

Effective implementation of translanguaging pedagogy in TESOL classrooms.



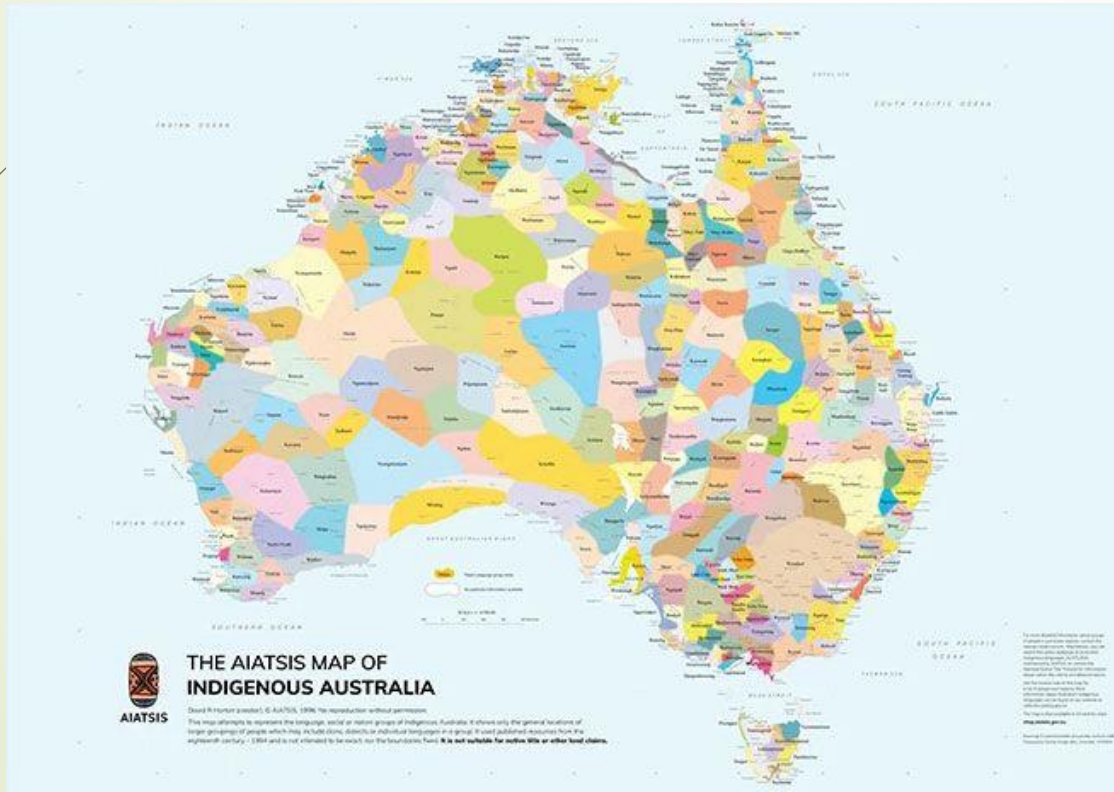
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Yuggera/Jagera and Turrbal country Meanjin (Brisbane)




Gurumba bigi
(Goo-roo-mba big-i)

[G'day in Yugara language]

To learn how to say 'G'day' in other QLD Indigenous Languages:
<https://www.brisbanetimes.com.au/national/queensland/how-to-say-g-day-in-your-local-indigenous-language-20170920-p4yw0k.html>

About me...





How many 'words/phrases' do you know in other languages?

