



CREATING TRANSLANGUAGING SPACES ACROSS CLASSROOM CONTEXTS

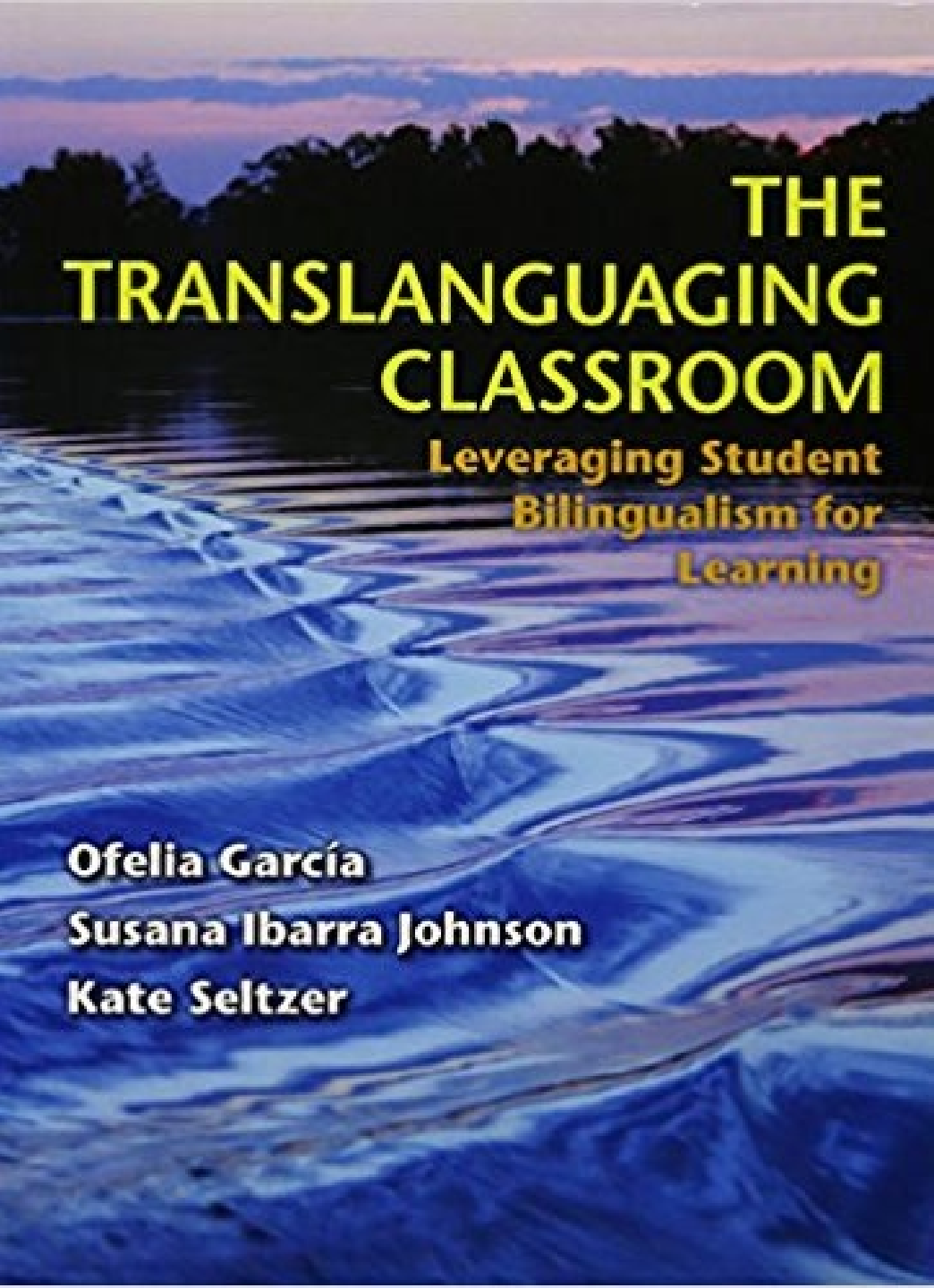
Dr. Kate Seltzer
Rowan University

Keynote Address, English Language Learners Summit
March 21, 2019

An Essential Question:

How can we shift from teaching:





THE TRANSLANGUAGING CLASSROOM

**Leveraging Student
Bilingualism for
Learning**

Ofelia García

Susana Ibarra Johnson

Kate Seltzer

WHAT IS TRANSLANGUAGING?

**WHAT IS A TRANSLANGUAGING
PEDAGOGY?**

**HOW CAN WE MAKE SPACE FOR
TRANSLANGUAGING IN DIFFERENT
CLASSROOMS?**

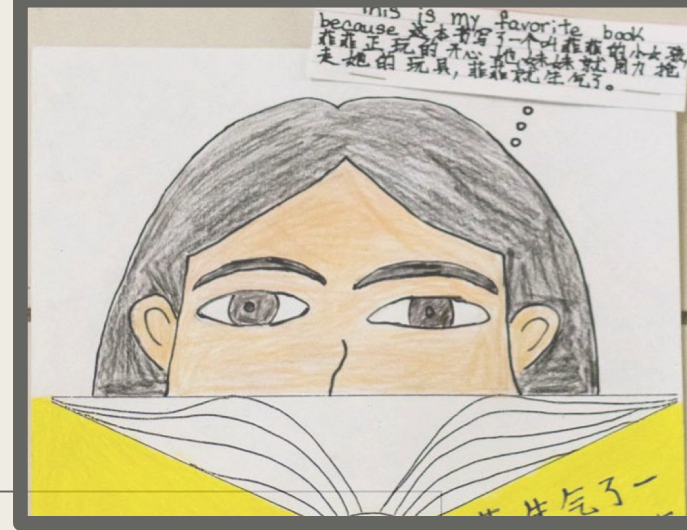
Two Perspectives:

External Perspective

A Named Language

Groups of features identified by society as “Spanish” or “English” or “Urdu” as a result of socio-historical processes

Otheguy, García, & Reid (2015)



Internal Perspective

Languaging

A complex, interrelated repertoire of features and practices that we use to express ourselves

