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# The role of translanguaging in Language for Specific Purposes (LSP)



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# Translanguaging

“For us, *translanguaging* are multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds.

Translanguaging therefore goes beyond what has been termed code-switching [...], although it includes it, as well as other kinds of bilingual language use and bilingual contact”

(Ofelia García, 2009, p. 45)



# Translanguaging - Ofelia García



# Translanguaging

“permits bilinguals to act naturally, using language as they might at home and in their communities”

(MacSwan, 2022, p. 1)



# Language for Specific Purposes (LSP)

LSP courses are developed within the following elements in mind:

- (1) the student level of communicative competence,**
- (2) the urgency to use the language in professional context,**
- (3) the specific characteristics of such context, and**
- (4) the design of a program that promotes the learning process.**

(Sánchez-López, 2023).





# 1. Uses of Translanguaging

**Translanguaging** is used in a variety of contexts by multilingual speakers. Below are some examples with Language for Specific Purposes.

- **Workplace**  
corporations, universities, stores
- **Research**  
health care, anthropology, history
- **Personal interests/hobbies**  
music, dance, sports

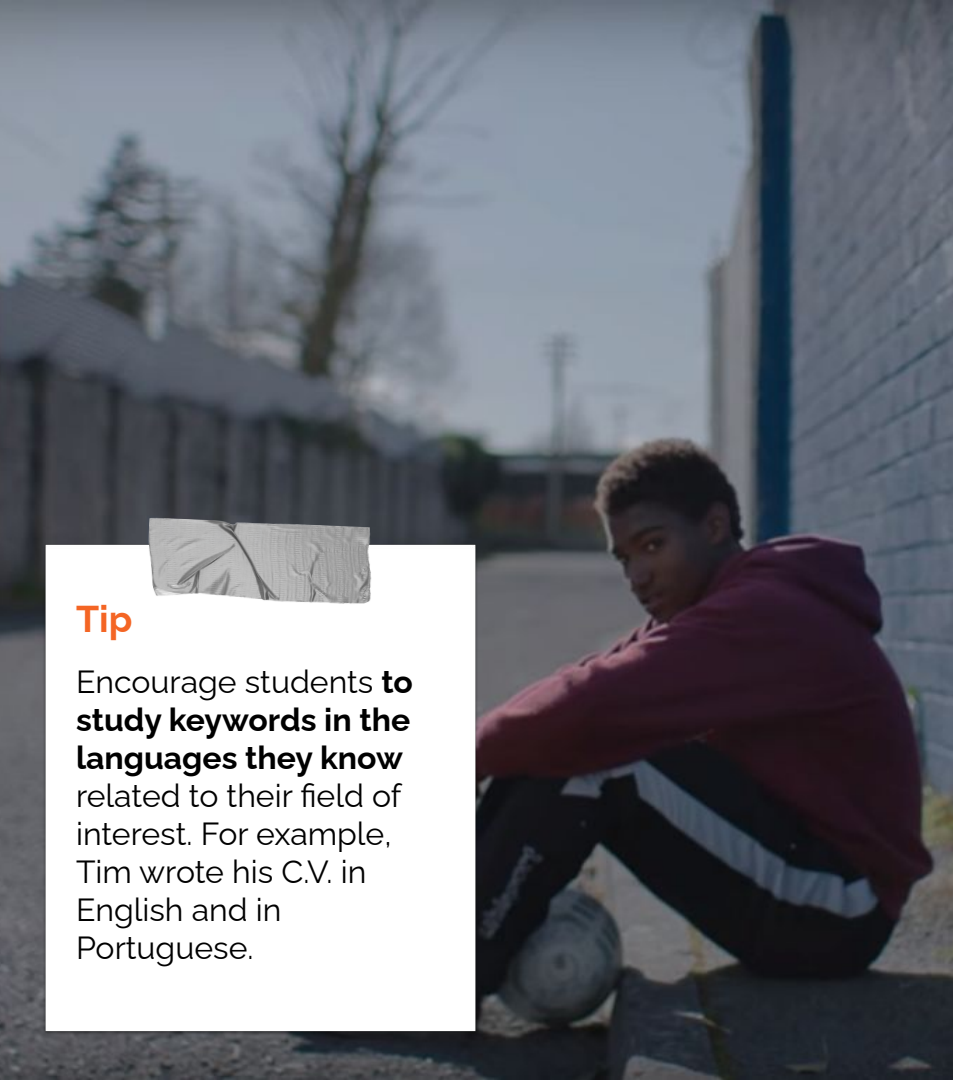
# Translanguaging in the workplace

People from different countries and ethnicities working together



## Tip Translanguaging tables

**A space** in which multilingual interactions are encouraged in the language classroom.



### Tip

Encourage students **to study keywords in the languages they know** related to their field of interest. For example, Tim wrote his C.V. in English and in Portuguese.

