

# CREATING TRANSLANGUAGING SPACES ACROSS CLASSROOM CONTEXTS

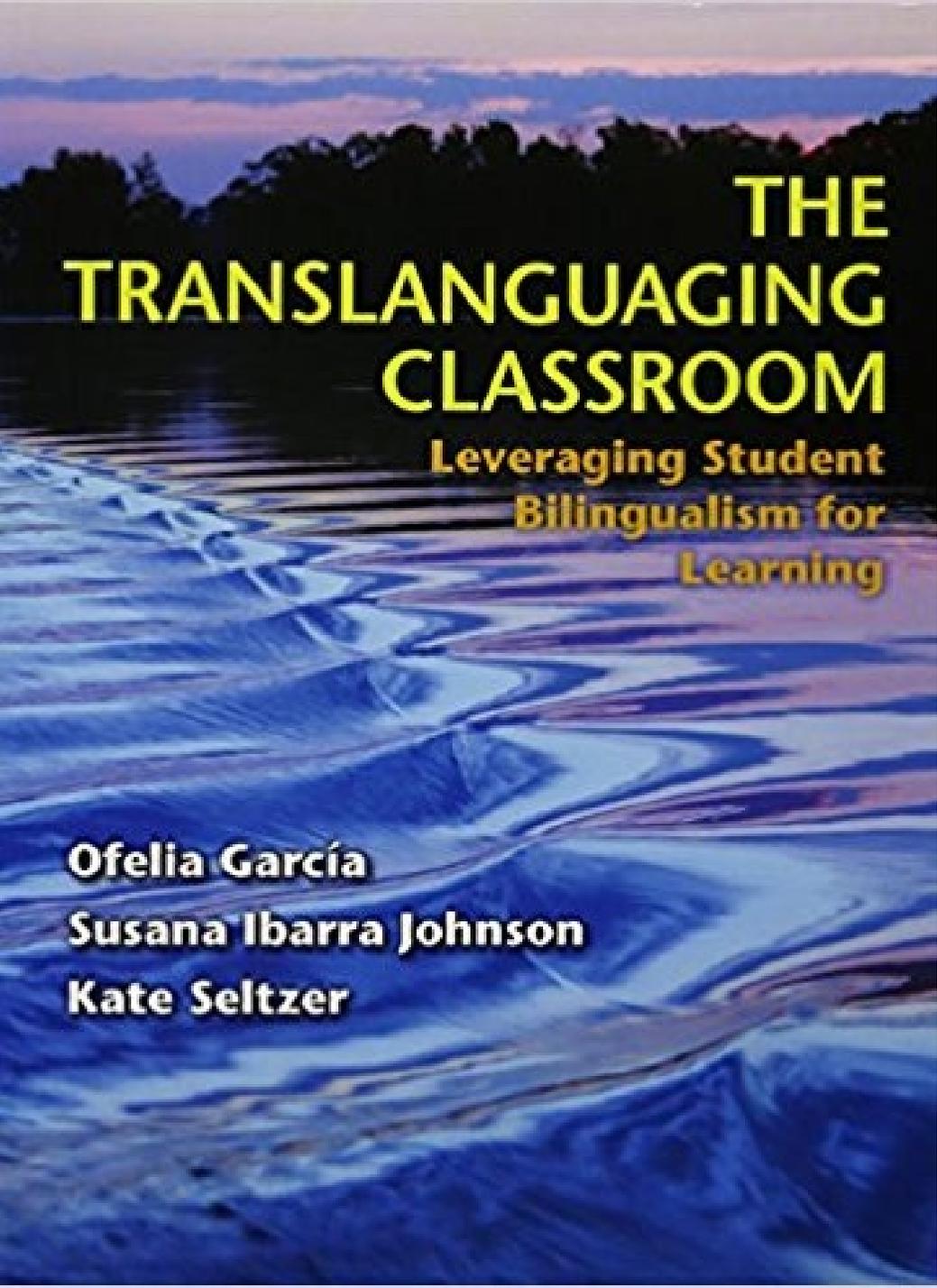
Dr. Kate Seltzer  
Rowan University

Keynote Address, English Language Learners Summit  
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# 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?**

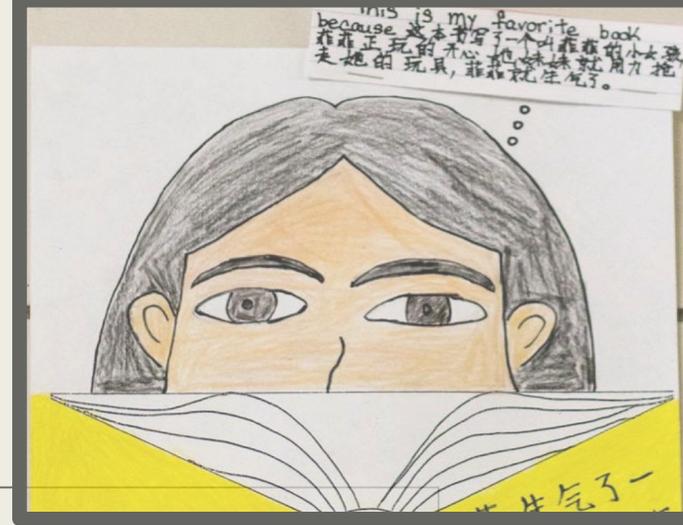
# Two Perspectives:

