Translanguaging

At the intersection of language and learning

Eowyn Crisfield

Introductions

- Who am I?
- How to find me:
- Twitter: @4bilingualism
- www.crisfieldeducationalconsulting.com
- Onraisingbilingualchildren.com

Where are we?

Poll

- Europe

- Asia

- Africa

- North America

- South America

- Oceania

Who are we?

Poll

- Early Years teacher

- Primary school teacher

- Secondary school teacher

- EAL/ELL specialist

- Leadership

- Other

What is your experience with translanguaging?

Poll

- It's all new to me
- I know a bit about it
- I've tried it
- I use it often in my classroom

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Defining translanguaging

Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.

(Baker, 2011, p.288)

But what does that mean in the classroom?

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Pedagogical Translanguaging is…

…the planned and systematic use of two languages inside the same lesson by specifying and varying languages of input, *(processing)* and output

*Italics added (Lewis, Jones, Baker, 2012)

Why translanguaging?

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

… we are faced with the bizarre scenario of schools successfully transforming fluent speakers of foreign languages into monolingual English speakers, at the same time as they struggle, largely unsuccessfully, to transform monolingual English speakers into foreign language speakers. (Jim Cummins)

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Isn't it just translating??

... the process of translanguaging uses various cognitive processing skills in listening and reading, the assimilation and accommodation of information, choosing and selecting from the brain storage to communicate in speaking and writing.

Thus, *translanguaging requires a deeper understanding than just translating as it moves from finding parallel words to processing and relaying meaning and understanding* (Williams, 1996).

Four potential educational advantages to translanguaging

It may promote a deeper and fuller understanding of the subject matter.

It may help the development of the weaker language.

It may facilitate home-school links and co-operation.

It may help the integration of fluent speakers with early learners.

Baker (2001, 2006, 2011)

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Types of translanguaging

Serendipitous (unplanned)
- Provided by the teacher or peers, at the moment of need
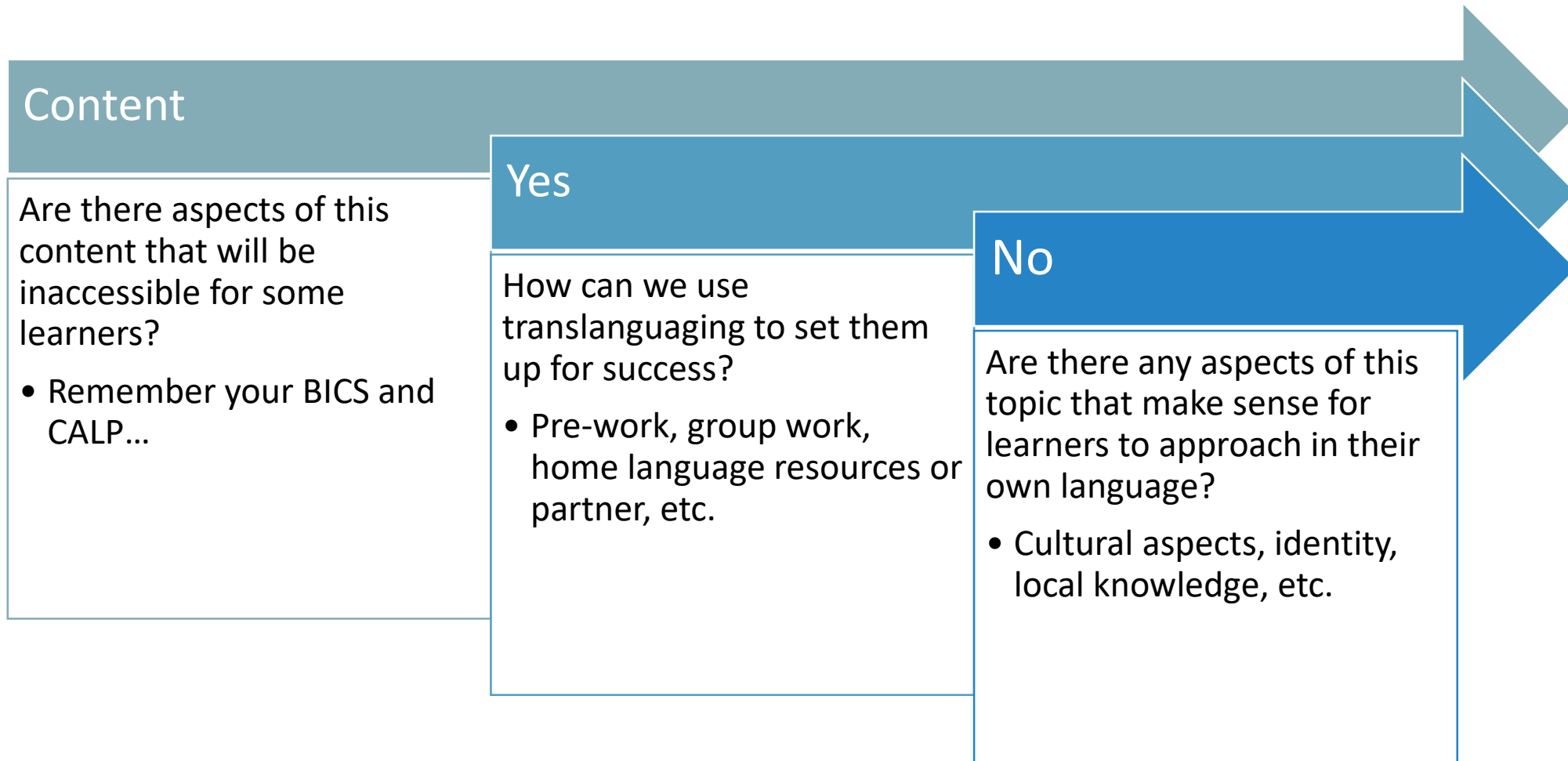- Unplanned scaffolding
- Meaning-making

