**Translanguaging**

**A Viable Pedagogical Approach in Higher Education**

Translanguaging is becoming a hot topic in education mainly due to its scope and applicability. This talk aims to present translanguaging in higher education. More specifically, it focuses on translanguaging pedagogy as an approach to planning for languages in the classroom of a higher education institute. It is considered that as a pedagogical practice, translanguaging leverages the flow of students’ language in ways that strengthen their engagement and comprehension of complex content and texts. Frequently, because of the dynamism of language in use, the features people deploy cannot be described by any one particular external label—their practices go beyond such language categories and people translanguage. The talk builds upon a review of scholarly research which poses that students select and deploy particular features from a unitary linguistic repertoire to make meaning in particular communicative contexts. In light of that, some abstracts of a group of last semester students from the Logistic course at Fatec Zona Sul are analysed and discussed. Results indicate that for the students learning English it is useful for them to access content knowledge in their stronger language, to ensure full understanding of the concepts, and build the new English onto that. It also allows for prior knowledge to be accessed in the classroom. This is the most clear cut situation in which translanguaging can provide a better learning experience linguistically, socially, and academically. The rounding off of the talk verses on the potential of the translanguaging approach in academic writing for the Technology higher education classroom.

Key words: Translanguaging Pedagogy; Academic writing; Linguistic repertoire.

**References**


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