## 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

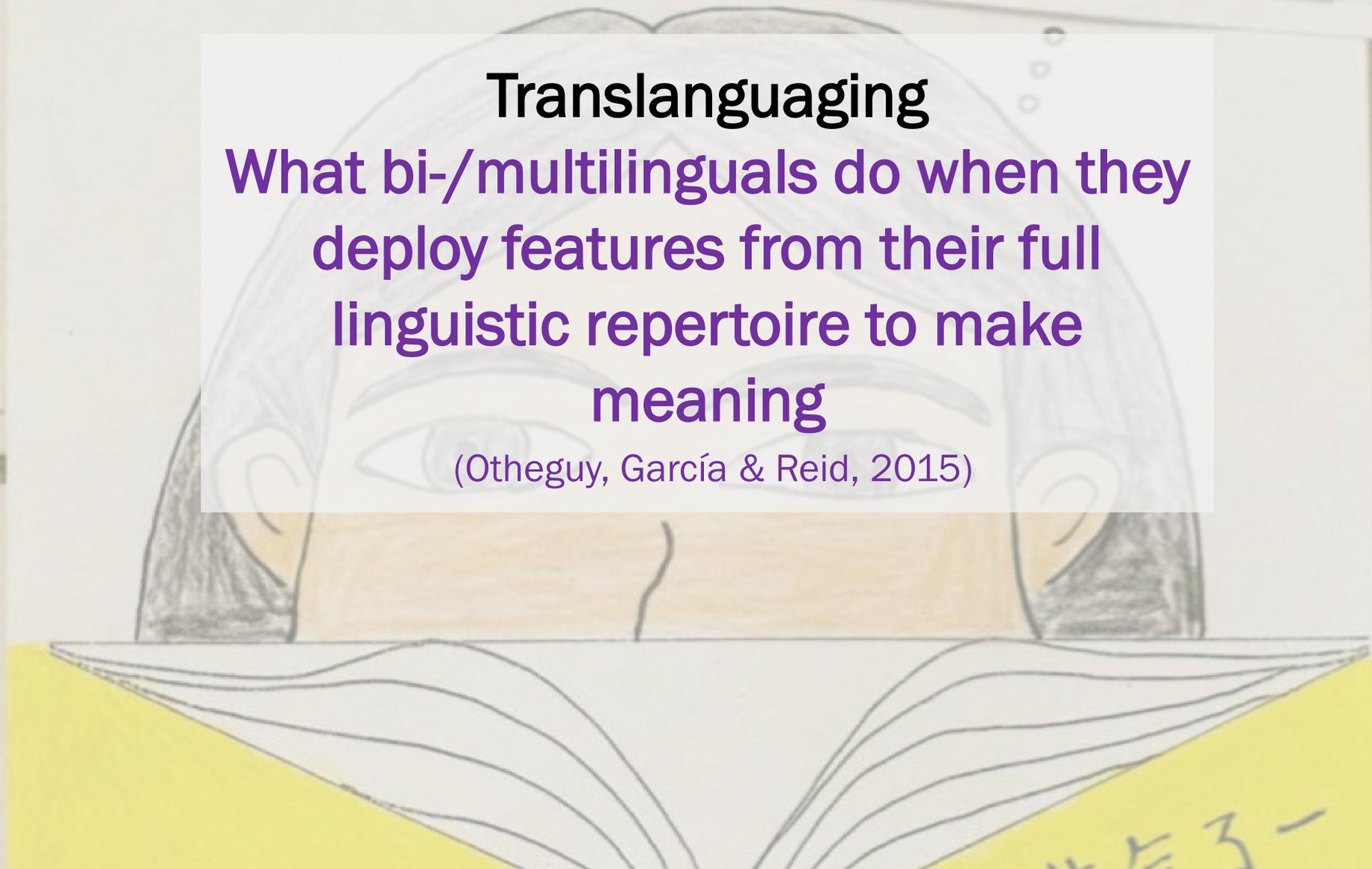
hello 妈妈 friend 食  
品 favorite 作者 book amigo

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

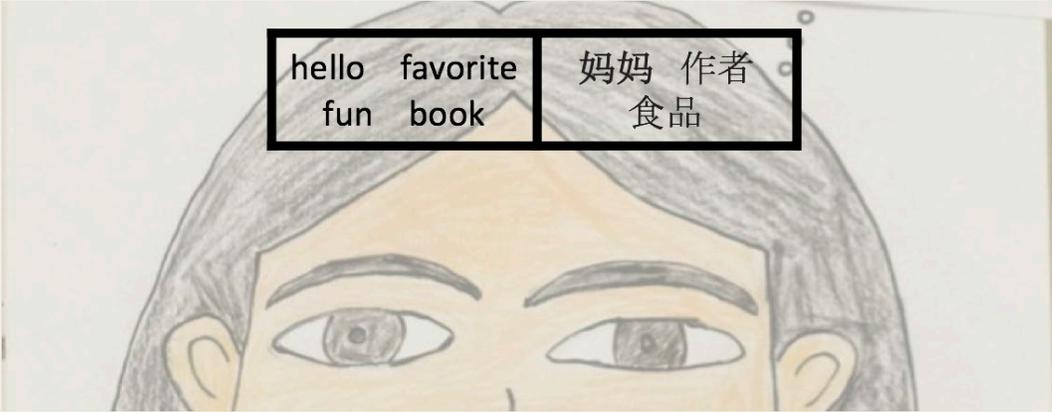
What bi-/multilinguals do when they  
deploy features from their full  
linguistic repertoire to make  
meaning

(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?

