VicTESOL Webinar- Translanguaging in the Classroom

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VicTESOL Webinar 2020

Thank you for joining us for this webinar. The webinar will begin at 4.00pm (Australian Eastern Standard Time).

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vicTESOL

Translanguaging in the Classroom

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School of Education

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Session overview

Part 1: Our multilingual context

Part 2: The role of the home language in children's learning: what does the research say?

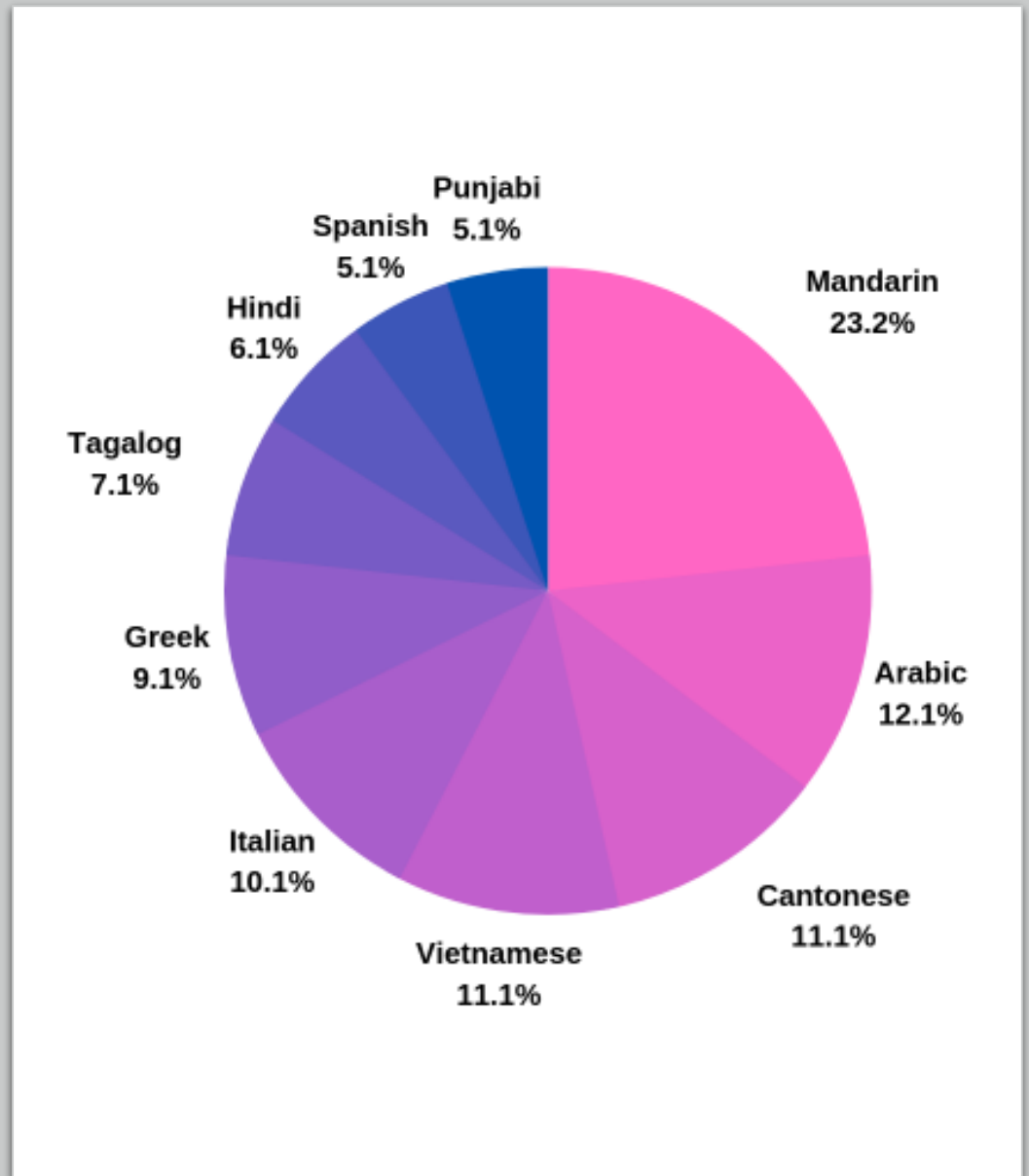Part 3: What is translanguaging and how can we use it in the classroom?

PART 1: Multilingual Australia

How linguistically diverse *IS* Australia?

- Over 300 languages spoken

- Over 35% of Australians speak a LOTE at home

Multicultural and multilingual identity

All institutions should recognise the linguistic and cultural assets in the population of New South Wales as a valuable resource and promote this resource to maximise the development of the State.

