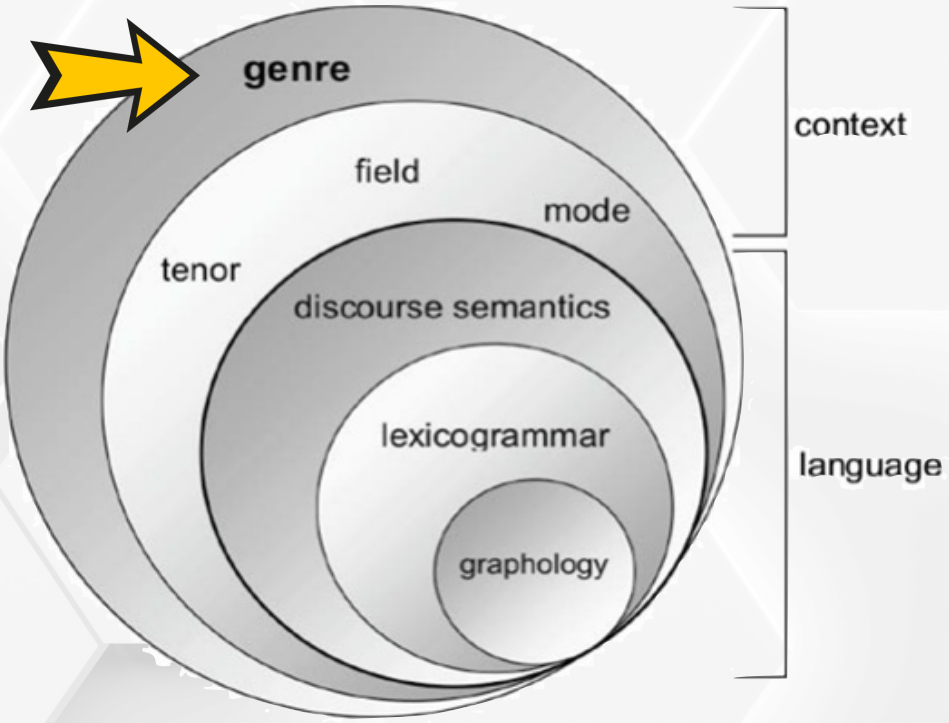
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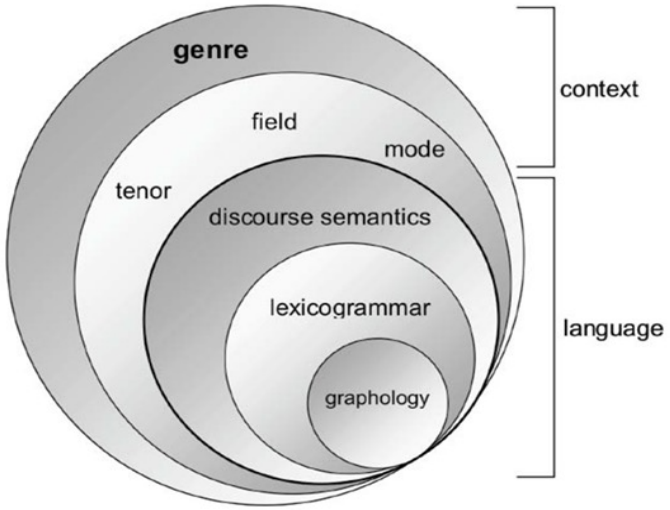
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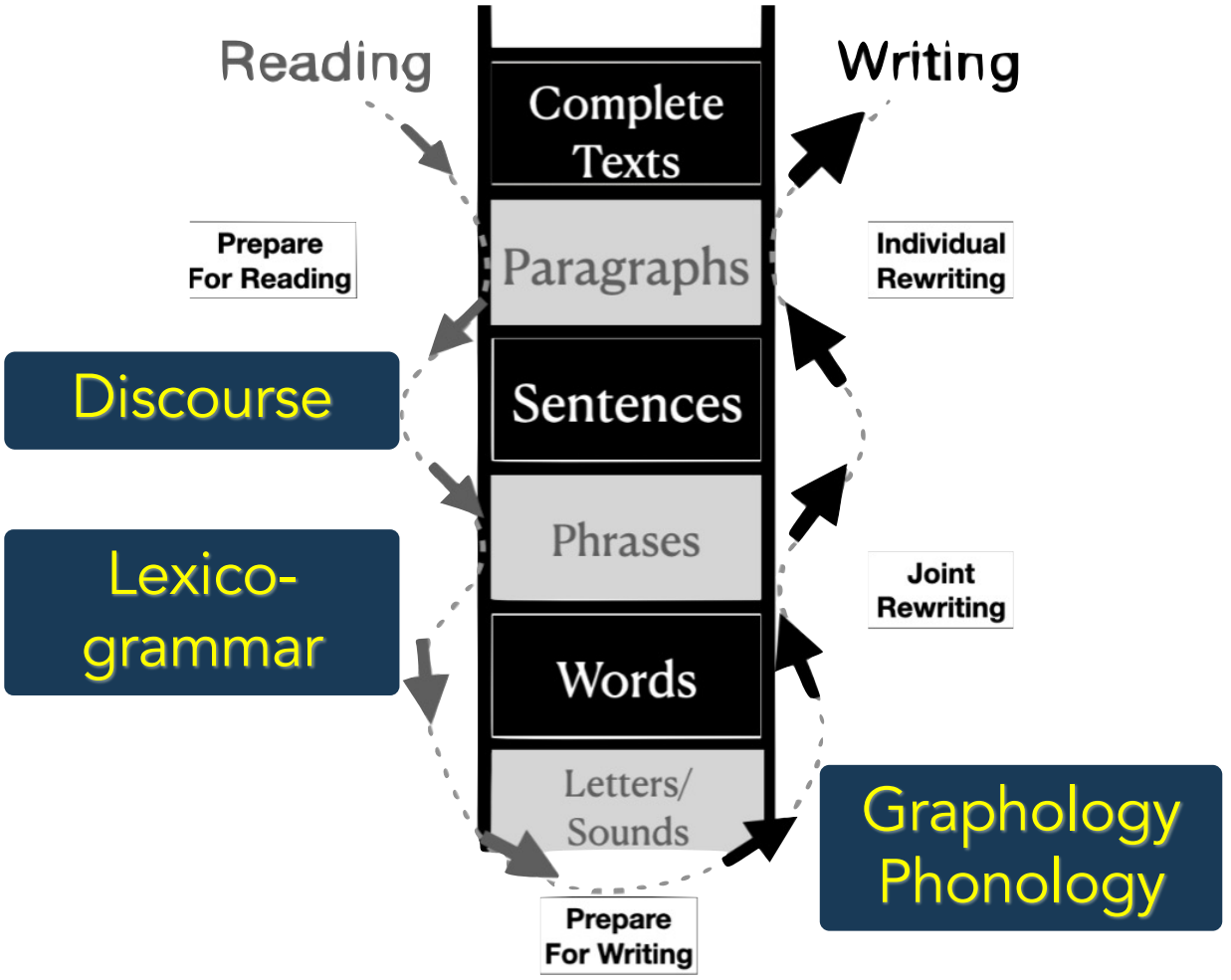
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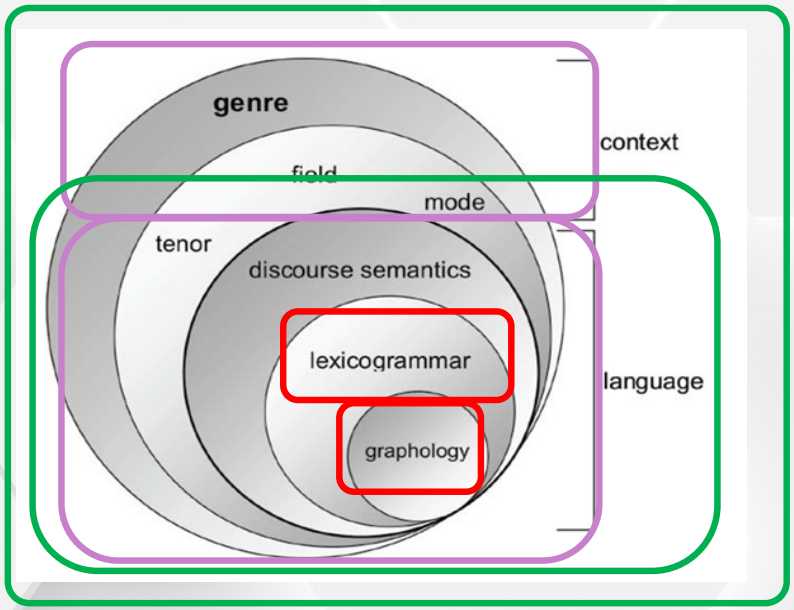
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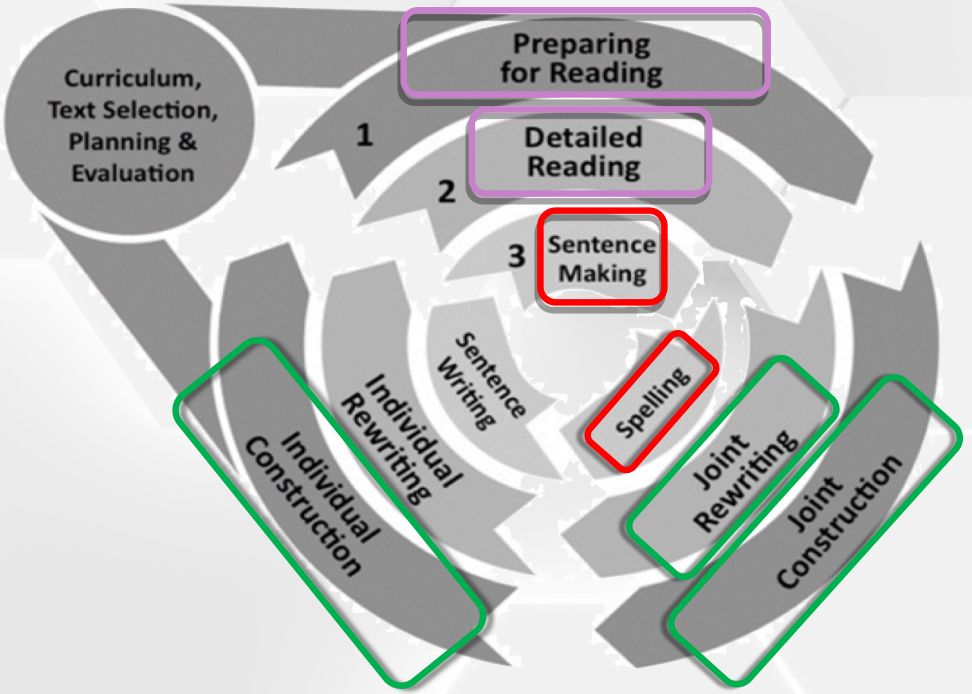
# SFL and Genre-Based Pedagogy



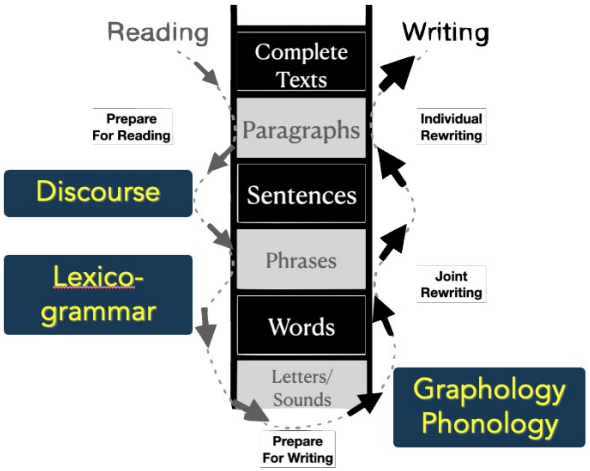



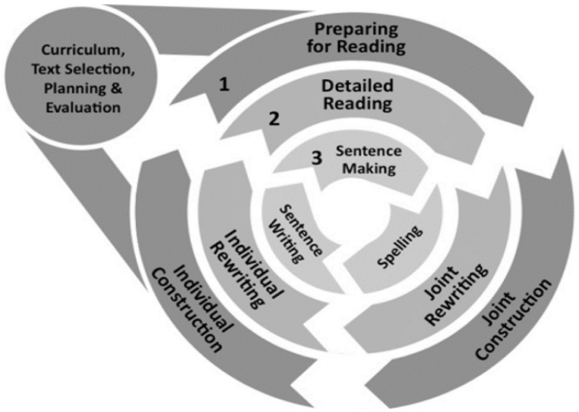
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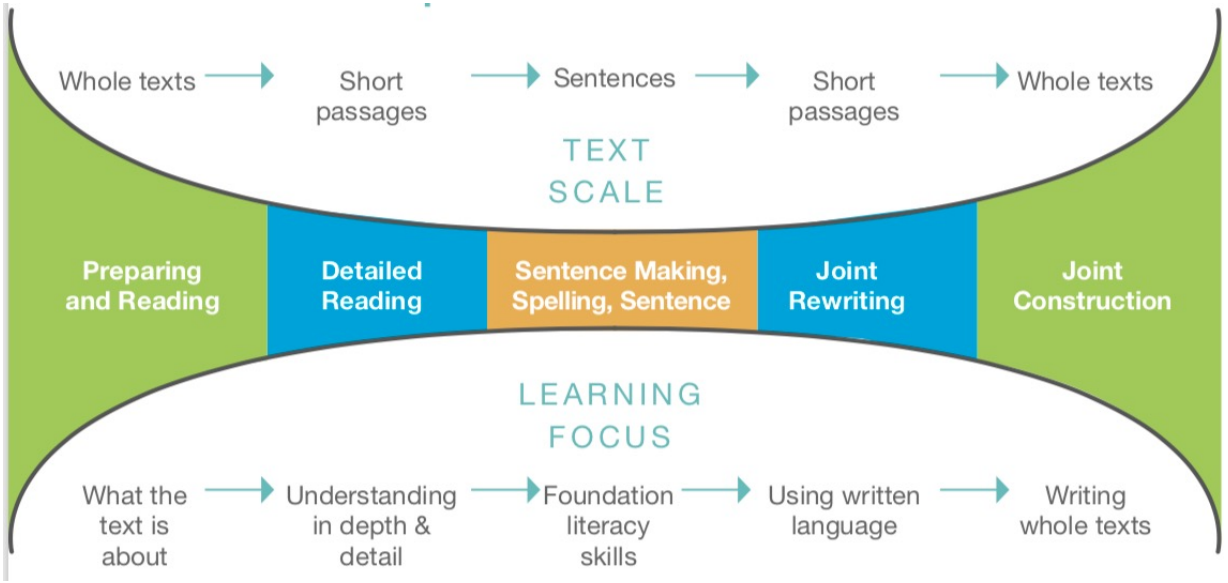