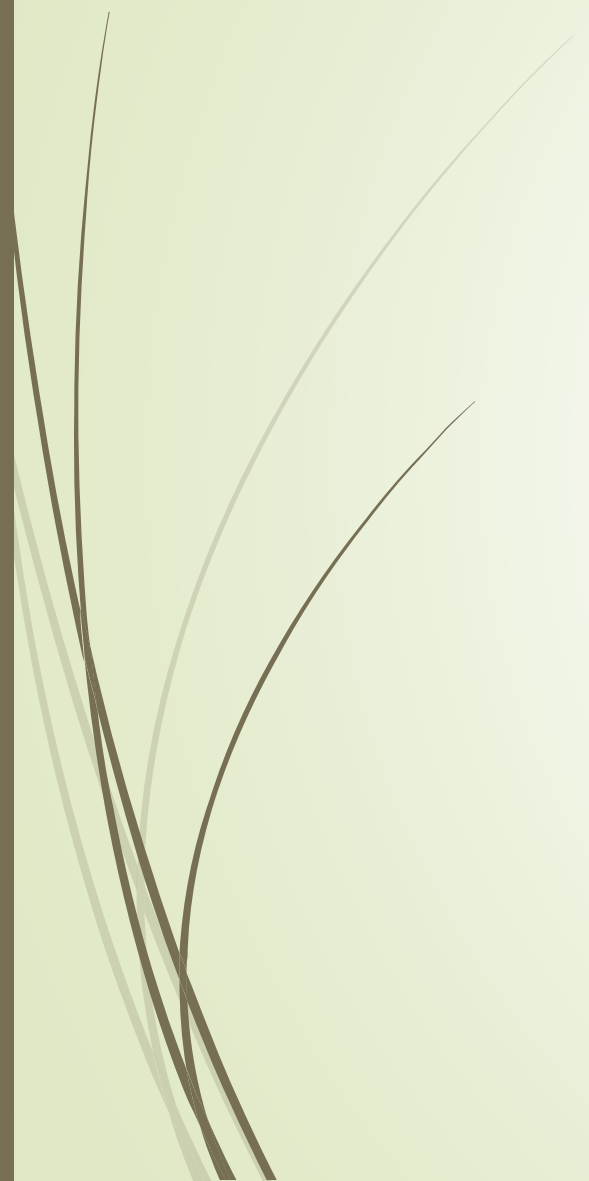
Tack

Bonjour

Croissant,
baguette,
Vin rouge
fromage

Ichi, ni, san, shi, go

Feliz Navidad





Translanguaging

A magnifying glass with a white handle and a circular lens is positioned in the center of the slide. The lens is focused on a large white question mark. Numerous other white question marks of varying sizes are scattered throughout the background, creating a sense of inquiry and exploration.

- The What?
- The Why?
- The How?

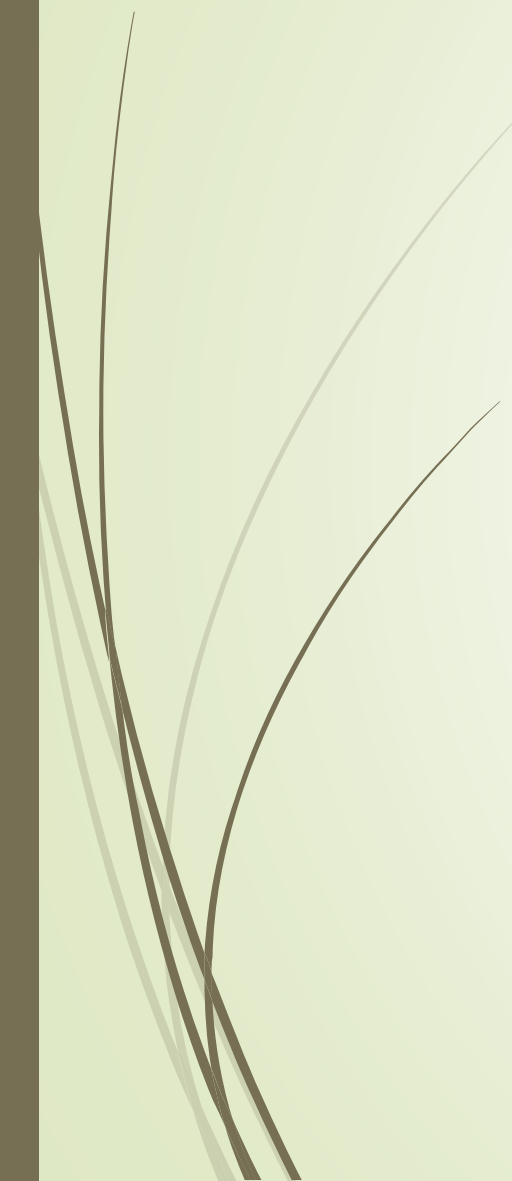


Translanguaging

- ▶ The term translanguaging was first used in Welsh by **Cen Williams** to refer to a pedagogical practice where students alternate languages for the purposes of reading and writing or for receptive and productive use.
- ▶ **Ofelia García used the term and expanded it in her book**, *Bilingual Education in the 21st century: A global perspective* (2009). Malden, MA and Oxford: Wiley/Blackwell



