Recognizing the Power of Translanguaging
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Agenda

Morning session: Formal presentation & Questions and Answers
9:15   – 10:45   García. Formal Presentation
10:45 – 11:15   Group Discussion
                              Discussion of lecture
                              Questions from the group
11:15 to 11:50   García. Answers and Further Discussion

Afternoon session: Collaborative Descriptive Inquiry and Implications for Practice
12:45 to 1:15   Silent reading of the Translanguaging Process and Group
                              discussion
 1:15 to 1:30   García. Explanation of CDI process
 1:30 to 2:30   *Implications for practice:*
                              Focusing question:
- Describe a Translanguaging strategy that you would be able to implement in your classroom or school?

                              What recommendations does the group have to deepen the
                              Translanguaging experience of students?
2:30 to 3:30   Sharing
3:30 to 4:15   Wrapping up

DESCRIPTIVE PROCESS

The process of collaborative descriptive inquiry:
- Was developed by the work of the Prospect Center for Education and Research and specifically by its director, Patricia Carini, and has been used to work with teachers in schools, helping them gain collective understandings of students' work and their own practices and helping them document their work.
- It is based on phenomenology.
- It is a disciplined process that is slow and that maximizes dialogue with ourselves and with the group
- The core of the process is the valuing of *human capacity widely distributed.* Through disciplined description, a group can collaboratively cut through generalities and abstractions, make the complexity of the classroom reality more visible, and enlarge understandings that can generate ideas for collective action.
- It is collaborative –
    - holding our range of differences,
    - putting things alongside each other,
    - enlarging individual understandings,
    - developing an inquiry stance and going beyond the critical to embrace hope.
    - It makes the complexity of lived reality visible and generates collective ideas for action.
- It is descriptive –
    - has us work on using non-judgmental language, cutting through generalities and abstractions,
    - helps us us learn new ways to talk with each other,
    - builds trust in groups, **showing "rough edges" of work. It is not "show and tell"**
    - It engages group in imaginative responses
- Over time, it provides a historical record of the inquiry

Format of the Process
- Everyone sits in a circle.
- After introductions, the facilitator reminds the group of **why** we do collaborative descriptive inquiry and then reminds them of **the process** that will be used.
- The facilitator **states the question twice** and tells each school that they will have approximately 5 minutes to gather their thoughts and take notes on their thoughts
- **Individuals take turns describing in detail** according to the question. (Make sure they are rich thick descriptions). The turns are taken in the order in which the group members sit. There is no "skipping around." It is possible for a group member to simply "Pass."
- There are no interruptions or questions while the description is being done. The others **listen carefully and take notes** so that they can ask questions when all individuals in the group have taken a turn.

- After each participant has shared, the facilitator who has been listening attentively and taking notes now **identifies the threads** that have come up during the description.
- Each participant then has a turn **asking a clarifying question of each one of the presenters**. The person replies. The turns are taken in the order in which the group members sit. There is no "skipping around." It is possible for a group member to simply "Pass." And you go around until there are no more clarifying questions.
- Each participant now has a turn **making recommendations** to each of the presenters, based on what they have heard, and their experience. Again, the turns are taken in the order in which the group members sit; there is no skipping around, as with clarifying questions, until there are no more recommendations; and it is possible for a group member to Pass.
- The facilitator then **summarizes again the threads** that have come up in the description of practices and **the recommendations** that have been generated by the group, and then reminds them of **follow ups** that they could support.

The role of the facilitator
- Like a conductor, the facilitator's role is not to play an instrument, but to direct by paying close attention without interrupting. The facilitator's role is to:
- Remind the group to describe carefully, and others to listen attentively and take notes for clarifying questions.
- State the focusing question at the beginning.
- Listen attentively and take summarizing notes.
- Pull the threads at the end of the description, and mid-way if it is a large group.
- Remind participants gently, if needed, that the task is to describe practices of teaching and learning.
- Direct the clarification questions and answers, and the recommendations.
- Thank the participants at the end.
- The facilitator also writes and disseminates notes of the inquiry sessions so as to provide a historical record of the movement in the group and of the body of knowledge they have developed over time.