## Meet Tim

Tim recently moved back to Seattle to conduct his MA in Space Engineering at the UW

Tim speaks Spanish at the Intermediate level, is taking Portuguese classes and has confirmed an internship position in Space Engineering in a lab at the University of São Paulo in Brazil.



## Educação

### **Universidade de Washington**

*Mestrado em Aeronáutica e Astronáutica*

2022 – 2024

*Em andamento*

### **Universidade de Washington**

*Graduação em Engenharia Aeronáutica e Astronáutica*

2019 – 2021

*Concluído com Honras*

- › Curso relevante: Mecânica Orbital Avançada de Voo Espacial, Vibrações Estruturais (Teoria de Controle), Controles em Sistemas Aeroespaciais, Sistemas de Controle - Sensores e Atuadores, Dinâmica de Naves Espaciais e Controle/Determinação de Atitude, Estabilidade e Controle de Veículos de Voo, Sistemas de Controle Digital e Design, Propulsão (variada).

## Education

### **University of Washington**

*M.S. in Aeronautics and Astronautics*

2022 – 2024

*In Progress*

### **University of Washington**

*B.S. in Aeronautical and Astronautical Engineering*

2019 – 2021

*Completed, Honors*

- › Relevant Coursework: Advanced Orbital Spaceflight Mechanics, Structural Vibrations (Control Theory), Controls in Aerospace Systems, Control Systems - Sensors and Actuators, Spacecraft Dynamics and Control/Attitude Determination, Stability and Control of Flight Vehicles, Digital Control Systems and Design, Propulsion (varied).

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# Translanguaging in Research