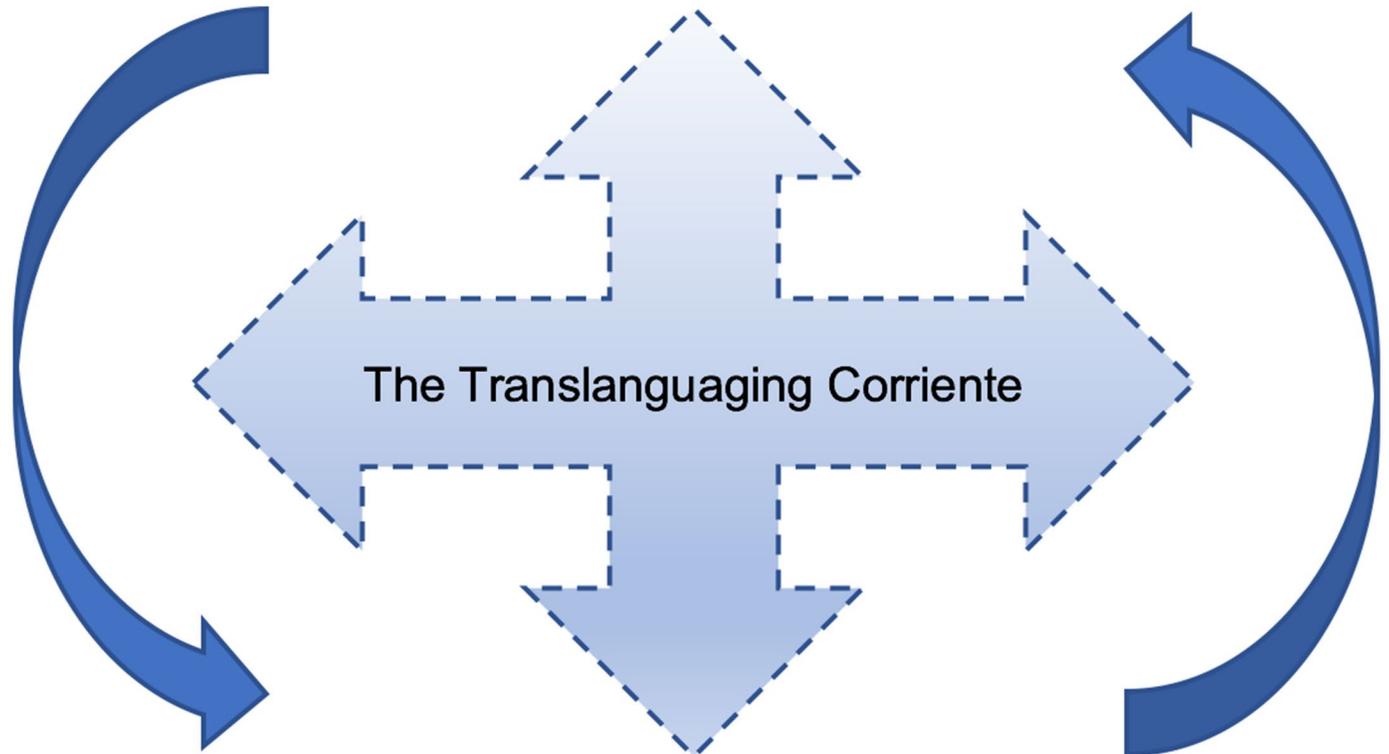
1. Support students as they engage with and comprehend complex content and texts
2. Provide opportunities for students to develop linguistic practices for academic contexts
3. Make space for students' bilingualism and bilingual ways of knowing
4. Support bilingual students' socio-emotional development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

