

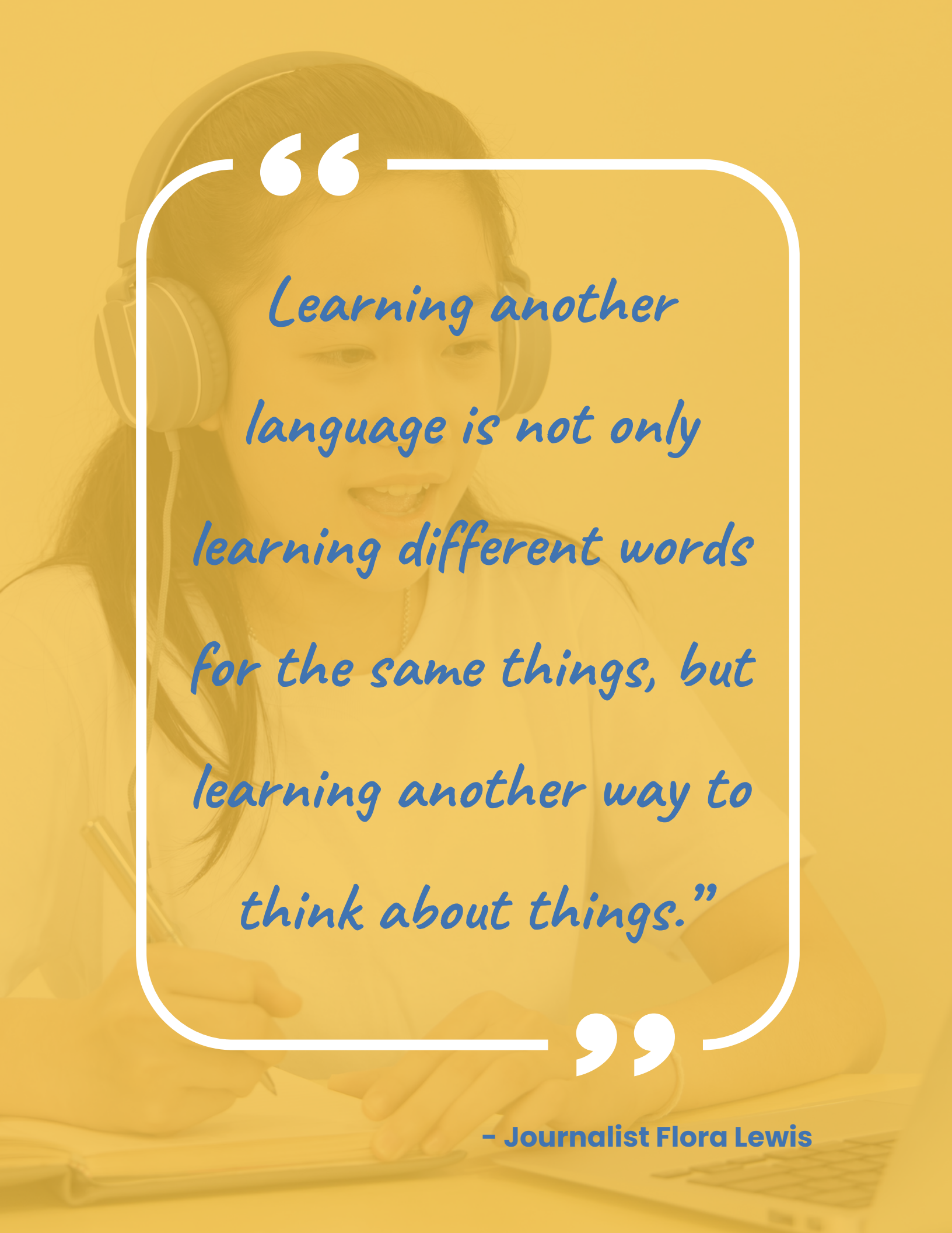
*Helping ELLs Navigate  
Learning Through*