How many of you already encourage this type of practice?

Planned
- Pre-set in the unit by the teacher
- Determined by language/learning needs
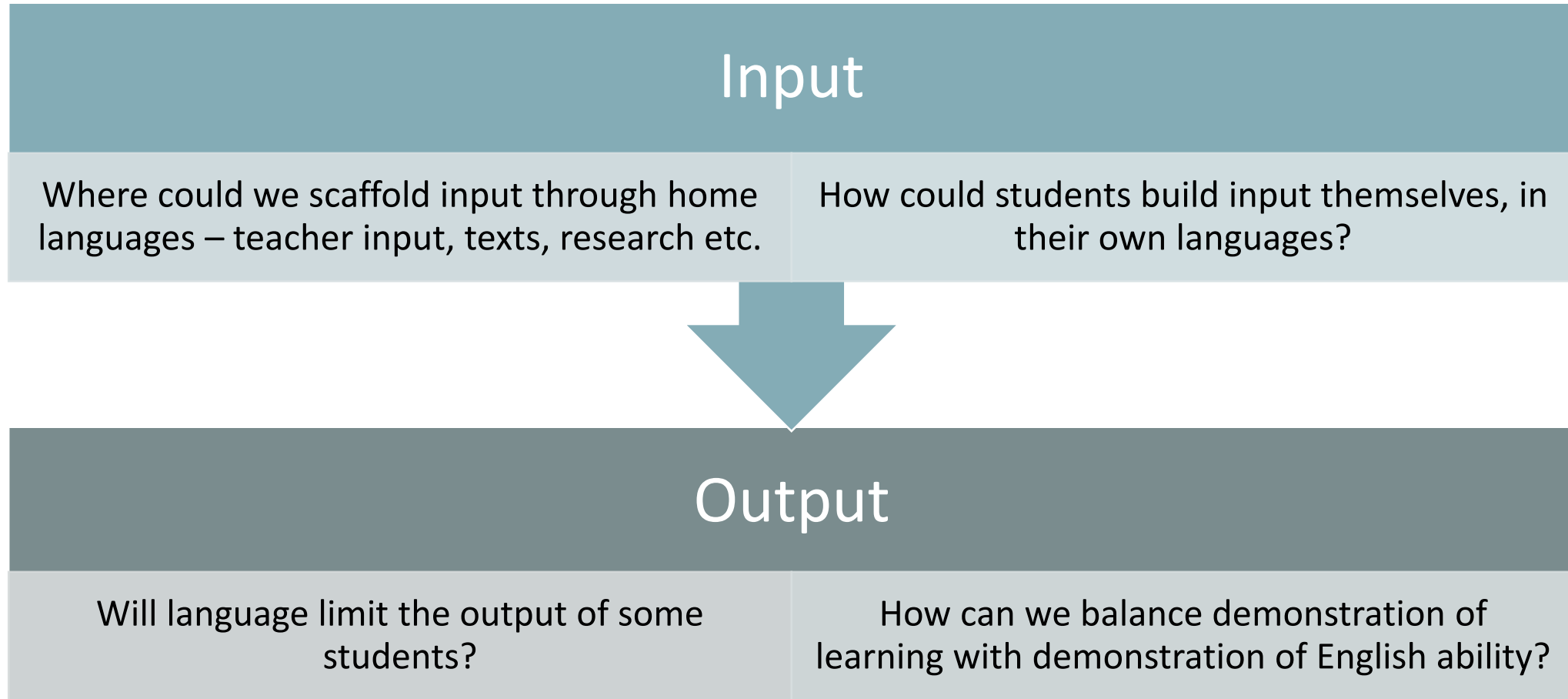- Designed to scaffold content or language (or both)

