

WITESOL Presentation, Going Beyond Translanguage 101 - Melanie Schneider
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A.7.1 REFLECTING AND PLANNING FOR A TRANSLANGUAGING PEDAGOGY

Strand of Translanguaging Pedagogy	Reflected in My Teaching?*	How Can I Adapt My Current Pedagogy to Make Space for Translanguaging?
<p>Stance</p> <p>To what degree do I</p> <ul style="list-style-type: none"> • Think of students' languages and cultural practices as equally valuable and interrelated? • Value and include students' families and communities in their education? • Challenge traditional hierarchies (e.g., teacher/student, English/additional language, native/non-native speaker) and work toward a more just classroom (and society)? 		
<p>Design</p> <p>To what degree do I</p> <ul style="list-style-type: none"> • Design the physical space of the classroom for collaboration; design a multilingual and multi-modal ecology? • Design instruction so that all learning promotes translanguaging (e.g., in unit planning, classroom activities, strategies)? • Design assessments that include different constituents? • Design assessments that differentiate between general linguistic and language-specific performances? • Design assessments so that they can be performed with or without assistance? 		
<p>Shifts</p> <p>To what degree do I</p> <ul style="list-style-type: none"> • Allow for flexibility and changes to my design that are responsive to students' needs, interests, and language practices? 		
<p>Comments</p>		

*1, none; 2, some; 3, a lot.