- Multicultural NSW Legislation Amendment Act 2014 No 64

"English first" policies

All signage is to be displayed in the English language, with a direct or near direct translation into another language using smaller letters or character … [which] must not exceed more than 30% of the overall size of the English language text.

Strathfield Council proposal, 2018

Mainstreaming of EAL/D students in schools

- All mainstream teachers should be able to accommodate EAL/D students.

- Teachers should actively invite EAL/D students to share their cultural and linguistic knowledge and experiences.

ACARA, 2014: English as an additional language overview and advice

Yet …

… we are so busy defining them (EAL learners) as problems that need to be fixed, that we have lost sight of the fact that they are the most linguistically savvy learners in our schools.

(Adoniou, 2015)

PART 2: THE ROLE OF THE HOME LANGUAGE IN CHILDREN'S SCHOOL LEARNING

Second language development is strongly related to the development of the first language

Strong L1 development

Children's second language practices only emerge in interrelationship with their existing language practices. i.e. from the "known" to the "unknown". (Genesee, 2012)

Parents, teachers and schools should pay careful attention to the continued development of the home language to support EAL learning.
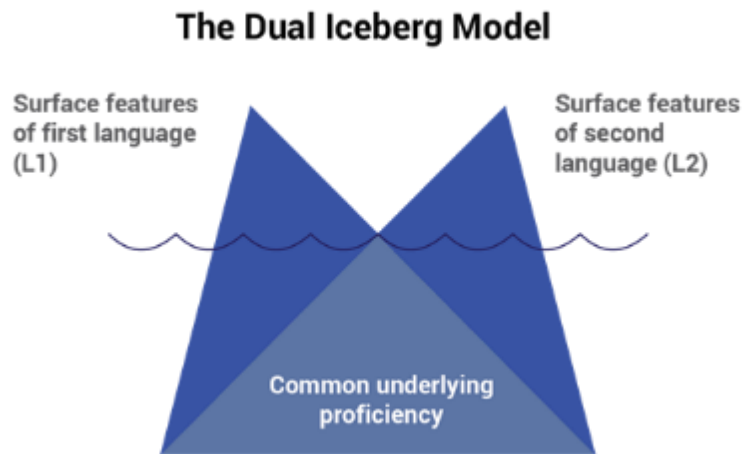
Incomplete L1 development

Interdependence Hypothesis

The Dual Iceberg Model

Surface features of first language (L1)

Surface features of second language (L2)

Common underlying proficiency

Cummins, 1981

- A language learner is like a 'dual-iceberg,' with L1 and L2 being the two tips of the iceberg that we can see above the surface, with a common basis that connects the two languages below the surface.

- The tips of the iceberg are related to BICS, and the base related to CALP. What do these terms mean?

BICS vs CALP

- **Basic Interpersonal Communication Skills** is the basic ability to listen and to speak in order to communicate. (Social, everyday language)

- **Cognitive Academic Language Proficiency** is formal academic language used in higher-level thinking. Technical, or scientific vocabulary and figurative language. (Used in analysis, reasoning, critical thinking, and other cognitive academic processes)
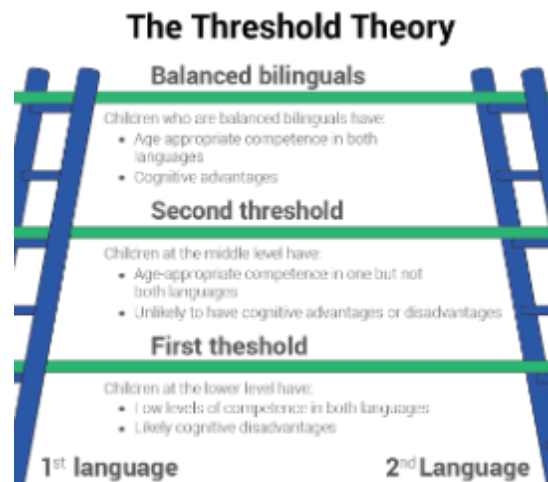
Common underlying proficiency

- If a language learner already has CALP in the native language they speak, this prior knowledge would help them succeed with the same concept in the new language. For instance, the concept of an adjective does not change across languages, nor does the ability to tell the time.

- What a learner knows in their L1 can positively transfer to the L2. This interaction is referred to as CUP, which stands for 'Common Underlying Proficiency.'

