

# Reflecting on Translanguaging, Multilingual Digital Practices and Intercultural Learning in Teacher Training



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Translanguaging, Literature  
& Intercultural Learning

# Translanguaging in Teacher training

- ✎ - Translanguaging as a pedagogical and ideological stance (García & Wei, 2014)
- ✎ - Promotes identity negotiation, critical awareness, and inclusive participation
- ✎ - Supports future teachers in challenging monolingual norms





# Classroom Activity Overview

- - Stage 1: Reading bilingual/migrant narratives
- - Stage 2: Personal story reflection (in L1, L2 or mixed)
- - Stage 3: Digital storytelling production (video, slideshow, podcast)
- - Evaluation: intercultural empathy, narrative richness, multimodal creativity






# Learning Outcomes



- - Strengthens critical intercultural competence
- - Raises awareness of language ideologies
- - Encourages empathetic and creative teaching perspectives
- - Reflective teaching journals as part of assessment



# Conclusion

-  - Translanguaging as a **path to socially committed pedagogy**
-  - Multilingual digital practices as inclusive innovations
-  - Open to dialogue and future collaboration



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