TRANSLANGUAGING GUIDE

I. THE CLASSROOM

A. MULTILINGUAL ECOLOGY
MULTILINGUAL LEARNING ENVIRONMENT
1. **Think: What parts of my classroom environment could I make multilingual?**
2. **Start a school-wide initiative to have the school environment represent students' languages**

COMMUNITY STUDY
1. **Decide how to include a community study in your curriculum**
- **Collect pictures of multilingual signs in your community**
- **Collect multilingual newspapers in your community**
- **Invite parents or community members as teachers of language and culture**

B. INSTRUCTIONAL FOUNDATIONS
MULTILINGUAL LANGUAGE OBJECTIVES
1. **Identify your learning objectives**
2. **Think about what the language demands are**
   - **Text-level:** Will they need to read or write in a new genre?
   - **Paragraph-level:** Will your students be writing in paragraphs?
   - **Sentence-level:** Are there certain key grammatical features they will need to understand or use?
   - **Word-level:** What vocabulary will your students need to understand and use for this learning objective? Are any of these words cognates?
3. **Identify your language objectives**
4. **Plan how you will target the language objectives in your instruction**

INTEGRATED INSTRUCTION
1. **Examine your Standards-based Curricular Maps**
2. **Determine a culminating product**
3. **Determine what texts students will read**
4. **Identify language objectives**

DESIGNING UNITS AROUND MULTILINGUAL CULMINATING PRODUCTS
1. **Plan using Backwards Design**
2. **Plan a culminating product that requires students to utilize their multiple languages authentically**
3. **Introduce the culminating product <u>early</u> in the unit and plan scaffolding that will help students to best create the product by the end of the unit**

C. COLLABORATIVE WORK
MULTILINGUAL COLLABORATIVE WORK: CONTENT AREAS
1. **Think about what kind of collaborative task you want students to do**
2. **Incorporate a translanguaging strategy**
3. **Teach EBLs how to utilize their multiple languages in collaborative work**

MULTILINGUAL COLLABORATIVE WORK: READING GROUPS
1. **Create reading groups that allow for translanguaging**
   o Guided reading groups:
   o Book Clubs / Literature Circles
2. **Get multilingual texts**
3. **Teach EBLs how to utilize their multiple languages in reading groups**

MULTILINGUAL WRITING PARTNERS
1. **Plan opportunities for students to write with partners using the home language as well as English**

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2. **Create strategic student partnerships**

D. TRANSLANGUAGING RESOURCES
USING MULTILINGUAL TEXTS
1. **Plan what multilingual texts you could use with your units of study**
2. **Find texts in your EBLs' home languages**
3. **Create a home language translation of an English text**
4. **Include home language texts in an independent reading library**

MULTILINGUAL LISTENING CENTERS
1. **Plan listening resources for your units of study**
2. **Find resources EBLs can listen to in the home language**
3. **Create home language recordings of texts**

BILINGUAL DICTIONARIES AND BILINGUAL PICTIONARIES
1. Get bilingual dictionaries & bilingual picture dictionaries
2. **Teach EBLs how to use bilingual dictionaries to look up "anchor concepts" or to annotate key words in a text.**
3. **Teach EBLs how to use bilingual picture dictionaries to add vocabulary to their writing**
4. **Make them easily available**

INTERNET AS A MULTILINGUAL RESOURCE
1. **Search for websites where EBLs can learn content and conduct research in the home language**
2. **Use websites that support language instruction**

II. CONTENT AND LITERACY DEVELOPMENT

A. CONTENT AREA AND READING
MULTILINGUAL RESEARCH
1. **Create opportunities for bilingual students to conduct multilingual research**
2. **Decide what language(s) bilingual students should use to take notes**
3. **Decide what language(s) bilingual students should use to create a written product**
   - Translation websites.
   - Writing in a combination of English & home language what they've learned
3. **Decide what language(s) bilingual students should use to share their research**

COMPARING MULTILINGUAL TEXTS
1. **Create opportunities for students to compare multilingual texts around content-area topics**
   When examining your curriculum, think about the topics that lend themselves to comparison.
   - What different **points of view** are present within this topic? How can I use multilingual texts to help me highlight these points of view?
   - What different **arguments** are present within this topic? How can I use multilingual texts to help me present these arguments?
2. **Strategically plan comparisons within your units and lessons.**

- If you want students to use multilingual texts to compare <u>content,</u> they can:
  - Analyze different points of view present in one content-area topic
  - Compare different arguments within one topic
  - Synthesize multiple texts into one argument, thesis, or summary about a topic
- If you want students to use multilingual texts to compare <u>language</u>, they can:
  - Find and compare vocabulary, including cognates
  - Analyze and discuss word choices and word meanings
  - Translate a text from one language into another (home language to English or vice versa)

3. **Teach students strategies for comparing multilingual texts**
   - If you jigsaw your multilingual readings, try having students analyze the texts around the **same discussion questions or prompts**. The questions and discussions can be in either English or the home language, no matter what languages the texts are written in.
   - If you are using multilingual texts to help students compare different perspectives, include **point of view writing** in your teaching of this topic. Having students **re-present** the text in their own words, while maintaining the points of views present in the text.
   - Help students compare multilingual texts and make connections by using **graphic organizers**.
   - If you compare students' multilingual writing around one content-area topic, **model** comparisons of both the language and the content of the writing. **Think aloud, model questions, and annotate/gloss the texts** to illustrate how students should compare writing in different languages.