Identifying areas for translanguaging

Content

Are there aspects of this content that will be inaccessible for some learners?

- Remember your BICS and CALP…

Yes

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

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

No

Are there any aspects of this topic that make sense for learners to approach in their own language?

- Cultural aspects, identity, local knowledge, etc.

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Considering input and output

Input	
Where could we scaffold input through home languages – teacher input, texts, research etc.	How could students build input themselves, in their own languages?

Output	
Will language limit the output of some students?	How can we balance demonstration of learning with demonstration of English ability?

The translanguaging cycle

Output: Present discussion in English

Input: Read or listen to a text in English

Processing: Discuss meaning in any language

Any subject!

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Collaborative writing

Discussion in any language

Output: Jointly construct writing in English

Input: Brainstorm in any language

Processing: Work in groups to translate into English

History!

Output: Write a compare/contrast text in English

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

Processing: Complete a VENN diagram comparing the two texts

Opportunity to teach critical thinking!

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Scaffolding reading outcomes

Output: Use graphic organiser to write in English

Input: Read in dominant language

Processing: Use guided graphic organiser in English

Improves note-taking and limits copying!

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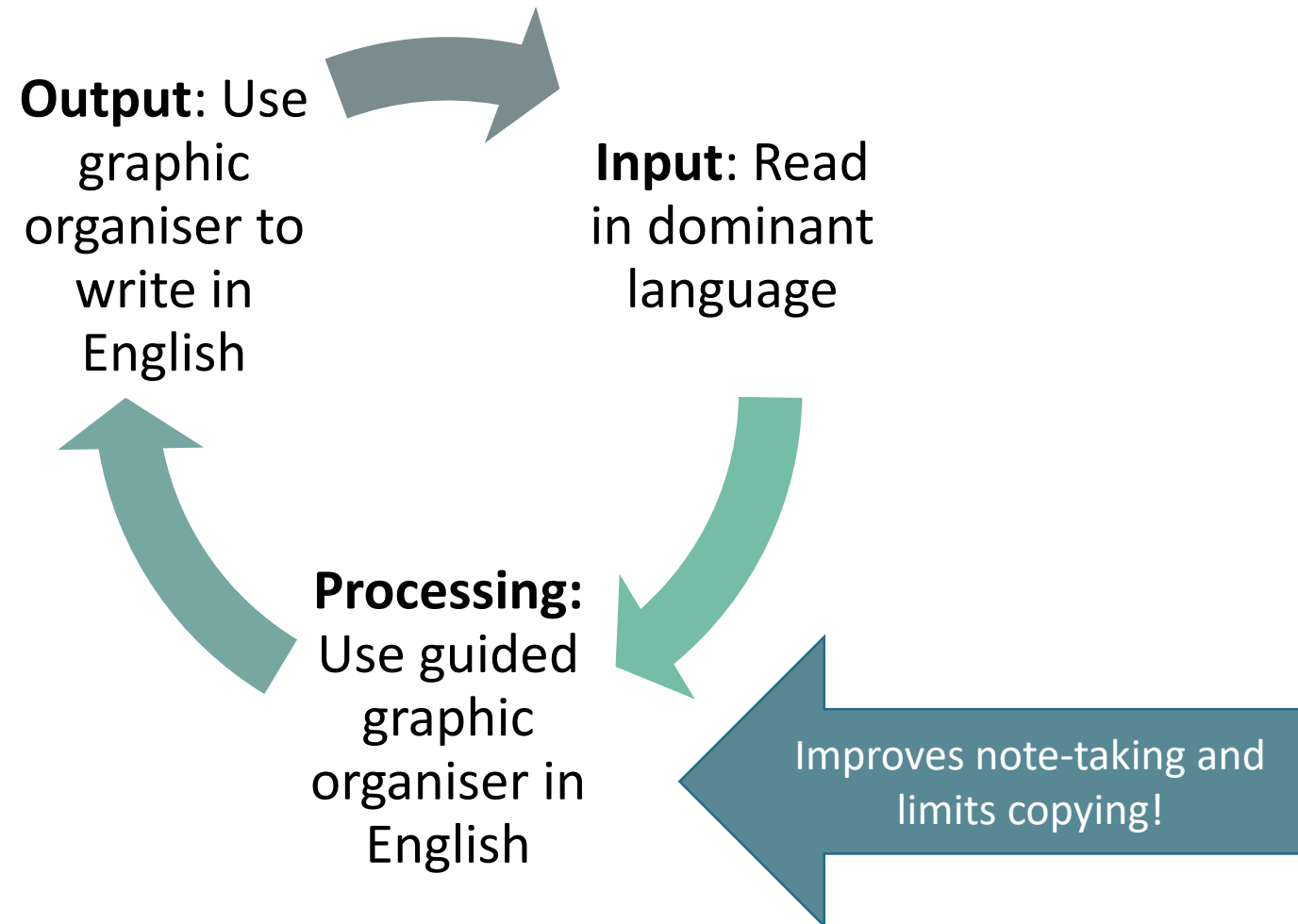
Multilingual text production

