

Translanguaging for Biliteracy and Equity



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Outline

- Introductions
- Defining *language* and *proficiency*
- *Translanguaging* in theory
- *Translanguaging* in the classroom
- Activity: Repertoire analysis
- Additional resources



Saludos and Introductions

accents



What is *language*?

Who *knows* a language?

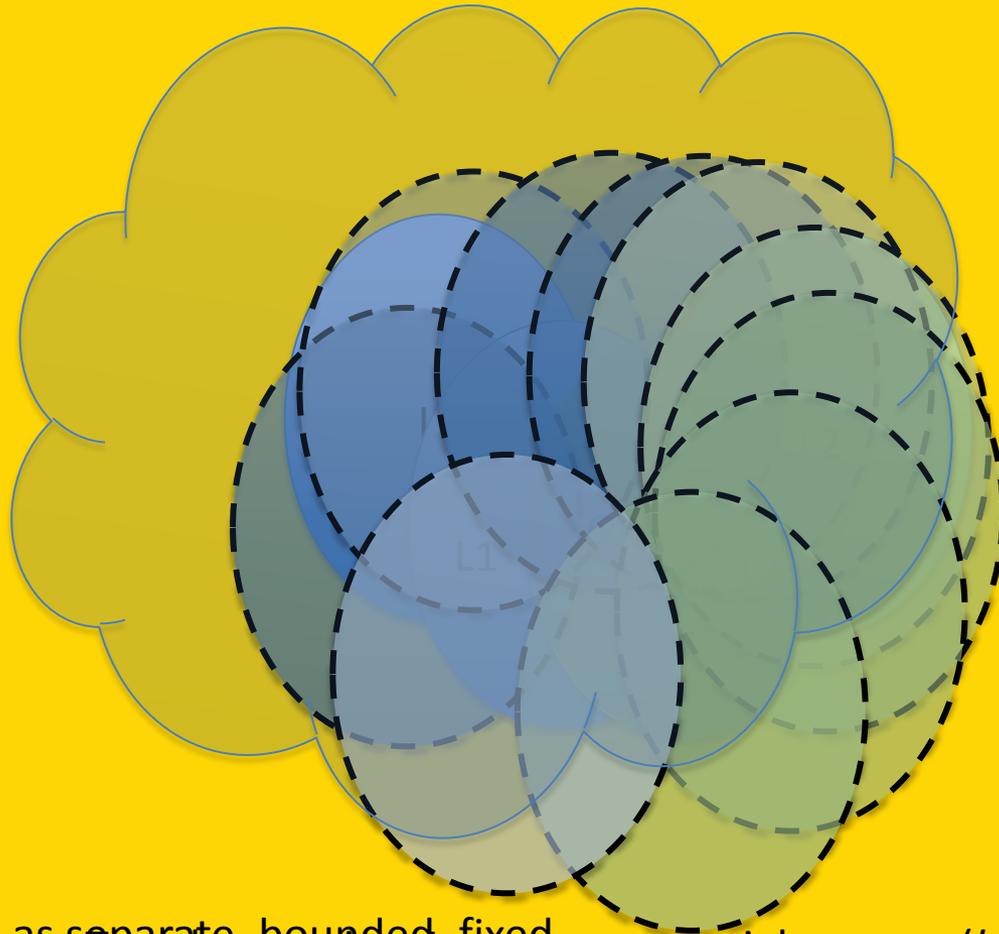
How do we *learn* languages?

View of Language and SLA	Monoglossic	Heteroglossic
Definition of language	Fixed and homogenous sums of pieces with firm, sentence-level rules	Dynamic and locally situated practices shaped by use
Description of SLA	Linear, piecemeal, individual internalization of rules, forms, structures	Non-linear, based on experience and need, variable across/among learners
Goals of SLA/Bilingualism	“Native-like” proficiency, separate & “balanced” repertoires	Singular, dynamic repertoire endlessly adapting to need and use

(Valdés, Poza, & Brooks, 2015)



New ways of thinking about language and Second Language Acquisition (SLA)