# TRANSLANGUAGING

TALE Academy 

**MODULE 4 – SESSION 3**



*“ Learning another language is not only learning different words for the same things, but learning another way to think about things.”*

**- Journalist Flora Lewis**

# What is TRANSLANGUAGING?

In Sessions 1 and 2, we explored the importance of including home languages in the classroom in order to provide learners with a point of entry to every lesson. By leveraging their home languages, learners can bridge prior knowledge of both content and language to new knowledge. We also engaged with specific practices that can help with incorporating home languages in the classroom. In this session, we will explore **translanguaging** as an instructional practice proven to effectively teach content and language to ELLs.

*Translanguaging describes the language practices of bilingual people.*

Imagine a person whose native language is Korean and who has acquired English as their second language. That person does not turn off their understanding of the language structures of Korean when speaking English, and vice versa. Translanguaging acknowledges that bilingual people do not have exclusive language conversations; they draw upon a dynamic linguistic repertoire to make sense of the world and to interact with text.

**In the classroom, translanguaging looks like using more than one language in the same lesson.**

When a student uses any and all of their linguistic proficiencies in order to communicate, they are translanguaging. When an educator creates space for students to deploy all of their communication tools, they are supporting a translanguage approach. When we do this across learning environments, we expand the opportunities for students to explore concepts, add to their knowledge, and make connections between ideas.

## Pathway to Translanguage Teaching

### Establish a Foundational Mindset

Bilingualism is an asset we can leverage for learning.



### Identify Opportunities

Notice, utilize, and expand opportunities where all languages are welcome (visuals, speaking, listening, reading, writing).



### Promote Multiple Entry Points

Use technology to allow students multiple points of entry in multiple languages.



# Scenario

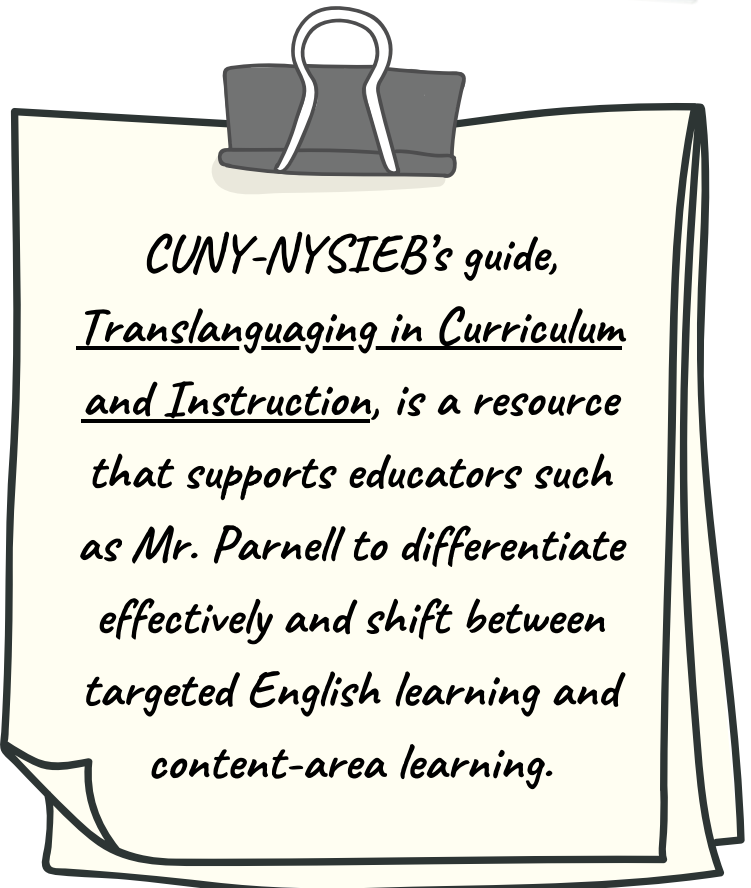
## Carlos & Iris



While Carlos and Iris are fluent in speaking, listening, reading, and writing in their home language, it is to varying degrees. Carlos has attended school in the U.S. for two years, whereas Iris is a newcomer. Carlos can write in Spanish more fluently than Iris. Neither student feels comfortable with their ability to speak, listen, read, or write in English, but they are working on it.

