“Translanguaging”:
A CUNY-NYSIEB Guide for Educators

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ELL Growth-Mindset Graph

adapted from Hope’s, Differentiated Literacy Coaching: Scaffolding for Student and Teacher Success, ASCD, 2007 & Pat Parrott, University of Richmond.
Bilingualism & SLA

1. Little knowledge in English... general sense... narrow, context-bound... rich knowledge, precision, nuance, impact

TONGUE-TIED

- Anxious in social settings
- Strong self-identity
- Cautious
- Some resistance
- Relies on literal
- Doesn't like guessing
- Excessive input
- Drills & repetition
- Small steps
- Clear expectations

INHIBITED

- Receptive skills better
- Often says things silently
- Wants to be correct
- Dislike oral output
- Concentrates on details
- Very visual learner (vs. oral)
- Skilful learner
- Alert & analytical
- Meta-cognitive
- Focused & cumulative

FOSSIL

- Extroverted
- Enjoys conversations
- Impulsive guesser
- Uses 'hunches'
- Experiments with language
- Non-sequential learner
- Auditory learner
- Favours social & physical methods
- Easily bored
- Acquires by osmosis (vs. effort)

WHIZ

- Outgoing & enthusiastic
- Interacts immediately
- Takes risks
- Uses trial & error methods
- Speculates meaning
- Intuitive & imaginative
- Practices form & patterns
- Makes associations
- Auditory learner
- Imposes self as communicator
What is translanguaging?

1. *Translanguaging* refers to the language behaviors and practices of bilingual people.

2. *Translanguaging* posits that bilinguals have one linguistic repertoire from which they strategically select to communicate (unlike code-switching).

3. *Translanguaging* pedagogy leverages the entire linguistic system of emergent bilinguals to progress their language development and academic achievement.

TRANSLANGUAING GUIDE

Translanguaging ‘Look For’

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>ENGLISH LEARNERS</th>
<th>AREAS OF CONCERN</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Value students’ native languages and cultures and use them as entry points when and where needed</td>
<td>□ Benefitting from ‘translanguaging’ strategies as entry points into their bilingual journeys</td>
<td>✷ Assumptions that a second language is a barrier which will delay English language acquisition</td>
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<tr>
<td>□ Draw on students’ native languages to help make content comprehensible and to accelerate language transfer for bilingualism</td>
<td>□ Learning in flexible groups and pairings which sometimes place students with same-language partners and other times with other-language partners</td>
<td>✷ English-only policies due to lack of knowledge on research or due to the ‘maximum exposure myth’</td>
</tr>
<tr>
<td>□ Benefitting from primary language programs with the intent of progressing home language in order to progress English-language acquisition</td>
<td>□ Using bilingual resource materials (e.g. electronic translators, instructional materials, and bilingual work banks or anchor charts)</td>
<td></td>
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<tr>
<td>□ Meta-cognitively reflecting on their English-language acquisition as bilinguals</td>
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</tbody>
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Translanguaging 'Look For's'