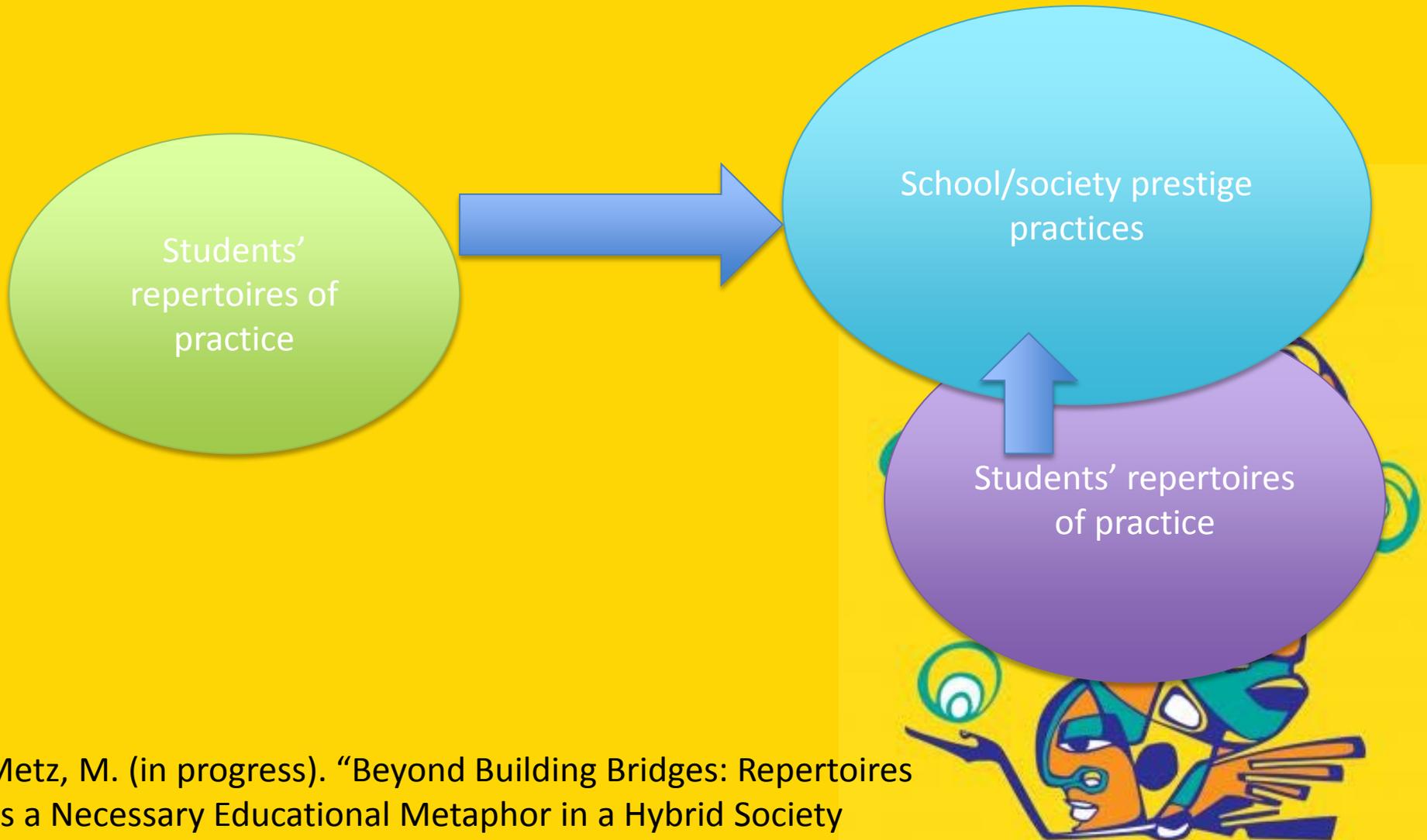
1. Languages as separate, bounded, fixed
Singular repertoire
2. Languages as separate, but interdependent
Translanguaging. Language as social process (*linguaging*)
of evolving, negotiated features
(Common Underlying Proficiency)

Translanguaging

Translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of information and the representation of values, identities and relationships. The act of translanguaging then is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience, and environment, their attitude, belief and ideology, their cognitive and physical capacity into one coordinated and meaningful performance, and making it into a lived experience." (Wei, 2011, p. 1223)