External Perspective: Two “Languages”

favorite
book

妈妈 作者
食品

Internal Perspective:
Features of an integrated linguistic repertoire

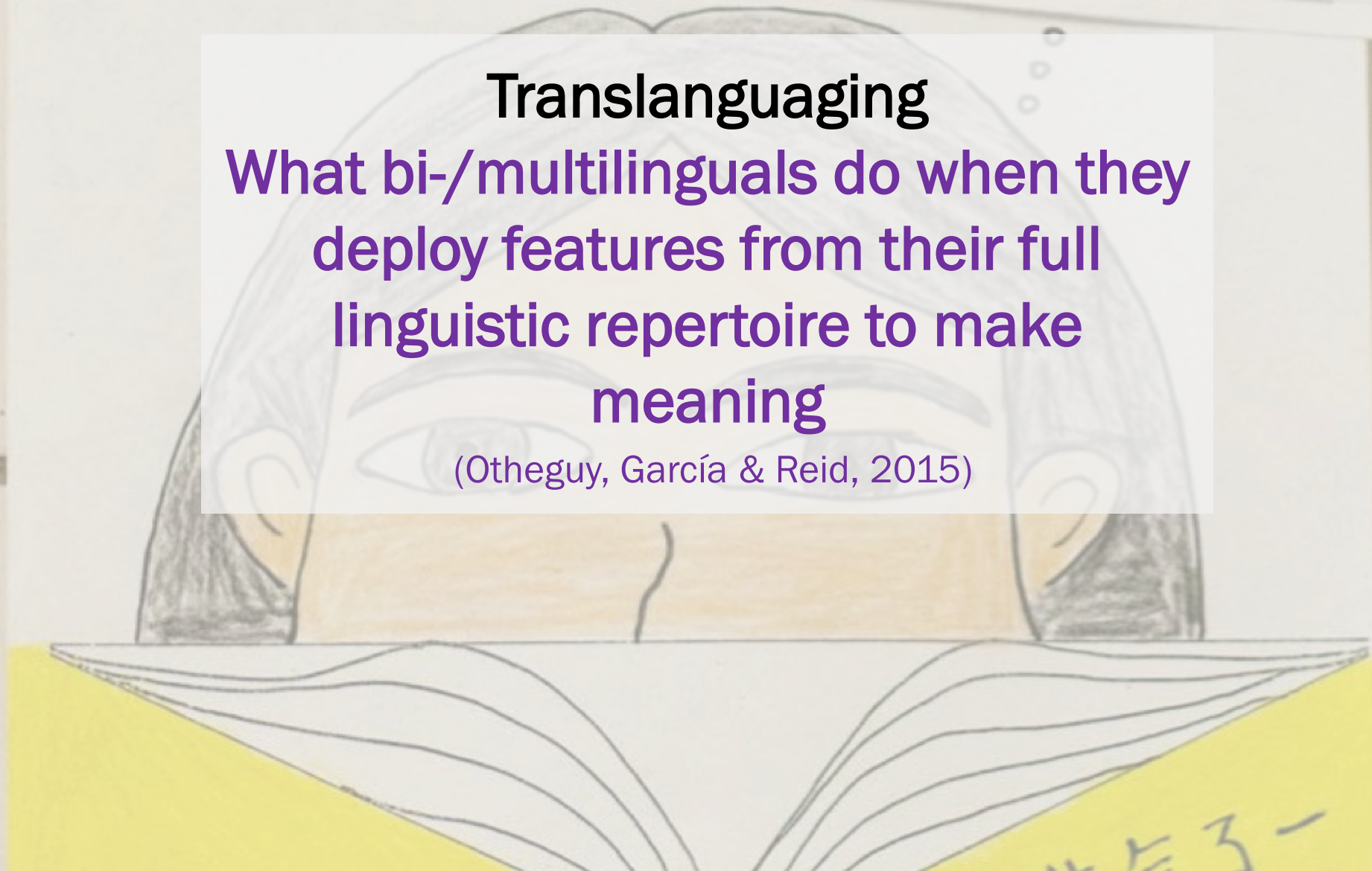
hello 妈妈 friend 食
品 favorite 作者 book amigo

This is my favorite book
because 这本书写了一个叫菲菲的小女孩
菲菲正玩的开心她妹妹就用力抢
走她的玩具，菲菲就生气了。

Translanguaging

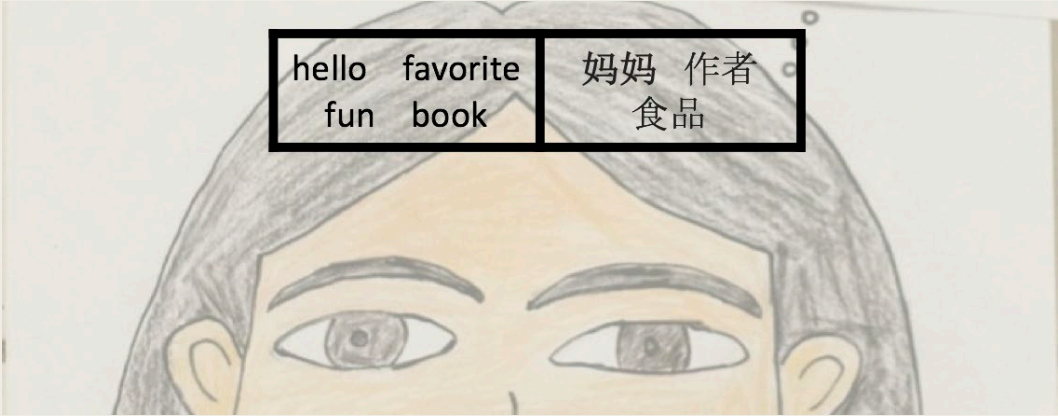
What bi-/multilinguals do when they
deploy features from their full
linguistic repertoire to make
meaning

(Otheguy, García & Reid, 2015)