# SFL and Reading to Learn (R2L)

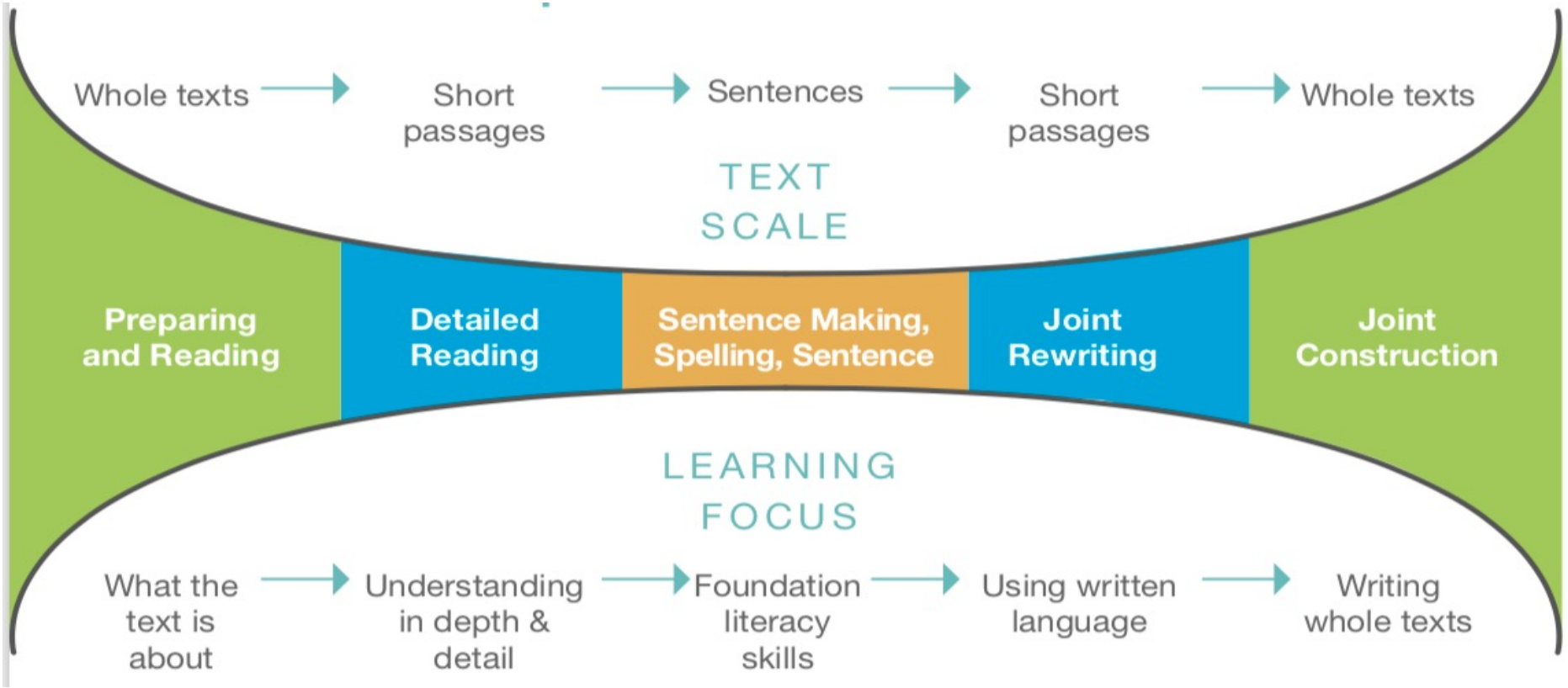



Taken from Rose, 2016

# SFL and Reading to Learn (R2L)



# Initiation, Response, Evaluation (IRE) vs. R2L Interactional Patterns




Nuclear and Marginal Phases in R2L Classroom Interactional Patterns

# Translingual Pedagogic DESIGN

**LanguageS**
**about languageS**
**and through languageS**

…to integrate language learning with knowledge growth, as language is one of the most important vehicles for knowledge building. In a translingual pedagogic setting following a functional perspective design, language development and knowledge building develop simultaneously, collaboratively, and translingually.

# Why a Translingual Pedagogic DESIGN

*"Schools [and teachers] reproduce what they are ideologically committed to eradicating"*

*(Sadovnik, 2001, p. 4)*







# Genre-based

## Translanguaging

# Genre-based

Translanguaging

## Decolonial

- Epistemic justice
- Southern epistemologies with sociocultural lens
- Recognition of the profound impact of localized knowledge on meaning construction within context-specific texts.

## Genre-based

- Systemic Functional Linguistics.
- Guidance through interaction in the context of a shared Experience

## Translingual

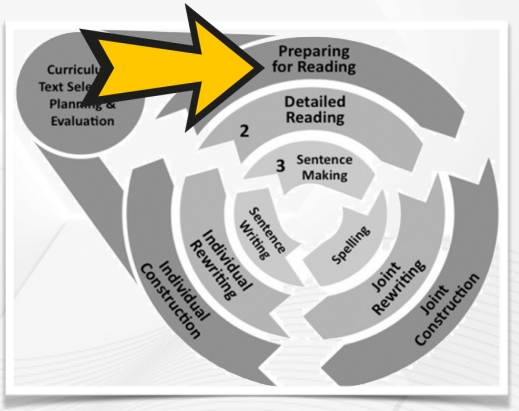
- Purposeful and systematic use of first and target languages
- Gradual increase of the target language
- Guidance through TRANSLINGUAL interaction in the context of a shared Experience

1. Preparing for reading

2. Joint construction

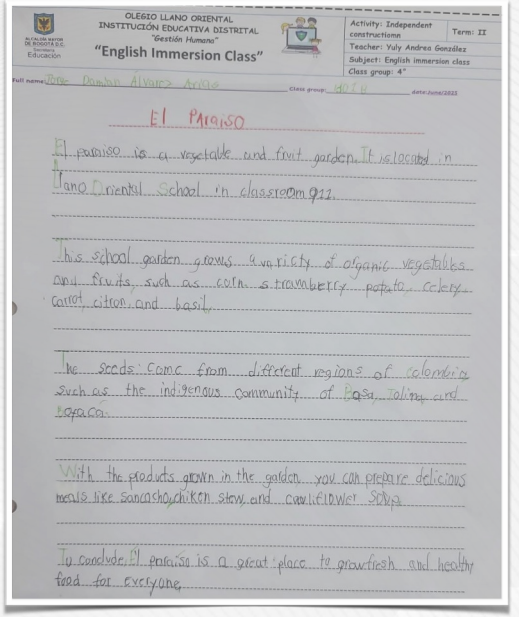
3. Individual construction

Gradual Release of responsibility




Class 1 | Class 2 | Class 3 | Class 4





# Lesson context

## Descriptive Report

| | |
|---|---|
| | **Jacobo and his life in Bosa** |
| 1. CLASSIFICATION | Jacobo is a 10-year-old boy who lives in Bosa La Alameda, southwest Bogotá. He lives with his brothers Samuel and Tomás, his sister Luciana, his parents, and a bulldog named Brus. |
| 2. DESCRIPTION | |
| 2.1 House | Their apartment is located close to the school. It has a kitchen, bathroom, living room, dining room, study, and three bedrooms. |
| 2.2 Leisure Activities | Jacobo loves all kinds of sports, but his favorite is soccer. He trains at the Millonarios Academy and plays as a left-back in the under-11 team. He is recognized for his agility and speed. |
| 2.3 Difficulties | Some of the main problems in the city and neighborhood where Jacobo lives are drugs and gangs. Despite these challenges, Jacobo and his family live happily. They work hard to support Jacobo in his dream to become a professional soccer player.  |

| | Steps | | Examples |
|---|---|---|---|
| Activation | 1 | **Activate Knowledge**<br>Use various activities to bring students closer to the cultural and educational value of the topic. Use students' dominant language. | • *Let's watch this video on...*<br>• *We are going to take a small trip to our school garden...* |
| Global preparation | 2a | **Prepare the field**<br>Introduce the topic of the text and explore its central theme and possible sub-themes. Use students' dominant language. | • *The text topic/theme is...*<br>• *In the first part, the text mentions the oak and the oak types.* |
| | 2b | **Connect students with the genre**<br>Talk about the genre and name it. Introduce its communicative and social purposes and describe its Stages and phases. Use students' dominant language. | • *This text is a **descriptive report.** Its purpose is to describe one entity.*<br>• *The text has two stages (Classification and Description). Its phases are...* |
| Global reading | 3a | **Referential reading**<br>Read the text aloud. As you read, stop briefly to reference the different Stages and phases. Use the additional language for the read aloud. | *"Remember that this first part we just read is called the Classification Stage. As the name says, it classifies or identifies the thing we are talking about."* |
| | 3b | **Comprehension check (Optional)**<br>Review key ideas about the topic and the genre. Use students' dominant language. | *"Why are oak trees special?"*<br>*"Using your own texts, can you point to the phase that talks about oak trees being very strong and important for the environment?"* |

# Preparing for reading

## Learning cycles



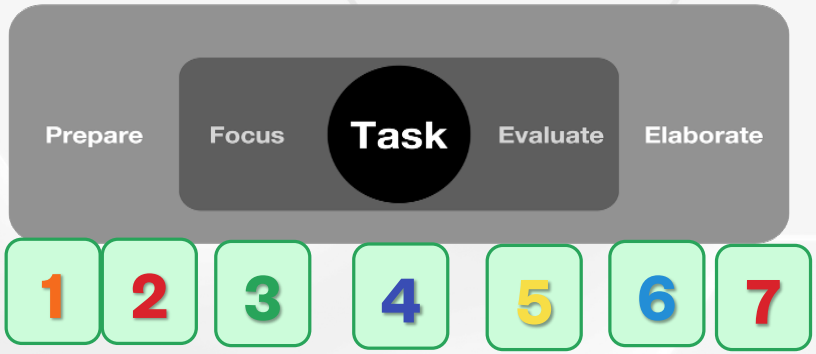

**Most steps are in the dominant language**

- Have clear knowledge of the **keywords** in each **sentence**.
- Prepare the guiding questions for Step 4: **Finding the words (orientating question)**.
- Make sure that every child has a text copy in their hands.

| | Steps | Examples |
|---|---|---|
| Steps for each sentence | **1** **Preparing the sentence**<br>We explain systematically what the text sentences deal with.<br>Use student's dominant language | • *This sentence/phrase, the title, is telling us that...*<br>• *Here on top, this sentence shows us...* |
| Steps for each sentence | **2** **Reading the sentence**<br>We read the sentences aloud with and without our students.<br>Use the additional language. | • *Here goes the title: "The Oak Tree: More than Wood, it is Life"* |
| Steps for the key words | **3** **Positioning the key word**<br>We help students locate and highlight the keyword. Use the target language, a combination of both, or just the additional language as appropriate. | *At the beginning (middle/end) of this sentence, there is a word that...* |
| Steps for the key words | **4** **Orientating question**<br>We ask a question for students to identify the keyword. Use the dominant language initially, then a combination, or the additional language only as appropriate. | *What kind of plant is the oak?* |
| Steps for the key words | **5** **Affirmation**<br>We praise the positive answers to raise students' confidence. Use the dominant language initially, then a combination, or the additional language only as appropriate. | • *A tree, amazing!*<br>• *Excellent! A tree.* |
| Steps for the key words | **6** **Highlighting the word**<br>We ask our students to highlight the key word inside their texts. Use the dominant language initially, then a combination, or the additional language only as appropriate. | • *Please, highlight the word tree in your texts.* |
| Step for each sentence | **7** **Elaboration**<br>We amplify and link the sentence with culture, daily uses, content, other contexts, etc.<br>Use student's dominant language | • *This title/sentence talks about the value of oaks.*<br>• *There are oaks in the mountains, and near rivers as well.* |