MULTILINGUAL READING AND RESPONSE
1. **Provide multilingual texts for students to read**.
2. **Create opportunities for students to use translanguaging when responding to what they read**.

   <u>**Respond in Writing**</u>:
   - Respond to reading in English *and* the home language
   - Read in English and annotate in the home language
   - Read in English and respond in the home language *only*
   - Respond using multilingual graphic organizers

   <u>**Respond in Discussion**</u>:
   - Use sentence prompts in either English or a home language
   - Work with partners or groups to respond to what they read
   - Read in English and discuss in the home language ***only***

B. CONTENT AREA AND WRITING
TRANSLANGUAGING WITH INTERACTIVE WRITING
1. **Form a group for the interactive writing**
2. **Orally share ideas for the text using the home language and/or English**
3. **Write the text word by word**
4. **Refer to home language and English phonics charts**

TRANSLANGUAGING WITH LANGUAGE EXPERIENCE APPROACH
1. **Set up opportunities for students to draw on their home languages, as well as English, to tell you their experiences.**
   - Encouraging students use their entire linguistic repertoire
   - Using your multilingual students as experts.

2. **Strategically partner students so that they can use the Language Experience Approach together**.
3. **Strategically use students' stories as translanguaging tools**.
   - **Explicitly teaching the similarities and differences between English and students' home languages**.
     - Word use and vocabulary
     - Scripts
     - Syntax and word order
   - **Translating or have students translate their experiences from one language into another**.
   - **Using students' stories as a scaffold for a piece of independent writing**.

TRANSLANGUAGING FOR INDEPENDENT WRITING

1. **Think about your writing task with a focus on translanguaging**
2. **Support your EBLs with lower English proficiency levels as they create a written product in English.**
   - **Labeling**
     - **Using sentence frames**
   - **Referring to model texts**
3. **Model for your bilingual students how to move fluidly between their languages when creating a written product.**
   - **Labeling**
   - **Inserting English words, phrases, or sentences**
   - **Inserting home language words, phrases, or sentences**

TRANSLANGUAGING WITH MULTIGENRE WRITING

1. **Choose the genres you want students to write to represent their content knowledge.**
2. **Specifically teach and model each genre**.
   Stage 1: Building the Field
   Stage 2: Modeling the Genre
   Stage 3: Joint Construction
   Stage 4: Independent Writing
   - What specific features will students need to write successfully in this genre?
   - How "formal" is this genre?
   - Who is the audience for this genre?
3. **Encourage students to use translanguaging as they write in multiple genres**.
   - **Write in English but edit/revise in the home language (or vice versa)**
   - **Use English and the home language in one genre**
     - Interview and Dialogue (where the speakers are multilingual)
     - Letters, Postcards, or Emails (where the writer and/or the recipient is multilingual)
     - Diary entries or monologues (when the writer thinks/writes multilingually)
     - Newspaper articles (for a multilingual news source or audience)
     - Poems, songs, or raps (which often purposefully mix voices/languages)
   - **Translate one genre from the home language to English**

III. LANGUAGE DEVELOPMENT

A. VOCABULARY
MULTILINGUAL WORD WALLS
1. **Introduce the word**
2. **Add home language to word card**
3. **Add home language to a definition**
4. **Add home language to an example sentence**
5. **Include a visual**
6. **Use the multilingual word wall as a resource**

COGNATE CHARTS
1. **For each Cognate Chart, find cognates in your students' different home languages, if they have a shared origin.**
2. **Organize and display your Cognate Chart in a way that supports your classroom/program goals**.
3. **Explicitly teach students how to interact with and use cognates.**
   When reading:
       "Does this look like a word I know (in my home language)?
   When listening:
       "Does this word sound like a word I know (in my home language)?"
4. **Model and have students practice finding cognates with content-area vocabulary**
5. **Help students identify and analyze root words and affixes**.
6. **Help students to identify false cognates**.

VOCABULARY INQUIRY
1. **After deciding on the vocabulary you will teach during a unit of study, find translations of the words in your students' languages and scripts.**
2. **Decide on a method of inquiry**
   - **Word Origins**
   - **Word Sounds**
   - **Usage and Expressions**
3. **Encourage independent vocabulary inquiry**
   - **Vocabulary Journals**
   - **Graphic Organizers**

B. SYNTAX
SENTENCE BUILDING
1. **Decide what grammatical component you want to teach your students**
2. **Find or create a** <u>bilingual</u> **or** <u>multilingual</u> **model sentence.**
3. **Start with a basic version of the sentence**
4. **Model how to build a more complex sentence**
5. **Compare and contrast the English and home language sentences**
6. **Provide guided practice**
7. **Provide independent practice**

SYNTAX TRANSFER
1. **Learn some basic information about the syntax of your students' home languages**.
2. **Make time in your teaching to confer with students about their writing and speaking.**
3. **Teach your students how to talk about syntax transfer across languages.**