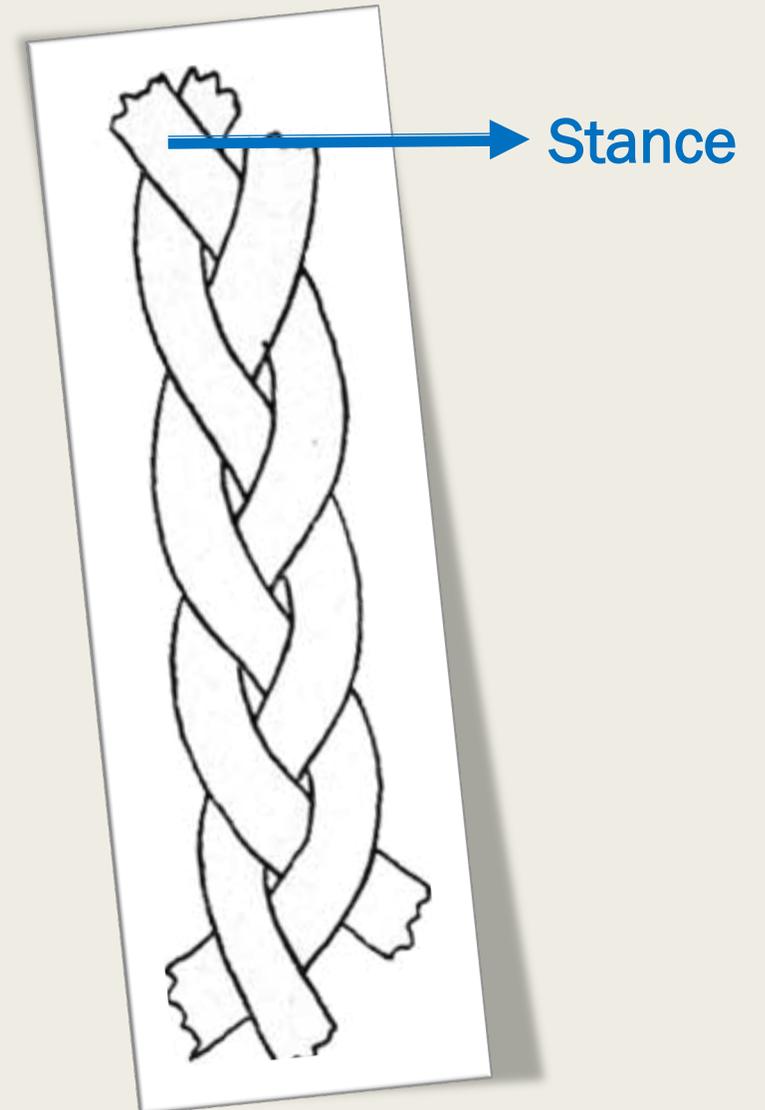


## Teacher’s Translanguaging Pedagogy

- 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

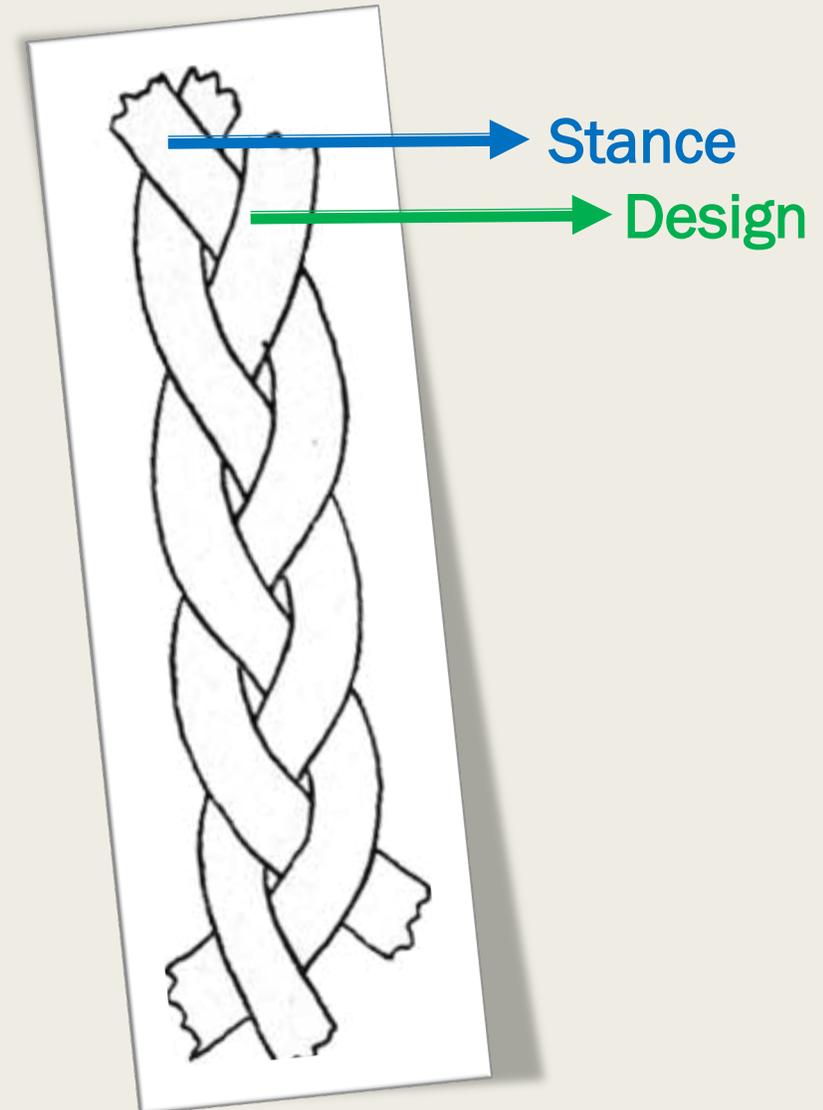


Teacher & Student

**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

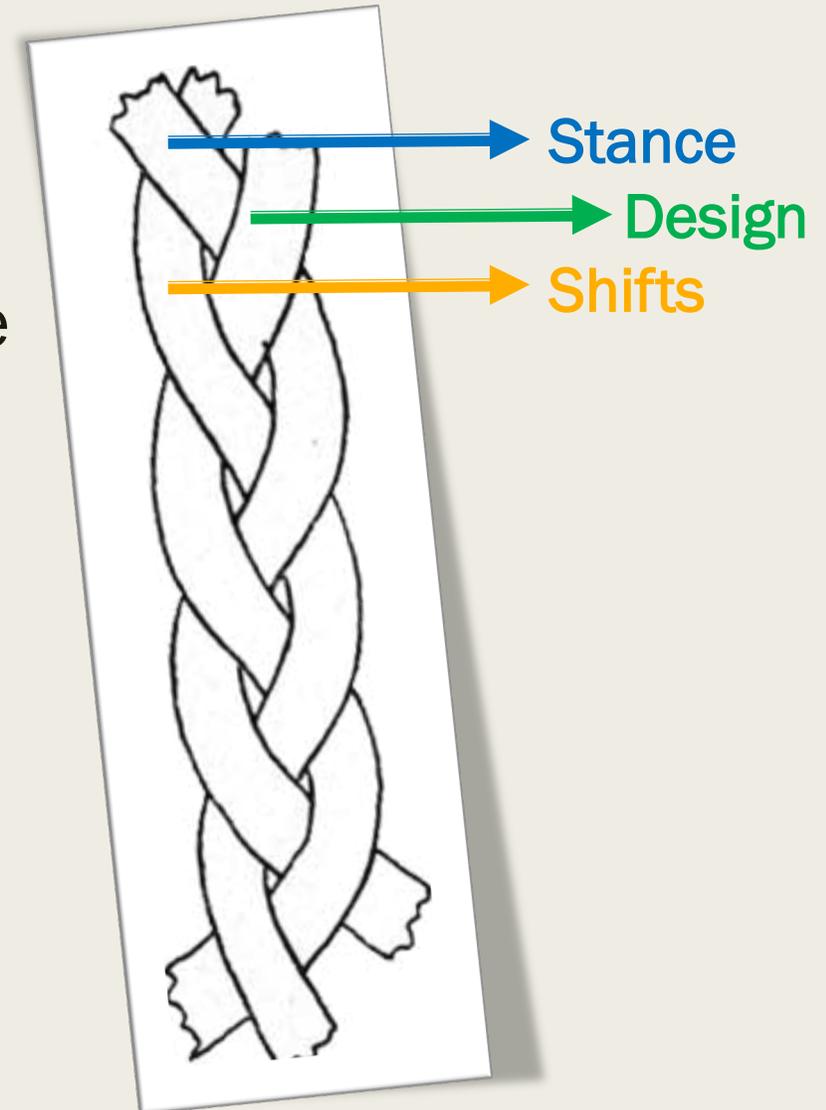


# Translanguaging Design

- 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**