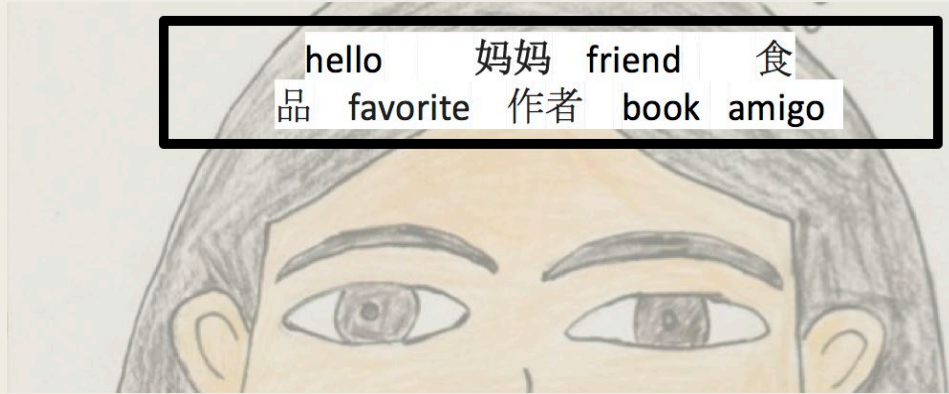
We must keep both perspectives in mind!

External Perspective



Students learn to perform in one and/or another named language in ways that are recognized by the school and society at large

Internal Perspective



Students learn that their bilingual, bicultural language practices and identities are welcome in the classroom and integral to their learning



The Translanguaging Classroom

- Keeps both the external and the internal perspectives in mind
- Adapts to and leverages the **corriente** of students' dynamic bilingualism
- Creates opportunities for learning that go beyond languages

The translanguaging classroom can be:

- **English-medium**
 - Stephanie's classroom: High School Social Studies, New York
 - Justin's classroom: Middle School ESL, California
- **Bilingual (i.e., dual language, transitional), world language or heritage language**
 - Carla's classroom: Elementary School Dual Language Bilingual Education, New Mexico

Who is the translanguaging classroom for?

Students across the spectrum of bilingualism: Who **are or are becoming** bilingual



Emergent bilinguals

Early stages of bilingual development

Experienced bilinguals

Can use two or more named languages with relative ease, although their performances *vary* according to task.

Why translanguaging classrooms?

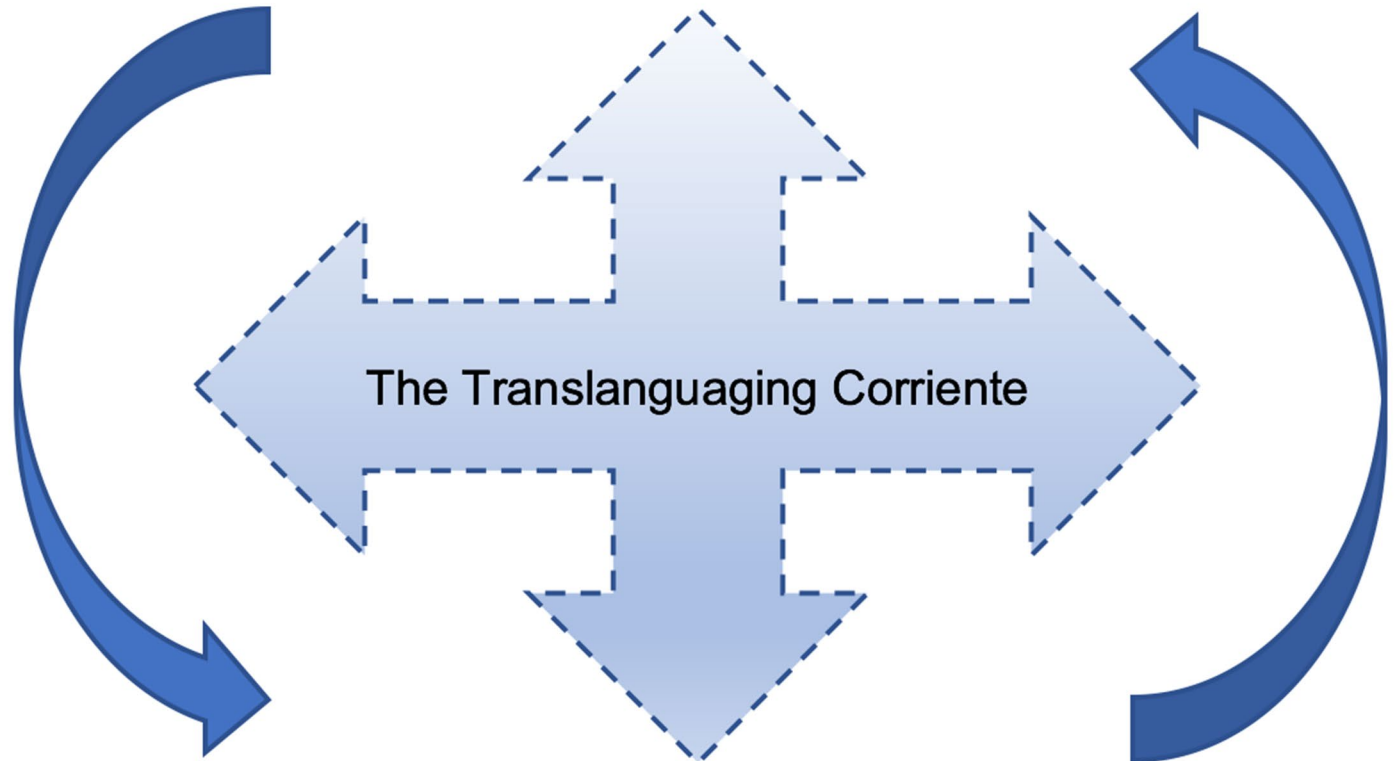
1. Support students as they engage with and comprehend complex content and texts
2. Provide opportunities for students to develop linguistic practices for academic contexts
3. Make space for students' bilingualism and bilingual ways of knowing
4. Support bilingual students' socio-emotional development and bilingual identities

The Translanguaging Classroom Framework

“The translanguaging classroom is built by weaving together the two dimensions – the students’ linguistic performances and the teacher’s pedagogy. It is the translanguaging corriente that creates the dynamic flow, the movimiento, between these two dimensions” (p.25).

