

(GOING
BEYOND)
TRANSLANGUAGING
101

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Goals of session

1. To define and “de-mystify” translanguaging
2. To provide a framework for understanding translanguaging
3. To share examples of translanguaging in classrooms



What is translanguaging?

What it *isn't*:

- Not simply use of primary language support in teaching English or another language
- Or the use of examples in multiple languages to teach something
- Not just codeswitching between languages

So what is translanguaging?

A general definition:

“the ways bilingual and multilingual students draw on all of their linguistic resources to make meaning as they communicate and engage in tasks in the classroom and beyond” (Wright, 2019, p. 303).

Yes, *languaging* as a verb!



Translanguaging includes...

Linguistic resources

- Language features
 - Lexical and structural features of language (e.g., words, phonemes, morphemes, tense systems, pronoun systems, gender distinctions...)
- Also **language practices** in and out of the classroom
 - Which occur in different languages
 - In different locations (home, school, communities...)
 - With different people
 - On different occasions/for different tasks



What is translanguaging?

For classroom teachers...

this means focusing on **translanguaging pedagogies**, and more specifically, **translanguaging strategies**, which go beyond using primary language support to help students learn academic content in English or another L2 to support their multilingual development and identities.



But first - Why use translanguaging?

4 purposes:

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 ways of knowing
4. Support students' socioemotional development and bilingual identities

(Garcia, Johnson, & Seltzer, *The translanguaging classroom*, 2017)

A Translanguaging Framework

3 Essential Strands for a Translanguaging Pedagogy:

- Stance
- Design
- Shifts



A Translanguaging Stance



- A system of beliefs that teachers draw on to develop their pedagogical framework
 - Includes philosophical and ideological beliefs about the role of language, culture, and social identity in teaching and learning
 - EXAMPLES:
 - A bilingual child's complex language repertoire is a resource, not a deficit.
 - The many different language practices of bilingual learners work together, not separately.
 - Classroom space must be used creatively to encourage language collaboration

Source: Garcia, Ibarra Johnson, Seltzer (2017, p. 27)



Translanguaging Design

- The deliberate design of classroom spaces, instruction, and assessments that integrate home and school language and cultural practices
 - Includes units, lessons, and classroom assessments
 - Goal is to help students reduce the distance between home and school practices

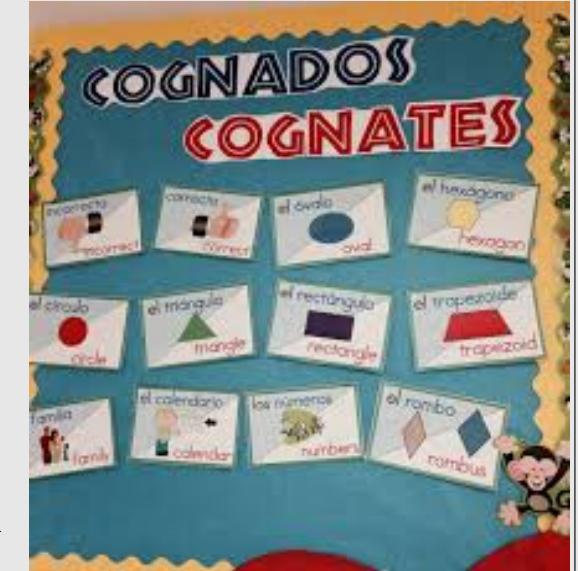
Source: Garcia, Ibarra Johnson, Seltzer (2017, p. 28)

Translanguaging Design

- EXAMPLES:

- Multilingual spaces: bilingual posters and signs, multilingual word walls and cognate charts, student work in English and students' home languages, tradebooks and materials in multiple languages, family and community members coming to class to share stories and experiences in HL, listening centers where students can hear the content in different languages
- Instruction: Creating collaborative groups that share common languages – students can discuss texts using their home languages and do research using multilingual reading material on the Internet (in an ESL context, the assessment task may still be in English)
- Assessment: A 7th grade math unit – students create bilingual children's books that explain geometric concepts using English and another language with culturally relevant examples. A reading/literature unit – students discuss and then write about what would have happened in a story if the characters had been bilingual.

Source: Garcia, Ibarra Johnson, Seltzer (2017, p. 63, 78)





Translanguaging Shifts

- Unplanned moment-to-moment shifts that teachers make in the classroom to change the course of the lesson
 - Include changes in planned content and language uses in instruction and assessment in order to release/support students' voices and help them be successful in the classroom
 - EXAMPLE:
 - After receiving blank looks and stares while explaining a homework assignment on heredity, an ESL teacher stopped and asked students to turn and talk to each other in Spanish, Mandarin, French or another HL about whether they looked like other people in their family or not.

Source: Garcia, Ibarra Johnson, Seltzer (2017, p. 63, 78)

Examples of Translanguaging



Elementary classrooms: Andy Brown, 5th grade General Ed./ENL teacher in NYC

My Advice to Teachers on How to Incorporate Translanguaging (1:24)

<https://www.cuny-nysieb.org/classroom-videos/ambassador/andy-brown/>

Other examples – Your turn!

Examples of Translanguaging



Elementary/Middle classrooms: Elyn Ballantyne-Berry, an ENL teacher in a K-8 school in Chinatown, Manhattan

EP 3 - Teaching Bilinguals (Even If You're Not One): Bilingual Superpowers (4:46, until 3:50)

https://www.youtube.com/watch?v=aP7NILgtVa8&list=PLKnGgeC-vBEeto7Zhm6f6zbwre0AQ_6S_&index=6&t=0s

[Other examples – Your turn!](#)

Examples of Translanguaging



Higher education classrooms: A writing tutor in a college class with an international student – focus is on article usage

Tutoring session with Yuki (8:38 – show until 3:30)

https://www.youtube.com/watch?v=By3oaK_VD-M

Other examples – Your turn!

Keep multilingual identities in mind



Higher Education classrooms: International Students speak about their writing and their professors (University of Michigan)

Students Speak: What Multilingual Students Wish Their Professors Knew
(3:20)

https://www.youtube.com/watch?v=4481a3_xio



Translanguaging Pedagogies

To develop your own translanguaging pedagogy, start with a view that integrates these three strands:

- **Stance** – a system of beliefs about the role of language, culture, and social identity
- **Design** – deliberate design of classroom multilingual spaces, instruction, and assessments
- **Shifts** – a willingness to make moment-to-moment changes

Translanguaging: Selective and strategic

It supports

- The 4 purposes of translanguaging
 - Support students as they engage with complex content and texts
 - Promote language practices for academic learning
 - Make space for students' bilingualism and ways of knowing
 - Support students' socioemotional development.
- Students' multilingual identities
- Social justice in teaching and learning





HOW COULD YOU
USE/EXPAND
TRANSLANGUAGING
IN YOUR SETTING?

Share the ways...



Selected References

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Thank you!

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