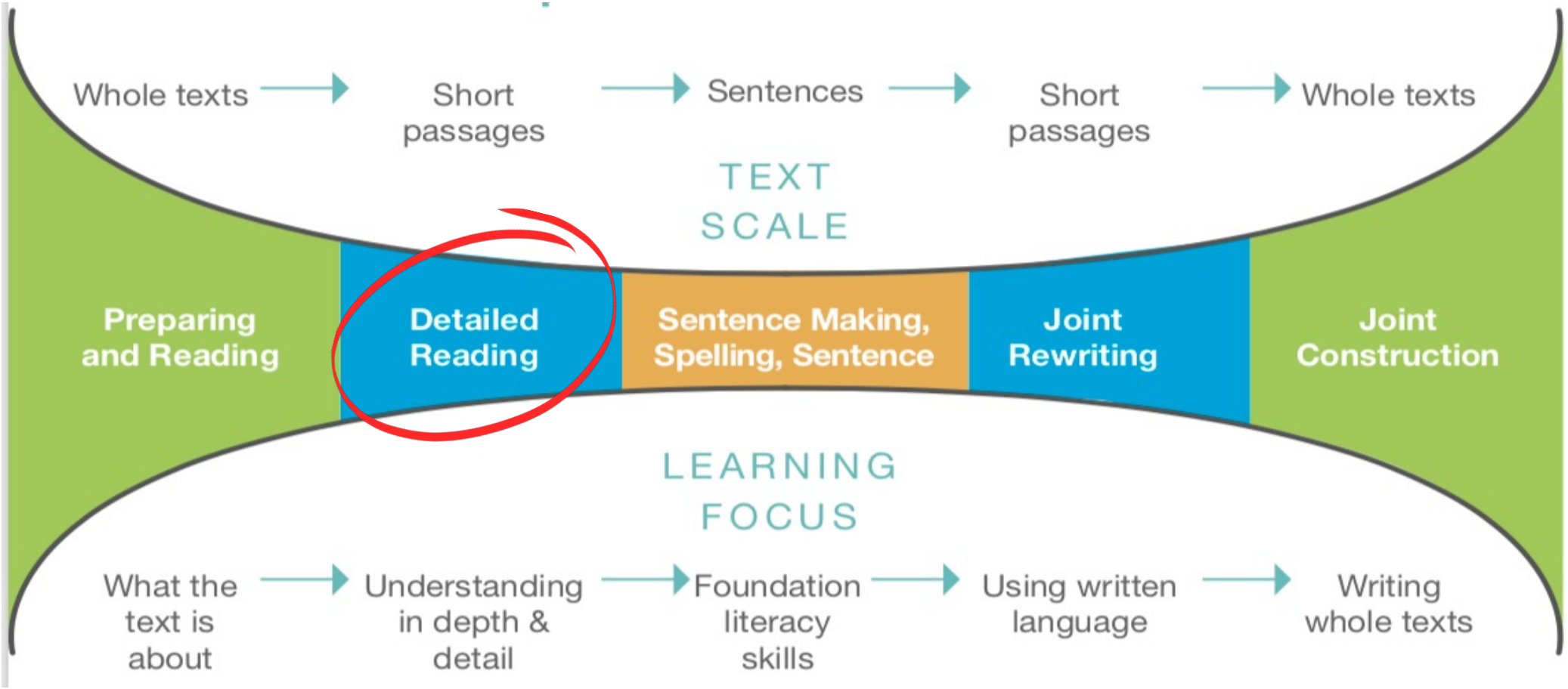
# Detailed Reading

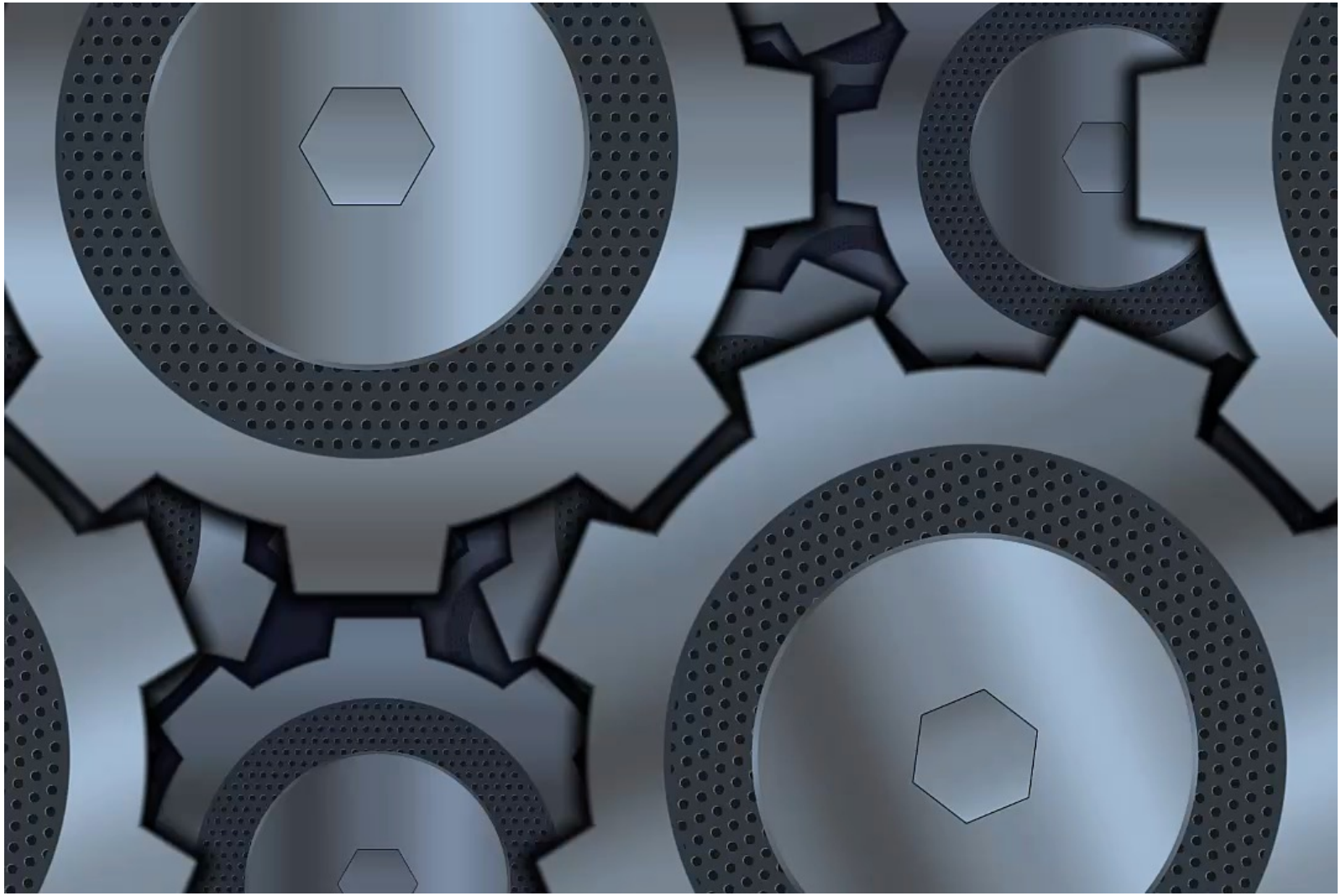
## Learning cycles




**Steps begin to be translingual**

# Focus on Detailed Reading





# Time to grab a Coffee



05:01

# Agenda

## Part I

Translingual Pedagogic **Design**: Genre-Based Translanguaging

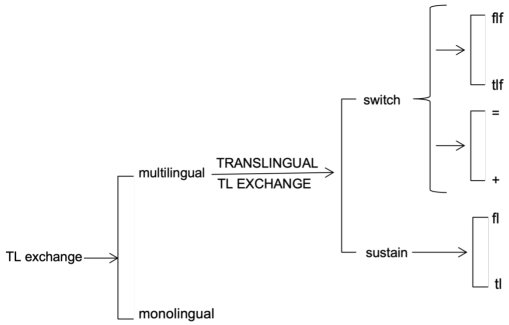
## Part II

Translingual Pedagogic **Analysis**: TL Exchanges and Lesson-wide Trajectories

# Classroom Discourse is Complex…

# TRANSLINGUAL Classroom Discourse is EVEN MORE Complex…

If we make effective language teaching processes visible for teachers, many more students can be successful and reach high academically.





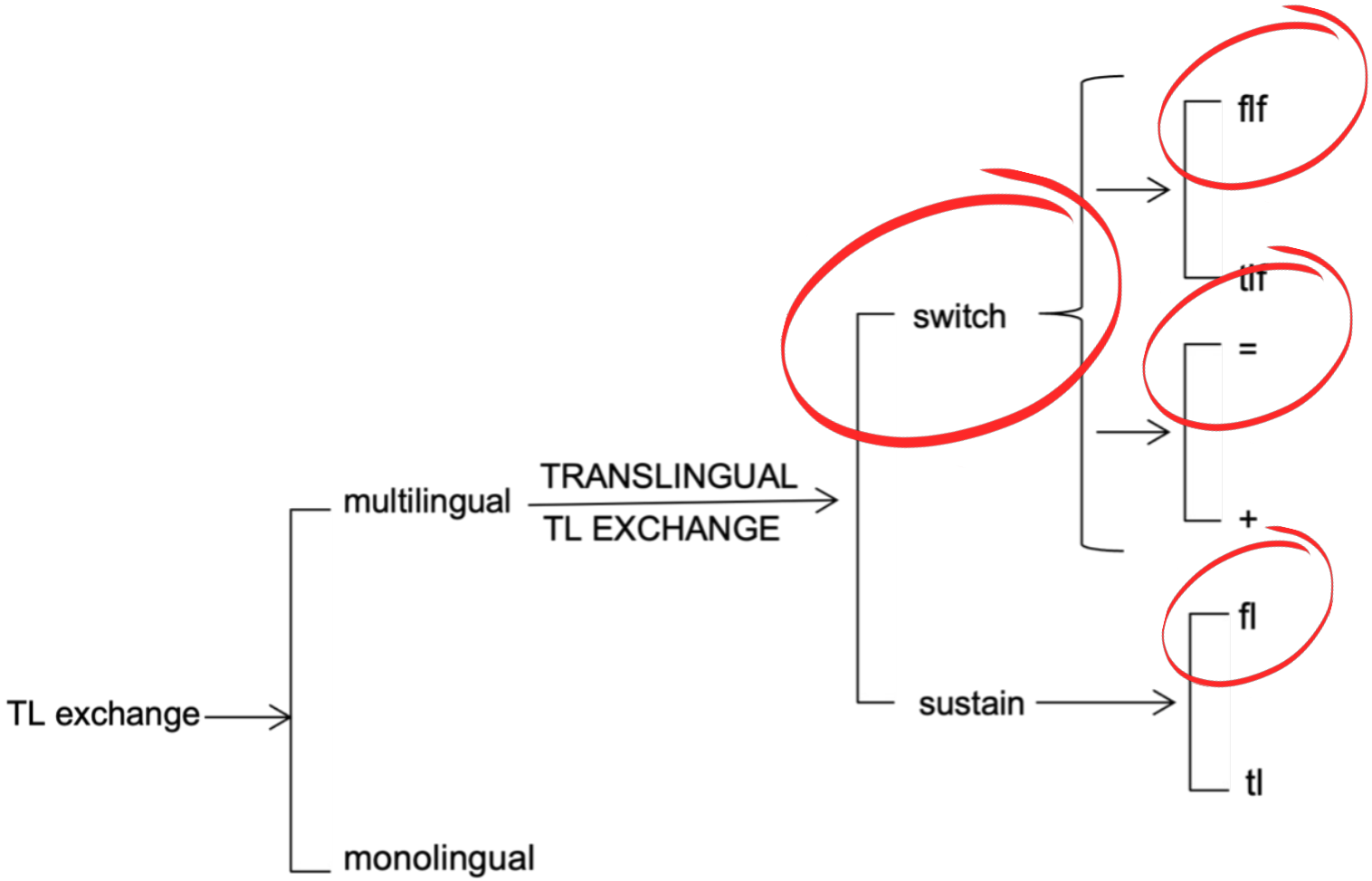

System (Potential)

Text Types

Instance (Text)

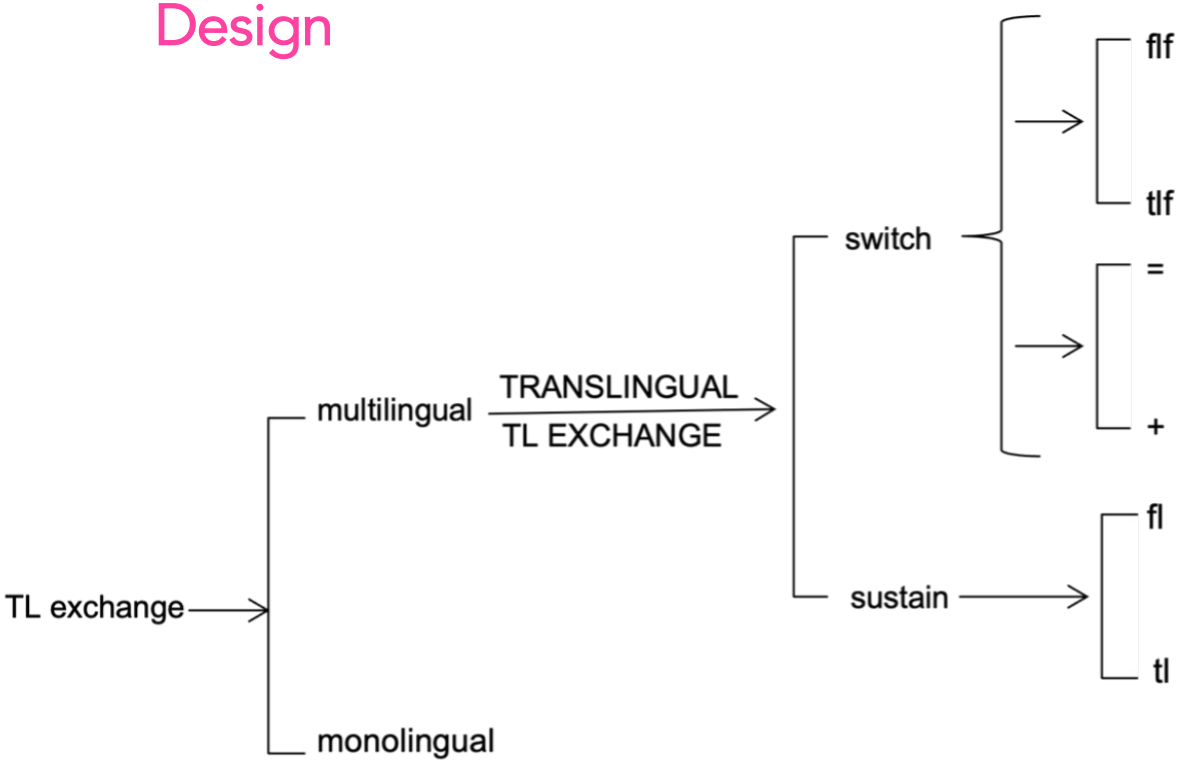
Abstract

Concrete


TL exchange
multilingual
monolingual
TRANSLINGUAL
TL EXCHANGE
switch
sustain
flf
tlf
=
+
fl
tl