Students Translanguaging Performances

- General linguistic performance
- Language-specific performance
- Dynamic translanguaging progressions

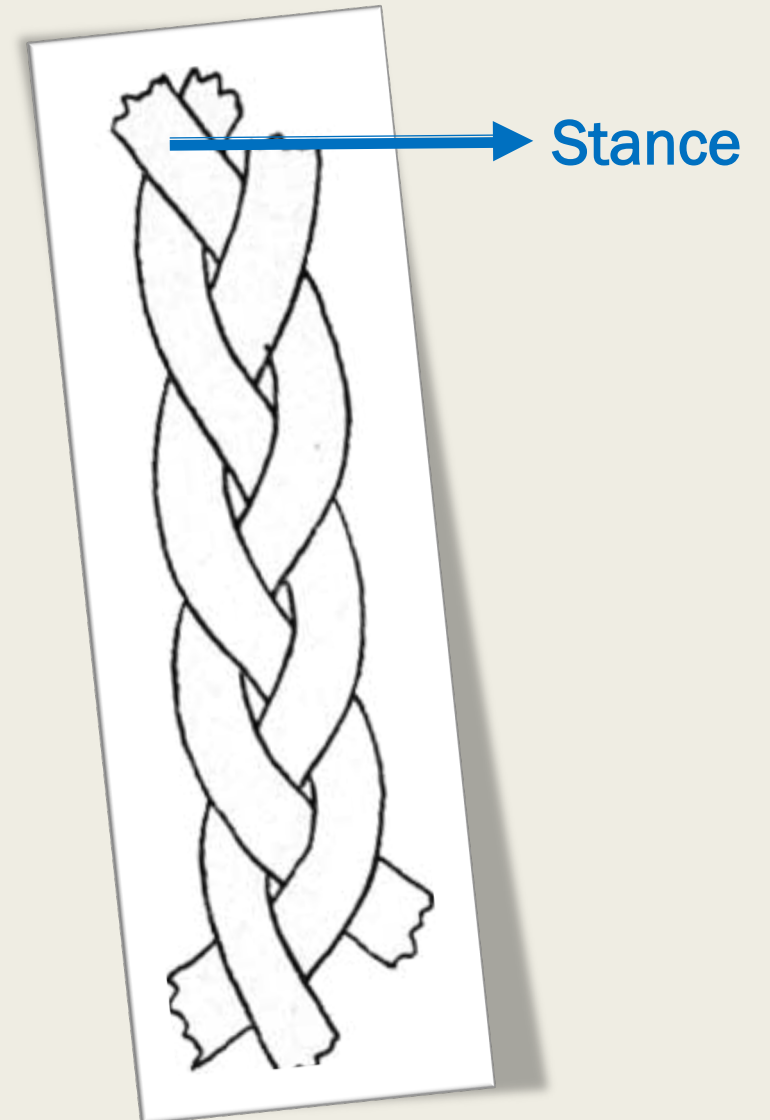


Teacher’s Translanguaging Pedagogy

- Stance
- Design
- Shifts

Three Strands of the Translanguaging Classroom: **Stance**

- “The philosophical, ideological, or belief system that teachers draw from to develop their pedagogical framework” (p.27).



Translanguaging **Stance**



Language Practices



Family, Community & School

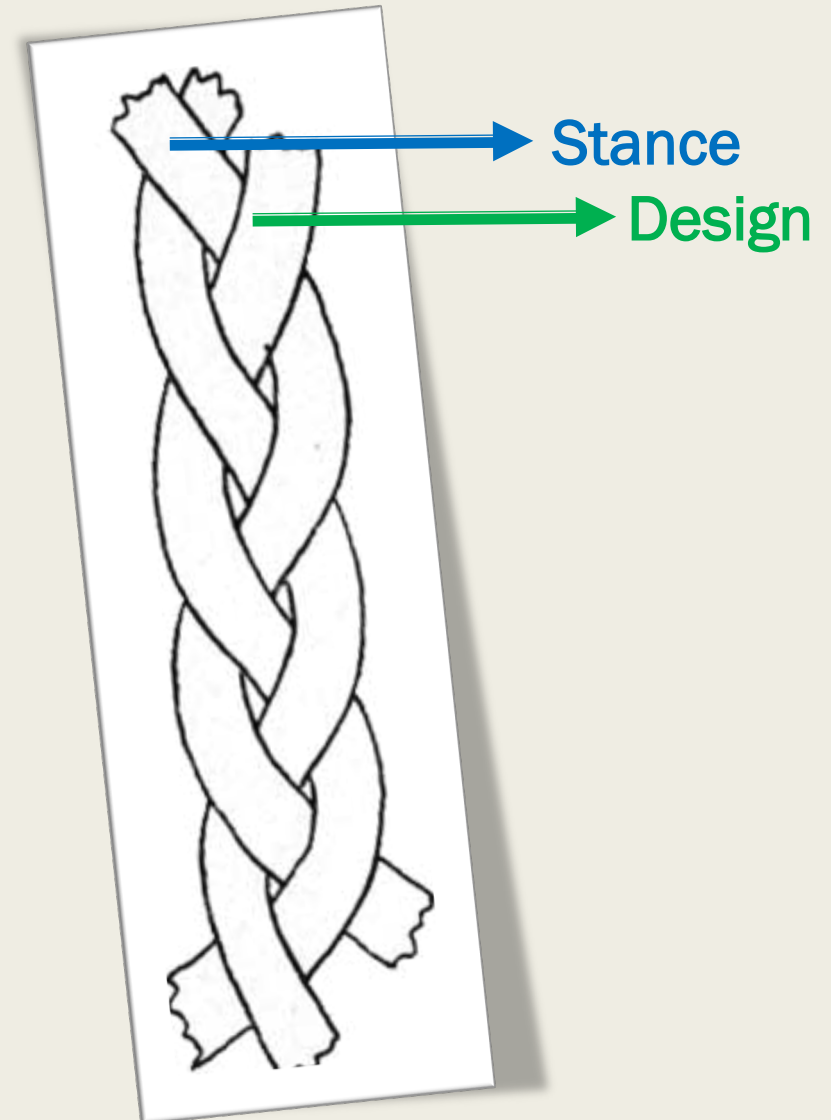


Teacher & Student

Juntos

Three Strands of the Translanguaging Classroom: **Design**

- “...intentionally connects bilingual students’ home and community language practices and identities to the language practices and identities deemed appropriate for school settings” (p.61).
- A translanguaging design for:
 - The classroom
 - The instruction
 - The assessment