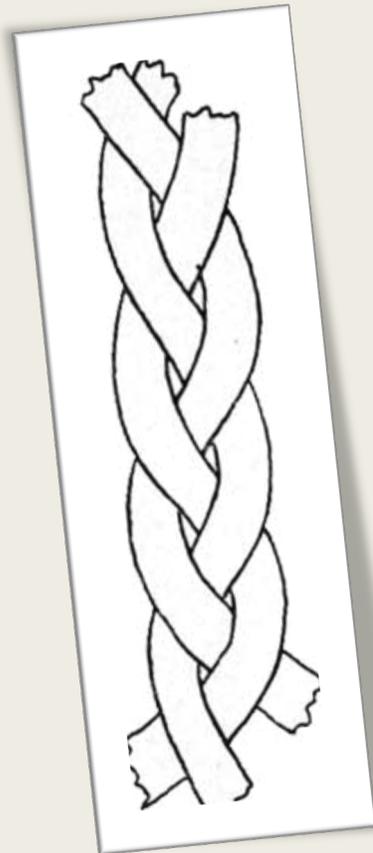
- In moments of difficulty/misunderstanding, encouraging students to talk to one another about a new concept, vocabulary word, etc., using their own language practices
- Looking up words and phrases using online translation tools and/or having students do so on their own
- Using culturally meaningful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

