

When Children Start Translanguaging

Cases in a Double Immersion Preschool

Natsuko Shibata Perera

Reinterpreting SLA as Bilingual Development



How do
children start
translanguaging?

Purposes of the study:

to examine

1. the factors which enable children to start translanguaging,
2. the process in which children become bilingual members of the community they belong to.

Martin-Beltran (2009)

Garcia & Kleifgen (2010)

Research Questions



1. How does classroom ecology drive children to start using their new language?
2. If and how does translanguaging by teachers and peers promote children's translanguaging practice?
3. If and how does translanguaging lead to the acquisition of the new language?

Research Method



- ✦ Multiple case study of two Japanese girls in US
- ✦ An English-Japanese double immersion preschool
- ✦ Audio-recording, observation, journals
- ✦ Analyze classroom ecology and translanguaging practice
- ✦ Follow the developmental changes in translanguaging practice

translanguaging categories



- ✦ Code switching
- ✦ Translation
- ✦ Bilingual recast
- ✦ Language brokering

The subjects


AYA

- ✦ Came to the US at age 3:4
- ✦ Living with her Japanese parents
- ✦ Using Japanese only at home
- ✦ Gentle, kind, shy, quiet
- ✦ Japanese still in development
- ✦ Just start using some English at the start of the observation

MISA

- ✦ Came to the US at age 3:9
- ✦ Living with her Japanese parents and an older sister
- ✦ Using Japanese only at home initially but later more English with her sister
- ✦ Active, articulate, decisive, leader of the group
- ✦ Just start using some English at the start of the observation

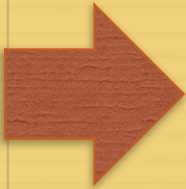
The English-Japanese double immersion preschool



- ✦ Located in San Francisco
- ✦ Multicultural, multilingual teachers and children
- ✦ All the teachers and staff can use English
- ✦ Multiple languages are used at different frequency and levels
- ✦ Everyone is expected to become bilingual at least in English and Japanese
- ✦ Respect all home/heritage languages

Findings:

Classroom ecology

- ✦ Balance between English and Japanese
 - ✦ No 'one-teacher one-language' policy
 - ✦ Whole class activities : multilingual, multicultural
 - ✦ Group activities : half and half
-
- 
- Do not give an impression that only one language should be dominant or get priority.
 - Bilingual space is provided.

whole class activities

one-day example

T: Good morning everybody.

M/Cl: **Good morning, teacher.**

T: How are you this morning?

M/Cl: **Fine, thank you.**

T: Mina san ohayoo gozaimasu.

M/Cl: Sensee, ohayoo gozaimasu.

T: Mina san genki desu ka?

M/Cl: Genki desu.

T: Good morning, MISA.

M: **Good morning.**

(Greetings in Chinese.)

T: Good. What does “**xien sheng**” mean?

M/Cl: **Teacher.**

group activities

one-day example

TC: Listen, listen, listen. Say “egg.” (Showing eggs.)

CI/T/M: **Egg.**

TC: They came from... the chicken.

Do you know that? OK?

TJ: **Kore wa niwatori san ga umu tamago.**

(This is an egg that a hen produces).

Tamago to, kore wa, corn bread mix.

(The egg and, this is, corn bread mix).

teacher translanguaging

One teacher two languages

OK, Minna tatte yatte (Everyone do it by standing).

I want you to stand up and do this, OK?

Did I tell you to start? No, I didn't.

MISA、AYA、 mada matte (Not yet, wait).

Do not mix the colors. Iro mazetara dame (Don't mix colors). Wakatta (Understand)?

Don't mix the colors.

Go ahead. Hajimetemo iiyo (You can start).

Recognize the right to choose which language to use how

T: Kore nani?

C1/M: Orange/orenji.

T: Nioi kaide. Nioi suru? Can you smell anything?

(The teacher presents an orange and brings it to the noses of children.)

T: Do you smell anything? What do you smell?

M: **Orange.**

C1: Ornage juice.

T: Orange. Orange juice? Smell orange juice?

Let me you to smell.

A: Orenji.

T: Orenji no nioi? Smell anything, Kacy? Mike?

Cje: Yummy.

T: You smell it yummy? Oh, OK.

Teacher decides which language to use, and accepts the student's language of choice

T : AYA! What did you do this weekend?

A : Unto, nihon ni kaette obaa chan mukae ni itta (Um, I went back to Japan, and went to pick up Grandma).

Teacher socially constructs meaning

T : OK, now, you're gonna take it.

A : Nani kaku no (What shall we draw)?