## Students conducting research in languages they know



### Tip

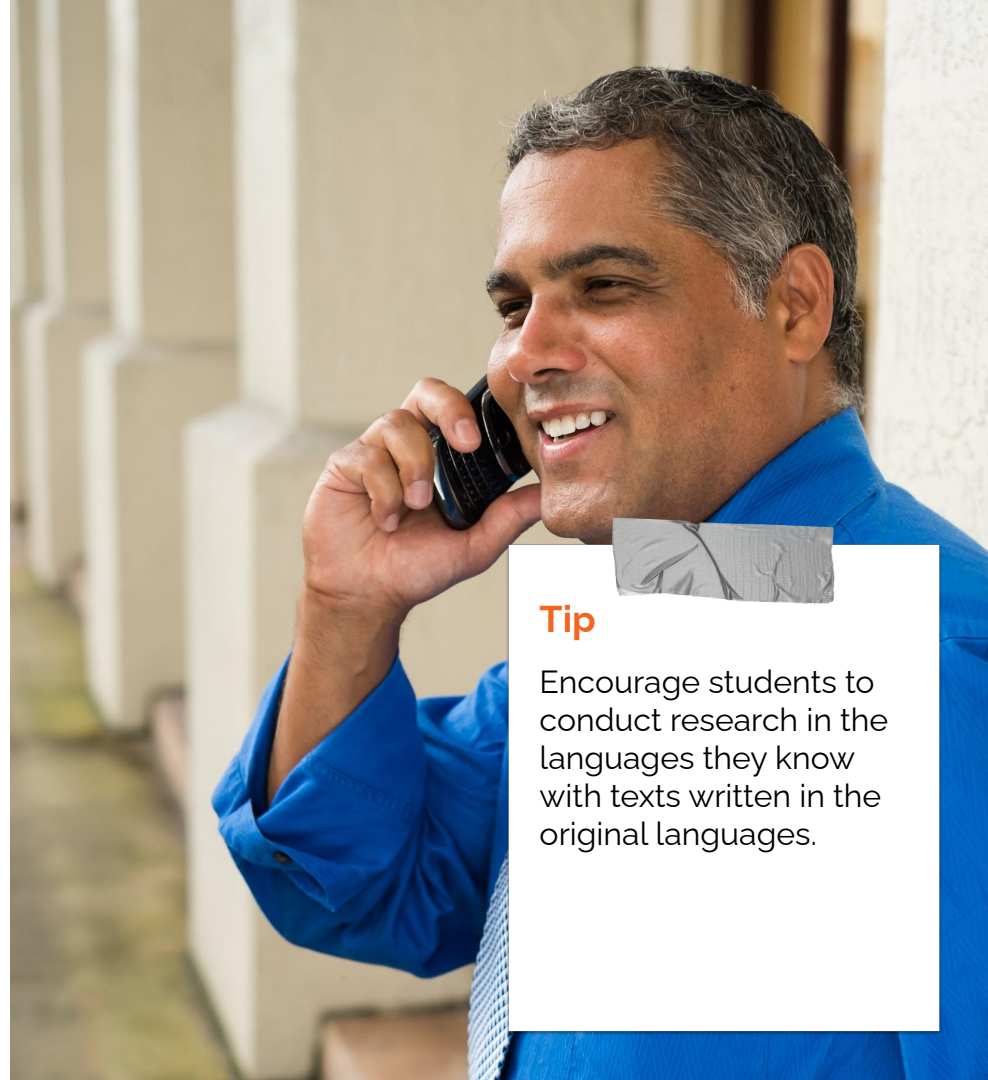
### Research in the original language

Ask students to look for **references in the languages they know.**

# Meet Marcos

He learned Portuguese at the UW with a Federal Grant (FLAS) and traveled to Brazil to conduct his PhD research in anthropology with an Indigenous group in the Amazon Forest.

As part of his experience, Marcos also learned some basic nheengatu, an Indigenous language from the ethnic group he visited in the summer of 2018. His research is based in references in Portuguese, English, and nheengatu.



## Tip

Encourage students to conduct research in the languages they know with texts written in the original languages.

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# Personal Interests/Hobbies

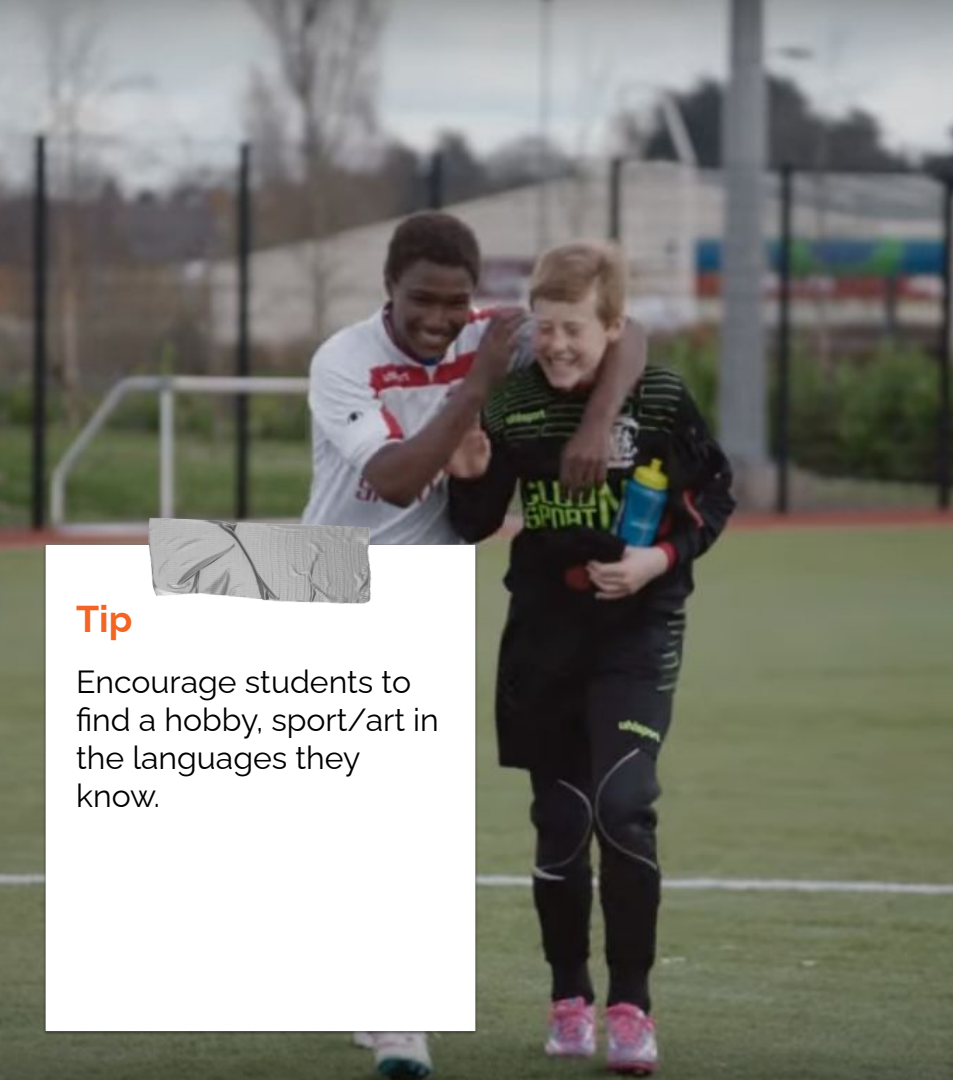
## Encouraging language students to find hobbies/interests in the languages they know