Output: Work together to produce final draft then translate into English

Input: Read a partner's writing in English

Processing: Discuss/edit in any language

Improves critical language awareness

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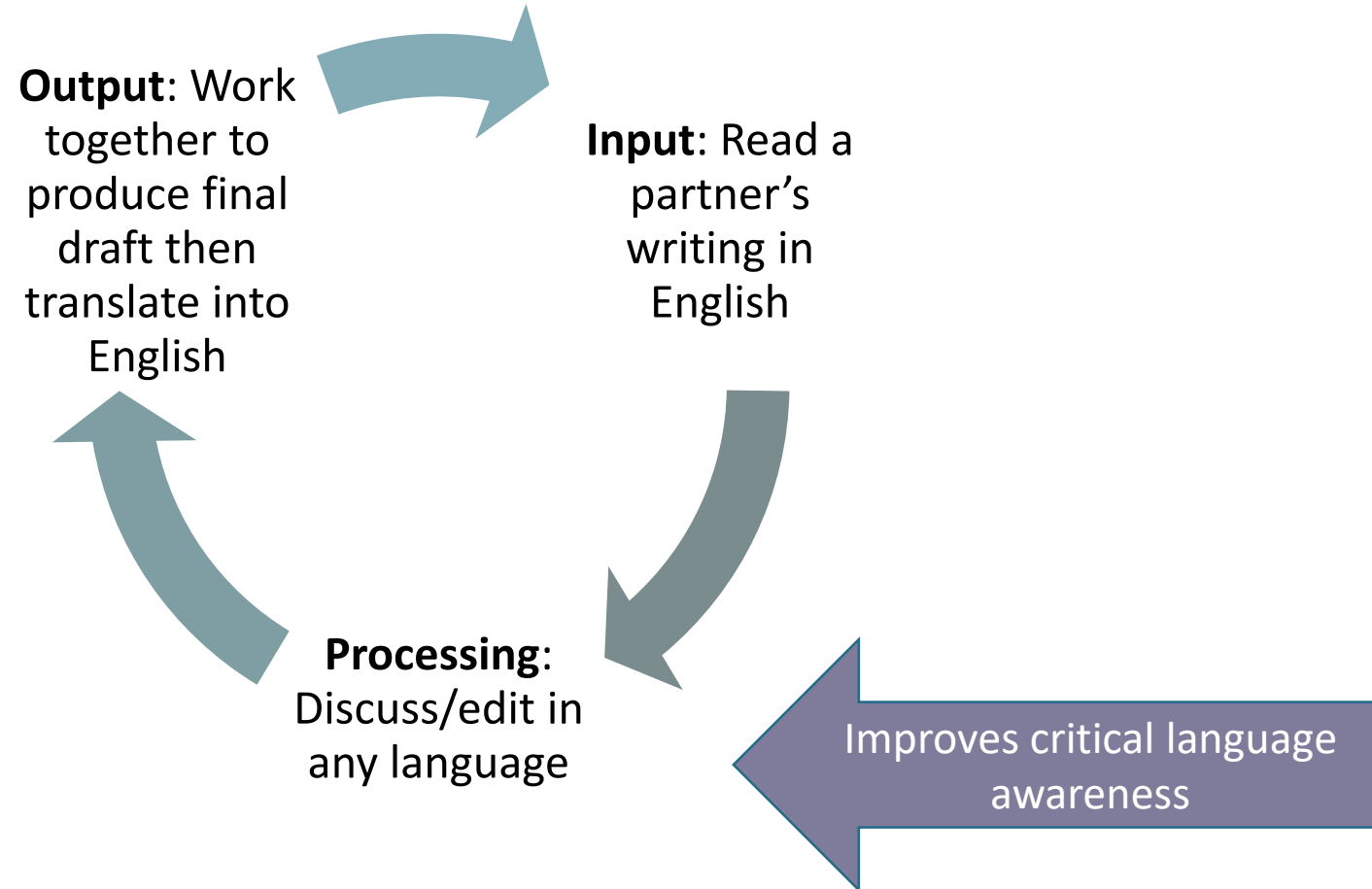
Making Groups that Work