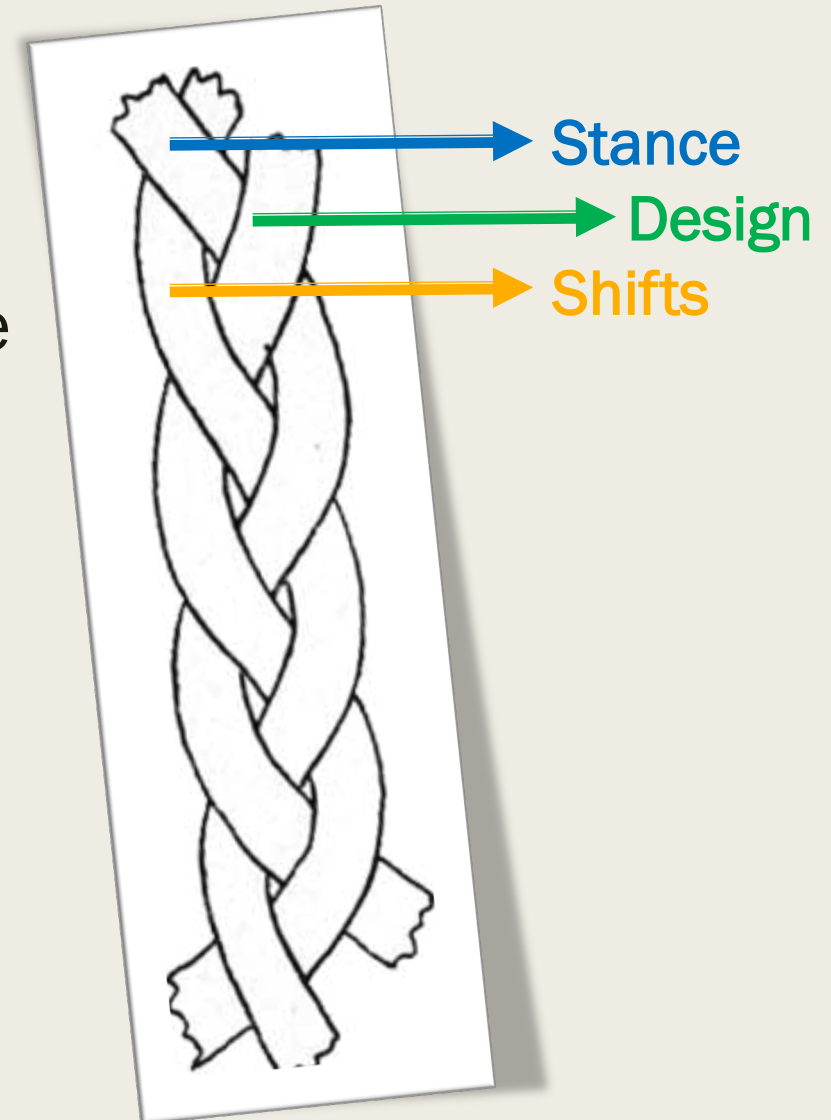


Translanguaging Design

- Organizing students into groups with different levels of home/new language proficiency
- Creating a unit that culminates in a research paper that draws on multilingual sources and centers on a topic relevant to bilingual communities
- Providing a text in two or more languages and asking students to compare/contrast the lexicon, syntax, morphology, and discourse structures
- Planning assessments that differentiate students' *general linguistic performances* from their *language specific performances*

Three Strands of the Translanguaging Classroom: **Shifts**

- “...those unplanned moment-by-moment decisions that teachers make in response to the flow of the translanguaging corriente in their classrooms” (p.77).
- “It takes a teacher willing to keep meaning-making and learning at the center of all instruction and assessment to go with the flow of the corriente” (p.28).



Translanguaging **Shifts**

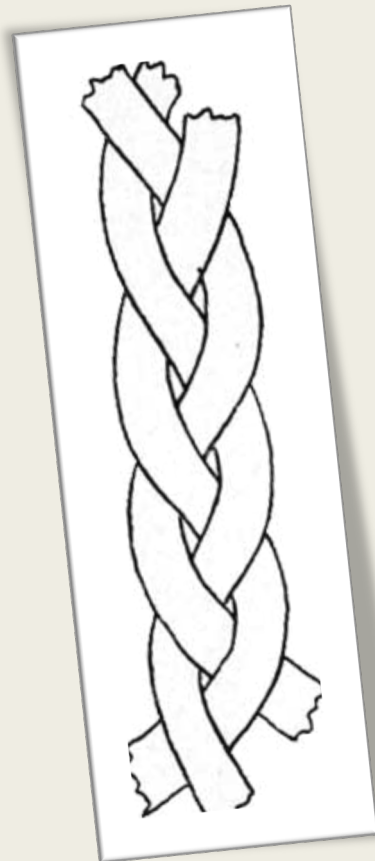
- In moments of difficulty/misunderstanding, encouraging students to talk to one another about a new concept, vocabulary word, etc., using their own language practices
- Looking up words and phrases using online translation tools and/or having students do so on their own
- Using culturally meaningful metaphors and/or stories that students relate to in order to make sense of new content

Integrating the 3 Strands: Ms. Chapman-Santiago's Classroom

- As you watch the episode of CUNY-NYSIEB's webseries, "Teaching Bilinguals (Even If You're Not One)," note where you see evidence of Ms. Chapman-Santiago's translanguaging stance, design, and shifts.



