Translanguaging to “re-see” and “re-hear” emergent bilingual students

DR. KATE SELTZER
ROWAN UNIVERSITY
WORKSHOP: MARCH 24, 2019
Introductions!

- Turn to a partner and introduce yourself!
  - Who are you?
  - Why are you here today?
  - What do you hope to get out of this workshop?
How are emergent bilinguals often seen and heard in schools?

- **Short film:** Immersion

- As you watch, think about the following questions:
  - How is Moises seen and heard in his school (by his teacher, by the principal, by his peers, etc.)?
  - What does his school miss about Moises? Why?
A New Lens: Re-seeing and re-hearing students from a translanguaging perspective

- Understanding the translanguaging corriente and how it functions in our students’ lives both in and out of school
- Looking holistically at a student from a translanguaging perspective
- Using a Bilingual Profiling tool to:
  - Hear the different flows of the translanguaging corriente in our students’ lives
  - Imagine ways of leveraging that corriente in our classrooms/schools
The Translanguaging Corriente

- Refers to the diverse, fluid language and cultural practices that flow through classrooms, even when invisible.

- The characteristics of the translanguaging corriente in any particular classroom reflects the language repertoires of the bilingual students and teachers.
Meet a Teacher: Justin

Who is Justin?
- Middle school ESL (English as a Second Language) teacher in California
- “Pushes in” to science and math classes, co-teaching with content-area teachers
- Main role: supporting students in “mainstream” classrooms so they can meet standards
- Speaks English and Mandarin (learned it studying abroad)

Who are the students in Justin’s classroom?
- Super diverse middle school students with broad spectrum of bilingualism and exposure to school literacy practices
- Languages present: Spanish, Cantonese, Mandarin, Korean, Mandingo, Tagalog, Vietnamese, Pular (Fula), French
- Small numbers (sometimes only 1!) of speakers of these languages
Tracing the Translanguaging Corriente: Justin’s Student, Yi-Sheng

- Recently arrived student from Taiwan
- Speaks Mandarin and some English
- Needs assistance at all times when she has to perform literacy tasks in English
- Was a top-performing student in her school in Taiwan, particularly in writing, but has little knowledge of Latin script
- Designated an “English Language Learner” and receives services from her public school in California
### Tracing the Translanguaging Corriente: Classroom Tools

#### A.3.2 BILINGUAL STUDENT IDENTIFICATION AND PROFILE

**PART 1: BILINGUAL STUDENT IDENTIFICATION CHECKLIST**

<table>
<thead>
<tr>
<th>Score (0–2, according to the numbers in parentheses)</th>
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<tbody>
<tr>
<td>Name of bilingual student</td>
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1. **Bilingual use at home**
   - Does student/parent say that household members speak English exclusively (0)
   - Speak English and LOTE (2)
   - What language? (2)
   - Speak LOTE exclusively (2)

2. **Bilingual friends**
   - Does student say his/her friends speak English exclusively (0)
   - Speak English and LOTE (2)
   - Speak both languages (2)

3. **Bilingual exposure in the life of student**
   - Does student say he/she never travels to a country where a LOTE is used (0)
   - Has traveled, but not every one to three years (1) or every one to three years or has been in the United States less than 3 years (2)

4. **Education in the LOTE**
   - If this student is entering a grade other than kindergarten (if yes, skip no. 4), was this student:
     - Educated mostly in the LOTE in another country (2)
     - Educated mostly in any type of U.S. bilingual program where the LOTE was used as medium of instruction (2)
     - Taught the LOTE as a subject in a U.S. school or program (1)
     - Never taught the LOTE in school (0)

5. **Literacy in LOTE**
   - Does this student say that he/she knows how to read and write the LOTE:
     - Yes, well (2)
     - Yes, but not well (1)
     - No (0)

<table>
<thead>
<tr>
<th>Total score of bilingualism</th>
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<tbody>
<tr>
<td>Add up totals for nos. 1–5. The higher the score, the more exposure to bilingualism</td>
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<tr>
<td>Maximum score = 10 (8 for kindergartner)</td>
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<td>Minimum score = 0</td>
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**PART 2: BILINGUAL STUDENT PROFILE**

<table>
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<th>Name of bilingual student</th>
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1. **LOTE spoken or heard consistently at home**

2. **Country(ies) where the student has lived since birth**

3. **Country(ies) where the student has gone to school since birth**

4. **Nativity and residence**
   - Was/did this bilingual student:
     - Born in the United States of U.S. bigot parents (0)
     - Born in the United States of immigrant parents (2)
     - Arrived before 1st grade (2)
     - Arrived during middle school (1)
     - Arrived during high school (0)

5. **Education in English**
   - Has this bilingual student been taught English:
     - In their country of origin (0)
     - In their country of origin and in the United States (2)
     - Only in the United States (1)
     - Only in the United States (2)

6. **Education in LOTE**
   - Has this bilingual student been taught the LOTE:
     - In their country of origin (0)
     - In their country of origin and in the United States (2)
     - Only in the United States (2)
     - Only in the United States (1)

**Teacher observations on student’s performances in English and LOTE**

**LOTE, language(s) other than English.**
Tracing the Translanguaging Corriente in Yi-Sheng’s life

- Uses Mandarin with her parents at home.
- Uses Mandarin with grandmother and other family members during trips back to Taiwan or via Skype.
- Uses English and Mandarin and a little bit of Cantonese with Chinese students at school.
- Uses English with most teachers, but also some Mandarin with Justin.
- Uses mostly English in the classroom, but uses Mandarin when in collaborative groups with Chinese students.
- Uses English and a few words in Spanish and Tagalog with a new group of friends at school.
Understanding Yi-Sheng's Dynamic Bilingualism

- Moving from linguistic "proficiency" to "performances"
- Understanding and differentiating between language-specific and general linguistic performances
- Viewing students' language and literacy practices holistically

Use the following key to place students:
- ● Language-specific performance in Language A
- ○ Language-specific performance in Language B
- ★ General linguistic performance
Activity:
Practice with Two Classroom Tools

- **First** –
  - Choose a partner and use the Bilingual Student Identification and Profile Tool (Parts 1 & 2) to interview that partner about their bilingualism. Think of yourself when you were in school – how might you have answered these questions?

- **Next** –
  - On your own, use the Dynamic Translanguaging Progressions Form to understand your own performance on different kinds of tasks. Think about how you’d do using language-specific performances in two of your named languages (English and a LOTE) AND how you’d do using all your linguistic resources.
  - Share your results with your partner.
Practice with Classroom Tools: Discussion & Debrief

- What did you learn from using these tools?
- How might you use them with students?
- What questions or ideas do you have in your mind right now?
- What are your big take-aways from this?
Thank you!
Kate Seltzer
seltzerk@rowan.edu