

**The potential of translanguaging
to reveal young emergent
bilinguals' developing narrative
competence and play-based
meaning-making**

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2016 CARLA Conference

Langaging

(Jørgensen, 2008; Makoni & Pennycook, 2007; Shohamy, 2006)

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- Language as activity
 - Emphasizes agency of language users as they utilize semiotic resources at their disposal
 - Language users
 - Have access to repertoire of language features; might be wider or narrower across domains
 - Are agentive social actors
 - Act upon – and sometimes against – socially constructed linguistic norms and standards

Monoglossic language ideologies

- dominate education policy and practice for emergent bilinguals
- legitimize languaging practices of monolinguals as the norm
- reproduced in dual language/immersion programs
 - based on idealized conceptualization of bilingualism as “double monolingualism”
 - organized around diglossic arrangements [language separation]

Translanguaging

- The complex, fluid discursive practices of bilinguals
- Recognized as a normative expression of bilingualism (García, 2011; García & Wei, 2014)
- Denotes one linguistic system with integrated features throughout
- A transformative pedagogy for leveraging bilingual students' multicompetence

Empirical efforts to investigate languaging practices of bilinguals

Focus on:

- everyday languaging practices of emergent bilinguals in communities (e.g., Reynolds & Orellana, 2009; Sánchez, 2007; Zentella, 1997) and classrooms (e.g., Hornberger & Link, 2012; Martin-Beltrán, 2014; Martínez, 2010; M. Reyes, 2012)
- translanguaging pedagogies (e.g., Creese & Blackledge, 2010; Esquinca, Araujo, & de la Piedra, 2014; Flores & García, 2013; García et al., 2012; Gort & Pontier, 2013; Palmer, Martínez, Mateus, & Henderson, 2014)

Translanguaging in an early childhood dual language classroom

Story retelling

Sociodramatic play

Overview of *Context*

- Spanish/English dual language bilingual education early childhood program; ages 6 weeks to 5 years
- socioeconomically, linguistically, and culturally diverse community in southeastern US
- Two teachers in each preK classroom (one teacher/one language)
- All examples drawn from one preK class: 17 emergent bilinguals, aged 3;4 to 5;0
 - Home languages: 6 English; 4 Spanish; 7 Spanish & English

Translanguaging in story retelling

RA: Jacob, cuéntame lo que pasó en el libro.

[Jacob, tell me what happened in the book.]

Jacob: (opens book, points to page) Unas matas se cayeron, uno se cayó, no hay mata... está cayendo snow (points to snow covered tree) y este tiene ... no tiene matas (pointing to leafless tree in the fall). Y este es rojo (points to tree with colorful foliage). Este tiene mucho gajo aqui y mucho gajo aqui (pointing to trees with bare branches in book).

[Some leaves fell, one fell, there are no leaves ... snow is falling and this one has... it does not have leaves. And this one is red. This one has a lot of (bare) branches here and a lot of (bare) branches here.]

Jacob: (continues) Todo (tiene) snow. Toda se cae. Y este es muy muy verde y tiene palo y el otro tiene snow. *[Everything (has) snow. All (the leaves) fall. And this one is very very green and it has (bare) branches and the other has snow.]*

Jacob: (turns page) Y tiene un... otro árbol de snow. Tiene un... (points to page) yo no sé. Tiene un... tiene un pájaro arriba de la mata.

[And it has... another snow covered tree. It has... I don't know. It has... It has a bird on the tree.]

Jacob: (turns several pages) Las matas se empezaron a caer, (turns page) y ya. Se empezaron a caer y (los pájaros) suben en esto, mira (pointing to tree branches in illustration). *[The leaves started to fall, and that's all. They started to fall and they (the birds) climb on top of this, look.]*

Translanguaging in story retelling

RA: Can you tell me about this story, *A Whistle for Willie*?

Jacob: (turns pages from back to front) El niño no puede *whistle* ahí pero ya ahí sí puede *whistle*, y aprendió... el perro aprende a *whistle* también. Y se escondió él afuera. Y después ... el niño está... ¿a donde está el niño y el perro? Estàn afuera.