Integrating the 3 Strands: Ms. Chapman-Santiago's Classroom



■ Stance

- Importance of building relationships with bilingual students
- Importance of using students' home languages juntos with English

■ Design

- Giving the students opportunities to show what they know in their home languages AND in English
- Using home language performances to inform differentiated instruction & scaffolding (even if she doesn't understand the students' home languages)

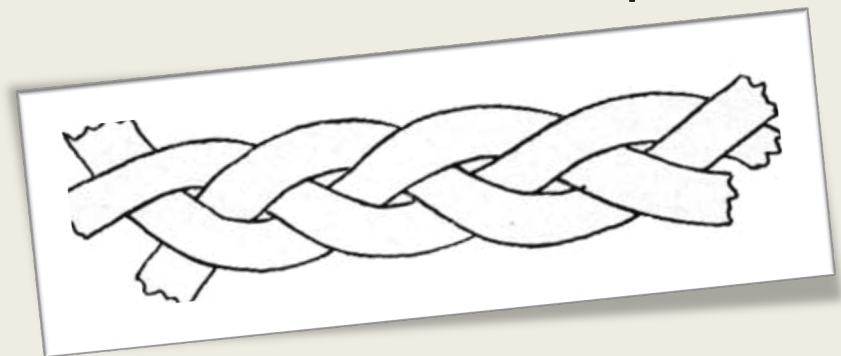
■ Shifts

- Looking at her students' "cues" during a lesson and making shifts based on those cues
- Using translation apps to have conversations with students about their lives
- Making inferences based on students' work (even if she doesn't understand what that work says)



Turn & Talk!

Now that you know what the translanguaging **stance**, **design**, and **shifts** are, can you identify any elements of your own pedagogical approach that align with these concepts?





TWO TEACHERS, TWO CLASSROOMS

Going with the flow of the corriente across
classroom contexts

Carla's Translanguaging Classroom

Who is Carla?

- 4th grade bilingual teacher in New Mexico
- Born in Puebla, Mexico; moved to the U.S. at age 10
- Spanish/English bilingual

Who are Carla's students?

- All Latino, mostly of Mexican descent
- Fall along the spectrum of bilingualism (from emergent to experienced)
- Presence of indigenous languages like Mixteco

Carla's Translanguaging Classroom

Unit: "Cuentos de la Tierra y del Barrio"

- How students, families, and local community are tied to the land and to local traditions
- Includes cuentos written by Latinx bilingual authors about land and traditions
- Includes cuentos told to them by family and community members about land and traditions

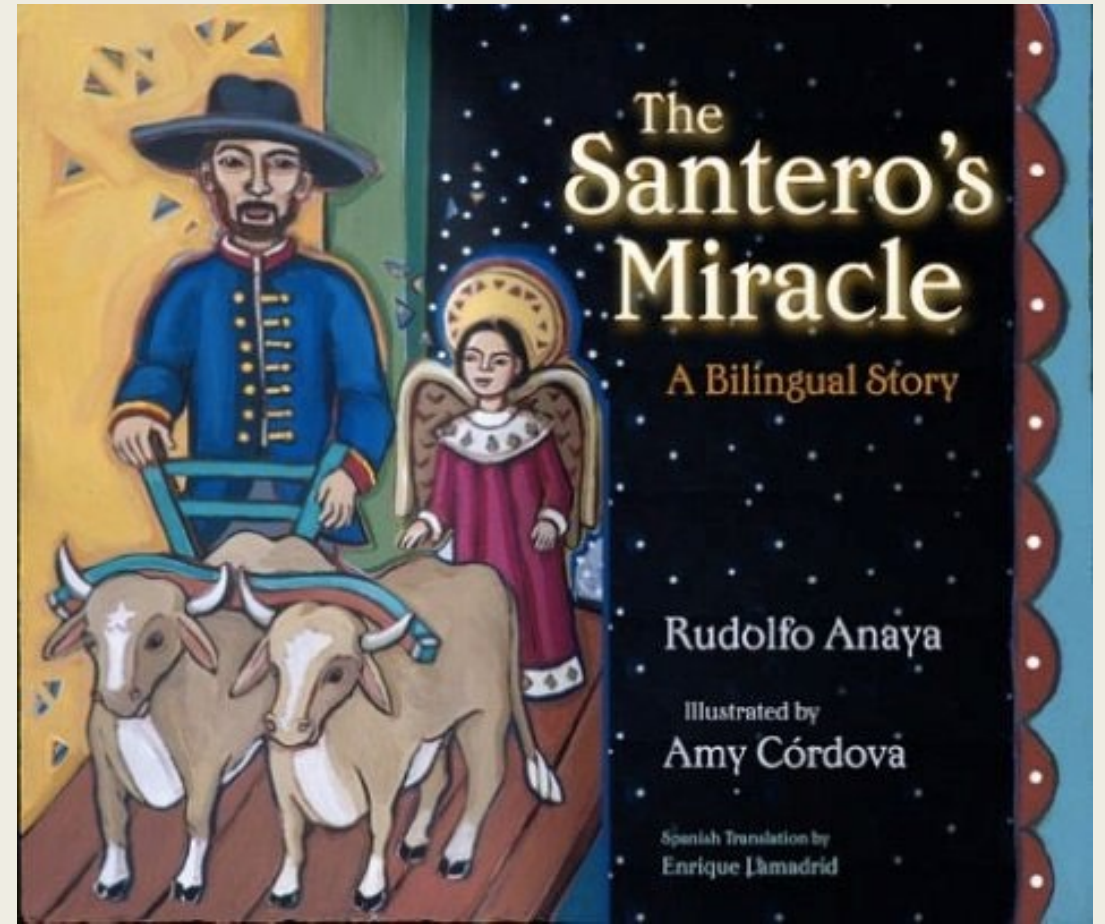
Making Space for Translanguaging: "Cuéntame Algo"

- Draws on the work of Latinx bilingual authors
- Encourages students to discuss texts & ideas using all their language practices
- Includes activities that draw on students' bilingualism and bilingual ways of knowing
- Fosters students' biliteracy **juntos**

La Corriente in Carla's Classroom

Text: *The Santero's Miracle*
by Rudolfo Anaya

- Side-by-side English/Spanish text with examples of translanguaging and culturally relevant references



La Corriente in Carla's Classroom

- Analyzing Anaya's use of language in the text

Analysis of word choice

"Little village is not the same as a pueblito. You love a pueblito, and that's why you add 'ito'. It has nothing to do with size!"