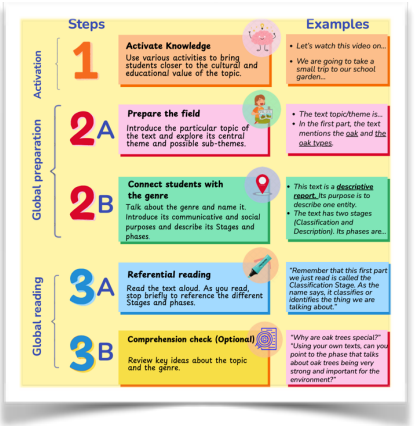


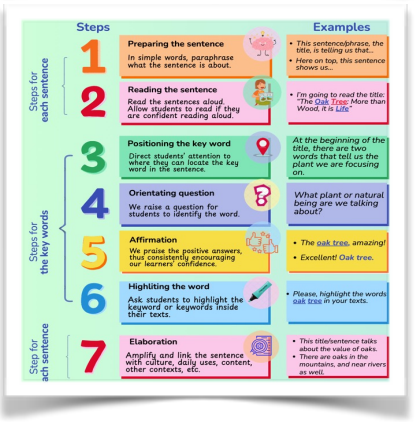
# Translingual Teacher's Design





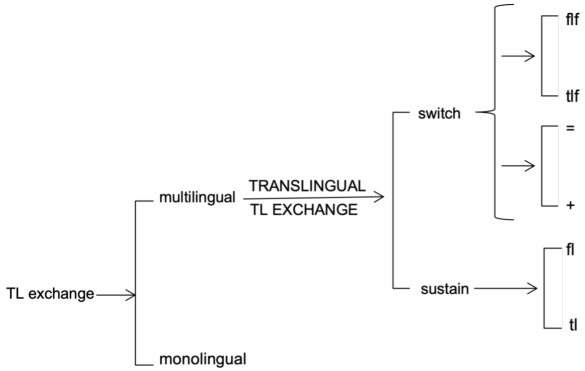




# Translingual Analysis

## Metalanguage




| Switch/Sustain Key | Language Option | Exchange example |
|---|---|---|
| F=T (translation from first) | First with Target translation | "¿Cuál es la palabra? Which one is the word?" |
| F+T (language switch without translation) | First plus Target | "¿Cuál es la palabra? Remember to look in the first sentence. ["Which one is the word? + English] |
| T=F (translation from target) | Target with translation in First | Which one is the word? ¿Cuál es la palabra? [English = Which one is the word] |
| T+F (language switch without translation) | Target plus First | Remember to look in the first sentence. "¿Cuál es la palabra?" [English + "Which one is the word?] |
| T (maintains exchange in target) | Sustain in Target | "This word is located in the first part of the sentence, and it tells us where this person lives" |
| F (maintains exchange in first) | Sustain in First | "Esta palabra esta al principio de la oración y nos dice que hace esta persona en este club deportivo" [This word is located at the beginning of the sentence and tells us what this person does in that sports club]. |

# Translingual Analysis

## Metalanguage







## Translingual Teaching-Learning Exchange in Detailed Reading

| Language exchange | Elements of cycle phase | Exchange Role and Interaction |
|---|---|---|
| F ^ T ^ F | | |
| F | PREPARE<br>Sentence Preparation | Teacher: La oración nos dice en que academia de fútbol entrena Jacobo y cual es su posición en la cancha. La voy a leer.<br><br>[the sentence tells us what soccer academy Jacobo trains in and in what position he plays. I'm going to read it]. |
| T | PREPARE<br>Read Aloud | *He trains in the Millonarios academy and plays as a left-back in the under 11 team.* |
| F | FOCUS<br>Word position | La primera palabra está al inicio de la oración.<br><br>[the first word is at the beginning of the sentence] |

| Language exchange | Elements of cycle phase | Exchange Role and Interaction |
|---|---|---|
| (F+T) ^ T | | |
| F+T | CORE TASK<br>Focus | Teacher: ¿Qué es lo que el hace en la academia del Millonarios? What is that word?<br><br>[What is it that he does in the Millonarios academy? What is that word?]. |
| T | CORE TASK<br>Propose | Student 1: *Trains!* |

# Joint Analysis

# Joint Analysis

Let's review the language-shift codes and assign the appropriate one to each interaction.

**Practice 1.** Read each of the elements of the interaction. For each excerpt, identify the type of language shift being used and select the corresponding code: **T, F, T = F, F = T, T + F, or F + T.**
Here is a brief reminder of the language-shift codes used in our analysis of translingual classroom interaction:

**T** → maintains the exchange in the target language
**F** → maintains the exchange in the first language
**T = F** → translation from target language to first language
**F = T** → translation from first language to target language
**T + F** → language shift from target language to first language without translation
**F + T** → language shift from first language to target language without translation

| Language exchange | Elements of cycle phase | Exchange Role | Interaction |
|---|---|---|---|
| | **PREPARE** sentence preparation | Teacher: | "Vamos a seguir ahora con la primera oración que esta en la clasificación. Esta primera oración va desde Jacobo hasta Bogotá. Listo; en esa primera oración nos dice de quién va a tratar el texto, cuántos años tiene esa persona y en dónde vive. Básicamente, son esas 3 cosas."<br><br>[We are now going to continue with the first sentence that is in the classification. This first prayer goes from Jacobo to Bogotá. Done; In that first sentence he tells us who the text is going to be about, how old that person is and where he lives. Basically, it's those 3 things]. |
| | **FOCUS** read aloud | Teacher: | "Jacobo is a 12 year old boy who lives in Bosa la Alameda Southwest Bogotá" |

| | | | |
|---|---|---|---|
| | **FOCUS**<br>word positioning | Teacher: | "¿Listo? Vamos a mirar al inicio de la oración, the beginning of the sentence. There is a name, and that name is the theme that the text is about, what is the name?"<br><br>[Ready? Let's look at the beginning of the sentence, the beginning of the sentence + English]. |
| | **EVALUATE**<br>affirm | Teacher: | Jacobo. Excellent. |
| | **EVALUATE**<br>direct | Teacher: | Let's highlight "Jacobo", muy bien. |
| | **ELABORATE**<br>practice | Teacher:<br><br>Students:<br>Teacher:<br>Students:<br>Teacher:<br>Students:<br><br>Teacher: | Let's practice pronunciation. Repitan después de mi: Samuel and Tomás.<br>Samuel and Tomás (choral repetition)<br>His brothers Samuel and Tomás.<br>His brothers Samuel and Tomás (choral repetition).<br>He lives with his brothers Samuel and Tomás.<br>He lives with his brothers Samuel and Tomás (choral repetition). |
| | **ELABORATE**<br>practice | | A ver. ¿Quién lo puede hacer solito o solita? (Students raise hands).<br>A ver. Sharon. |

# Individual Analysis

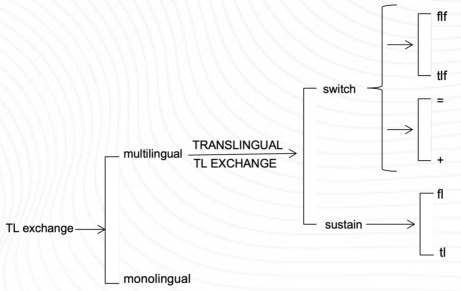
Use the language-shift codes and assign the appropriate one to each interaction for practice 2.

**Practice 2.** Read each of the elements of the interaction. For each excerpt, identify the type of language shift being used and select the corresponding code: **T, F, T = F, F = T, T + F, or F + T.**
Here is a brief reminder of the language-shift codes used in our analysis of translingual classroom interaction:

**T** → maintains the exchange in the target language
**F** → maintains the exchange in the first language
**T = F** → translation from target language to first language
**F = T** → translation from first language to target language
**T + F** → language shift from target language to first language without translation
**F + T** → language shift from first language to target language

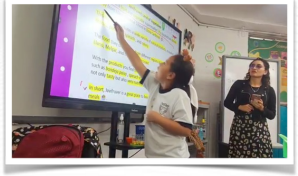
| Language exchange | Elements of cycle phase | Exchange Role | Interaction |
|---|---|---|---|
| | **PREPARE** sentence preparation | Teacher: | Básicamente, ahí dice, eh, las habilidades, sí, esta, es la última oración de esta fase, ahi dice cuáles con las habilidades de Jacobo. Entonces, lo voy a leer en inglés:<br><br>[Basically, there it says, uh, the skills, yes, this, it's the last sentence of this phase, there it says what with Jacob's skills. So, I'm going to read it in English]. |
| | **FOCUS** read aloud | Teacher: | "He is recognized for his agility and speed". |
| | **FOCUS** word positioning<br><br>**FOCUS** word positioning | Teacher: | "In this part of the sentence, there are two qualities of Jacobo when he plays football, what are those two qualities that Jacobo has?" (Students raise hands).<br><br>Uno me dice una y el otro, otro. Daniel and Mafe.<br><br>[one of you tells me one (of the two qualities) and the other (student) the other one (the other quality). Daniel and Mafe] |

# Translingual Teaching-learning Exchanges

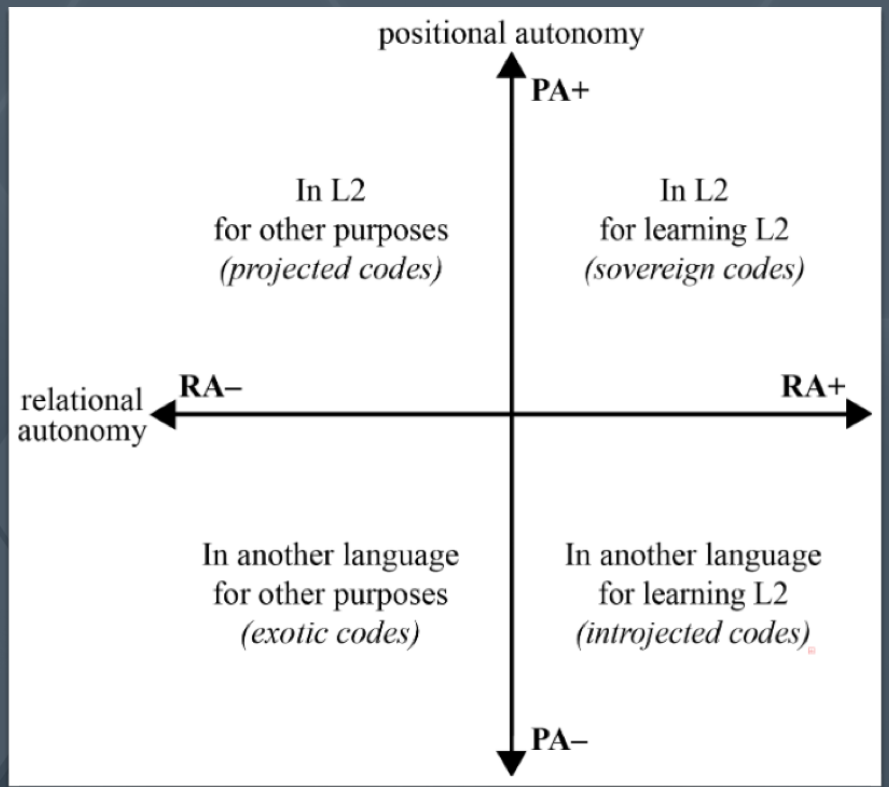



## Across Lessons

## Within Lessons

| Class 1 | Class 2 | Class 3 | Class 4 |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Lesson/Unit/Course-wide Trajectories




| Positional autonomy | Categories of contents | Indicators (1st level in bold) | Examples from data |
|---|---|---|---|
| stronger | *core* ***target*** (PA++) | **Engaging in English** about the English language (e.g. grammar, spelling, intonation, pronunciation, etc.) | 'Fussy!' Yes. Look at that [writes 'fussy' on board]. You see, before the "y" here, you have the pattern: consonant–vowel–consonant. That's why you double the "s".<br>Teacher: Here, we need to change some things. For example, that has to be not a comma, but a period. And here, with a comma?<br>Student: No. Without a comma. |
| | *ancillary* ***target*** (PA+) | **Engaging in English** about anything else (including course materials) | Student 1: 'As soon as mommy opened the door, she asked: "Where is Trixie's Knuffle Bunny?"'.<br>Teacher: Very good! Very good! Who else wants to read? You, yeah, go!<br>'She went boneless. Boneless, without bones. Like that [mimics child drooping]. 'She did everything she could to show how unhappy she was'. She did this and did that [mimics again]. She did everything to show him that there was something wrong. |
| | *associated* ***non-target*** (PA–) | **Engaging in another language** about the English language or course materials | El libro se trata de una niña que tiene un juguete preferido. Es un conejo.<br>*[The book is about a girl who has a favourite toy. It's a bunny]*<br>Students: 'Aggle, Flaggle, Babble' [reading book].<br>Student: Como se pronuncia eso?<br>Teacher: No hay que preocuparse por eso. Pronuncialo como quieras. La niña no sabe hablar. Eso no es ni siquiera inglés.<br>*[Student: How do you pronounce that? Teacher: Don't worry about that. You can pronounce it as you want. The girl doesn't even know how to speak. So that is not even in English].* |
| weaker | *unassociated* ***non-target*** (PA– –) | **Engaging in another language** about anything other than the English language or course materials | Mis niñas juegan mucho fútbol, y solo pateaban con la pierna derecha<br>*[My two daughters play a lot of football and they used to only kick with the right foot]*<br>Yo le digo a la gente: cuando uno esta haciendo lo que a uno le gusta, no tiene que trabajar ni un solo momento en su vida.<br>*[I tell people: when you are doing what you like, you don't have to work a single moment in your life]* |