When their teacher Mr. Parnell assigns a reading task, he provides both students with the text in Spanish. However, the questions are in English. For Carlos, the questions are all in English with the option to provide responses in Spanish when needed. For Iris, the questions focused on knowledge and comprehension are given in English, while the questions focused on analysis, synthesis, and evaluation are given in Spanish.

During pair-shares, Mr. Parnell teams up Carlos and Iris so that they can support one another across English and Spanish. Mr. Parnell also uses universal design for learning (UDL) in his classroom, which provides students with multiple modalities for comprehension and expression, such as drawing. Both students have access to technology tools that support translation so that they can get the extra language support they need when a Spanish-speaking teacher or aide is not available to help them when they get stuck.



*CUNY-NYSIEB's guide, Translanguaging in Curriculum and Instruction, is a resource that supports educators such as Mr. Parnell to differentiate effectively and shift between targeted English learning and content-area learning.*

**This scenario highlights just a few strategies.**

**We will cover more classroom strategies in future sessions and on the next page.**

# A Few Instructional Strategies to Support TRANSLANGUAGING

Establish a student-centered classroom.

Provide opportunities for students to discuss, reflect, negotiate, and debrief on content in whatever language they choose and to present something back to the class in English.

Have students present in one language and provide analysis in another.

Provide many opportunities for low-stakes writing in which students can use the language of their choice (reading logs, journals, learning logs, notes, reflection).

Design some projects/activities so that they culminate in bilingual products.

Structure the class so that students are asked to do frequent formal/informal presentations where there is a reason to use English, but allow and encourage students to use whatever language they wish for reading texts, negotiating process and ideas, and discussing.

Incorporate multilingual environmental resources in the classroom. In order to support emergent bilinguals in learning English, it is useful to have multilingual resources around them.

Identify and act upon opportunities to make connections with students' home cultures.

Have students read a text in their home language before reading one on the same topic in English.

Purposefully group students so that home language support is available to those who need it.

In addition to encouraging students to use bilingual dictionaries, ensure that they are learning "anchor concepts" in both their home language and in English.

# TRANSLANGUAGING

## Across Learning Environments

As teachers, we can provide multiple pathways for students to use their linguistic repertoire as a strategy for learning grade-level content. We can engage our ELLs and support concept development across learning environments by tapping into the wealth of technology tools that bridge language barriers.

**Online tools have limitations when it comes to holding complex discussions using academic language and may not always provide an exact translation. Use caution when relying on information obtained from such tools.**