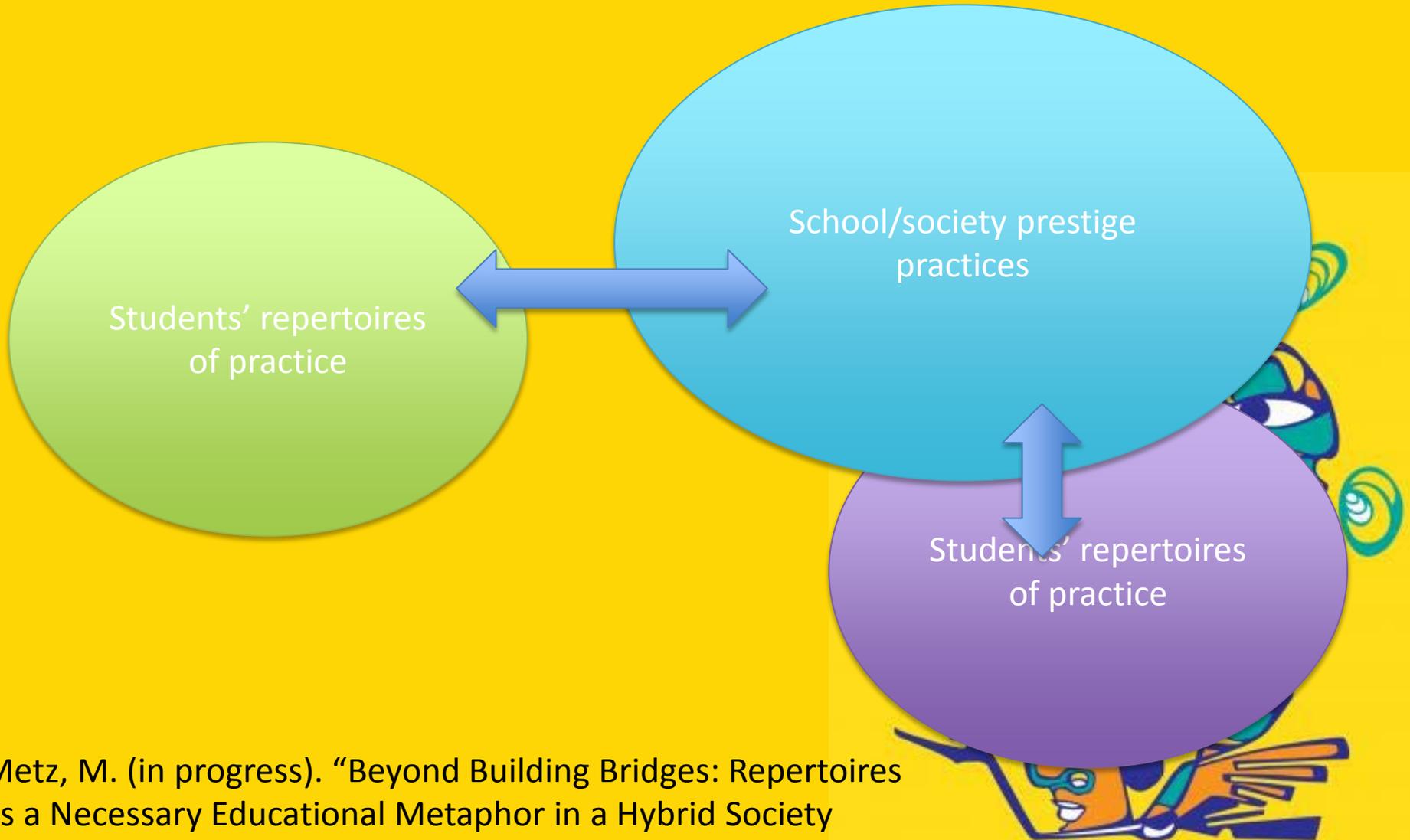


Language and Translanguaging:



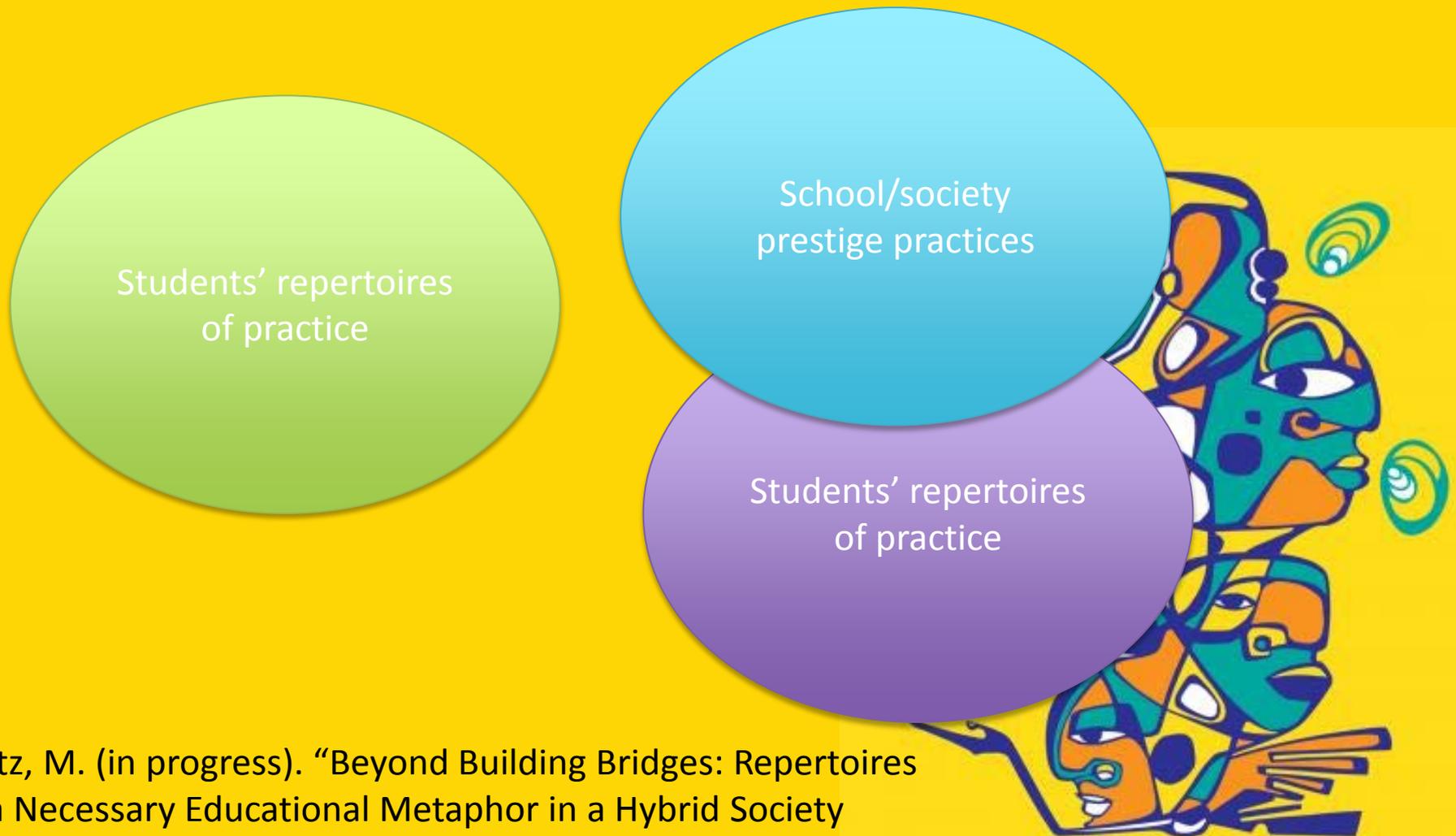
Metz, M. (in progress). "Beyond Building Bridges: Repertoires as a Necessary Educational Metaphor in a Hybrid Society"