T : Crayon koo shite motte (hold like this).
Pettanko ni suru no (You flatten it).
Koo suru no (Do like this).
Color this. You're gonna color like that.
Koo shinai no (Don't do like this).

Translation by teacher

T : AYA chan, **monkey** mita?
(AYA, did you see a monkey?)

A : <silence>

T : **Osaru san**, mita?
(Did you see a monkey?)

Bilingual recast by teacher

T : Onna no ko bakkari(All girls).

A : Onna no ko bakkari (All girls).

T : All girls!

Language Brokering by teacher

T : Honto (really)? Ah ... (To the group) AYA-
chan went to the zoo and she's seen a lion, and
a bird, a white bird. (To AYA) Chigau mon mita?
Nani mita (Did you see anything else? What else
did you see?)

A : Unto, Jo-shan (Well, an elephant).

~~~~~  
T : Ookii mimi motte (Having big ears).

A : Un (Yeah).

T : Big ears? Have big ears?

C : And they stand like this. (imitate a monkey)

T : Soo, aa shite tatsu no (Yes, stand like that).

# Summary of classroom ecology



- ✦ Multilingual routines
- ✦ Bilingual interactions
- ✦ Teachers practice translanguaging



Children have many opportunities to experience translanguaging in secured routine settings.

# How translanguaging practice started and developed among children



✦ Language choice

✦ Socialization

# AYA's language choice and socialization



- ✦ As a new comer, joined the Japanese-dominant circle of friends
- ✦ AYA's language choice was overwhelmingly Japanese.
- ✦ Almost no free interactions with English-speaking children
- ✦ When MISA started translanguaging, AYA started as well
- ✦ AYA briefly stepped out of the tightly closed Japanese-friend circle with short and simple translanguaging

# MISA's language choice and socialization



- ✦ A leader of the Japanese-dominant circle of friends
- ✦ Initially mostly Japanese, soon start using prefabricated language
- ✦ Initially rejected free interactions with English-speaking children
- ✦ Started translanguaging with Japanese bilingual friends
- ✦ Expanded friendship beyond the Japanese friend circle in accordance with increased translanguaging activities

# Developmental change in language choice

## 1. Code switching

- a) Intra-sentential
- b) By turns
- c) By speech event

## 2. Translanguaging practice

- a) Translation
- b) Bilingual restatement
- c) Language brokering

# Intra-sentential code switch

## The early examples

| AYA                                              | MISA                                                            |
|--------------------------------------------------|-----------------------------------------------------------------|
| Help dekirunda (I can help)                      | Push shinai (Don't push), Share da mon (It's share/Let's share) |
| Dinosaur kurimi taberu (Dinosaur eats chestnuts) | Pick shiyoo (Let's pick), key iru (need a key)                  |

## The later examples

| AYA                                                                                   | MISA                                                                                                                                     |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Push shicha dame (Don't push),                                                        | down de asondara (after playing downstairs), chotto tight (a little tight)                                                               |
| clean-up shite (Do clean-up), shake shiyoo (Let's shake), Green no mizu (green water) | Same color shicha ikenai (Don't use the same color), take off shita (took off), open it suru (I open it), This is hebi (This is a snake) |

## Code switch by turns in whole/group activities

Teacher elicits imitation and simple answer

T: Korega, nante iu no, kore?  
(This, what is it called, this?)

C1: Green.

C1: Happa. (Leaves.)

A: Green.

T: Happa.

C1/A: Happa.



# Code switch by speech event

## AYA in free time early examples

Occasional insert of brief English speech event  
within mainly Japanese speech events

(English-speaking boy takes AYA's crate.)

A: **No!**

C: Share! You won't play... (Puts it back onto the crate.)

(AYA Ignores him)

~~~~~

(To a girl who took a paper towel from her)

A: **No.**

(The girl leaves and AYA wipes her hands.)

Code switch by speech event

AYA in free time middle examples

With the help of Japanese-English bilingual friend, AYA uses English other than No

(AYA is playing with a Japanese-English speaking boy. An English-Chinese bilingual girl comes by.)

EC: Wanna this?

(Reaching a tool near AYA and J/E boy)

JE: No.

A: **No.**

JE: This one. (Giving the E/C girl a different tool.)

A: **This one.**

(E/C girl gets a tool and goes back to her group.)

Inter-sentential code switch

AYA in free time later examples

English as language of choice

(A Japanese-English girl comes by and gets surprised by the hole AYA is digging.)

