

Translanguaging as a Pedagogical Tool: An Intercultural Approach to Learning

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This study examines translanguaging as a pedagogical approach that facilitates second and third language (L2/L3) acquisition in the classroom. Focusing on Italian language instruction for Spanish-speaking students, both native and heritage speakers, it explores how historical, cultural, and linguistic connections among Spain, Italy, and Latin America can be strategically leveraged to support language development. Shared colonial histories and migratory exchanges have shaped parallel cultural expressions in language, cuisine, architecture, and artistic traditions, providing a meaningful framework for comparative learning. Through guided translanguaging practices, students engage in inter-comprehension by identifying correspondences in phonetics, morphology, syntax, and lexical etymology between Spanish and Italian. This process enhances metalinguistic awareness, accelerates acquisition, and fosters intercultural competence. Drawing on recent scholarship in multilingualism and translanguaging (e.g., Juvonen & Källkvist, 2021), as well as classroom-based applications, this study demonstrates how translanguaging not only supports linguistic development but also strengthens learner identity, self-awareness, and cultural appreciation. The findings suggest that this methodology has broader applicability across language pairs in multilingual educational settings.

Reference:

Juvonen, Päivi, ed., and Marie Källkvist, ed. *Pedagogical Translanguaging: Theoretical, Methodological and Empirical Perspectives*. Multilingual Matters, 2021.