Coding/categorizing Spanish words

Informal greetings/interactions, terms of endearment, references to food, cultural practices

"Time to wake up, amor?" don Jacobo said to his wife. "Today Andrés and I finish the carving."

"San Isidro is your favorite saint," doña Sofía answered with a yawn.

"Yes, San Isidro is the patron saint of farmers. The carving will be finished by Christmas Eve when our son and his familia arrive."

"Andrés is becoming a good santero," said doña Sofía.

Ms. Chapman-Santiago's Translanguaging Classroom

Who is Ms. Chapman-Santiago?

- 8th Grade English Language Arts teacher in Brooklyn, NY
- Born and raised in the U.S., but married to a Spanish speaker
- Monolingual English speaker

Who are Ms. Chapman-Santiago's students?

- 21 students, 18 “ELLs”
- 7 languages – Arabic, Bengali, English, French, Fulani, Haitian Creole, Spanish
- Range of experiences with school literacies

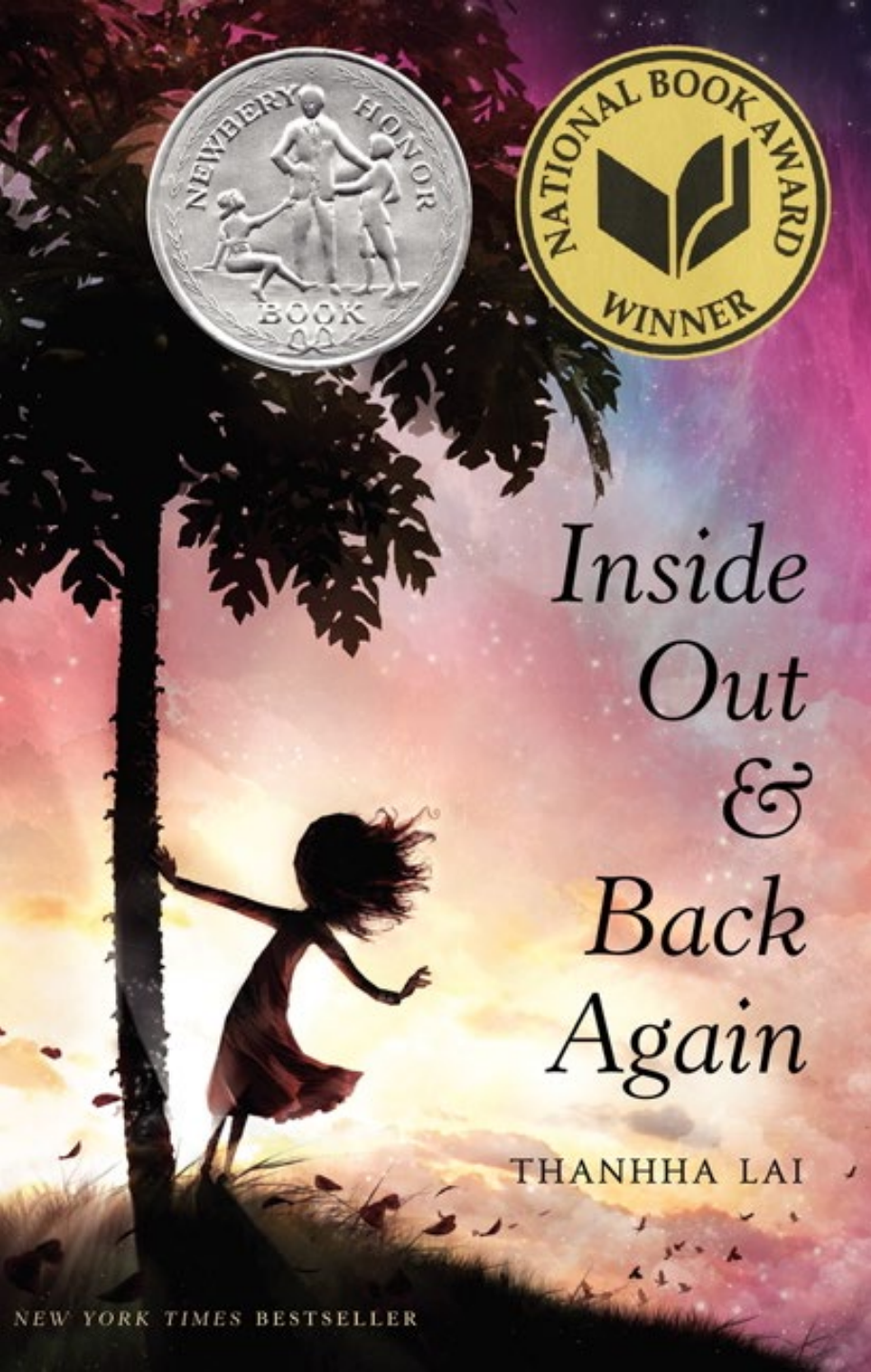
Ms. Chapman-Santiago's Translanguaging Classroom

Unit: Novel study, *Inside Out and Back Again* (Thanhha Lai)

- Tells the story of a young refugee's journey from Vietnam to Alabama after the fall of Saigon
- Comes from the NYS standards-aligned curriculum
- Performance task: Research-based, free-verse narrative poems

Making Space for Translanguaging:
Inviting ALL languages

- Each day's "do now," content, & language objectives provided in the main languages of the classroom
- Collaborative work with home-language groups/partners
- Providing a scaffolded approach to the free-verse poem assignment
- Actively encouraging translanguaging in students' poems



La Corriente in Ms. Chapman-Santiago's Classroom

- **Do now (provided in multiple languages):**
 - The author utilizes a lot of vocabulary native to Vietnam. (1) Explain your thoughts on why she didn't translate ALL the words. (2) How are you able to infer the meaning of the Vietnamese words?
- **Student responses:**
 - "I think the author didn't use all English words because maybe she wanted to show off her native language. I was able to determine the Vietnamese words because the sentences after showed the meaning."
 - "The author used not all English words because she wanted to express her feelings. I can determine the Vietnamese words by reading before and after the words it shows the meaning."