Shift in perspective

- Languages
 - Language learners
 - Language as a resource (NOT a barrier)
- 

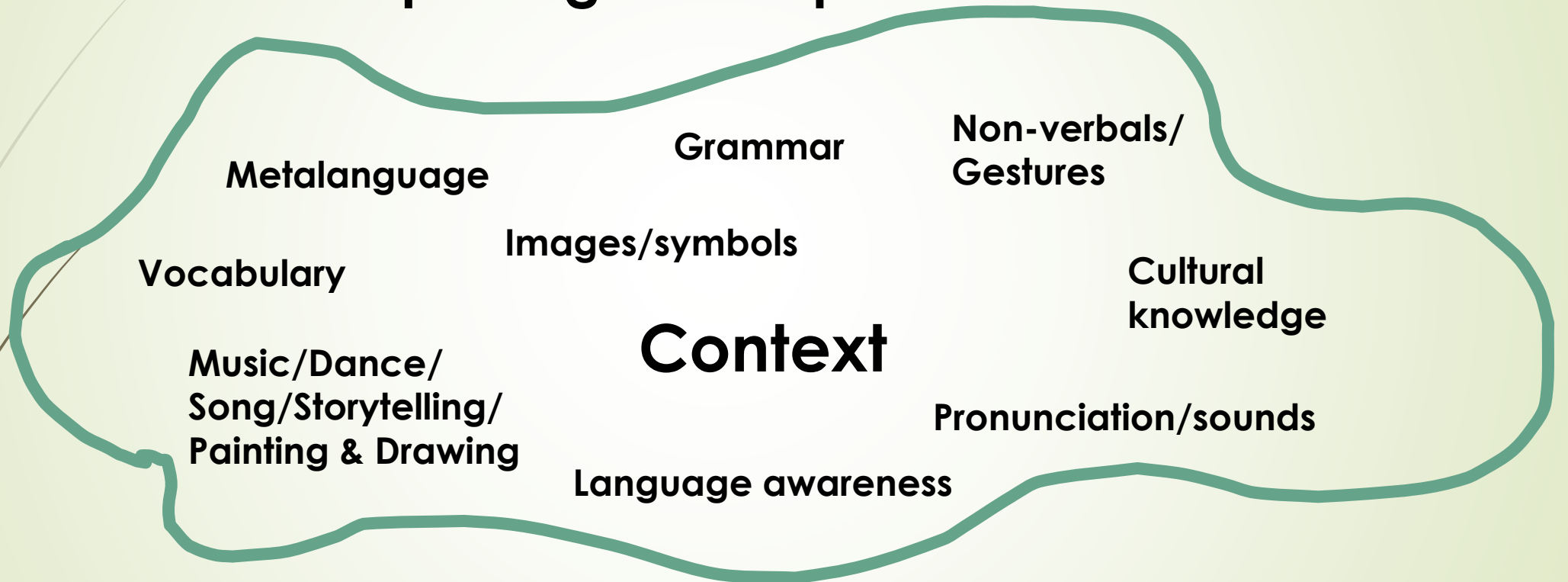
Language as a resource

- Bilingualism as a **superpower**.... Viewing and Using language as a resource



View of languages and language learners

One unique linguistic repertoire



Fluid, flexible, creative, with agency.



“Translanguaging can be understood on two different levels:

From a **sociolinguistic perspective**, it describes the **fluid language practices of bilingual communities**.