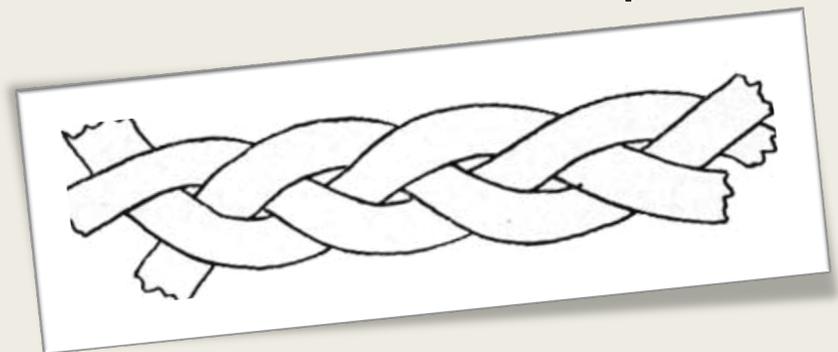
## ■ Shifts

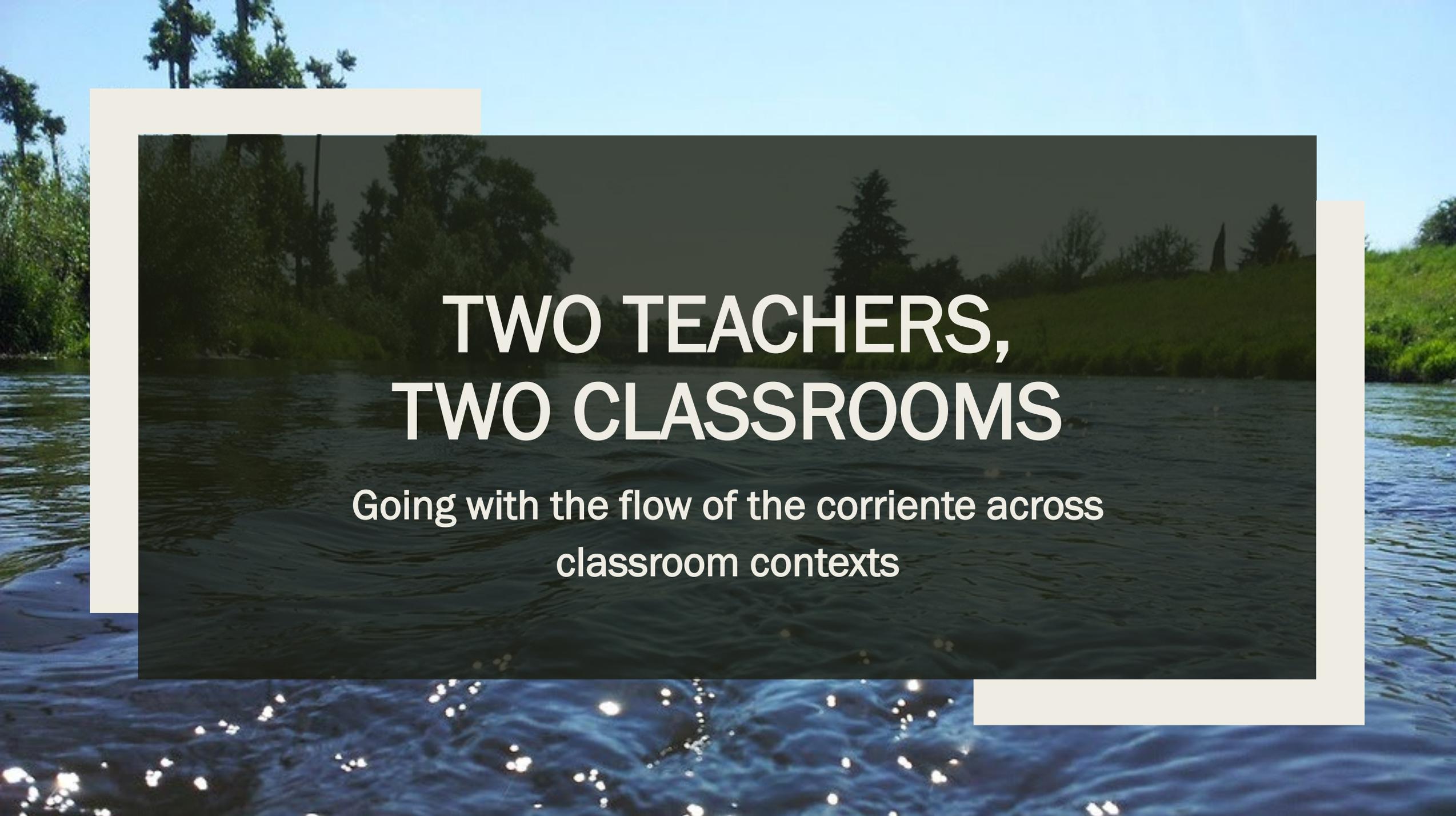
- Looking at her students' "cues" during a lesson and making shifts based on those cues
- Using translation apps to have conversations with students about their lives
- Making inferences based on students' work (even if she doesn't understand what that work says)



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?

