



Applying translanguaging strategies in the Greek EFL classroom

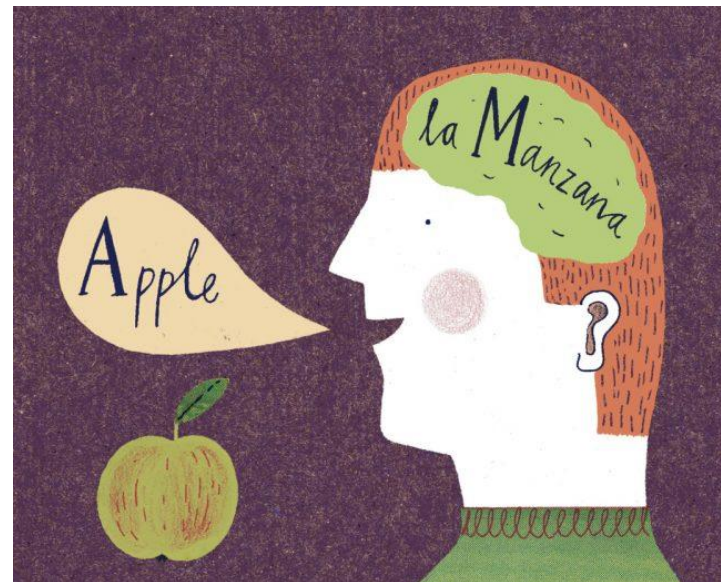
We've seen so far that...

- Translanguaging refers to the language practices of bilingual people (Garcia, 2009, p.3)
- Translanguaging is used as a strategy to ignite bilingual learners' language learning repertoire. (Garcia, Flores & Woodle, 2015)

We've seen so far that...

- Translanguaging refers to both the discourse practices of bilinguals, as well as to pedagogical practices that use the entire complex linguistic repertoire of bilingual students flexibly in order to teach rigorous content and develop language practices for academic use.
- For those who are at the beginning points of developing an additional language like English, those we call **emergent bilinguals**, translanguaging strategies may be the only way to teach rigorous academic content, as well as develop language.

But...if translanguaging refers to the discourse practices of bilinguals, how is it that translanguaging can be used as a pedagogical strategy for Greek EFL learners???



Translanguaging can also benefit EFL learners

- In the EFL context translanguaging augments the possibility of creating the students' own repertoires through scaffolding during learner-learner interaction. (Rasman, 2018)
- Translanguaging can facilitate the comprehension of L2 notions. (Pacheco, 2016)

Translanguaging activities in the EFL context

- Language comparisons
- Translingual news jigsaw
- Magic translator
- Translingual text challenger
- Translingual 'Facebook' friend report
- Translanguaging from notes
- Culture share
- Meshed news report
- Five sentences
- Translingual posters

(Anderson, J. (2017). Ideas for translanguaging in the EFL/ESL classroom.

Retrieved from:

http://www.jasonanderson.org.uk/downloads/Jasons_ideas_for_translanguaging_in_the_EFL_ESL_classroom.pdf)

Integrating translanguaging strategies



(From Daniel et al. 2017, p. 10)

Integrating translanguaging strategies for the 4 skills

Reading

- pair weaker with stronger EFL learners and/or if possible bilingual reading partners ,
- give time to discuss difficult passages,
- multilingual books,
- multilingual language tools (dictionaries),
- interactive word walls (content areas)

Translanguaging strategies for the 4 skills

Listening

- Allow students to discuss what they heard together,
- Allow students to use their complete language repertoire when speaking,
- Use translation when appropriate

Translanguaging strategies for the 4 skills

Speaking

- Group students so that they can use the same language resources,
 - Model translanguaging for the students, by using it in class discussions,
 - Have individual/group conferences using translanguaging to check comprehension, to ensure understanding, to make language connections

Translanguaging plays central functions in the two phases of the collaborative talk

While trying to make sense of the task at hand, translanguaging plays a role in:

- paraphrasing the task in the worksheet
- identifying and describing available knowledge to solve the task
- solving managerial aspects.

When jointly constructing answers, translanguaging is used to:

- set forward a particular formulation in terms of content
- hypothesize . recast and correct previous information . negotiate meaning
- quote from sources and worksheets
- show disagreement/agreement and appraisal
- provide counter-arguments
- discuss appropriate wording

(Duarte, 2016, p. 162)

Translanguaging strategies for the 4 skills

Writing

- bilingual writing partners if possible,
- pre-write using all their languages, then ask them to select one language in which to publish,
- practice writing for a bilingual audience,
- make connections between words, for example cognates,
- brainstorm on the board using different languages

Writing tools

“Writing as Dialogue”

1. Double Entry Journal
2. Dialogue Journal
3. Free Write and Guided Free Write
4. Oral Language and Dictation
5. Writing from a Different Perspective
6. Interviews
7. Letters
8. Exit Slip
9. The Gist
10. Lifting a Line
11. Writing as Readers – Using Mentor Texts

“Writing and Multimodalities”

1. Talk on Text: Wall Talk, Visual Essay & Text Graffiti
2. Writing from Photographs
3. Multimedia Production as Writing
4. Drama
5. Drawing

Setting the classroom for translanguaging

1. **The visual space**

- Use a bulletin board to hang students' photos and a short student-created bilingual biography.
- Hang a welcome sign in multiple languages.
- Invite students to bring an artifact from home (photo, small keepsake, etc.) to display in a special place in the classroom.
- Hang student work in multiple languages throughout the classroom

Setting the classroom for translanguaging

2. The organization of the classroom

Display bilingual resources prominently.

- Seat students in small groups to allow language and academic support.
- Group informational charts thematically to aid comprehension. (i.e. In a multi-subject classroom, Math charts in one area and Science in another; or in an ELA classroom, grammar charts in one area, Fiction charts in another, etc.)
- Include visuals and translations on informational charts where possible.
- Create a multilingual, interactive word wall.
- Create easy access to online resources for translation, visual support, or bilingual research

https://www.youtube.com/watch?v=b6z1u1ivlWY&list=PL72WgjD2ZG73igLh_vzv_69InjarivfKS5&index=5

And remember...



Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.

— *Paulo Freire* —

AZ QUOTES