The Dual Iceberg Model

features language

Surface fe of second language

Common underlying proficiency
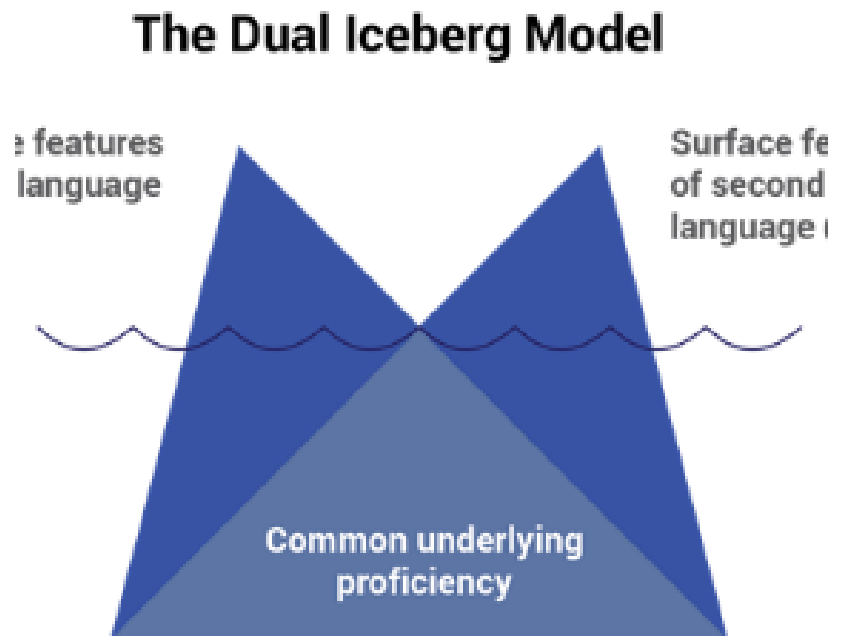
The threshold hypothesis

- To get the advantages of bilingualism you have to develop both languages fully.

- Parents should speak to their children in their first language about work they are doing at schools, so that academic language continues to be developed in L1 and English (Cummins, 1976)

The Threshold Theory

Balanced bilinguals

Children who are balanced bilinguals have:
- Age appropriate competence in both languages
- Cognitive advantages

Second threshold

Children at the middle level have:
- Age-appropriate competence in one but not both languages
- Unlikely to have cognitive advantages or disadvantages

First theshold

Children at the lower level have:
- Low levels of competence in both languages
- Likely cognitive disadvantages

1st language   2nd Language

Academic outcomes are greater when both languages are developed through school

- As well as aiding language development, the home language also promotes academic progress. Trying to learn a new language while trying to learn poses a double challenge. Children who are doing both are learning very hard! (Cummins, 1981; Gibbons, 2009).

Allowing students to interact with academic content in their home language helps academic learning to happen even when their English is still developing.

Children adapt and learn better when their own languages are present in the classroom

- Children are not all "little sponges" who do not mind being dropped into an environment where they can't use their own language. It can be daunting for students to adapt to a new environment, make friends and learn, all while learning a new language!

- Use of children's dominant languages can help them socialise and adapt to the classroom and be 'ready to learn' (Oliva-Olson et al., 2019)

What does this mean in an Australian context?

- Bilingual or content and language integrated learning (CLIL) programs, where the focus is equally placed on development of the home language and the new school language, provide better results for most children than English-only programs, in terms of language and academic development.

- There are other ways in which schools and teachers can support the continued development of diverse home languages in the classroom.

- The most flexible way is through the considered use of pedagogical translanguaging.
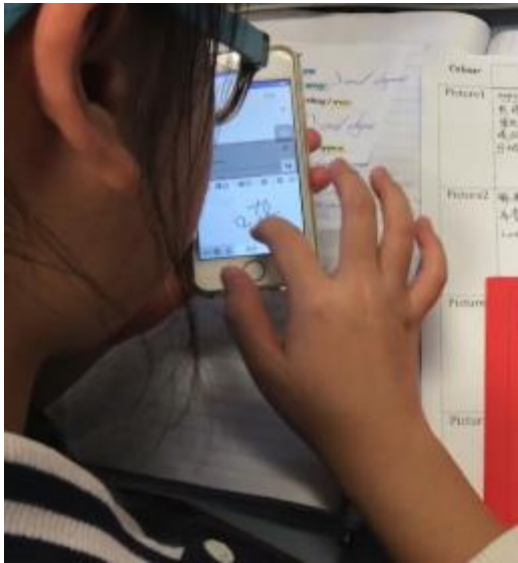
PART 3:
TRANSLANGUAGING

What is it and how can we use it in the classroom?