- Set them up for success – make the classroom feel language-friendly and discuss home/other language use (translanguaging stance – this can take time!)

- When possible:
  - Same L1, different level L2 peers
  - With native speaker peers

When you have no "group"…

- With literate learners who have no language partner, use home language texts, dictionaries, written translations
- With non-literate learners use older peers, staff, parents, technology
  - Know the language profile of your *whole* staff!

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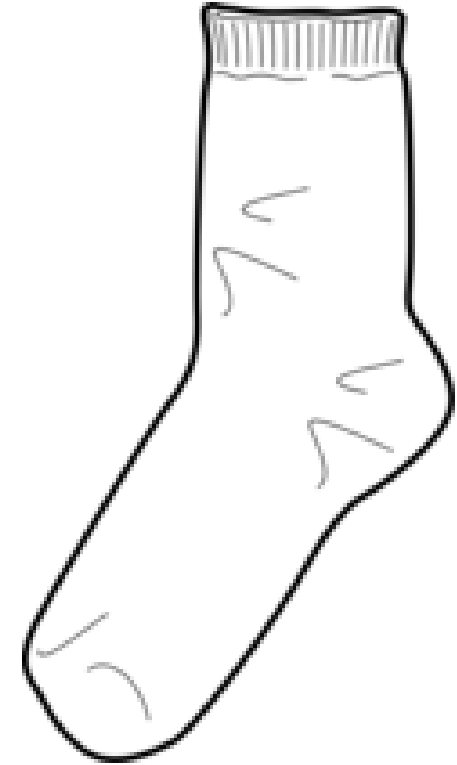
In online learning

Home language core texts (novel study, plays, short stories)

Supported home language research (guided graphic organisers)

Differentiation in assessment

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Home language texts (or other)

- Extensive reading without teacher support is difficult

- Understanding the text is key to all other work around the text

- Reading the text in the dominant language allows full access to content (or watching the movie!)

- Provide guided graphic organisers for note-taking, to tune students in to what you want them to pay attention to

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Guided Graphic Organisers

Timeline with key dates or titles

Helps focus reading

Venn diagram with some items already completed

Shows conceptual relationship represented by the diagram

Storyboard with pictures

Helps follow key events – can have students make captions

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Differentiaton in assessment

- Have EAL students use same tools (notes, graphic organisers) that they used for learning, instead of writing a whole text
  - Focuses on important information and minimises effect from dual cognitive load
- Posters, note sheets, diagrams, videos
  - Any visual way they can show learning without writing extended text

Remember...

"Bilingualism is a <u>process</u>, not a product."

Where do we go from here?

- What is one thing you find exciting about the idea of translanguaging?

- What is one thing that worries you?

- Read more at the Pearson International Schools blog:

blog.pearsoninternationalschools.com/author/eowyn-crisfield/

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