From a **pedagogical perspective**, it describes a pedagogical approach whereby teachers **build bridges** from these language practices and the language practices desired in formal school settings”

Flores & Schissel, 2014, as cited in Garcia, Johnson & Seltzer, p2. The translanguaging classroom: Leveraging student bilingualism for learning.



Consider for a moment..

You have just moved to Belarus... You do not know much (if any) Belarusian or the Cyrillic alphabet.. What would you do to 'survive'?

You need to buy apples at the market.. What would you do to 'prepare'?

After 6 months in Belarus you have to pass an evaluation on your teaching ability, but it is only in Belarusian. How would you feel?



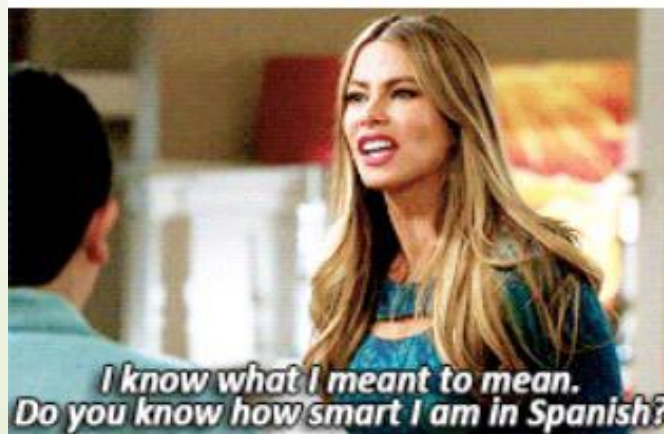
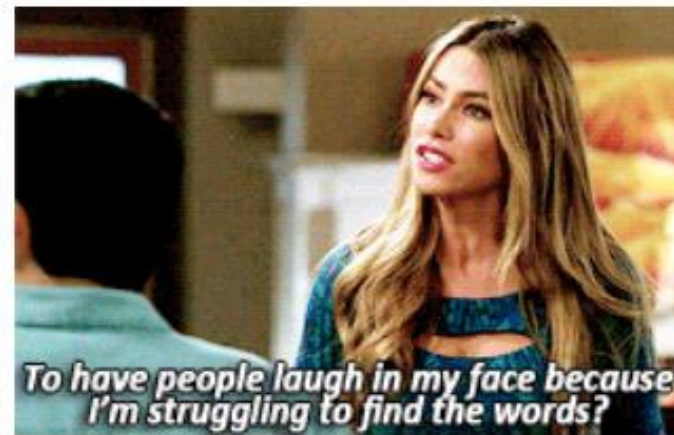
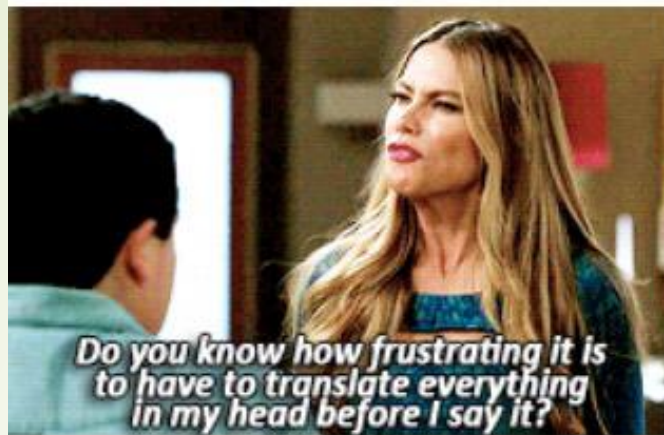
Consider:

- ▶ **Frustrating** when you are limited to only one of your resources (and it may not be your strongest)
- ▶ **Knowledge and understanding of concepts** is not limited to the language in which it was learnt.
- ▶ Even though you were limited to one resource (at the market), you would probably **use other resources to plan**/create your request prior to the interaction.
- ▶ We can **think in any language/mode** and then interact using one language.

Bilingual
(mode)

Monolingual
(mode)

Bilingual continuum





Translanguaging Pedagogy

What translanguaging pedagogy is **not**....