- 4<sup>th</sup> 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

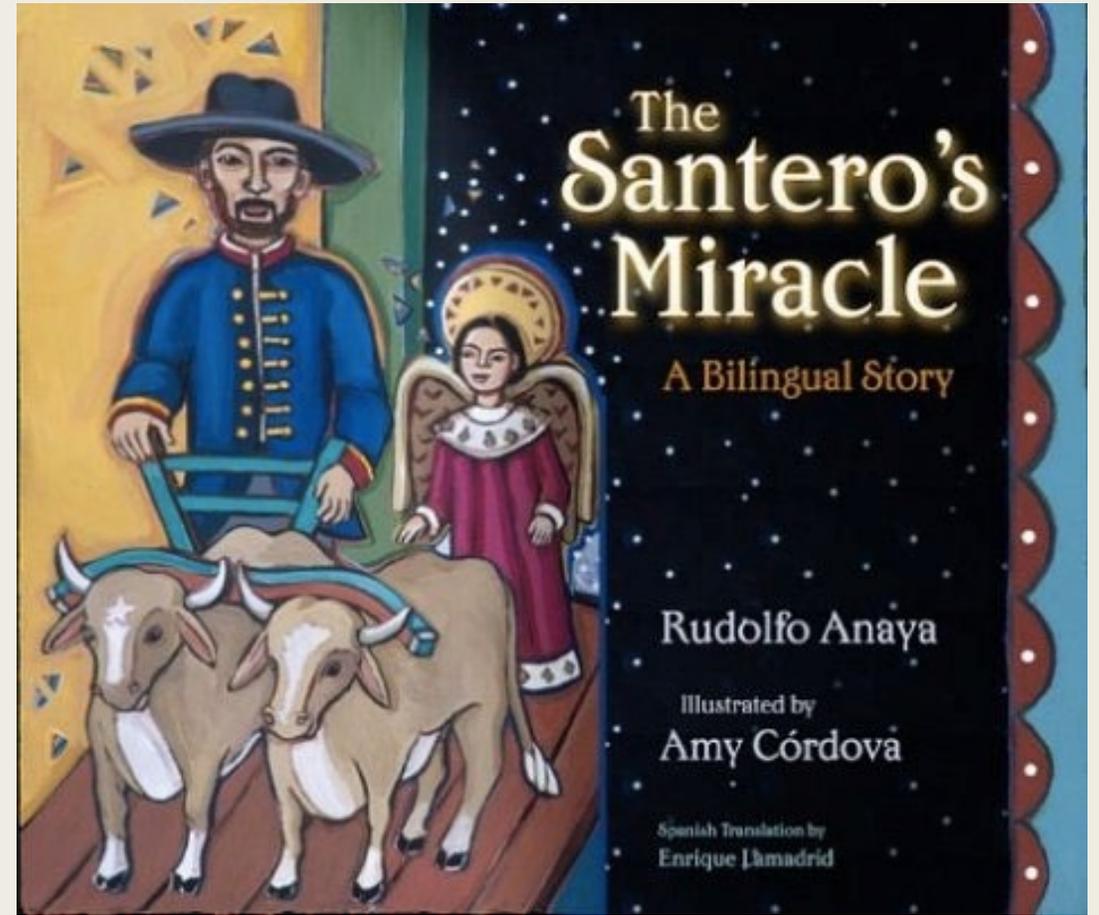
## Making Space for Translanguaging: "Cuéntame Algo"

- 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?

- 8<sup>th</sup> 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

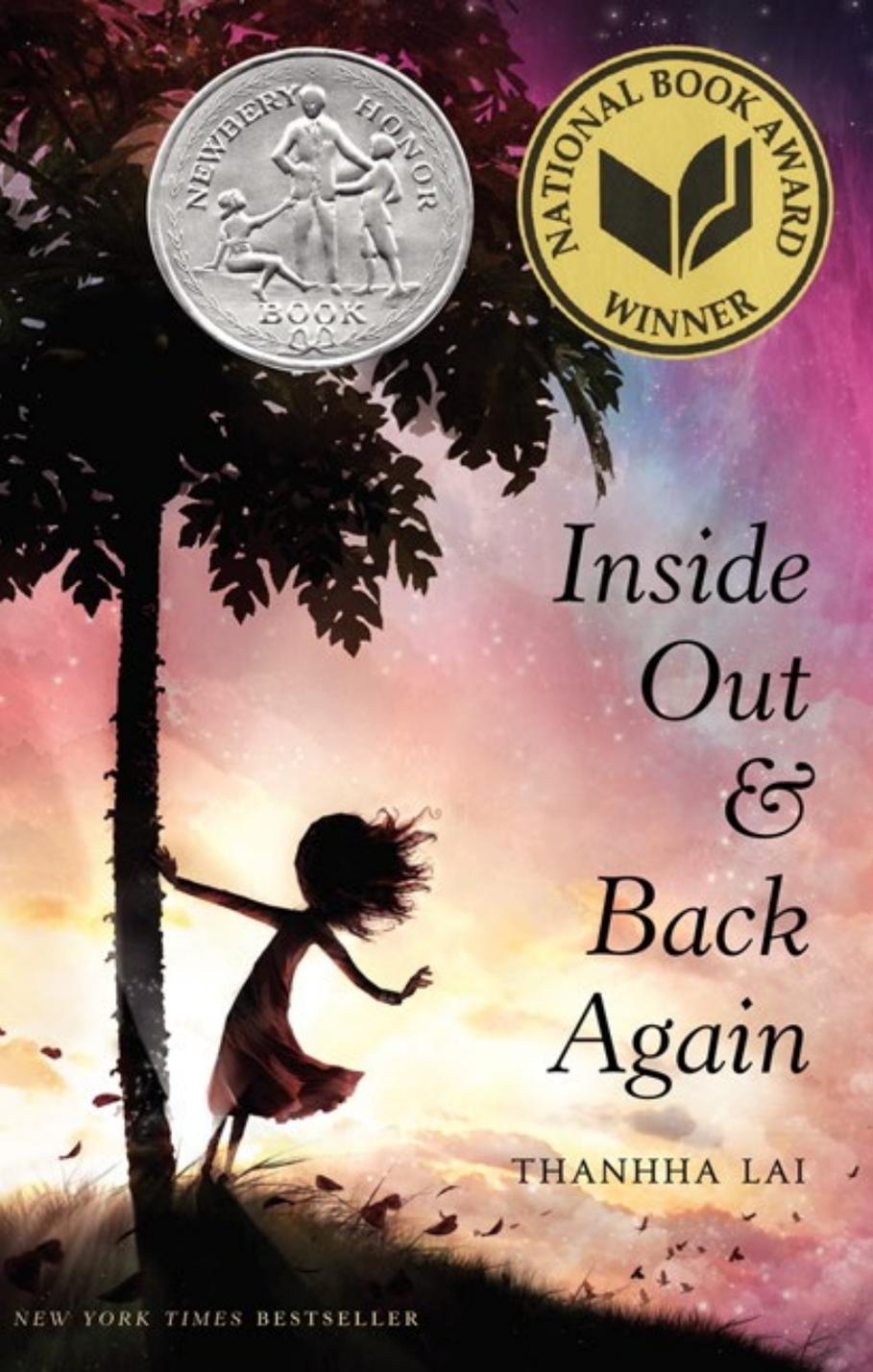
# Ms. Chapman-Santiago's Translanguaging Classroom