| Relational autonomy | Categories of purposes | Indicators (1st level in bold) | Examples from data |
|---|---|---|---|
| stronger | *core* ***target*** (RA++) | **For learning about English** as a language in use or language as instance | Excelente. 'Daddy'. Fijense en la estructura de esta palabra ['Dad']. Consonante – vocal – consonante. Esta palabra se llama una monosilaba porque tiene una sola sílaba.<br>*[Excellent. 'Daddy'. Look at the structure of this word. Consonant – vowel – consonant. This word is called a 'monosyllabic word' because it has only one syllable.]*<br>Before you read out loud, try to see which are the parts, the phrases, and read them by phrases. not by words. so your rhythm is more fluid. |
| | *ancillary* ***target*** (RA+) | **For learning about English** in the course materials and anything else | 'But a block or so later, Trixie *realized* something.' Esta palabra esta señalada en el libro con negrita. Esto es importante poque ahí es donde se empieza a complicar la historia.<br>*[This word is bolded in the book. This is important because here is where the story takes a complicated turn].*<br>Todo iba bien, '*but*…' Este 'but' nos dice algo. '*But*' algo pasó. Todo iba bien…'but'.<br>*['All was fine, but…' This 'but' tells us something. 'But' something happened. 'All was fine, but… '].* |
| | *associated* ***non-target*** (RA–) | **Not for learning English** but closely related, such as for explaining the teaching process. | Me respondieron muy rápido. Eso es todo porque ya saben muy bien la historia. Si yo estuviera preguntándoles en inglés sin haberlas preparado bien en español, algunas pudieran estar perdidas<br>*[You answered very quickly. This is because you know the story very well already. If I were asking you in English but without having prepared them in Spanish, some of you may be lost.]*<br>Ahora vamos a practicar escritura y vamos a empezar por escribir 'zoomed.'<br>*[Now we are going to practice some writing and we will begin by writing 'zoomed']* |
| weaker | *unassociated* ***non-target*** (RA– –) | **Not for learning English** and not directly about learning, such as generating rapport. | Las mamás conocemos mas a los niños. Los papás muchas veces no los entienden.<br>*[Moms know the kids much more. Oftentimes, Dads do not understand them].*<br>Mis niñas juegan mucho fútbol, y solo pateaban con la pierna derecha<br>*[My two daughters play a lot of football and they used to only kick with the right foot]* |

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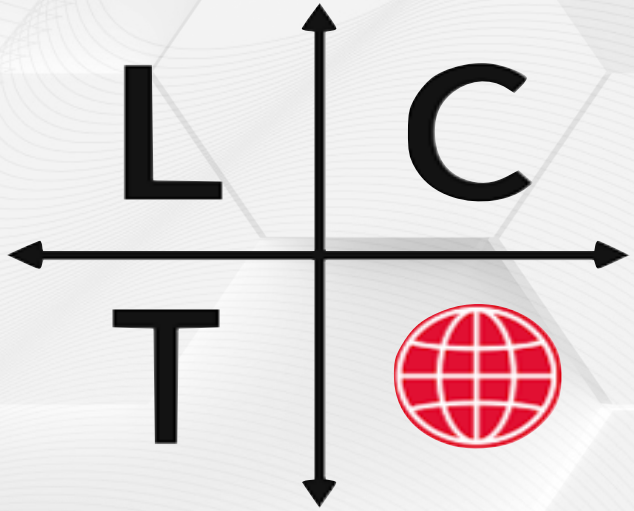
# Have you worked with, or heard of Legitimation Code Theory?



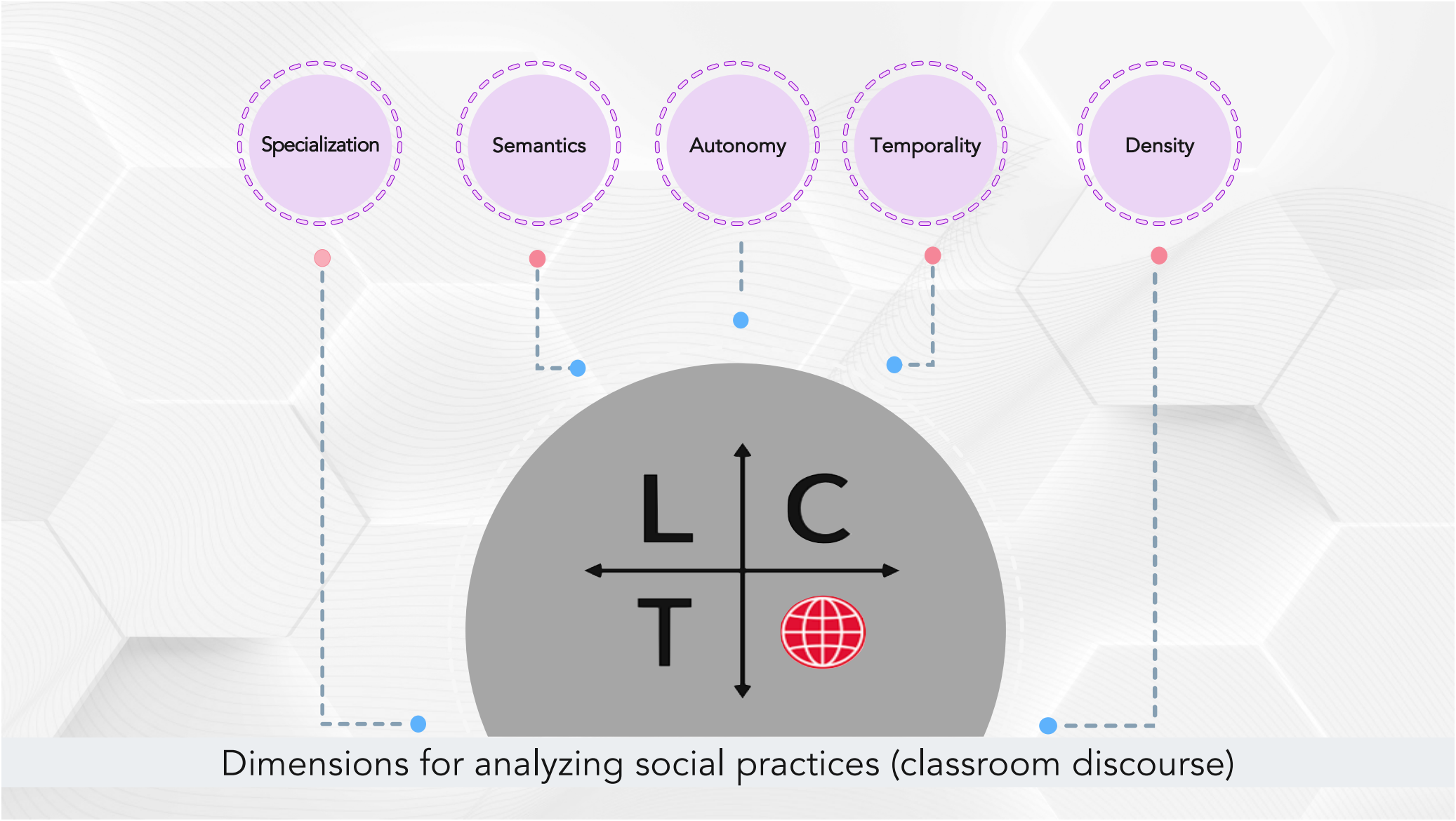
| | | |
|---|---|---|
| 0 Yes, I have worked with LCT | 0 I am familiar with it, but have not used it | 0 No, I am not familiar with it |

# What is Legitimation Code Theory (LCT)?

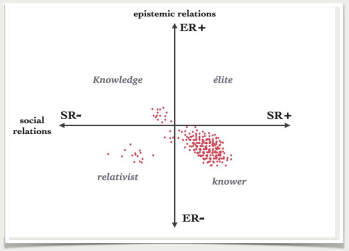
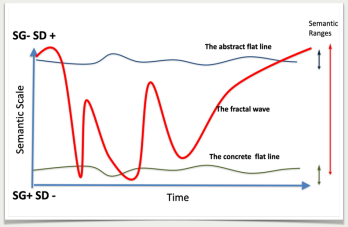
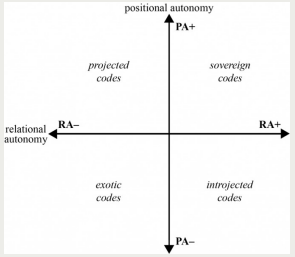
Legitimation Code Theory (LCT) is a sociological framework developed by Karl Maton to analyze and understand how knowledge, power, and social practices are organized and legitimized across different fields.




*(Maton, 2014, 2015, 2016; Maton & Chen, 2017 ,2019 Maton,, & Howard, 2018,2020. 2021; Maton, Hood, S., & Shay, S, 2016; Maton, K., Martin., & Doran, 2021; Maton, K., & Moore, R. 2010)*

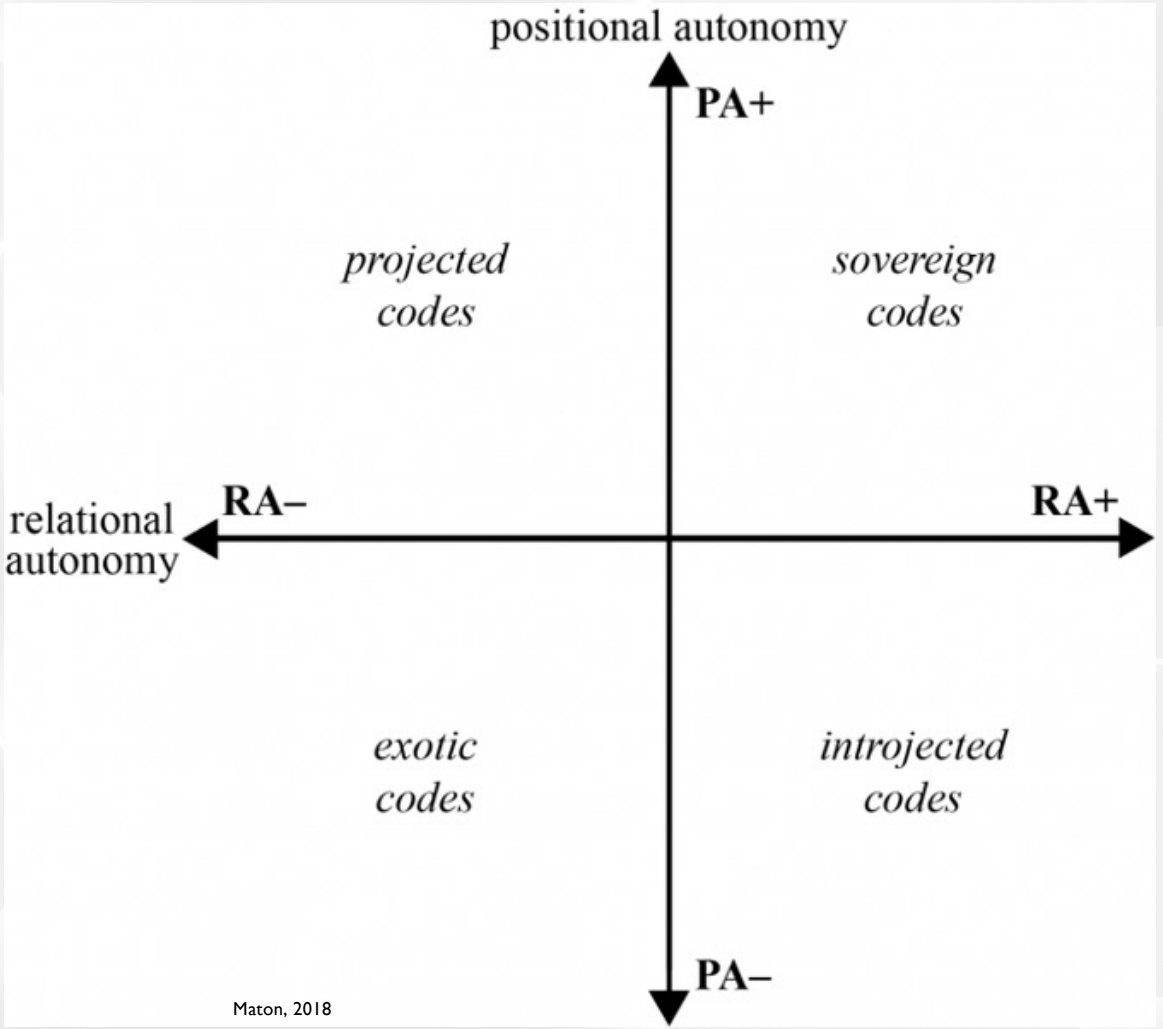



Dimensions for analyzing social practices (classroom discourse)