- ▶ Translating everything all the time
- ▶ The teacher knowing the students' language and translating
- ▶ A homogenous classroom where all students have the same home language.
- ▶ Creating silos of groups of students who speak the same language
- ▶ A 'free for all' where all languages are used all the time in any manner



Translanguaging pedagogy

Translanguaging is the language practices of bilingual individuals.

- ▶ **Translanguaging as pedagogy** means that the **teacher is aware** that the linguistic repertoire of the students goes **beyond that of the language practices in the classroom**, and that she **taps into that repertoire flexibly and actively** to educate.
- ▶ **Translanguaging as pedagogy** refers to any instance in which the students' **home language practices are used to leverage learning**.
 - ▶ In some cases, the teacher **plans** those translanguaging spaces actively and supports them through teacher-led specific activities.
 - ▶ In other cases, the teacher **allows those translanguaging spaces to happen moment-to-moment**, as she engages bilingual students in learning and students themselves make choices about their language use.
- ▶ Whether translanguaging as pedagogy is used as an **active teaching practice**, or as a **student learning process**, it is always used **strategically**, and is never random.



WHY do translanguaging pedagogy

- ▶ Bilingualism as a **superpower**.... Viewing and Using language as a resource
- ▶ Using all language knowledge to learn additional language
- ▶ Using language flexibly, meaning making purposes – increase bi/plurilingual competencies
- ▶ Social justice – valuing all languages and therefore, all cultures and identities.
- ▶ Disrupting ideologies of 'lack of', 'deficit', 'loss', 'failure'.
- ▶ Home language maintenance
- ▶ Language revitalisation
- ▶ Emotional well-being of students
- ▶ Empower students, Agency.
- ▶ “Use all their language resources to engage with difficult material at all times, to learn from different sources, and to self-regulate their learning” .*
- ▶ “Experiment and “play” with all their language resources, building not only metalinguistic awareness, but also potentializing their divergent thinking and creativity”. *

* (p.10 Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators Published in 2014 by CUNY-NYSIEB, The Graduate Center, The City University of New York, 365 Fifth Avenue, New York, NY 10016).



HOW....

You do not have to understand the language/s of your learners!!

You just need to provide encouragement and space for learners to make full use of their unique linguistic repertoires in **appropriate ways** at **appropriate times**.



Move beyond memorisation and recall

Engage learners in higher order thinking tasks:

- creation
- critical thinking
- negotiation
- application

Cross, R. (2022). *Pushing the pedagogical boundaries: New tools to forge new approaches to TESOL*. ACTA Conference



Examples of translanguaging: Sociolinguistics course

How do you say “Go Away”

Expression/Phrase

Social Situation

Lists of vocabulary – noticing similarities/differences.

Using language requires creativity in constructing 'new' phrases' drawing on existing knowledge.

Metalinguage

Teach the teacher your language



Laura Wright • 1st
Educator / Entrepreneur
3w • 🌐

How do I say that in your other #languages? Today we did a quick #vocabulary study connected with our #mathematics unit on perimetre and area.

What do you notice?

Are there any #patterns within a language or across the languages?

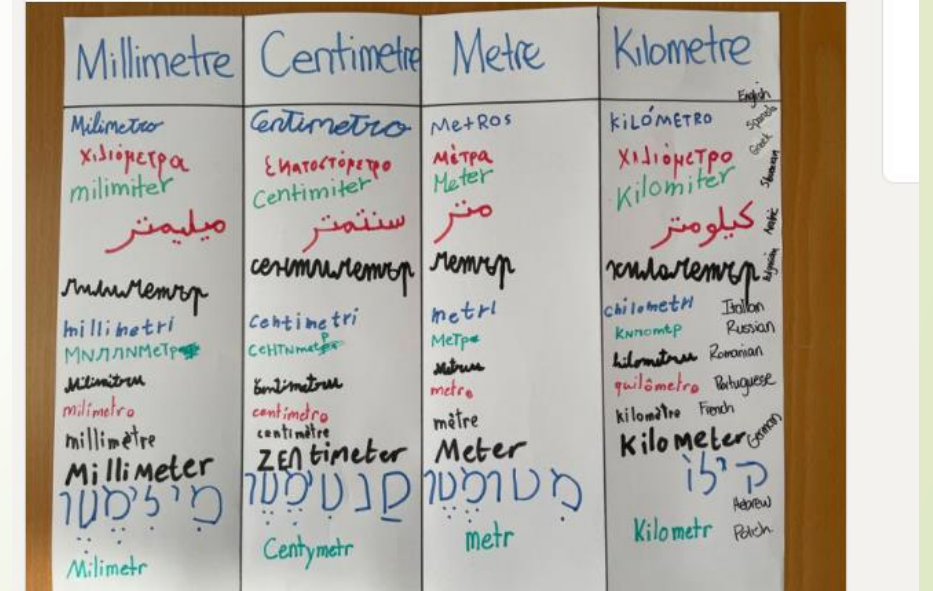
"In every language you can see one part repeated... metre, metri, metro..."