Defining translanguaging

"**Translanguaging** is the process of making **meaning**, shaping experiences, gaining understanding and knowledge through the use of two (or more) languages" (**Baker**, 2011)

To put it simply, translanguaging is a process whereby multilingual speakers use all of their languages as an integrated system to communicate, whether for asking questions, providing answers, or participating in any other form of communication in the classroom or elsewhere.

The multilingual turn

Subtractive model	Additive model	Dynamic model
Languages are fixed, bounded and separate	Languages are interrelated, but separate	Language as a social process; a unified repertoire of evolving, negotiated features

Two types of translanguaging

Contingent:

- Provided by teacher or peers when the need arises;
- Unplanned scaffolding;
- Meaning-making.

Planned translanguaging:

- Designed into a lesson or unit of work by the teacher;
- Determined by language/learning needs;
- Designed to scaffold content or language (or both).

Planning key areas for Translanguaging

Crisfield, 2020

Content

- Are there aspects of this content that will be inaccessible for some learners? Remember BICS vs CALP

Yes

How can we use translanguaging to set them up for success? i.e.

Pre-work, group work, home language resources or partner, etc.

No

Cultural aspects, identity, local knowledge

Cultural identity

Modern Australian inventions

The black box flight recorder
Google Maps
Cochlear implant

Modern African inventions

The charging shoe (Kenya)
The CAT scan (South Africa)
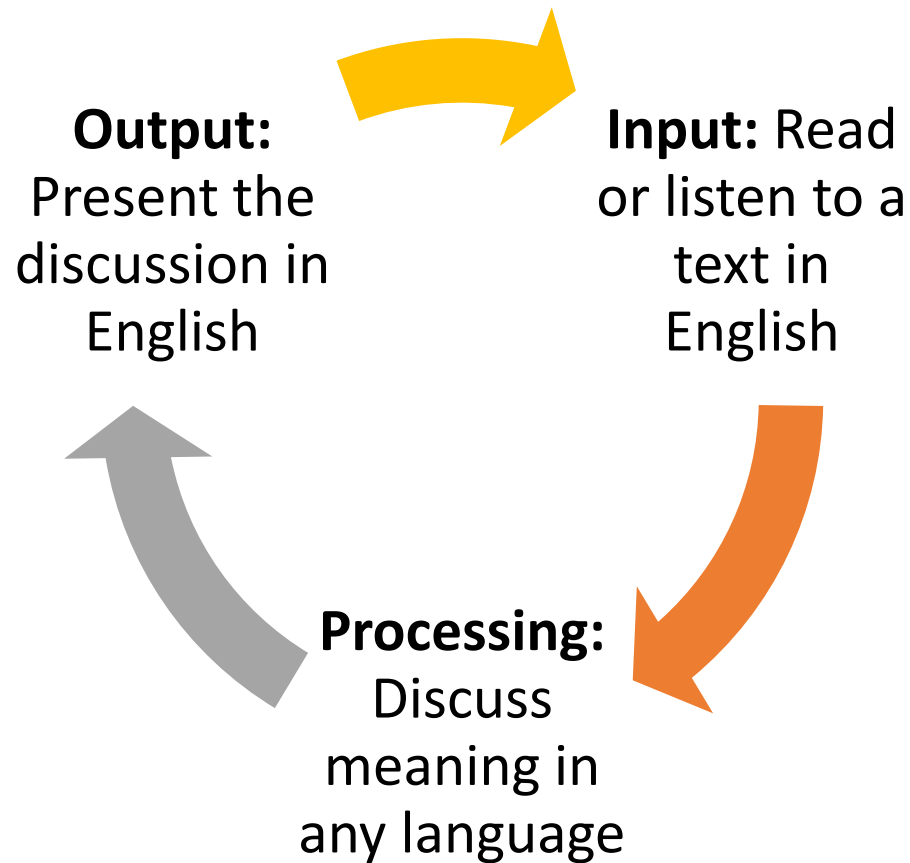The cardiopad (Cameroon)

Input vs output

Input:

- Where could we scaffold input through home languages – teacher instructions, texts, digital media etc.
- How could students build input themselves, in their own language? E.g. writing questions in their own language, asking family members to share their ideas, sharing with the class in English – if we limit input to English only, we limit the richness of the curriculum
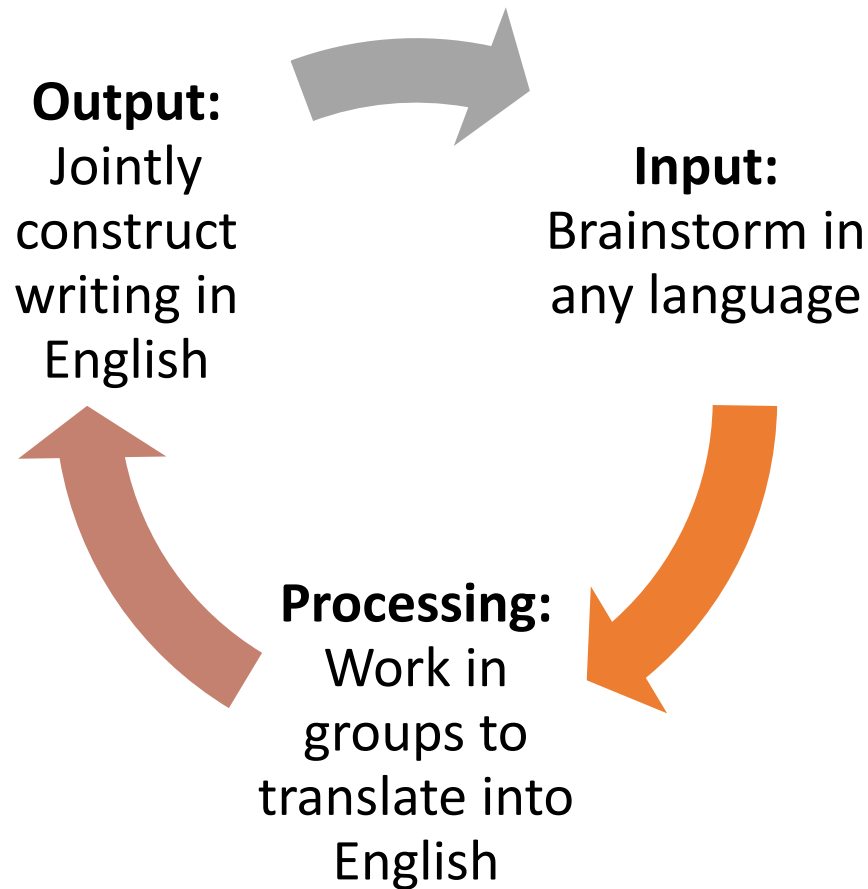
Output:

- Will language limit the output of some students?
- How can we balance demonstration of learning with demonstration of English ability? Whenever we write a summative assessment, we are assuming a level of English proficiency e.g. write a science report … What are we assessing in terms of knowledge and skills … in English
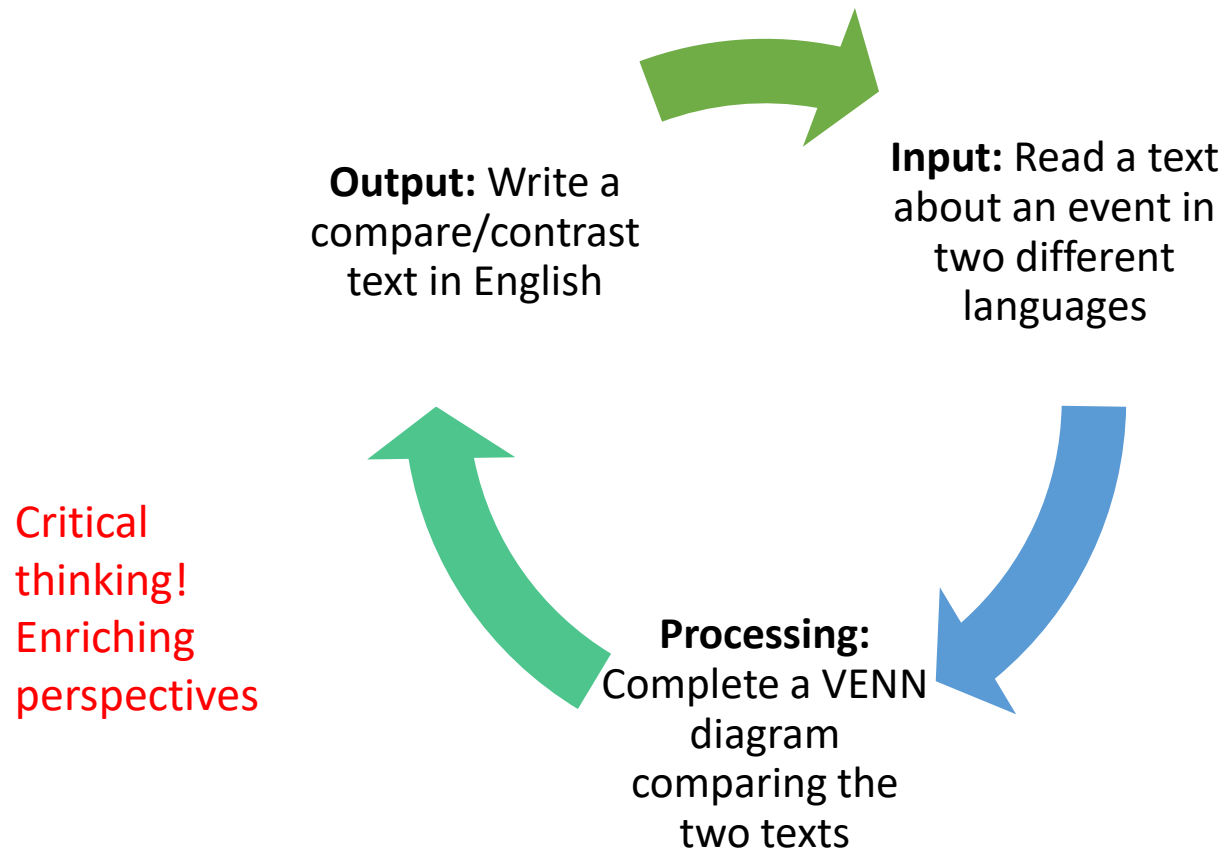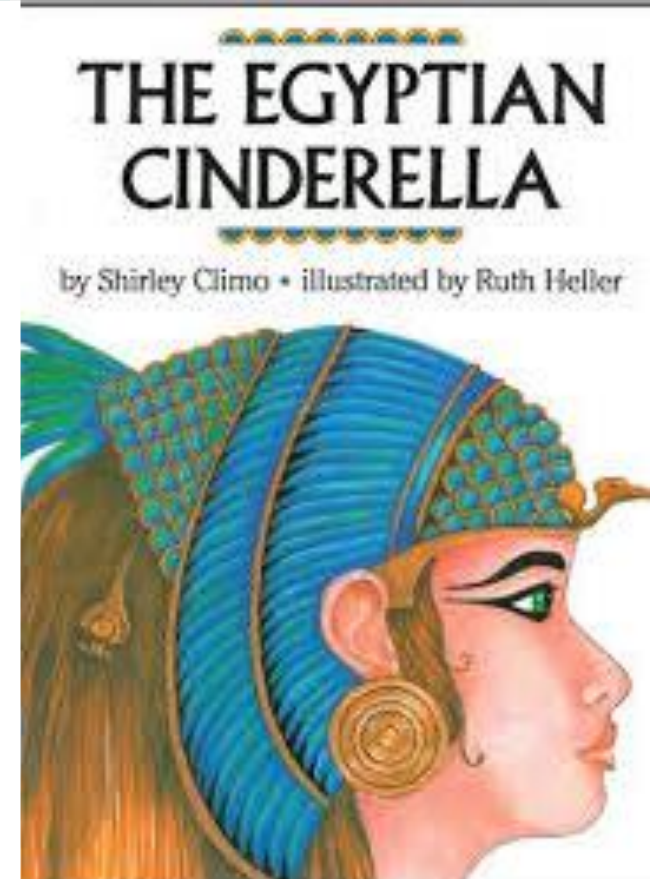
Translanguaging cycle 1: (any subject)

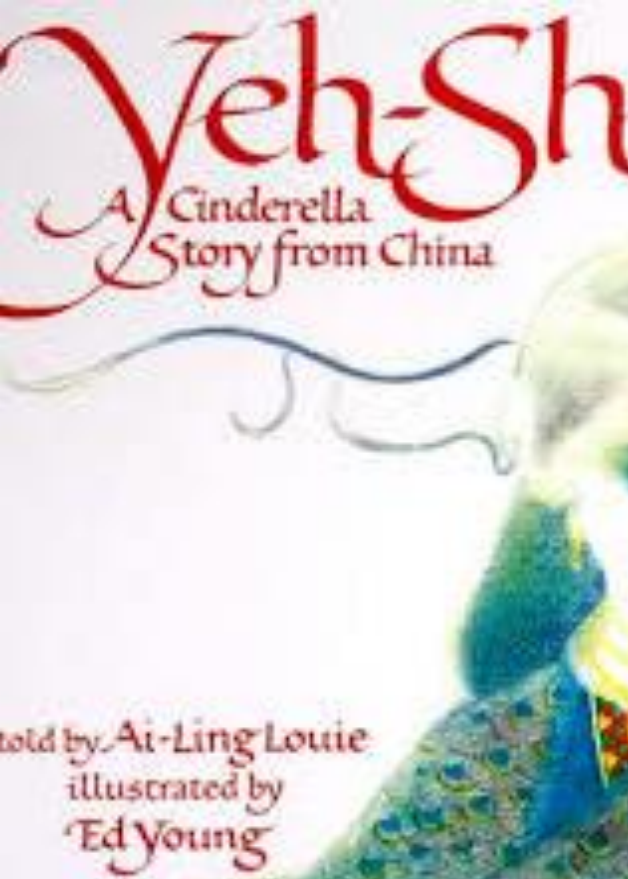**Output:** Present the discussion in English