J/E: **It's big.**

A: **Kono, kore... Mm, ss, big. Mm, ss big. Mmm, ss, big. Big.**



(An English-speaking girl kicks sand into the hole AYA made.)

A: **Nooo.**

E: **Don't do that!**

F: **Don't do that. Don't do that. Don't do that.**

Code switch by turns, by person

MISA in free time early examples

(MISA is in a group of Japanese girls.)

M: **Matte te ne.**

JE: **Emi kore** (unintelligible). (Emi myself pick this.)

M: **No. I have.**

~~~~~

(English boy, Mike, tries to hold hands of MISA, but she refuses.)

M: **No! No.**

E: **Hold hands!**

M: **No.**

(The boy leaves.)

M: (To AYA) **Ne, Mike waruinda.** (See, Mike is bad.)

# Inter-sentential code switch

## MISA in free time middle examples

### The first inter-sentential code switch

(Children start picking up toys before going inside.)

Ob: MISA chan, there are more over there.

M: **There're more. This.** Kore nanka nee. (This, well, see.) **Kore.** (This one.)

(Picking up some toys and putting them into a box.)

~~~~~  
(Playing with J/E friends, deciding who is her friend)

M: Yuta mo tomodachi datte? (Is Yuta a friend, too?)
Let's ask him why that one.

Code switch

by speech event, by turns, by person

MISA in free time later examples

(playing with bilingual friends)

M: **No. Pretend on you are [s] Daddy snake.**

E: No. I'm a little baby snake.

M: **No. I wanna be the Mommy snake.**

E: I wanna be the baby.

M: **I wanna be Mommy snake.** (To J) Nani yatten no?
(What are you doing?)

J: Hebi tsukamaeru. (I'm making a snake.)

M: **OK.** Te mo tsukamana kya. (I got to grab its hand.)
Stuck in, get off!

E: Look at a baby hamster.

Translation by children

Early stage

M : Yuri tte, ano, Yuri tte, ano, atashi no
sister. (Yuri, Yuri, um, Yuri is, um, my big
sister).

A : AYA-chan mo, AYA-chan mo **oneechan**
dekitara ii na. (AYA, too, AYA, too, hope
to have a big sister.)



Later stage

M: (To herself) **Where's my fork?** Atashi
no fooku nai yo. (I don't see my fork.)
Zhang sensee, **where's my fork?**

Bilingual restatement and incorporation

AYA's case

A: Kocchi **aka-chan** no uchi na no. (Here is a house for the aka-chan.)
(A Japanese-English girl drops by.)

JE: **Aka-chan** ja nainda yo, **baby** nanda yo. (It's not aka-chan, it's baby.)

A: Kore **aka-chan** na no. (This is aka-chan.)

JE: Chigau yo, **baby** nanda yo. **Aka-chan** ja nainda yo.
(Wrong, it's baby. It's not aka-chan.)

A: Kore **aka-chan** da yo.

JE: Chigau yo, **baby** nanda yo.

A: Kore **aka-chan** nanda kara. **Aka-chan, aka-chan** kocchi de
neteru kara.

(Later to MISA)

A: Kono **baby** okinaku nacchattanda-tte. (This baby does not wake up.)

Language Brokering by MISA

T: Then tomorrow, we have taste it. Everybody stirring, stirring, stirring, huh?

(Pause)

M: (To AYA) *Ashita taberun datte.*

(She says we eat tomorrow).

Kyoo tabe nain da yo. (Not today).

Ashita taberun da yo, honto wa.

(We eat tomorrow, really.) *Kyoo tabetai na.*

(I wanna eat today).

Summary of children translanguaging



- ✦ Code switching ability was progressive from intra-sentential to inter-sentential.
- ✦ Initially incorporating English words and prefabricated language into Japanese platform
- ✦ Translate one word first, then longer element
- ✦ Code switching by turns (whole/group), by speech event (free/play), by person, and inter-sententially
- ✦ Code switching mostly starts with imitation, later more elaborate restatement

Children translanguaging and socializing



language

1. First No and ignoring
2. Then accepting without a word
3. Imitating
4. Language play

socialization

1. First building a wall
2. Then opening with silence
3. Joining
4. Welcoming

Starting with NO or silence

AYA

T : Oh, I like it. I like the taste. (Pause) Mochi?
(rice dumpling) ?

A : No.

T : No? What's this?

A : (Give the dumpling to the teacher **with no words**)

T : Good. I got some mochi, huh? No?

A : No.

T : How come you put ...(unintelligible) me?

A : (silence)

T : Oishii? (Is it yummy?)

A : No.