La Corriente in Ms. Chapman-Santiago's Classroom

CONTENT OBJECTIVE:

- Students will be able to build knowledge and understanding about the elements or components of a narrative free verse poem.
- Los estudiantes serán capaces de construir conocimiento y comprensión de los elementos o componentes de una narración en verso libre poema.
- Les étudiants seront en mesure de développer les connaissances et la compréhension des éléments ou composantes d'un récit libre poème en vers.
- والطلاب سوف تكون قادرة على بناء المعرفة والفهم عن عناصر أو مكونات السرد حرة الأية القصيدة.
- Elèv yo ap kapab bati konesans ak bon konprann sou eleman yo oswa eleman nan yon naratif gratis powèm vèsè.
- শিক্ষার্থীরা একটি আখ্যান বিনামূল্যে পদ্য কবিতা উপাদান বা উপাদান সম্বন্ধে জ্ঞান এবং বোঝার নির্মাণ করতে সক্ষম হবে.

■ Additional translinguaging objective:

- Analyze and use translinguaging as a literary device
- Lens for analyzing poems in the book AND for writing their own poetry

La Corriente in Ms. Chapman-Santiago's Classroom

Emergent Bilinguals Tier 2 - This is just a template to get you started. Use "1975: Year of the Cat" as a model for your personal free verse poem. Also, you may use as much of your home language as desired. You may use Google Translate where necessary.

Title _____

- Stanza 1** Describe your holiday using your home language
- Stanza 2** Discuss what you eat and whether you dress in special clothes
- Stanza 3** Discuss your traditions
- Stanza 4** Discuss what people do and say
- Stanza 5** Describe things you can and cannot do
- Stanzas 6 -10** Discuss the best or the worst experience you have had on this holiday

Stanza 1 Today is _____
The first day
Of _____

Stanza 2 Every _____
We eat _____
We wear _____

Stanza 3 In our family
(insert traditions)
(insert traditions)

Stanza 4 Everyone in my country
(insert traditions)
(insert traditions)

Stanza 5 Things we can do
(insert traditions)



Turn & Talk!

Now that you've seen examples of two different teachers in two different programs leveraging the translanguaging corriente, think about **your own context**: what opportunities exist? What challenges might you face?

Leveraging the Corriente in YOUR Classroom: **Some First Steps**

- Communicate a **juntos** stance to students in your classroom
- Make space for translanguaging within programmatic language structures
- Supplement curricula with multimodal texts that are culturally-sustaining and normalize translanguaging
- Create classroom designs that actively and purposefully leverage students' bilingualism/biculturalism and encourage translanguaging

Leveraging the Corriente in YOUR Classroom: Some Resources



CUNY-NYS INITIATIVE ON EMERGENT BILINGUALS

ABOUT US ▾ TRANSLANGUAGING RESOURCES ▾ WEBINAR ARCHIVES RESEARCH & REPORTS ▾ VIDEOS ▾

CUNY-NYSIEB

A project of the Research Institute for the Study of Language in Urban Society (RISLUS) and the Ph.D. Program in Urban Education



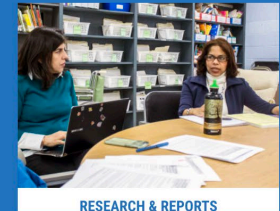
TRANSLANGUAGING GUIDES



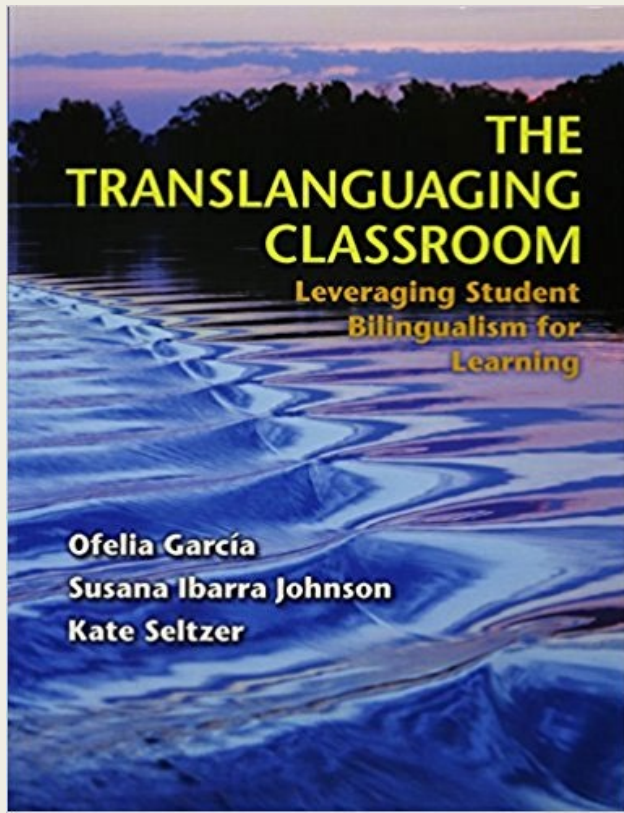
CULTURALLY RELEVANT BOOKS



TRANSLANGUAGING RESOURCE VIDEOS

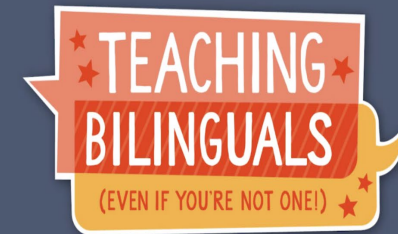


RESEARCH & REPORTS



Teaching Bilinguals (Even if You're Not One): A CUNY-NYSIEB Webseries

Join CUNY-NYSIEB Research Assistant, Sara Vogel, on a journey across New York City and State to learn how teachers draw on their students' diverse language practices as resources in their learning!



Episode 4: Knowing Your Students

Ms. Charene Chapman-Santiago, an 8th grade English Language Arts teacher at Ebbets Field Middle School in Brooklyn, tells us how she gets to know her students — despite not always sharing their language backgrounds.

For more information, see: Chapter 3: *Documenting Students' Dynamic Bilingualism* from: García, O., Johnson, S. I., & Seltzer, K. (2016). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Philadelphia: Caslon Publishing.



