Leveraging Translanguaging in the General Education Classroom: A District Example

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Persistent Educational Challenges for Emergent Bilinguals

Academic Trajectory of English Learner (EL) Students

- EL students often struggle academically (Snyder & Dillow, 2013)
- EL students are disproportionately identified as having learning disabilities (Sanatullova-Allison & Robinson-Young, 2016)
- EL students have high dropout rates (Sheng, Sheng, & Anderson, 2011)

Translanguaging is a promising instructional model for ALL students!!
Session Objectives

We will...

● Review the basic tenets of translanguaging
● Share examples from the field at large and from actual Colorado classrooms
● Discuss the impact of translanguaging on teachers and students
● Provide an opportunity for question and answer
What brings you here today?

- Do you know what translanguaging is? Do you currently use it?
- Is translanguaging a relatively new term to you?
What is Translanguaging?

It’s an epistemological stance that changes ones’ orientation toward how languages are acquired, learned, and taught.

One language Repertoire
- Internal viewpoint of how language is processed as one language system with features that correspond to one language or the other
- Focuses on the communicative resources that children have and allows students to access their full linguistic repertoire

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What is Translanguaging?

Epistemological Stance

Pedagogy

Uses students’ linguistic strengths to develop their content knowledge, language skills, and critical awareness of their social contexts.
What are the translanguaging practices of the teacher?

What three things did you observe the students doing to leverage their full linguistic repertoire?
Translanguaging in Sheltered English Classroom: Andy Brown
Resources for Translanguaging

- CUNY-NYSIEB website
- Translanguaging Guides
- Teacher Leader Videos
- The Translanguaging Classroom book

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District Example: Full Day Kinder @ Thompson R2-J School District (Loveland)

Mindi
- Centennial Elementary
- 32% Free and Reduced
- 2% Emergent Bilingual Population
- I EB (Spanish, 3rd generation family from Mexico, LEP)

Alexa
- Mary Blair Elementary
- 53% Free and Reduced
- 5% Emergent Bilingual
- 1 emergent bilingual (Spanish, family is from Mexico, born in Loveland, NEP)
How you taught Emerging Bilinguals before?

Alexa - Sheltered English

- Sentence frames
- Word banks
- Realia
- TPR
- Word wall
- Peer translator
- Translated materials

Mindi - Sheltered English

- Picture clues
- NL Directions and Check for Understanding
- Condensed Sentences
- Labels
- Partners
- Pull Out Instruction
Kindergarten Lesson: Living Things (ReadyGen Unit 1)

**Rationale:** ReadyGEN adopted curriculum for Thompson R-2 District. First unit of focus & High interest

**Translanguaging:** Embed our translanguaging strategies into the pre-set lesson plan structures

- **Preview, View and Review,**
- **Multilingual Word Walls,**
- **Cognates**
- **Interactive Writing**
The Strategies - Preview, View, Review Example

- Introduce the book: A House for Hermit Crab
- Ask what the kids know about hermit crabs and chart responses
- Showing a video of a hermit crab molting

- Teach new vocabulary in English and Spanish
  a. Introduce the words and practice with partner in English and Spanish
  b. Act out the words
  c. Check for understanding in Spanish and English
Translanguaging Strategy: Preview-View-Review

Students can respond in Spanish or English

- Ask the students to recall what they learned from the book
- Chart their responses
- Tell them we will create two sentences describing the hermit crab’s home and an event that could happen.
- Move into the interactive writing strategy
Multilingual Word Wall & Vocabulary
ENGLISH/SPANISH
Cognates
ANIMALS

camel, camello
chimpanzee, chimpancé
crocodile, cocodrilo
dinosaur, dinosaurio
dolphin, delfín
dragon, dragoń
elephant, elefante
falcon, halcón
giraffe, jirafa

penguin, pingüino
kangaroo, cangurío
leopard, leopardo
lion, león
pelican, pelícano
rat, rata
rhinoceros, rinoceronte

falcon, halcón
gorilla, gorila
tiger, tigre
giraffe, jirafa
hippopotamus, hipopótamo
zebra, cebra
Impact of Translanguaging

On our teaching

- Aware and implement research-based teaching tools
- Inclusive instruction
- Critical consumer of curriculum and resources
- Mindset shift regarding confidence and best instructional practices
- Community (cohort) support with a common goal for system change

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Impact of Translanguaging

On our students

• ALL Students start to use other languages
• More inclusive environment
• Understand we each have tools to learn
• Metacognition increased
• Problem solvers to demonstrate learning
• Confident in skill demonstration
• Feel like a complete student

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Though we mostly explore the translanguaging stance at the classroom level, it is important to emphasize that at the larger societal level, taking up a **translanguaging stance is an act of social justice**. The discourse around many bilingual students, is often that of deficiency and failure...For this reason, **taking up a translanguaging stance cannot be limited to bilingual teachers**. In reality **EVERY teacher of bilingual youth can take up a translanguaging stance, no matter their language background or program type**.

(García, Ibarra Johnson, & Seltzer, p. 51)
Please stay in touch