Input: Read or listen to a text in English

Processing: Discuss meaning in any language

Translanguaging cycle 2: (collaborative writing)

Output: Jointly construct writing in English

Input: Brainstorm in any language

Processing: Work in groups to translate into English

Translanguaging cycle 3: (History)

Input: Read a text about an event in two different languages

Processing: Complete a VENN diagram comparing the two texts

Output: Write a compare/contrast text in English

Critical thinking! Enriching perspectives

Comparing fairy tales

Comparing football matches (World Cup 2014)

Scaffolding reading outcomes

Input: Read in a dominant language

Processing: Use guided graphic organiser to take notes in English

Output: Use graphic organiser to write in English

Graphic organisers

Translanguaging stance

Set them up for success; make the classroom feel language-friendly and discuss home/other languages. This can take time and involves an element of trust! School leadership is key here.

Multilingual word walls

- With key unit vocabulary
- Key classroom language

Groupwork for Translanguaging

- When possible: Same L1, different level English peers

- With English speaker peers (has benefits for monolingual English speakers, encourages positive multilingual attitudes)

- Consider: What is my purpose for using translanguaging in this case? Group accordingly

What if there is no "group"?

- With literate learners who have no language partner, use home language texts, dictionaries, written translations.

- With low-literate learners use older peers, staff, parents (at home), technology. (e.g. iTranslate)

- Know the language profile of your whole staff!
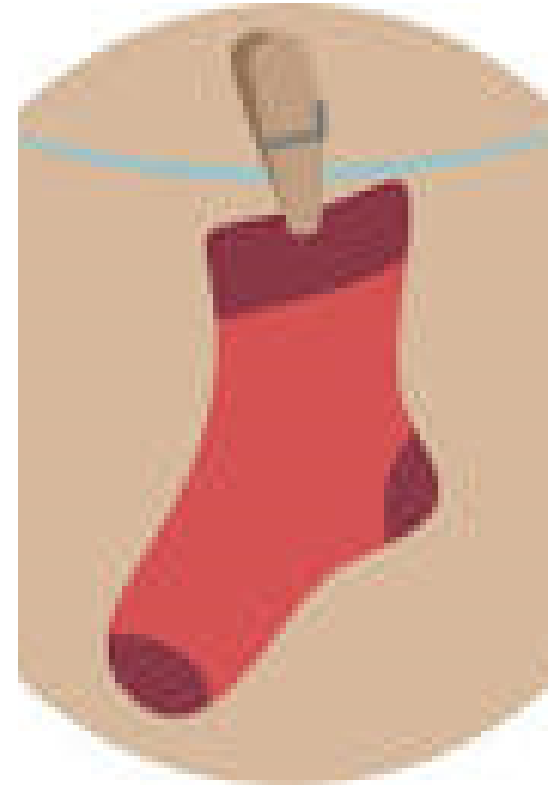
Online learning: key considerations

- Provide home language texts

- Supported home language research

- Differentiation in assessment

Some other strategies

Using multilingual approaches: moving from theory to practice

Heugh, French, Armitage, Taylor-Leech, Billinghurst, Ollerhead

British Council India, 2019

Using multilingual approaches: moving from theory to practice
A resource book of strategies, activities and projects for the classroom
Kathleen Heugh, Mei French, Janet Armitage, Kerry Taylor-Leech, Necia Billinghurst and Sue Ollerhead

My multilingual class

Students' languages are an active part of the classroom, they can be valuable resources for connecting with prior knowledge and learning new concepts and additional languages (Moll et al. 1992).

Teachers can help students build strong identities by acknowledging and respecting their language.

Example table

Find someone who ...	Name	Language(s)	Other information
Speaks more than one language	Boia	Xironga, Portuguese	Likes songs in English
Reads and writes more than one language	Maria	Chwabo, Swahili, Portuguese	Learning English
Knows the same language as you			
(Add more prompts or leave space for students to add)			

Heugh et al., 2019

Using multilingual resources to think mathematically

Graphing our languages: what languages do we know?

