# Article information:

Translanguaging: Practice Briefs for Educators – Theory, Research, and Action in Urban Education
<https://traue.commons.gc.cuny.edu/volume-iv-issue-1-fall-2015/translanguaging-practice-briefs-for-educators/>

# Article summary:

1. Language-minoritized children are often excluded from meaningful education due to language barriers and standardized testing.

2. Translanguaging theory proposes that bilingual children have one language repertoire, rather than two separate languages, and should be allowed to use their full linguistic repertoire in the classroom.

3. Professional learning is necessary for teachers to incorporate translanguaging practices into their classrooms and support language-minoritized students.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Translanguaging: Practice Briefs for Educators – Theory, Research, and Action in Urban Education" by Joanna Yip and Ofelia García provides an overview of translanguaging theory and its potential application in educational settings. The authors argue that language-minoritized children are often excluded from meaningful education due to the dominant monolingualism in schools. They suggest that translanguaging can disrupt this subtractive educational context by recognizing bilingual children's linguistic performances from their own internal perspective.

While the article provides a compelling argument for the use of translanguaging pedagogy, it also has some potential biases and limitations. One-sided reporting is evident as the authors only present the benefits of translanguaging without exploring any potential drawbacks or counterarguments. The article also lacks evidence to support some of its claims, such as the assertion that bilingual students are better writers if they are allowed to pre-write with all the language features they can use.

Moreover, while the authors acknowledge that spaces must be constructed where bilingual children are given opportunities to perform in one language or another, they do not provide concrete examples of how this can be achieved. Additionally, there is a lack of discussion on how translanguaging pedagogy can be implemented in classrooms with limited resources or teachers who may not have had sufficient training.

The article also has promotional content as it aims to provide practice briefs for educators on how to incorporate translanguaging practices into classroom teaching. While this is a valuable resource for practitioners, it may lead readers to overlook potential risks or challenges associated with implementing translanguaging pedagogy.

Overall, while the article presents a compelling argument for the use of translanguaging pedagogy in educational settings, it would benefit from more balanced reporting and concrete examples of how this approach can be implemented effectively. It is important for educators to consider both the benefits and potential risks associated with any new approach before implementing it in their classrooms.

# Topics for further research:

* Criticisms of translanguaging pedagogy in education
* Challenges of implementing translanguaging in resource-limited classrooms
* Alternatives to translanguaging for bilingual education
* Research on the effectiveness of translanguaging in improving academic outcomes
* Strategies for creating spaces for bilingual children to perform in different languages
* Training programs for teachers on translanguaging pedagogy

# Report location:

<https://www.fullpicture.app/item/d3bdafa5b123db4f662e7620c1ddddbc>