### These include the following:

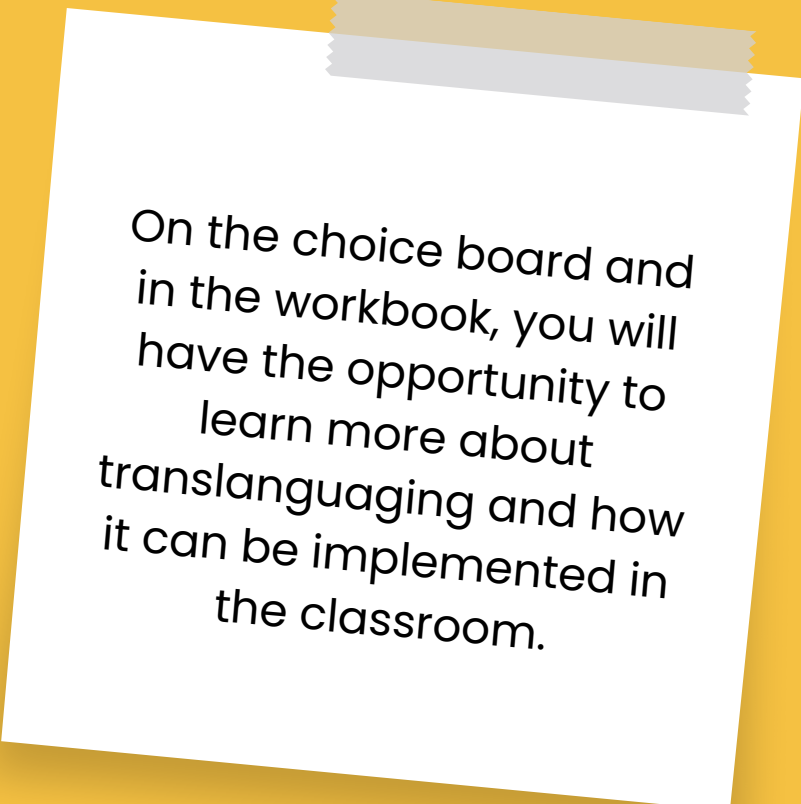
- Google Translate: Besides translating a text, Google Translate's Snap feature instantly translates an image using a camera. The Talk feature enables users to have live bilingual conversations. The Google Translate Chrome extension translates an entire webpage.
- Microsoft Immersive Reader: Students can hear the text read aloud, use a picture dictionary, look up words, and translate part of or the entire text into multiple languages in Word, OneNote, PowerPoint, and on several creation apps, such as Buncee and Flip.

We can tap into the creative side of our students' linguistic repertoires using tools that allow them to express themselves visually. As a bonus, visual expression choices support all learners in the class when they are part of a universal design for learning instructional approach. We can support students to create multilingual graphics, posters, collages, websites, and animated videos to express their learning via the following:

- Infographics: Google Drawing, Piktochart, Canva
- Animated videos: Adobe Spark
- Presentations: Buncee
- Websites: Google Sites
- Publishing books: Book Creator

ELLs can build on that creative foundation by developing multilingual texts, processing content in multiple languages, and blending languages intentionally to communicate their ideas. For example, students can create a series of slides to present their work using Google Slides. They can use any language they feel appropriate to narrate their slides and present them using Screencastify.

*The world of educational technology is vast, but also a bit redundant. We don't have to use everything; we just need to find the right fit for ourselves and our students. With the right tools, we can support all learners to make meaning, self-express, and continue to develop skills and knowledge across learning environments.*



On the choice board and in the workbook, you will have the opportunity to learn more about translanguaging and how it can be implemented in the classroom.



Now It's Your Turn!

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# About Us

## **The TALE Academy**

The TALE Academy is a series of virtual learning experiences available to all New York State educators and offers a rich array of resources on topics related to teaching across learning environments (TALE). The TALE Academy is built upon the work New York State educators carried out during emergency remote teaching (ERT) throughout the COVID-19 pandemic and extends it toward the future. TALE invites educators to think beyond online learning to consider a broader perspective on teaching and learning that encompasses teaching across multiple environments (in-person, remote, and hybrid).

## **The Teaching in Remote/Hybrid Learning Environments (TRLE) Project**

The TALE Academy is part of a broader New York State Education Department (NYSED) initiative known as Teaching in Remote/Hybrid Learning Environments (TRLE). In July 2020, NYSED was awarded funding through the United States Department of Education's Education Stabilization Fund-Rethink K-12 Education Models Grant to implement TRLE – a three-year project to build the capacity of teachers and educational leaders to effectively implement remote/hybrid learning for all students. Launched in the depths of the pandemic, the first phase of the TRLE project focused on getting resources to the field through partnerships with Boards of Cooperative Educational Services (BOCES) and school districts across the state. The second phase, which began in February 2022, focused on aggregating lessons learned and emerging teaching and learning strategies to address a broader field of practice: teaching across learning environments.

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