CREATING TRANSLANGUAGING SPACES ACROSS CLASSROOM CONTEXTS

Dr. Kate Seltzer
Rowan University

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An Essential Question:

How can we shift from teaching:
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

**Internal Perspective**

**Languaging**

A complex, interrelated repertoire of features and practices that we use to express ourselves

Otheguy, García, & Reid (2015)
External Perspective: Two “Languages”

favorite book

妈妈 作者
食品

Adapted from Sara Vogel (2017)
Internal Perspective:
Features of an integrated linguistic repertoire

Adapted from Sara Vogel (2017)
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).
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
“...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)
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?

Turn & Talk!
TWO TEACHERS, 
TWO CLASSROOMS

Going with the flow of the corriente across classroom contexts
Carla’s Translanguaging Classroom

Who is Carla?
- 4th 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 Sofia 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 Sofia.
# Ms. Chapman-Santiago’s Translanguaging Classroom

## Who is Ms. Chapman-Santiago?
- 8th 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 vèse.
- শিক্ষার্থীরা একটি জানাল বিশ্বাসের পদ কবিতা উপাদান বা উপাদান সমক্ষে জ্ঞান এবং বোঝার নির্মাণ করতে সমস্ত হবে.

- Additional **translanguaging objective:**
  - Analyze and use translanguaging 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 The first day
at Chapman 2002.

Stanza 2
Every Good
We eat Rice and some
We wear Aver close and the no or
Rice close is how

Stanza 3
In our family we don’t get together
[Insert traditions] don’t ever

Stanza 4
Everyone in my country
[Insert traditions] we don’t and
we are fun

Stanza 5
Things we can do is we can grow
[Insert traditions] and we can lose
Things we cannot do is we can’t grow
[Insert traditions]

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 année.

We eat Allicke poisson,
Frite, poulet, Ignane etc...

We wear nice clote like
Robe, pantalon, habit.

In our Family we
pray and we eating一头
After eat we dancing,
and have fun.

Everyone in my country
party + people give us
money and we have fun.

Things we can do
Kid’s like us can
go outside and
party with there
Friends or family.

We cannot put
the petard in
the Floor.
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?

Turn & Talk!
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

Teaching Bilinguals (Even if You're Not One): A CUNY-NYSIEB Webseries

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.


CUNY-NYSIEB
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