Starting with refusal/exclusion

MISA

(MISA sits next to a Japanese girl. An English boy is in front of them. When MISA is talking to the girl in Japanese, English boy warns them.)

E: Shhh.

M: **You're not my friend.**

expanding a membership

(An English girl talks to MISA.)

E: Is that the same spoon?

M: **Yeah!**

E: You're gonna make some ice cream.

M: **Yeah!**

~~~~~

E: **Oh, watch this!**

M: **Oh, wat this!**

A: **Aa, wantchis!**

# getting a membership

A : Doshiin! (Bang!)

(AYA does the same action as English speaking boy and girl do.)

Eb : **Mess me! Mess me!** (Charging to Eg.)

A : **Mess me.** (AYA jumps in from the side, using a horse toy.)

~~~~~  
E : **This is a baby snake.**

M : **This is the Mommy snake. This is Mommy snake.**
(making a baby sound)

M : **Pretend on, this is the Elle's snake.**

E : Umm, **little baby snake.** This is Elle's snake.

Getting and expanding a membership with shared language

(An English boy, Morgan, is sitting the same table as MISA. An English girl, Remi comes to the table.)

Mg : **Yeah, Remi?**

M : **Yeah, Remi?**

Mg : **I got this chair.**

M : **I don't [sin] that chair. I (unintelligible).**

Mg : That's (unintelligible) one.

R : Yellow, green, blue...

(Pointing at each chair in different colors.)

M : **This is same one Morgan.**

Mg : We got the **same!**

M : **Yeah.**

Mg : **Yeah, same.**

M : **Same.**

Tannen (1989;2007), Bakhtin (1981), Moore, L. (2014)

Legitimate peripheral participation, community of practice, and SLA

More cracker, please.

Cracker, please.

Cracker.

More cracker, please.

More apple, please.

More salad, please.


More fork, please.

Start translanguaging through and for socialization



- ✦ Multilingual and translanguaging classroom ecology aided the children to gain membership in the classroom community.
- ✦ Translanguaging practice transformed how the children interacted: from exclusion to inclusion.

Translanguaging practice aids SLA



- ✦ Teachers' translanguaging practice enabled the children to understand the new language, and to learn how to practice translanguaging.
- ✦ During translanguaging, imitation, rephrasing, and language play provided the children the access to new linguistic resources (English), and the chance to analyze the language.

Pedagogical implications



- ✦ Natural translanguaging, instead of “one-teacher one-language policy,” provides the authentic multilingual community.
- ✦ Fluidity in language choice encourages children to have a control over their own voice, and to learn how to make the right judgment for the desired effects, such as inclusion or exclusion, refusal or sharing.
- ✦ Providing both structured, routinized translanguaging space as well as free, spontaneous translanguaging space is important for children trying translanguaging various ways.

Future research



- ✦ Translanguaging for exclusion or acceptance?
- ✦ Pre-translanguaging: understanding but not verbally responding (passive bilingual)

monolinguals starts translanguaging



Thank you

ありがとう

References

- Bakhtin, M. (1981) *The Dialogic Imagination: Four Essays*. Austin, TX: University of Texas Press.
- Creese, A. & Martin, P. (Eds.) (2003) *Multilingual Classroom Ecologies*. Clevedon: Multilingual Matters.
- Garcia, O. & Kleifgen, J. (2010) *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners*. New York: Teachers College Press.
- Garcia-Sanchez, I. (2014) Language Socialization and Exclusion. In A. Duranti, E. Ochs, & B. Schieffelin (Eds). *The Handbook of Language Socialization*. 391-419. Malden, MA: Wiley Blackwell.
- Gort, M., & Sembiante, S. (2015) Navigating Hybridized Language Learning Spaces Through Translanguaging Pedagogy: Dual Language Preschool Teachers' Linguaging Practices in Support of Emergent Bilingual Children's Performance of Academic Discourse, *International Multilingual Research Journal*, 9:1, 7-25.
- Lave, J. & Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation*. New York: Cambridge University Press.
- Martin-Beltran, M. (2009) Cultivating space for the language boomerang: The interplay of two languages as academic resources. *English Teaching: Practice and Critique*, 8:2, 25-53.
- Moore, L. (2014) Language Socialization and Repetition. In A. Duranti, E. Ochs, & B. Schieffelin (Eds). *The Handbook of Language Socialization*. 209-226. Malden, MA: Wiley Blackwell.
- Tannen, D. (2007[1989]) *Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse*. New York: Cambridge University Press.
- Wenger, E. (1998) *Communities of Practice: Learning, Meaning, and Identity*. New York: Cambridge University Press.