"Even in #Arabic and #Hebrew!"

"But the part that is the same is at the beginning"

"that's because they are written the other way" student reads each word running her finger under it to show the direction.

#multilingualism #multilingual #bilingualism #bilingual #plurilingual
#plurilingualism #translanguaging #language #learning #teaching
#learningenglish #teachingenglish



Prácticas


Match the ads with the events below:

1. An auto show
2. An international concert
3. A carnival
4. A comedian from Argentina
5. A calypso/reggae festival
6. A flea market

What strategies/linguistic resources were you using to complete the task?

The collage contains the following advertisements:

- TROPICAIRES FLEA MARKET**: Abierto los viernes de 8:00 AM a 9:00 PM. Admisión gratis para vendedores y compradores. Espacios gratis para venta de garaje los viernes. Comida internacional. 15 acres con parking gratis. Una de las más extensas variedades de plantas. TROPICAIRES FLEA MARKET, 7751 S.W. 40 STREET - MIAMI, FLORIDA 33165, TELEFONO: (305) 264-1738.
- CARNIVAL MIAMI**: Tienen el gusto de invitarles a otra interesante exhibición de afiches conmemorativos que participaron en el cuarto concurso anual buscando al afiche ganador que anunciará los populares festejos. * GRATIS * abierto al público el lunes 29 de enero y el martes 6 de febrero. Vestibulo de The Miami Herald, One Herald Plaza, Miami, Florida. En exposición las obras originales de los siguientes artistas.
- U.S. Sports Cars Sports Car Show**: ¡Visite la Exhibición de Autos Exóticos y Deportivos más Grande y Fantástica de Estados Unidos! LA EXHIBICION DE AUTOS EXOTICOS Y DEPORTIVOS MAS GRANDE DE ESTADOS UNIDOS. AUTOMOVILES DEL FUTURO DE LOS PRINCIPALES FABRICANTES. VEA TAMBIEN LA EXHIBICION MAS COMPLETA DE ACCESORIOS Y REPUESTOS. VEA POR PRIMERA VEZ, AQUI MISMO EN MIAMI, AL AUTO MAS EXOTICO: EL VECTOR. AL INCREIBLE LAMBORGHINI COUNTACH DE 4 PUERTAS, TAL COMO LO VIO EN "LIFESTYLES OF THE RICH AND FAMOUS". VENGA Y VEA LOS PORSCHE, FERRARI, LAMBORGHINI, LOTUS Y MUCHOS MAS.
- NORMAN ERICH**: Comediante Extraordinario de Argentina. EL SHOW ES EN ESPAÑOL y tendrá lugar en THE MARJCC, 18900 N.E. 25 Ave. N.M.B. SABADO a las 8:30 P.M. 10 de FEB. \$10.00.
- MIAMI LATIN FESTIVAL**: Brulio, Pandora, Bertin Osborne. Se celebrará el domingo 5 de Noviembre a las 6:30 p.m. en el Miami Arena con las Primerísimas Estrellas Internacionales de la Balada. Lucinda Méndez, José José.
- CALLE COCHOS**: lo esperan en CALLE COCHOS entre las avenidas 19 y 20, a partir de las 12 del día DOMINGO 11 DE MARZO. ... Y este año que le traemos ...? Mucho calypso rítmico de las islas, con el mejor intérprete de reggae ALSTON BAIR'S Y SUS TAMBORES DE ACERO. Mucho mariachi para cantar rancheras con el purito MARIACHI LOS CAPORALES.