### Tip

#### Looking for hobbies

Have classroom tasks in which **students explore their interests** in the languages they know.



### Tip

Encourage students to find a hobby, sport/art in the languages they know.

## Meet Diane

She likes jazz and started learning Portuguese because of Bossa Nova.

The language acquisition of Portuguese for Diane has been a slow process, but she has acquired an Intermediate-low level of proficiency over the years. She sings in English and in Portuguese, sometimes in the same song.

# Examples of Translanguaging involving LSP

**July 2017**

STARTALK Summer Camp  
for Portuguese and STEM  
for high school students

**August 2021**

Gencyber Portuguese  
Course online for high  
school student

2017

2017-2021

**April 2018**

UW Students in Portuguese  
conduct research projects in  
their areas of interests

**July-Aug 2020**

UW student participate in an  
online internship with a  
company in São Paulo, Brazil

## Cybersecurity and Portuguese Language Summer Camp (for Spanish Speakers)

Course Settings Participants Grades Reports More ▾

### ✓ BEM VINDAS / BEM VINDOS AO CURSO DE PORTUGUÊS E DE CIBERSEGURANÇA/ SEGURANÇA DIGITAL!

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#### GLOSSÁRIO:

**E aí?** (What's up?/ Que pasa?)

**mano** (*brother/hermano*) - mano is the short in Portuguese for irmão (brother)

**cê** is the short for **você** (informal you form/ similar to the use of "tú" in Spanish). Although Brazilian Portuguese has the "tu" form, it is used only in parts of the country, while "tu" is widely used in Portugal and Portuguese countries in Africa, such as Mozambique and Angola.

#### Question 1

Not yet answered

Marked out of 5.00

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Na primeira cena, com os dois rapazes (*young men/muchachos*), o entrevistador pergunta o nome da mãe (*mother/madre*) de um deles.

Select one:

True

False

GenCyber 2021 Port for Span

/ APRESENTAÇÃO COM A ESPECIALISTA EM CIBERSEGURANÇA, SWATI SATPATHY



PAGE

# APRESENTAÇÃO COM A ESPECIALISTA EM CIBERSEGURANÇA, SWATI SATPATHY

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Veja a **apresentação** que segue do **especialista em cibersegurança, Swati Satpathy**



(This is an **unlisted** YouTube video, only people with the YouTube link can watch it)



# 3 suggestions for the classroom

Include  
Translanguaging  
tables in the  
language  
classroom

Organize  
interviews with  
professionals and  
invite guest  
speakers who are  
multilingual

Promote school  
projects that  
allow for  
translanguaging  
with a  
presentation



## Obrigado! ¡Gracias! Thank you!

For more information on the the use of translanguageing in a language course, please see the article below about the Portuguese GenCyber course from 2021 (Summer camp):

[https://www.portugueselanguagejournal.com/\\_files/ugd/02e26d\\_cce0f60c573c4037bb1b707f381a34b4.pdf](https://www.portugueselanguagejournal.com/_files/ugd/02e26d_cce0f60c573c4037bb1b707f381a34b4.pdf)

Feel free to email me to continue this conversation at [evsilva@uw.edu](mailto:evsilva@uw.edu)