[The boy could not whistle there but then there he could whistle, and he learned... the dog learned to whistle too. And he hid outside. And then... the boy is... where is the boy and the dog? They are outside.]

RA: Uh huh

Jacob: To(do) lo vieron. *[They saw everything.]*

RA: Okay

Jacob: *And everyone was looking for them.*

RA: What else happened?

Jacob: (continues to flip book pages from front to back) ¡Y ya!

[That is all!]

Translanguaging in sociodramatic play

(The SDP play area is set up as a store, with a cash register surrounded by small, round tables displaying objects for purchase. Adam is standing in front of the cash register. Mari approaches the register, opens the cash drawer and removes a dollar bill. Adam immediately intervenes and closes the drawer.)

Adam: No lo toques. [*Do not touch it.*]

Mari: Tienes que darme más dinero. [*You have to give me more money.*]

(Mari holds out her hand with the expectation of receiving additional money. Adam reopens the cash drawer once again, and Mari attempts to take additional money from the drawer.)

Adam: No toques. [*Do not touch.*]

(Adam closes the cash drawer.)

Adam: *It's for the people who are in the store.*

Translanguaging in sociodramatic play

(The SDP area is set up as a restaurant, including an eating area with small round tables and chairs, a kitchen area, and a cash register.)

Ms. Melanie: *¿Cuánto te debo? ¿Hay que pagar? [How much do I owe you? Do I need to pay?]*

Adam: You need to *pagar*. [... *pay*.]

Ms. Melanie: *¿Cuánto te debo? [How much do I owe you?]*

Adam: Five.

Ms. Melanie: *Necesito mi recibo. Porque si no, no puedo pagar. [I need my receipt. Because if not, I cannot pay.]*

(Adam walks over to the kitchen area and returns with a clipboard and marker.)

Ms. Melanie: *Cinco dolares. Escríbimelo ahí. Cinco dolares. [Five dollars. Write it there for me. Five dollars.]*

Adam: But first you need to pay.

Translanguaging in sociodramatic play

(The SDP play area is set up as an airport. A small table in one corner serves as the check-in and security area. A large, open cylinder structure with small chairs set up inside in rows serves as the airplane on which children “travel” to their chosen destination. Several children are sitting inside of the airplane structure.)

Adam: (playing the role of pilot) Hawaii? Everyone going to Hawaii?

Nina: No, no. She's going to Hawaii (points to Violet).

Violet: No.

Dilan: (pointing to Violet) No, he (sic) my mom.

Mari (to Dilan): *Y me too. I'm—I'm—Yo soy tu mamá también. Yo soy la niña. [And me too. ... I am your mom too. I am the girl.]*

Translanguaging in sociodramatic play

(The SDP area is set up as a restaurant, including an eating area with small round tables and chairs, and a kitchen area. Anthony is alone in the play area and attempts to engage Gabriella who enters the play scene.)

Anthony (to Gabriella): Table for one? Sit down. Table for one. You want macaroni?

(Anthony pulls out a chair for Gabriella, on which she sits. He then places a clipboard in front of her, showing her a picture menu he had created during a previous play episode. Manuel then enters the play area with a sandal in one hand and addresses Gabriella.)

Manuel (to Gabriella): ... tell you something. *¡Princesa! ¡Princesa! ¡Toma!*
[... *Princess! Princess! Take this!*]

(Manuel hands a flip-flop sandal to Gabriella. Anthony then pulls Manuel by the arm and into a chair.)

Anthony (to Manuel): *Siéntete, siéntete* [sic]. *¿Tu quieres macaroni?*
[Sit, sit. Do you want macaroni?]

(Anthony pushes in a chair behind Manuel and leans in, directing Manuel toward the menu.)

Potential benefits and challenges of translanguaging in ECE classroom contexts

- Examples offer window into dynamic bilingual interactions in DL ECE classrooms; challenge marginalization of normative bilingual practices in academic settings
- Also challenge us to thoughtfully consider role of translanguaging alongside other culturally and linguistically sustaining pedagogies that protect spaces for cultivation of minoritized languages

Questions remain: How to balance translanguaging and traditional diglossic pedagogies and learning spaces? Can these co-exist? What are benefits of each?