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)

# La Corriente in Ms. Chapman-Santiago's Classroom

Title \_\_\_\_\_

Stanza 1 Today is ~~Jan 1 2002~~<sup>002</sup>  
The first day  
of January 1 2002

Stanza 2 Every 002  
We eat Rice and Lome  
We wear Nel close and the no of  
the close is 002

Stanza 3 In our family ~~we don't~~ we stay together  
(insert traditions) ~~we don't~~ we don't  
(insert traditions) ~~that we don't~~

Stanza 4 Everyone in my country ~~we don't~~ we don't and  
(insert traditions) ~~and we don't~~ Fun  
(insert traditions) ~~we don't~~ Camady

Stanza 5 Things we can do is we can grant a ~~lot~~  
(insert traditions) ~~and we can~~ rise  
Things we cannot do ~~to party~~ ~~to go to~~ ~~to work~~  
(insert traditions) Family

Stanzas 6-10 Discuss the best or the worst experience you have had on this holiday

LA FETE DE  
TRENTE-UN

Today is Trente-un  
The First day of  
bonne Annee.

We eat Allieke-poisson,  
Frite, poulet, Igname etc...

We wear nice clothe like  
Robe, pantalon, habit.

In our Family we  
pray and we eating  
After eat we dancing,  
and have Fun.

Everyone in my country  
party, people give us  
~~money~~ a money and  
we have Fun.

Things we can do  
Kids like us can  
go outside and  
party with there  
Friends or Family.

We cannot put  
the petard in  
the Floor.



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

## 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



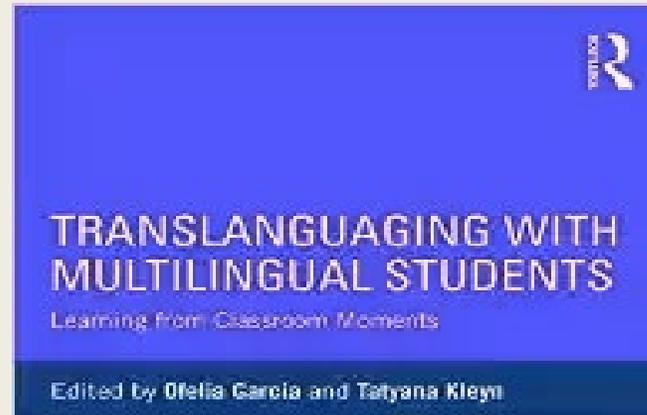
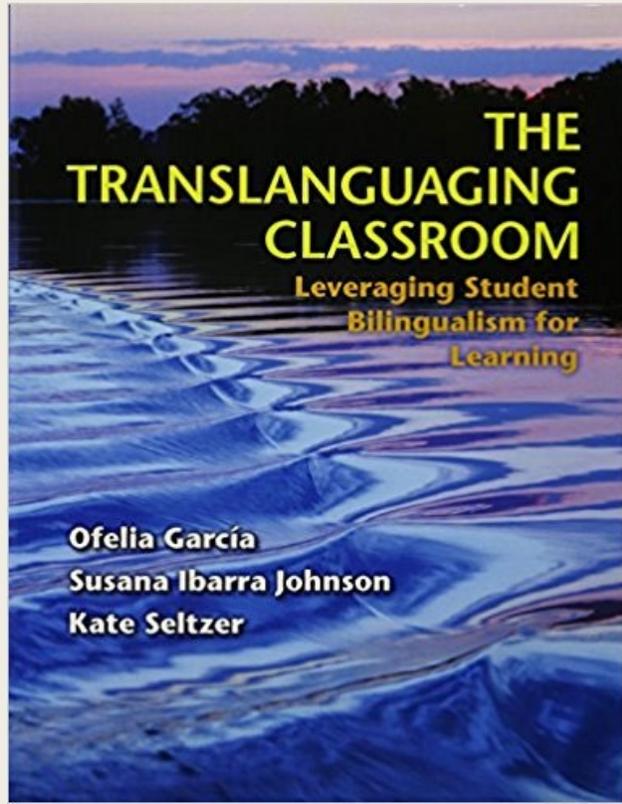
CULTURALLY RELEVANT BOOKS



TRANSLANGUAGING RESOURCE VIDEOS

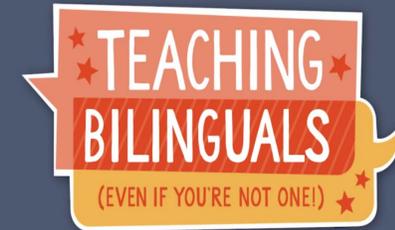


RESEARCH & REPORTS



## 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.