Translanguaging to get there...(task completion, final product)

- ▶ Students can research a topic in any language, then write/speak a report in English
- ▶ Note-taking in any language
- ▶ Brainstorming, discussion, co-creation of text.



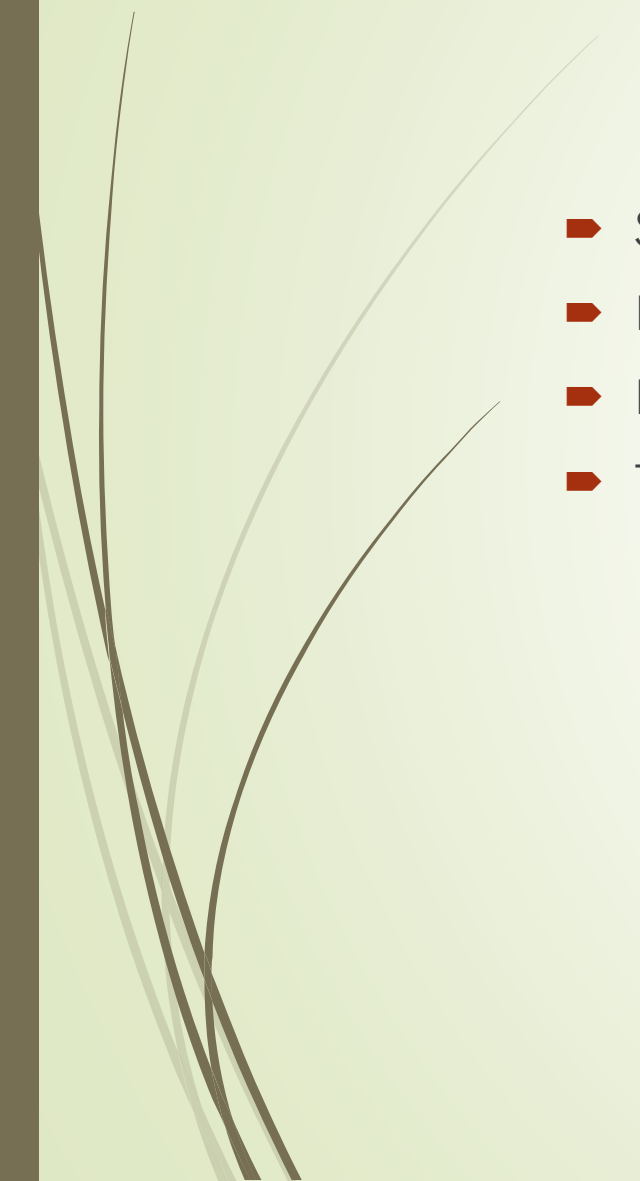
Innovative curriculum project in Bilingual school

- Brainstorming as whole class
- Developing ideas in groups
- Writing a script – specific ‘dialogue’ language, corrected each other, talked about language
- Filming – learnt/taught technology, gave directions, discussed lighting, sound, editing.
- Reflected on bilingual selves – increased awareness of others.
- Included ‘other’ languages.

Shoecraft, K (forthcoming). Bilingual education in an Australian context: Exploring children’s translanguaging strategies in an innovative curriculum project. In S. Karpava (ed) *Multilingualism, Multiculturalism and Inclusive Education*. BRILL (Series: Language Learning and Multilingualism).



Translanguaging in Anatomy courses

- Support first year international students in anatomy courses
 - Reduce the cognitive load
 - Explanations of key concepts in 'other' languages
 - Translanguaging pedagogy applied in the classroom/labs.
- 



Other examples

- Compare features of English with other languages - word order, tones, etc
- Compare specifics of Academic writing in different languages
- Take notes/ have discussions in other language, produce final product in English.
- Translation – for themselves, for each other
- Flashcards/key words in other language (young children)
- Read story in one language, summarise in another
- Write stories in both languages – the language learnt in English, additional story in other language.
- Teach the teacher their language (e.g. comparing aspects that are currently being taught in English).