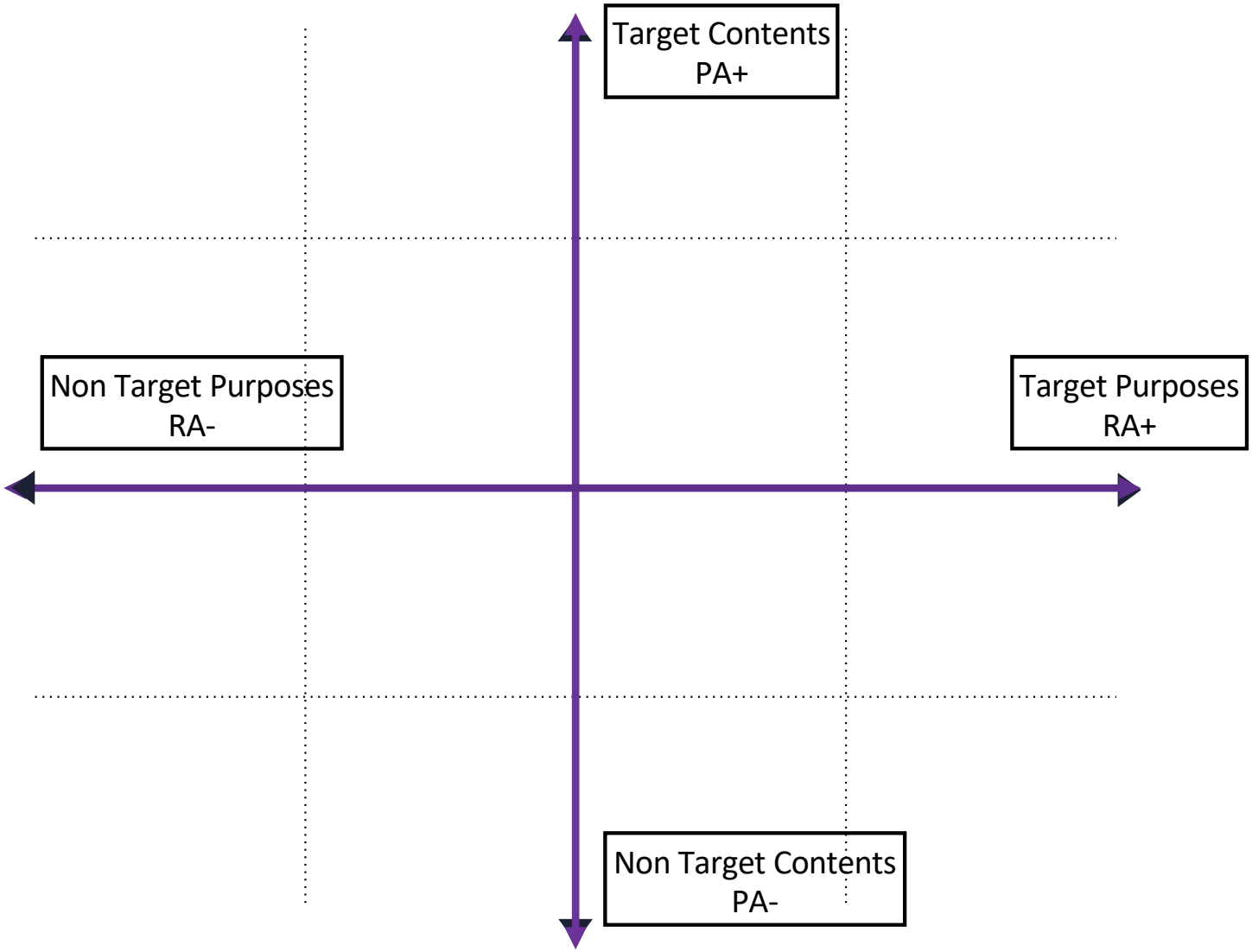
| Dimensions | Relations between |
| --- | --- |
| Specialization | Knowledge and Knowers   |
| Semantics | Context and Complexity   |
| Autonomy | Contents and Purposes   |

# Autonomy Dimension

Positional Autonomy (PA) between the contents of a set or category of practices and contents of other categories; and Relational Autonomy (RA) between the purposes to which those contents are put within a set of practices and other purposes.




Maton, 2018


Target Contents
PA+
Non Target Purposes
RA-
Target Purposes
RA+
Non Target Contents
PA-

Ramírez, A. & Maton, K. (in review). Towards a principled and pedagogic translanguaging: Teaching additional languages through autonomy pathways. Foreign Language Annals.



**Towards a principled and pedagogic translanguaging:**

**Teaching additional languages through autonomy pathways**

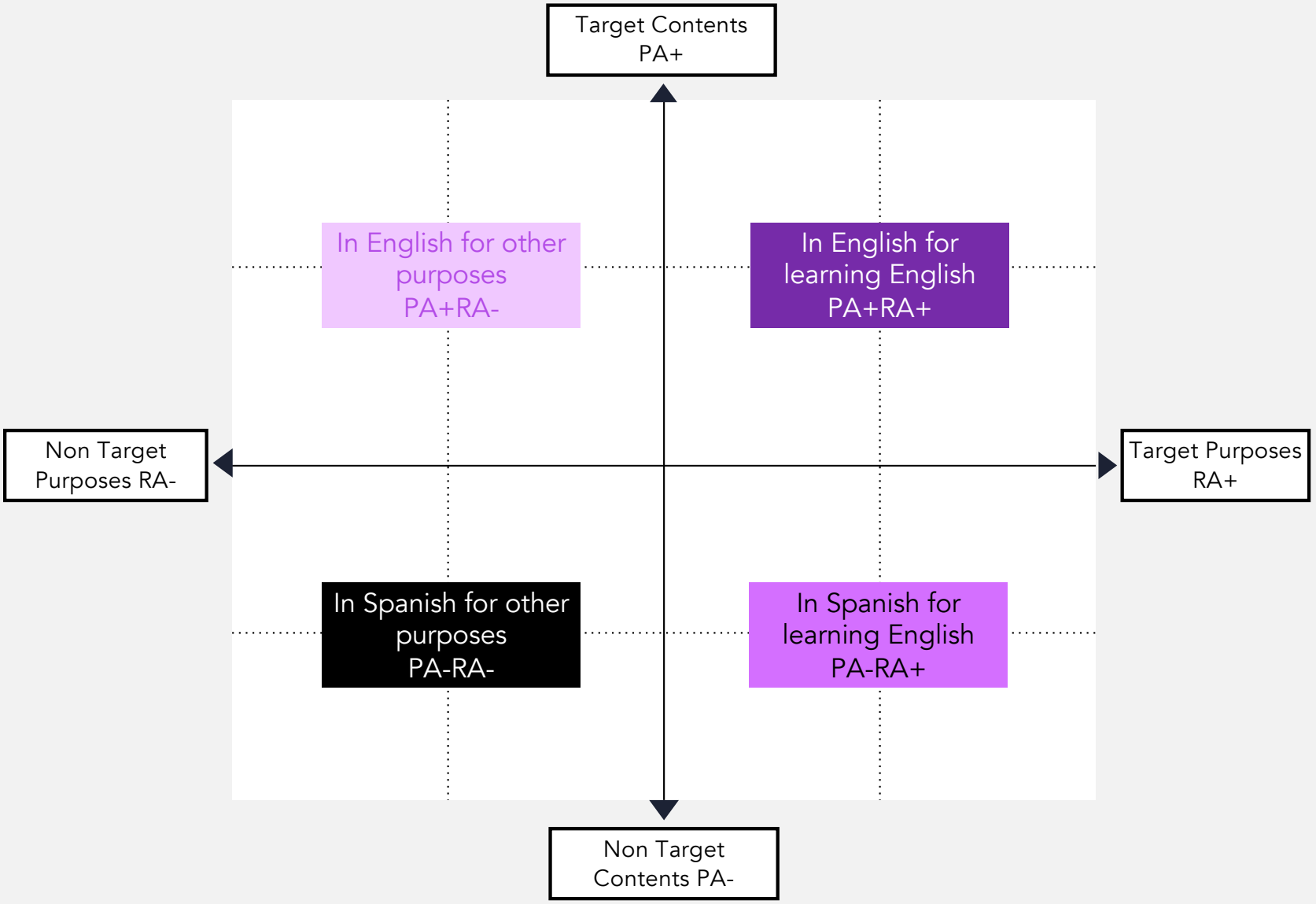

**Abstract**

The use of first languages in Second and Foreign Language Education remains a contentious issue. While calls for 'translanguaging' argue that using first languages supports learning, they have yet to generate a principled and pedagogic framework for developing classroom strategies. This paper illustrates how such a framework can be developed by drawing on 'autonomy analysis' from Legitimation Code Theory (LCT), an approach widely used to analyze and change practices across education. LCT visualizes how different contents (here, L1 and L2) are used and for what purposes as 'autonomy pathways' over time. Through an illustrative analysis of an adult education class in English as an additional language, we identify distinctive 'autonomy pathways' used by the teacher over several lessons to engage students, explain activities, clarify meanings, identify language patterns, and help students grasp the additional language. The analysis illustrates how LCT offers the possibility of developing a principled and pedagogic translanguaging.



**Keywords**

Second and Foreign Language Education, pedagogic translanguaging, Legitimation Code Theory, autonomy codes


Target Contents
PA+
In English for other purposes
PA+RA-
In English for learning English
PA+RA+
Non Target Purposes RA-
Target Purposes RA+
In Spanish for other purposes
PA-RA-
In Spanish for learning English
PA-RA+
Non Target Contents PA-

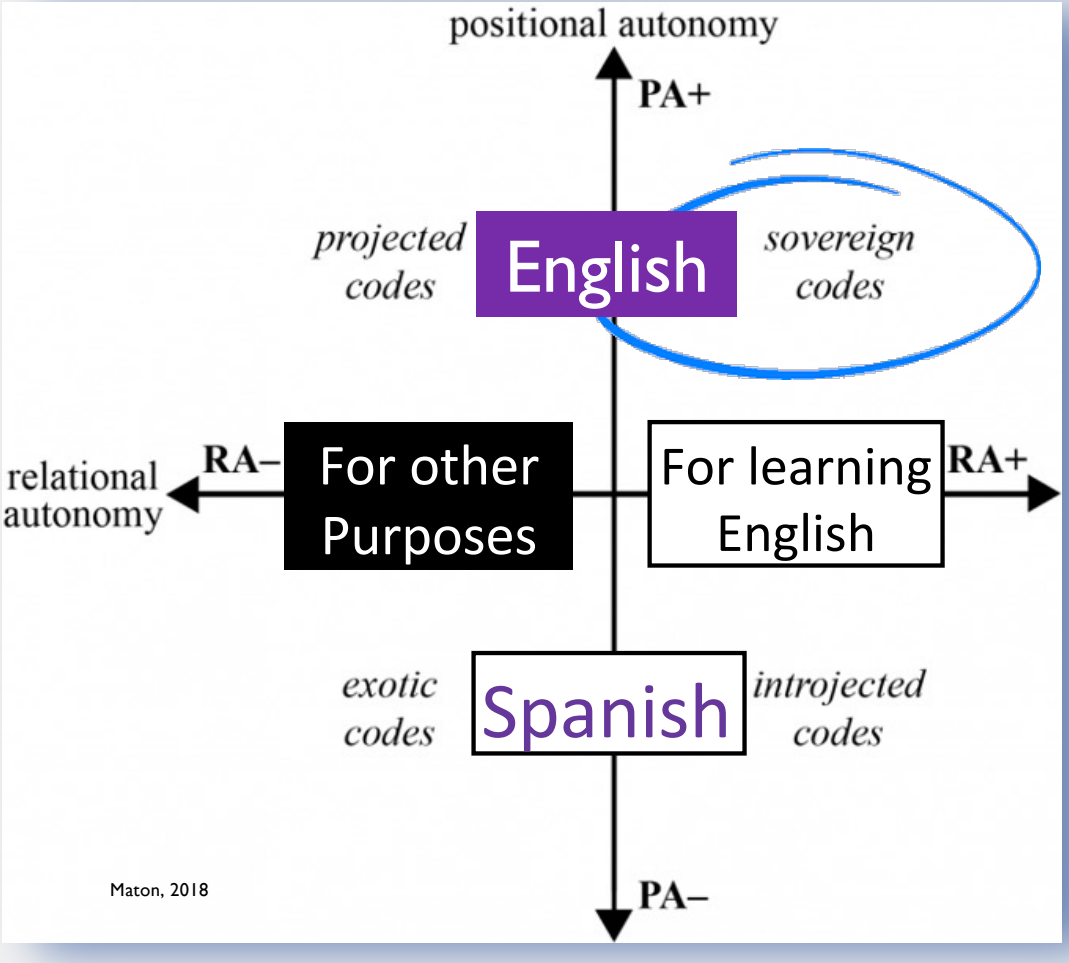
# The Autonomy Dimension for Analyzing Translingual Interaction in the FL Classroom

| | | |
|---|---|---|
| Sovereign Codes: | PA+ | RA+ |
| Exotic Codes: | PA- | RA- |
| Introjected Codes: | PA- | RA+ |
| Projected Codes: | PA+ | RA- |

Positional Autonomy (PA) between the contents of a set or category of practices and contents of other categories;

and

Relational Autonomy (RA) between the purposes to which those contents are put within a set of practices and other purposes.



| Positional autonomy | Categories of contents | Indicators (1st level in bold) | Examples from data |
|---|---|---|---|
| stronger ↑ | *core* ***target*** (PA++) | **Engaging in English** about the English language (e.g. grammar, spelling, intonation, pronunciation, etc.) | 'Fussy!' Yes. Look at that [writes 'fussy' on board]. You see, before the "y" here, you have the pattern: consonant–vowel–consonant. That's why you double the "s".<br>Teacher: Here, we need to change some things. For example, that has to be not a comma, but a period. And here, with a comma?<br>Student: No. Without a comma. |
| | *ancillary* ***target*** (PA+) | **Engaging in English** about anything else (including course materials) | Student 1: 'As soon as mommy opened the door, she asked: "Where is Trixie's Knuffle Bunny?"'.<br>Teacher: Very good! Very good! Who else wants to read? You, yeah, go!<br>'She went boneless. Boneless, without bones. Like that [mimics child drooping]. 'She did everything she could to show how unhappy she was'. She did this and did that [mimics again]. She did everything to show him that there was something wrong. |
| | *associated* ***non-target*** (PA–) | **Engaging in another language** about the English language or course materials | El libro se trata de una niña que tiene un juguete preferido. Es un conejo.<br>*[The book is about a girl who has a favourite toy. It's a bunny]*<br>Students: 'Aggle, Flaggle, Babble' [reading book].<br>Student: Como se pronuncia eso?<br>Teacher: No hay que preocuparse por eso. Pronuncialo como quieras. La niña no sabe hablar. Eso no es ni siquiera inglés.<br>*[Student: How do you pronounce that? Teacher: Don't worry about that. You can pronounce it as you want. The girl doesn't even know how to speak. So that is not even in English].* |
| | *unassociated* ***non-target*** (PA– –) | **Engaging in another language** about anything other than the English language or course materials | Mis niñas juegan mucho fútbol, y solo pateaban con la pierna derecha<br>*[My two daughters play a lot of football and they used to only kick with the right foot]*<br>Yo le digo a la gente: cuando uno esta haciendo lo que a uno le gusta, no tiene que trabajar ni un solo momento en su vida.<br>*[I tell people: when you are doing what you like, you don't have to work a single moment in your life]* |
| weaker ↓ | | | |