Heugh et al., 2019

ENGLISH	SPANISH	GREEK	MONGOLIAN	CHINESE	ARABIC
Emergency Services	Servicios Emergencia	υπηρεσίες έκτακτας ανάγκης.	Яаралтай тусламжийн үйлчилгээ,		خدمات الطوارئ
Police	Policia.	αστυνομία.	цагдаа.	.	شرطة
Fire	Fuego.	φωτιά.	гал.		النار
Ambulance	Ambulancia.	ασθενοφόρο.	түргэн тусламж;	救护车	اسعافات
Conscious	consiente.	συνειδητός	ухаансартай.		واعي
Unconscious	inconsiente.	αναίσθητος,	ухаангүй.		فاقد الوعي
Breathing	respirar.	αναπνοή.	амьсгал.		التنفس

Class generated multilingual dictionary

Using students' multilingual resources to support their literacy work

- Ollerhead, Crealy, Kirkpatrick 2020

Community linguistic landscape study

We did a community study. We took an excursion to different areas of the City. Took photos of all the language we could see (linguistic landscapes). Classified into familiar/unfamiliar things.

(Isobel Crealy, IEC teacher, 2018)
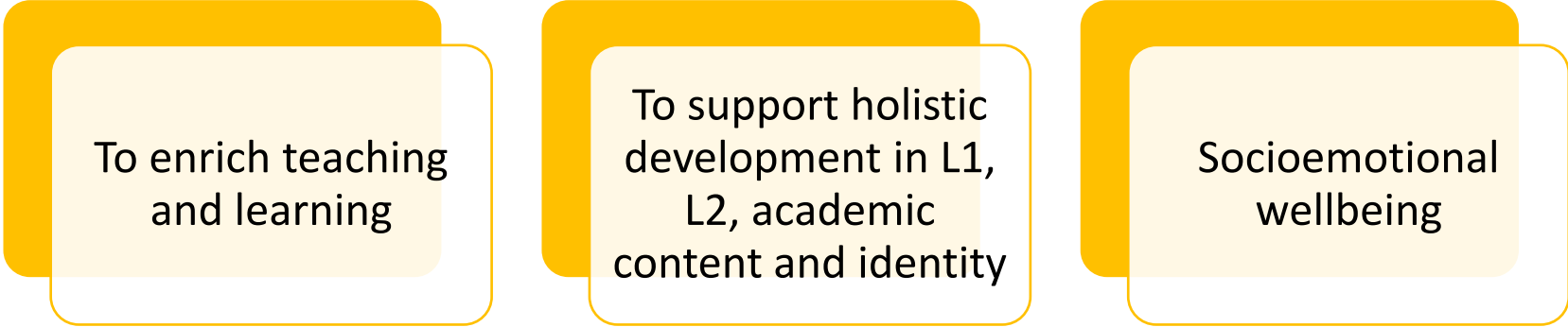
Community study

Students created a Powerpoint presentation on familiar, unfamiliar things, which acted as identity texts.

Built an awareness of how many linguistic, cultural communities there are in Sydney. Helped students to understand multicultural/multilingual nature of Sydney.

(Crealy, 2018)

Why translanguaging?

To enrich teaching and learning

To support holistic development in L1, L2, academic content and identity

Socioemotional wellbeing

Concluding thought

The most valuable learning tool children have is the language they already know. (Patsy Lightbown, 1999)

Further reading

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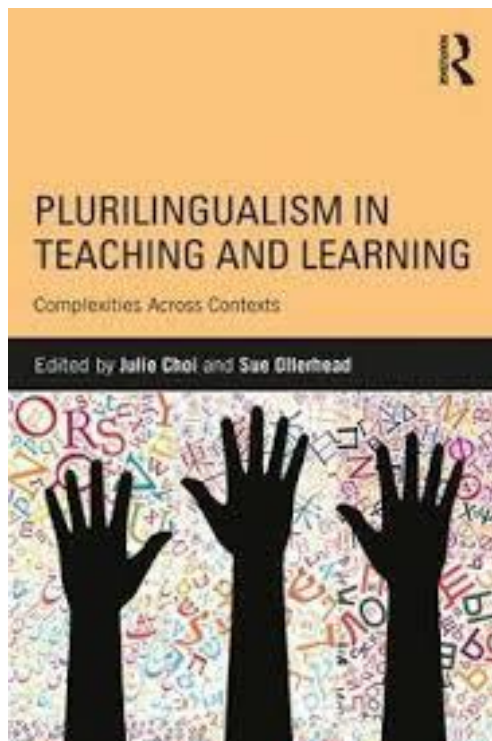- Blackledge, A., & Creese, A. (2010a). Multilingualism, ideology and practice. In A. Blackledge & A. Creese (Eds.), *Multilingualism: A Critical Perspective* (pp. 25–57). London: Continuum.

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