Reframing the question from a translanguaging perspective...

How do I **teach** _____ (English) to children, adolescents and adults who are speakers of other languages?



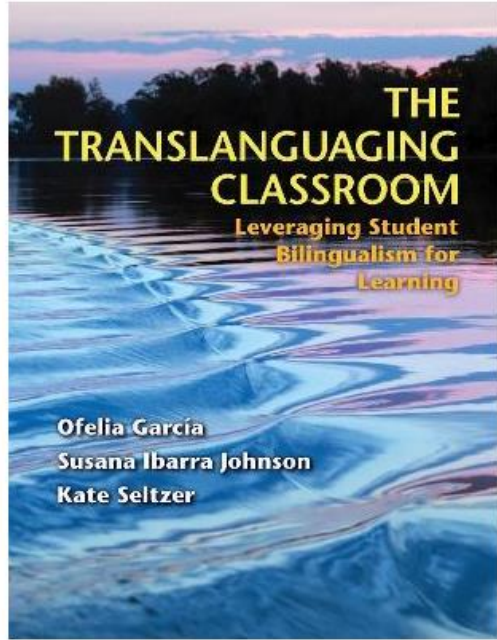
How do I **engage** learners in appropriating the **language features** associated with **English** into their language repertoire?



Other resources



- ▶ Langwich Podcast: Episode 2: Translanguaging. <https://linktr.ee/langwich>
- ▶ Teaching Bilinguals (Even if you're not one) Series (Episode 1): <https://www.youtube.com/watch?v=LCx55q6e0uA>
- ▶ k.shoecraft@griffith.edu.au
- ▶ www.linkedin.com/in/kelly-shoecraft
- ▶ Twitter: @KellyShoecraft



The Translanguaging Classroom : Leveraging Student Bilingualism for Learning

★★★★☆ 4.24 (37 ratings by Goodreads)

Paperback | English

By (author) [Ofelia García](#) , By (author) [Susana Ibarra Johnson](#) , By (author) [Kate Seltzer](#)

Share



The Translanguaging Classroom: Leveraging Student Bilingualism for Learning shows teachers, administrators, professional development providers, and researchers how to use translanguaging to level the playing field for bilingual students in English-medium and bilingual classrooms. The term translanguaging can be understood in two different ways. From a sociolinguistic perspective, translanguaging can be understood as the dynamic language practices of bilinguals. From a pedagogical perspective, translanguaging can be understood as an instructional and assessment framework that teachers can use strategically and purposefully to:

Support bilingual students as they engage with and comprehend complex content and texts
Provide opportunities for bilingual students to develop linguistic practices for academic contexts
Make space for students' bilingualism and ways of understanding
Support bilingual students' socioemotional development and bilingual identities

García, Ibarra Johnson, and Seltzer illustrate their translanguaging pedagogy in action with examples from three very different contexts: a 5th-grade dual-language bilingual class taught by a bilingual teacher in New Mexico, an 11th-grade English-medium social studies class serving a predominantly Latino classroom taught by an English monolingual teacher in New York, and a 7th-grade ESL teacher working with students from a variety of linguistic and cultural backgrounds in California. Teachers learn to use translanguaging for instruction and assessment to meet and exceed content and language development standards in their classrooms.

Special Features

Learning objectives for every chapter
Vignettes to illustrate pedagogical strategies
Sample translanguaging unit designs for instruction and assessment in bilingual and English-medium contexts
Tools for teacher planning, implementation, and evaluation
End-of-chapter activities to help teachers apply what they learn to their own classrooms

[show less](#)

QUESTIONS??

Los preguntas?

Des questions?

しつもん
(SHITSUMON)



Question

감사합니다 Natick
Grazie Danke Ευχαριστίες Dalu Obrigado
Thank You Köszönöm
Tack
Спасибо Dank Gracias
谢谢 Merci Seeé
ありがとう





References

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