The translation device we developed makes explicit how contents or PA relate to purposes or RA so we can trace them empirically.

| Relational autonomy | Categories of purposes | Indicators (1st level in bold) | Examples from data |
|---|---|---|---|
| stronger ↑ | *core* ***target*** (RA++) | **For learning about English** as a language in use or language as instance | Excelente. 'Daddy'. Fijense en la estructura de esta palabra ['Dad']. Consonante – vocal – consonante. Esta palabra se llama una monosilaba porque tiene una sola sílaba.<br>*[Excellent. 'Daddy'. Look at the structure of this word. Consonant – vowel – consonant. This word is called a 'monosyllabic word' because it has only one syllable.]*<br>Before you read out loud, try to see which are the parts, the phrases, and read them by phrases. not by words. so your rhythm is more fluid. |
| | *ancillary* ***target*** (RA+) | **For learning about English** in the course materials and anything else | 'But a block or so later, Trixie *realized* something.' Esta palabra esta señalada en el libro con negrita. Esto es importante poque ahí es donde se empieza a complicar la historia.<br>*[This word is bolded in the book. This is important because here is where the story takes a complicated turn].*<br>Todo iba bien, '*but…* ' Este 'but' nos dice algo. '*But*' algo pasó. Todo iba bien… 'but'.<br>*['All was fine, but…' This 'but' tells us something. 'But' something happened. 'All was fine, but… '].* |
| | *associated* ***non-target*** (RA–) | **Not for learning English** but closely related, such as for explaining the teaching process. | Me respondieron muy rápido. Eso es todo porque ya saben muy bien la historia. Si yo estuviera preguntándoles en inglés sin haberlas preparado bien en español, algunas pudieran estar perdidas<br>*[You answered very quickly. This is because you know the story very well already. If I were asking you in English but without having prepared them in Spanish, some of you may be lost.]*<br>Ahora vamos a practicar escritura y vamos a empezar por escribir 'zoomed.'<br>*[Now we are going to practice some writing and we will begin by writing 'zoomed']* |
| | *unassociated* ***non-target*** (RA– –) | **Not for learning English** and not directly about learning, such as generating rapport. | Las mamás conocemos mas a los niños. Los papás muchas veces no los entienden.<br>*[Moms know the kids much more. Oftentimes, Dads do not understand them].*<br>Mis niñas juegan mucho fútbol, y solo pateaban con la pierna derecha<br>*[My two daughters play a lot of football and they used to only kick with the right foot]* |
| weaker ↓ | | | |

# Positional Autonomy

| Positional Autonomy | Categories of Contents | Indicators | Examples from Data |
|---|---|---|---|
| **Stronger** ↑ | **Core target (PA++)** | **Engaging in English** about the English language (e.g. grammar, spelling, intonation, pronunciation, etc.) | **Student:** In short, Javifruver meals is a Great place to buy (/buI/)<br>**Teacher:** to buy (/baI/)<br>**Student:** to buy food fresh<br>**Teacher:** Fresh food /22.55"<br>**Student:** for your healthy<br>**Teacher:** healthy<br>**Student:** healthy meals (/meals/)<br>**Teacher:** Healthy meals (/mils) |
| | **Ancillary target (PA+)** | **Engaging in English** about anything else (including course materials) | **Teacher:** At the beginning of this sentence, there is a word that refers to the group of fruits and vegetables that you can find in Javifruver, yo can eat that. What is that small word?<br>**Student:** food!<br>**Teacher:** Food, excellent.<br>**Teacher:** What can you prepare with the food you find in Javifruver?<br>**Student:** Delicious meals<br>**Teacher:** Delicious meals! |
| ↓ | **Associated non-target (PA−)** | **Engaging in another language** about the English language or course materials | **Teacher:** Quién me recuerda cómo se pronuncia "such as"<br>**Students:** "such as"<br>**Students:** Porque nos acordamos de "such as" /a/ y no "such as" /u/<br>**Student:** Porque es mi perrita.<br>**Teacher:** porque la perrita que tiene Mafe se llama Sacha. Se escribe "such as" pero se pronuncia "such as" /A/, como la perrita de Mafe.<br>***[Teacher:** Who remembers how to pronounce "such as"?*<br>***Students:** "such as"*<br>***Students:** Because we remember it's "such as" /a/ and not "such as" /u/*<br>***Student:** Because it's my puppy.*<br>***Teacher:** Because Mafe's puppy is named Sacha. It's written "such as" but pronounced "such as" /a/, like Mafe's puppy.]* |
| **Weaker** | **Unassociated non-target (PA−−)** | **Engaging in another language** about anything other than the English language or course materials | **Teacher:** ¿Recuerdan el perro volador?<br>**Students:** Sí!<br>Teacher: Vamos a breathe in, y cuando exhalemos significa que nos vamos a montar en el perro volador. Ël nos va a llevar dar una vuelta a donde ustedes quieran. Le dices: "perro volador llévame a dar una vuelta a… Yo quiero que me lleve a Melgar, a una piscina calientica.<br>***[Teacher:** Are we going to remember now? Do you remember the flying dog?*<br>***Students:** Yes!*<br>***Teacher:** We're going to breathe in, and when we exhale, it means we're going to ride the flying dog. He's going to take us for a ride whereve you want. You say: "Flying dog, take me for a ride to…" I want him to take me to Melgar, to a nice warm swimming pool.]* |

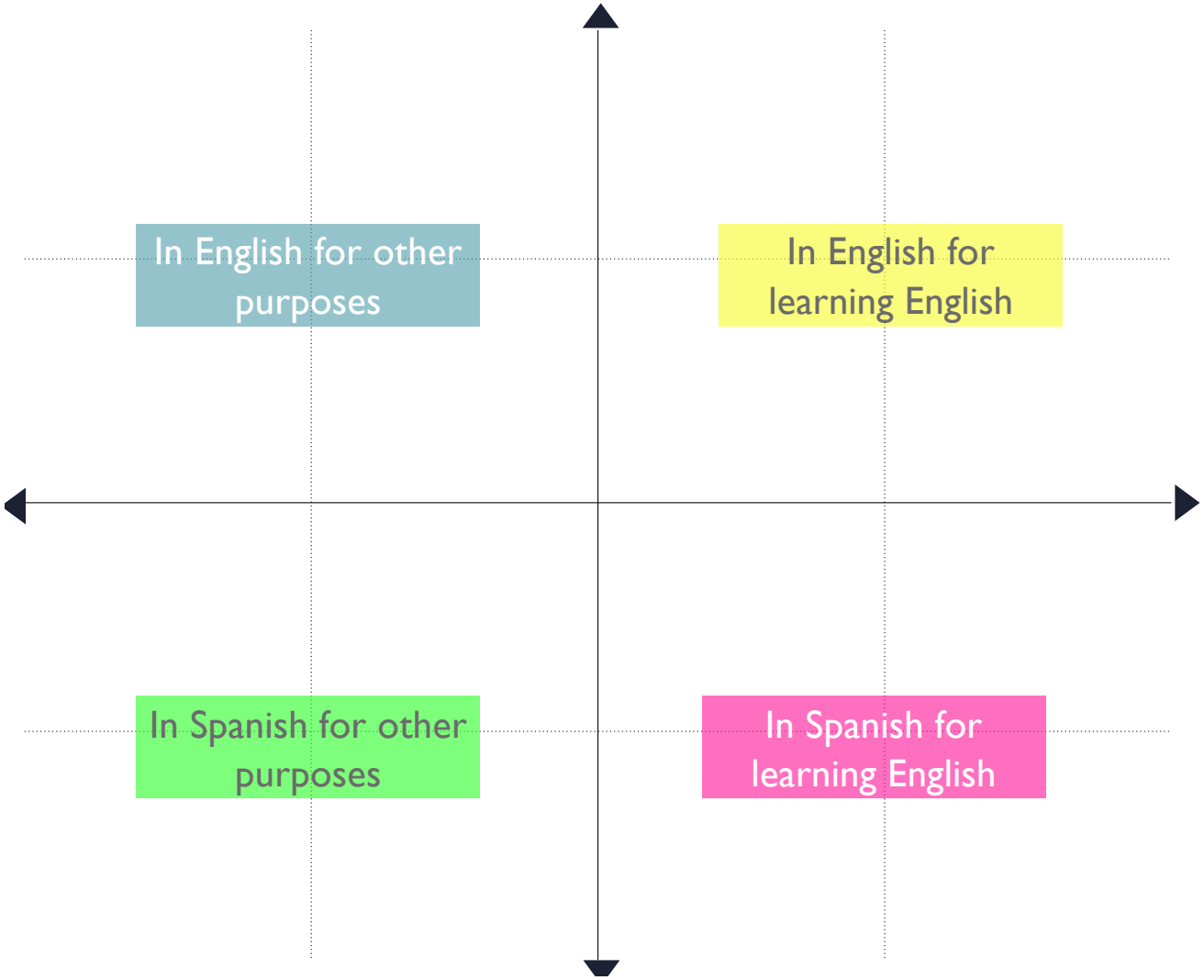
# Relational Autonomy

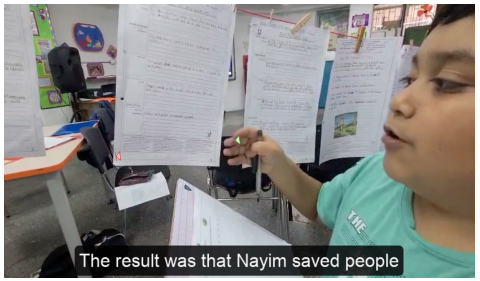
| Positional Autonomy | Categories of Contents | Indicators | Examples from Data |
|---|---|---|---|
| **Stronger** | **Core target (PA++)** | **For learning about English** as a language in use or language as instance | **Teacher:** Acá el estudiante utilizó unos pronombres para no tener que decir Javifruver. Acá utilizó "it" que significa eso o esto. "this market"<br>[**Teacher:** Here, the student used some pronouns to avoid repeating *Javifruver*. They used *"it"*, which means "that" or "this," a *"this market."]* |
| | **Ancillary target (PA+)** | **For learning about English** in the course materials and anything else | **Teacher:** At the beginning of this sentence, there is a word that refers to the group of fruits and vegetables you can find at *Javifruver*. What is that small word?<br>**Student:** *Food.*<br>**Teacher:** Excellent! |
| | **Associated non-target (PA−)** | **Not for learning English**, but closely related, such as for explaining the teaching process | **Teacher:** ¿Quién me puede decir por qué estamos hablando de Javifruver? (Durante la construcción conjunta sobre "El Líder, supermercado")<br>**Student:** Porque si vas de Javifruver al Líder, te demoras 5 minutos en llegarhasta El Líder.<br>**[Teacher:** Who can tell me why we're talking about Javifruver? (During the joint construction about "El Líder, supermarket")<br>**Student:** Because if you go from Javifruver to El Líder, it takes you 5 minutes to get there walking]. |
| **Weaker** | **Unassociated non-target (PA−−)** | **Not for learning English** and not directly about learning, such as generating rapport | **Teacher:** Quiero que me digan cuál va a ser la healthy food, o comida saludable, que van a presentar en el mercado campesino final del período.<br>**Student:** Ensalada de frutas.<br>**[Teacher:** I want you to tell me what healthy food you're going to present at the mercado campesino at the end of the term.<br>**Student:** Fruit salad.] |

