

Dynamics of Difference:

Creating a Translingual Class at Utah State University



UtahState
University

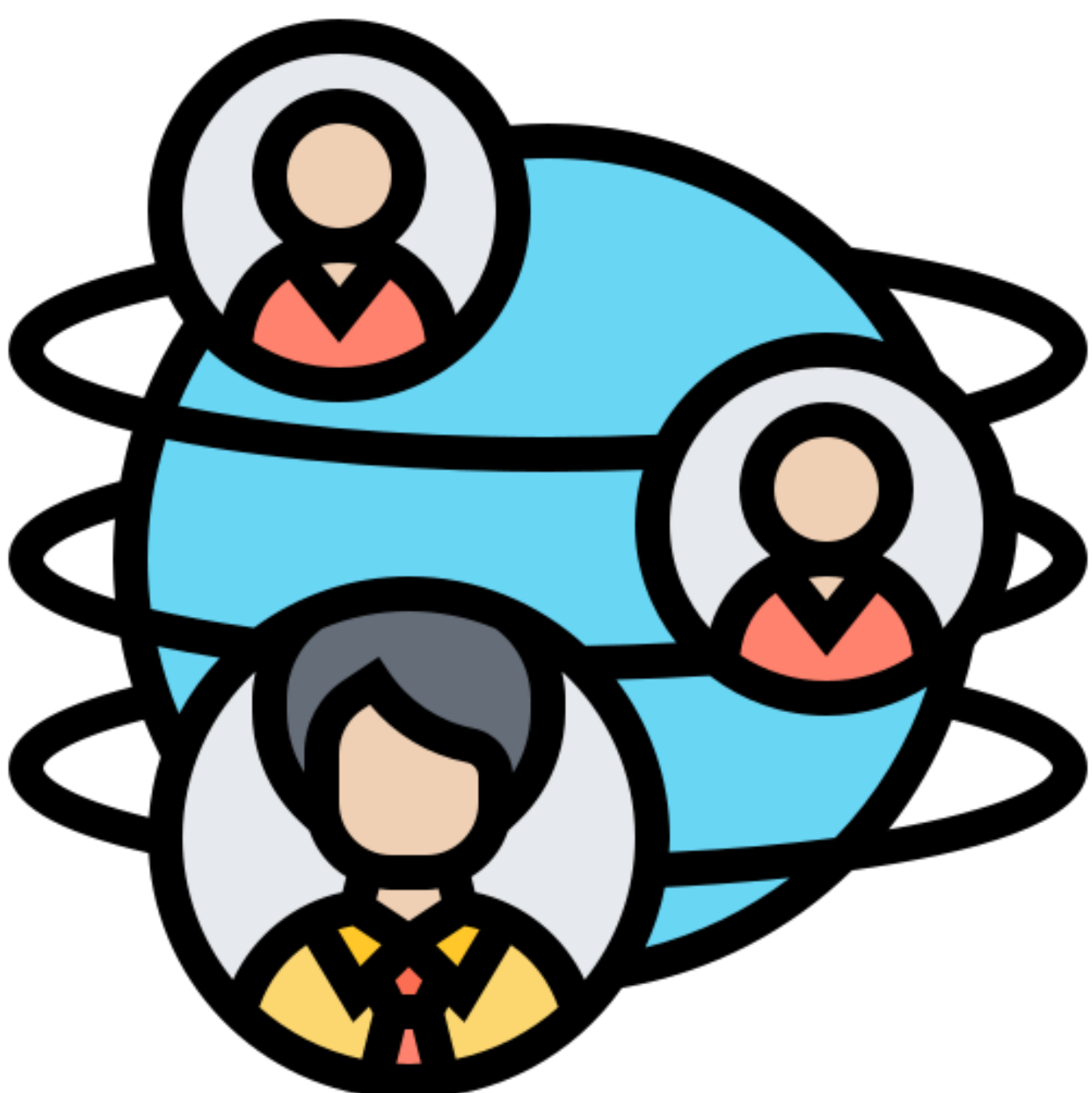


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Introduction

The application of translingualism to pedagogical practices has been much debated in the last ten years, and some universities have developed classes that specifically teach translingual ideas. Currently, no English classes emphasize translingual principles at Utah State University. What would it take to create a translingual composition class at USU?



In a globalized world, it is important for students to learn to communicate across cultural and linguistic differences.

Methods

- Analyzed examples of translingual syllabi for composition courses through a review of literature and national search
- Interviewed three lecturers with expertise in composition/rhetoric in USU English Department.

Results

- Syllabi not labeled as “translingual”
- Language in sample syllabi was inaccessible
- National outcomes statements for composition do not require standard language use
- Lecturers use translingual principles even if not termed as such



Conclusion

- Develop professional workshops on translingual theory and practice
- Continue research on translingual uptake in current composition classes at USU
- Initiate research on how multilingual students interact with current composition curriculum
- Investigate how translingual theory and practice applies to writing across the curriculum

22%

of children in the United States speak a language other than English at home

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The Three Translingual Principles

1. People use language difference to produce meaning
2. Question standard language ideology
3. Language is fluid