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Translanguaging in Practice



Activity: Repertoire Analysis



<https://www.youtube.com/watch?v=JzprLDmdRlc>



Translanguaging: Error Correction

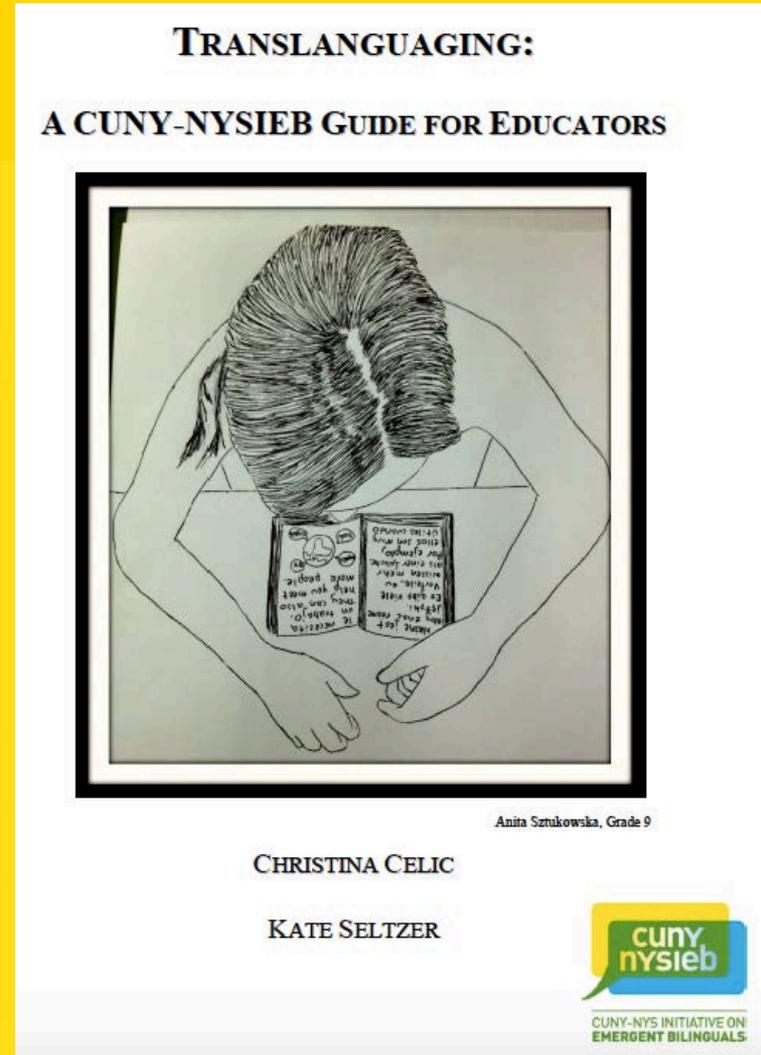
- Dialogic
- What are you saying? (Martin-Beltrán, 2014)
- Who is your audience?
- What is your goal? (Krall-Lanoué, 2013)



Translanguaging in Practice

- Extensive opportunities to receive and produce language
- Authentic language tasks
- Multiple forms and modalities of language
- Repertoire analysis by/of students
 - Ethnographies of speech
 - Discourse/text analyses

<http://www.nysieb.ws.gc.cuny.edu/>



eCALLMS



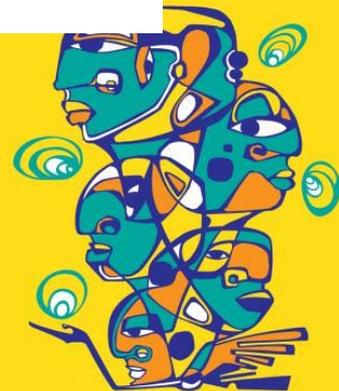
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TEACHERS NEEDED AS eWORKSHOP TESTERS!

Read More

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Additional Resources

Celic, C., & Seltzer, K., (2011). *Translanguaging: A CUNY-NYSIEB guide for educators*. New York, NY: CUNY-NYSIEB. Last retrieved Nov. 12, 2014 from <http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL-Translanguaging-Guide-With-Cover-1.pdf>

García, O. (2014). TESOL Translanguaged in NYS: Alternative Perspectives. *NYS TESOL Journal* (1)1, 2-10. <https://ofeliagarciadotorg.files.wordpress.com/2014/01/tesol-translanguaged.pdf>

Valdés, G.; Poza, L.; & Brooks, M. (2015). "Language Acquisition in Bilingual Education;" in *Handbook of Bilingual and Multilingual Education*; Wright, W.; Boun, S.; García, O. (eds); New York: Wiley-Blackwell

All artwork by [Favianna Rodriguez](#).

