The Translanguaging Project: A Multilingual Pedagogy for Student Advocacy

CATESOL 2017, Santa Clara
Friday, October 20
Concurrent Session 2: 9:30-10:15 a.m.
Rita Van Dyke-Kao & Christina Yanuaria
Pre-Discussion Questions

1. What are your current L1 policies in the classroom?

2. Do you encourage students to exclusively use English in your classroom? If so, how?

3. What is your opinion about English-only policies?

4. What do you know about Translanguaging?
What is Translanguaging?

Translanguaging is the use of a person's entire linguistic repertoire across languages (Velasco & Garcia, 2014).

It is "both a naturally occurring practice in classrooms and a pedagogical strategy to facilitate successful [academic] experiences and greater academic achievement for students from culturally and linguistically different and often minoritized backgrounds" (Hornberger & Link, 2012, p. 243).
A Translanguaging Perspective

- Building linguistic bridges together
- Collaborating to create meaning
- Viewing language as a mobile resource

<table>
<thead>
<tr>
<th>Traditional Practice</th>
<th>Translanguaging Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigid Rules</td>
<td>Flexibility in Rules</td>
</tr>
<tr>
<td>Ownership</td>
<td>Partnership</td>
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<tr>
<td>Linguistic Exclusion</td>
<td>Linguistic Inclusion</td>
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</tbody>
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Models of Bilingualism

(Subtractive Bilingualism) (Additive Bilingualism) (Dynamic Bilingualism)

(Garcia and Kleifgen, 2010)
Translanguaging Strategies

- Taking notes in home language while listening to/reading in target language
- Repeating content in home language while studying for tests
- Talking to peers in home language when discussing assignments
- Brainstorming in home language
- Drafting writing assignments in home language
- Thinking in home language while speaking or listening in the target language
- Language brokering for family and friends
- Comparing languages for metalinguistic awareness
- Negotiating meaning
- Accommodating lack of language proficiency
Why Does Translanguaging Matter?

- Values students' cultures, identities, and language practices
- Sees students through a lens of promise rather than deficiency
- Builds on students’ background knowledge
- Questions the owner vs. interloper dichotomy
- Encourages everyday cosmopolitanism
- Reflects the diversity of English
- Aids students in finding their voice
Project Context

- Mt. San Antonio College
  - Non-credit ESL Program
- Integrated Skills Courses
  - Grammar-focused Curriculum
- Student Population
  - Adult immigrants and refugees
  - Variety of educational backgrounds
- Intersectional Research Locus
  - Student needs
  - Real world concerns
  - Radical pedagogy
  - Equity & advocacy
Embedding Translanguaging in Project Process

- Translanguaging Explicit Instruction
  - Traditional vs. Contemporary
  - Multilingual Word Wall
  - Movie Clip Exercises
  - Models of TLG practices
  - Strategy discussions

- Questionnaires: Pre and Post
  - Self-examine habits, strategies & perceptions

- Self-Advocacy Presentations
  - Group Collaboration
  - Communicative efficacy
Translanguaging & Project-Based Learning

Translanguaging Project

- Group Effort
- Process Focused
- Real World Concerns
- Authentic Presentation
- Student Directed
- Learner Awareness
- Digital Research Literacy
- Self Empowerment
- Information Competency

- Conduct Research
- Employee and Student Rights
- Identify & Utilize Skills
- Navigate Work & School
- Employee and Student Rights
Student Self-Advocacy Projects

Engaging in Translanguaging with EL Civics Objective #53 (WIOA 243)

“Research, identify, and utilize the skills necessary to navigate work and school environments and rights. e.g., contacting human resources, participating in diversity or sexual harassment training, accessing fair pay/education/services, reporting sexual harassment, etc.”
Self-Advocacy Projects: Topics

What to do if you are:
- pulled over by the police
- in a car accident
- approached by an immigration officer

How to:
- enroll your children in a bilingual education program
- sign up your child for childcare
- choose between urgent & emergency medical care
- find and use public transportation
- report discrimination in the workplace
- report a work-related injury
- report mistakes in a paycheck
- report sexual harassment
- buy a used car
Tools of Measurement & Rubric Development

Combine Translanguaging Target Activities with CCRS

- Speaking and Listening Strand- Anchors 1, 3 & 4
- Conversations:
  - Participation, Collaboration, Clarification
  - Express Ideas Clearly and Persuasively
  - Acknowledge Other’s Ideas
- Presentations
  - Content, Delivery, Materials
  - Present Major Points & Details Logically
  - Utilize Appropriate Graphics & Methods
Rita’s Level 2 Class

Translanguaging Strategy: *I take notes in my home language while listening to English.*

Pre-Questionnaires

Post-Questionnaires
I take notes in my home language while listening to English.
Rita’s Level 2 Class

Student Perceptions: My ESL teacher encourages me to use a mix of my home language and English.
My ESL teacher encourages me to use a mix of my home language and English.
Level 2 Student Journal

“We don’t have to speak English all the time in our class . . . we can speak our own language at break time or explain to help our classmates.”

~Jenny
Level 2 Self-Advocacy Presentations
Level 2 Self-Advocacy Presentations
Christina’s Level 5 Class

● Student Reactions to TLG
  ○ Star Wars & The African Doctor
  ○ Explicit Instruction

● Measures for Outcomes
  ○ Based on Successful Communication

● Survey & Evaluation
  ○ Teacher & Peer

● Future Recommendations
  ○ Self Evaluation
  ○ Comments
  ○ Feedback
Christina’s Level 5 Class
Christina’s Level 5 Class

Translanguaging Habits

I feel comfortable using both English and my home language mixed together in conversation.

- Pre Never: 11.5%
- Post Never: 30.8%
- Pre Rarely: 19.2%
- Post Rarely: 11.5%
- Pre Sometimes: 7.7%
- Post Sometimes: 16%
- Pre Usually: 8%
- Post Usually: 20%
- Pre Always: 24%
- Post Always: 20%

If I am not sure how to say something in English, I avoid the situation.

- Pre Never: 16%
- Pre Rarely: 20%
- Post Rarely: 20%
- Pre Sometimes: 24%
- Post Sometimes: 8%
- Pre Usually: 16%
- Post Usually: 20%
- Pre Always: 8%
The Role of Translanguaging in Learner Context: Moving Forward

Incorporating Translanguaging in the Classroom

● Question and Evaluate
● Develop Inclusive Model
● Improve Information Competency
● Incorporate and Adapt- Recommendations
Gallery Walk
Post-Discussion Questions

1. How do you envision incorporating Translanguaging into your class or department?
2. How do you see Translanguaging linked to ethnic and linguistic equity?
3. What are some potential challenges in implementing a more inclusive translingual pedagogy into lesson plan development?
4. What responses do you anticipate from opponents of translingualism?
Mt. San Antonio College
English as a Second Language Department

This Certificate of Participation is presented to

Student’s Name

for being a productive team player at the 2017 ESL “How to Advocate for Yourself” Presentations

May 26, 2017
Thank you!

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