# Autonomy Analysis



# 1. In Spanish for Other Purposes (PA-RA-)

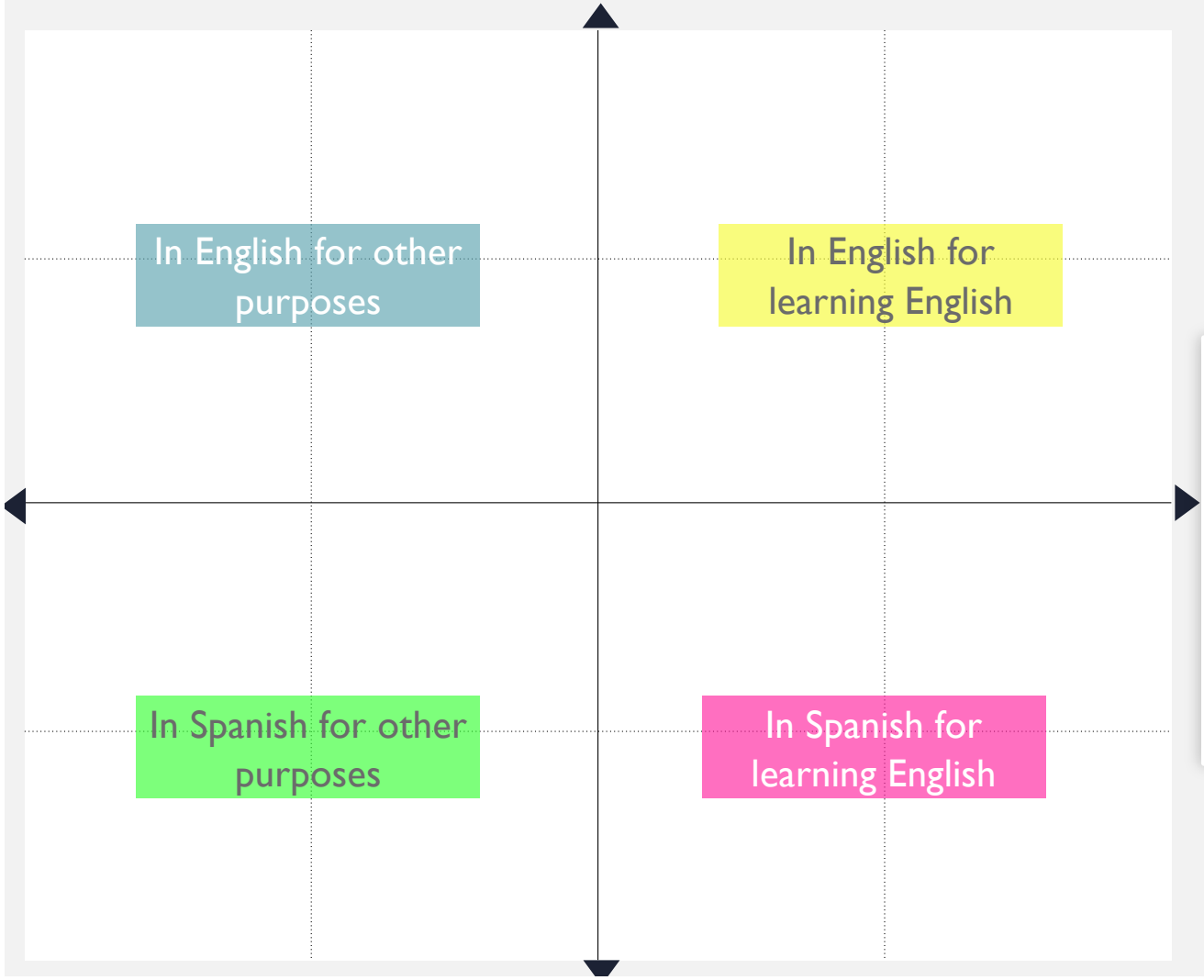



**Content:**

**Purpose:**

# 1. In Other Languages for Other Purposes

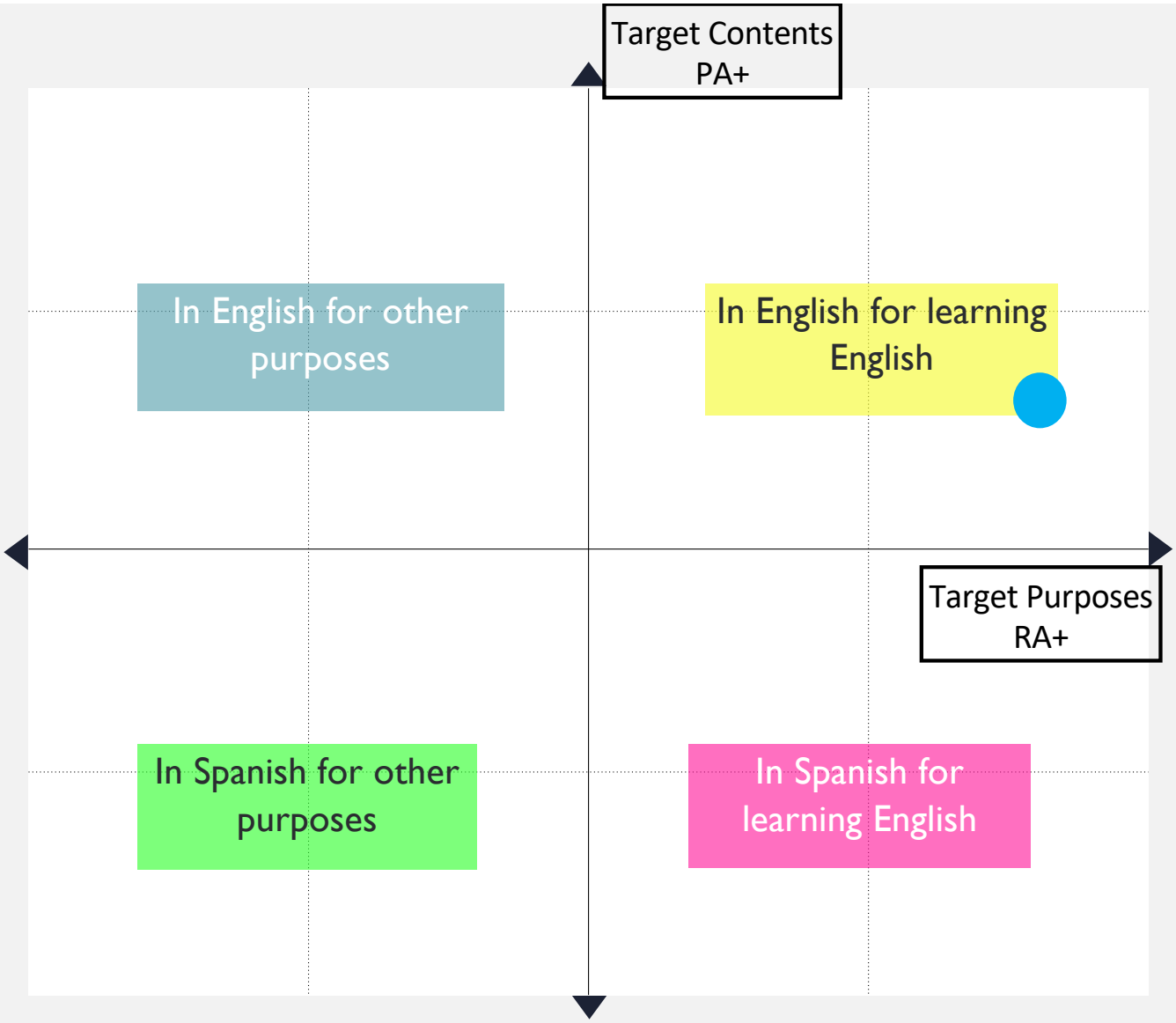



**"This text is very meaningful to me because it was written by a 4th-grade student from another class."**

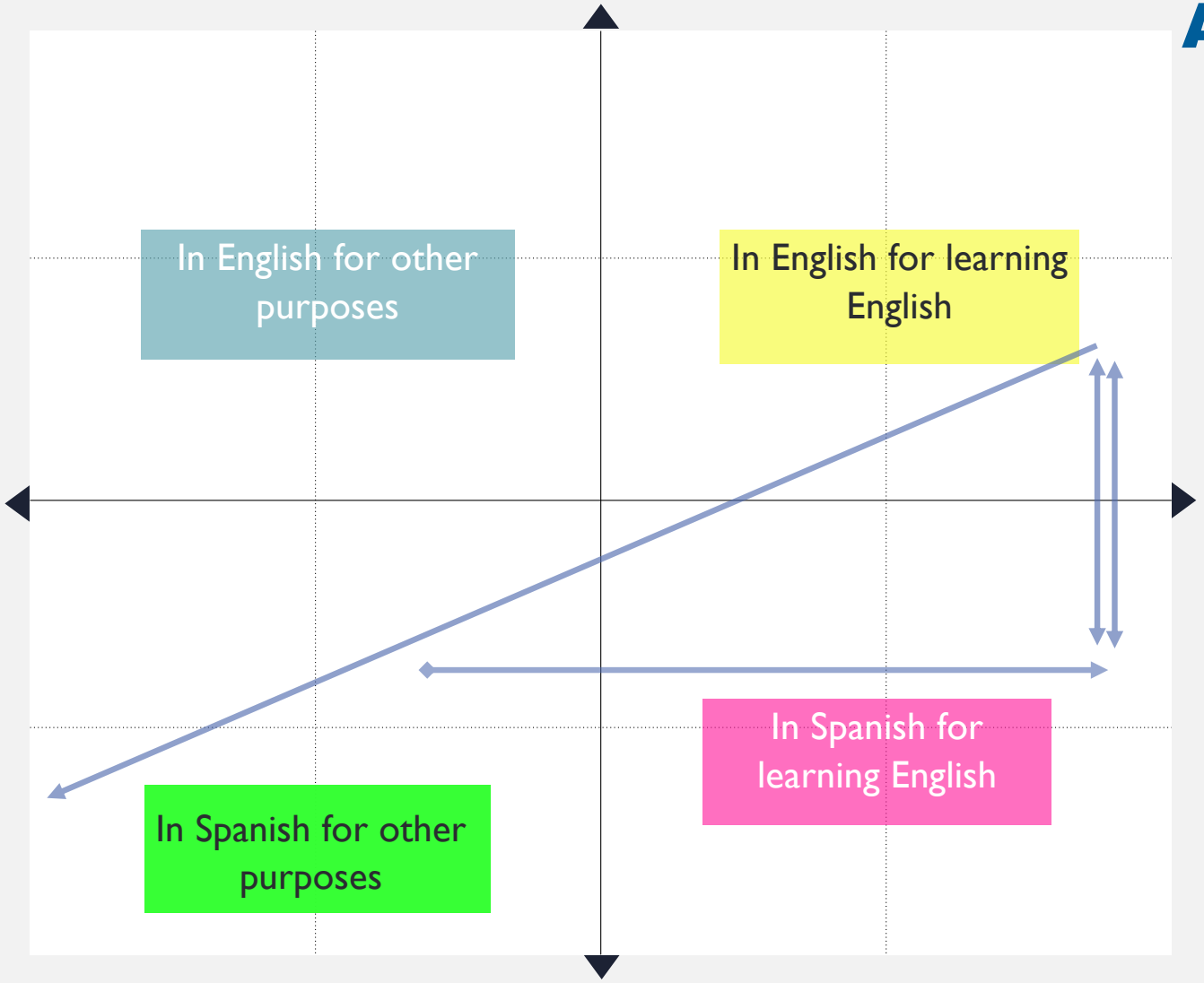


Teacher and students eat golden berries.





# Autonomy Tours




(1) a first moment where the teacher started using Spanish to engage students personally with the text and motivating them to write (PA-RA-).

(2) A moment where the teacher keeps using Spanish but strenghens the purpose of the lesson as she scaffolds the text structure (PA-RA+).

(3) Rapid movement between Spanish and English use for target purposes (PA-RA+)

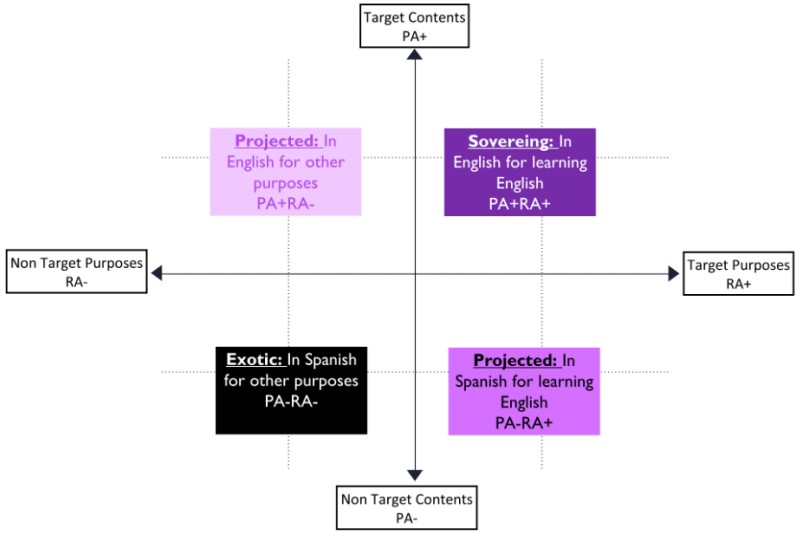
(4) Return to non-target contents for non-target purposes as students enjoy the golden berries that the teacher bought for them at Javifruver (PA-RA-).

# Joint and Individual Analysis

Let's review the **Autonomy codes** and assign the appropriate ones to each interaction.



**Autonomy Analysis: Practice 3.** Read each of the elements of the interaction. Label PA and RA appropriately in every section. Look at the Autonomy Plane. Do you see any pattern indicating movement between quadrants?
Here is a reminder of how the autonomy codes work.




First, identify the language being used in the interaction:

- **PA+** → in English
- **PA-** → in Spanish
-

Then, identify the pedagogic purpose:

- **RA+** → for learning English
- **RA-** → for other purposes

| Autonomy Code | Exchange Role | Interaction |
|---|---|---|
| | **Teacher:** | "Vamos a seguir ahora con la primera oración que esta en la |

# Individual Analysis

Use the Autonomy codes and assign the appropriate ones to each interaction.

| | | |
|---|---|---|
| | **Teacher:** | "Vamos a seguir ahora con la primera oración que esta en la clasificación. Esta primera oración va desde Jacobo hasta Bogotá. Listo; en esa primera oración nos dice de quién va a tratar el texto, cuántos años tiene esa persona y en dónde vive. Básicamente, son esas 3 cosas."<br><br>[We are now going to continue with the first sentence that is in the classification. This first prayer goes from Jacobo to Bogotá. Done; In that first sentence he tells us who the text is going to be about, how old that person is and where he lives. Basically, it's those 3 things]. |
| | **Teacher:** | "Jacobo is a 12-year-old boy who lives in Bosa la Alameda Southwest Bogotá" |
| | **Teacher:** | "¿Listo? Vamos a mirar al inicio de la oración, the beginning of the sentence. There is a name, and that name is the theme that the text is about, what is the name?"<br><br>[Ready? Let's look at the beginning of the sentence, the beginning of the sentence + English]. |
| | **Teacher:** | Jacobo. Excellent. |
| | **Teacher:** | Let's highlight "Jacobo", muy bien. |
| | **Teacher:**<br>**Students:**<br>**Teacher:**<br>**Students:**<br>**Teacher:**<br>**Students:** | Let's practice pronunciation. Repitan después de mi: Samuel and Tomás.<br>Samuel and Tomás (choral repetition)<br>His brothers Samuel and Tomás.<br>His brothers Samuel and Tomás (choral repetition).<br>He lives with his brothers Samuel and Tomás.<br>He lives with his brothers Samuel and Tomás (choral repetition). |
| | **Teacher:** | A ver. ¿Quién lo puede solito o solita? (Students raise hands). A ver. Sharon.<br><br>[Let's see. Who can do it alone? (Students raise hands) Let's see, Sharon. |
| | **Sharon:**<br>**Teacher:** | "He lives with his brothers Samuel and Tomás."<br>"Muy bien! He lives with his brothers Samuel and Tomás." |

Thank you!