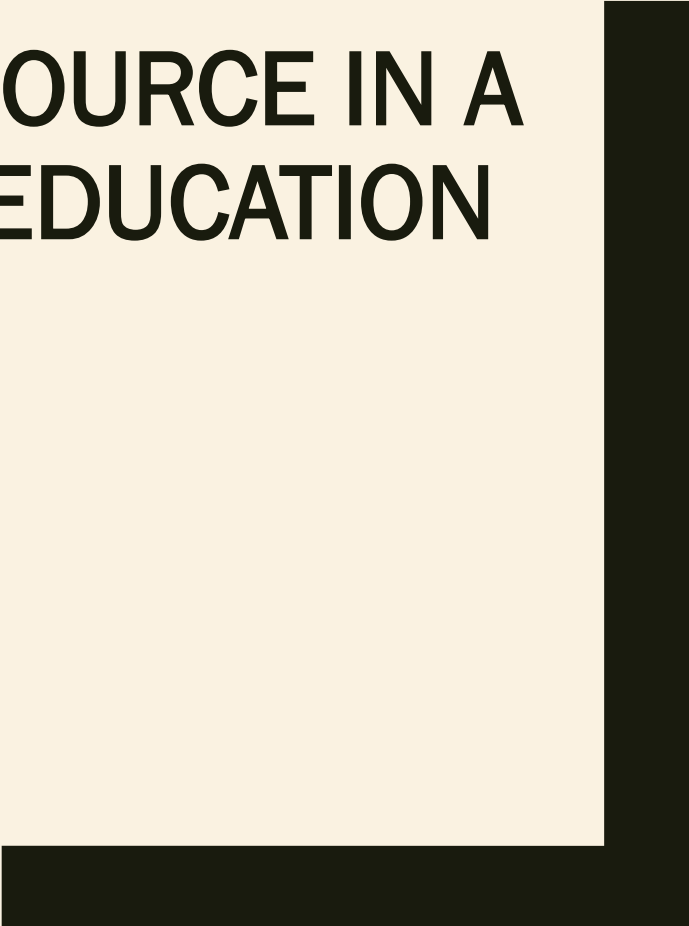


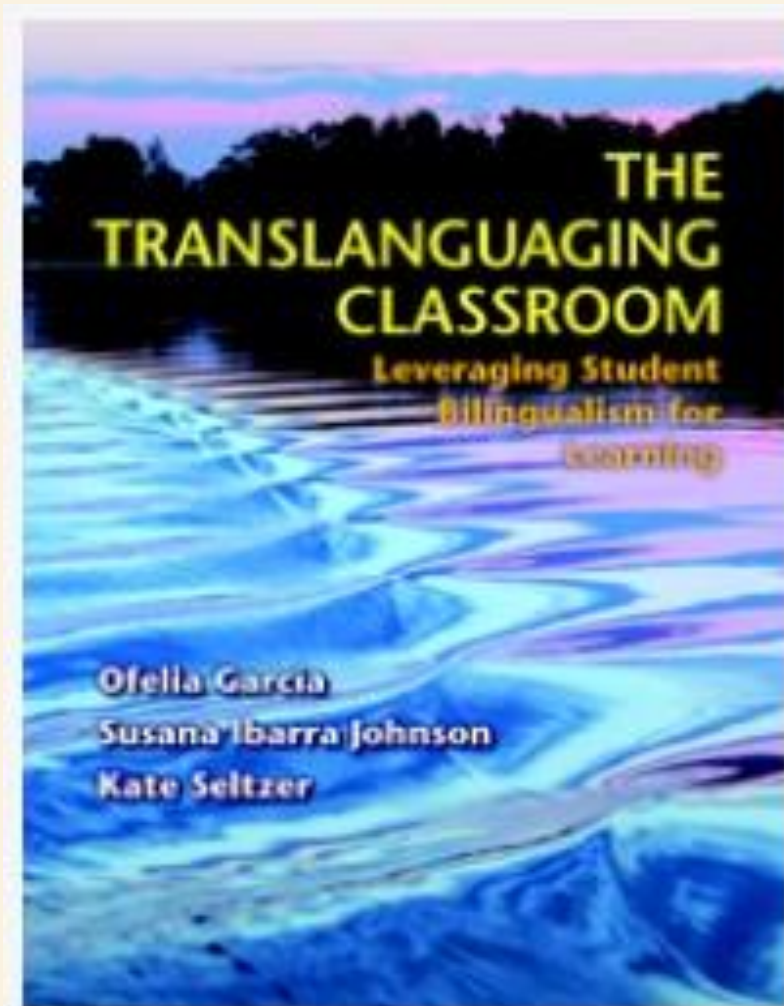


TRANSLANGUAGING AS A RESOURCE IN A DUAL LANGUAGE BILINGUAL EDUCATION CONTEXT

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The Translanguaging Classroom Leveraging Student Bilingualism for Learning



Bilingual Multicultural Education Act, 2004:

- Goal 1: Become bilingual and biliterate in English and a second language, including Spanish, a Native American language (with approval from tribal councils or from other tribal entities with authority to make educational decisions on behalf of Native American children) or another language. For Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening speaking and comprehension; and
- Goal 2: Meet state academic content standards and benchmarks in all subject areas.

NEW MEXICO CONTEXT BILINGUAL MULTICULTURAL EDUCATION PROGRAMS

Students served in BMEPs:

- ENGLISH LEARNERS (EL)
- FULLY ENGLISH-PROFICIENT (FEP)
- BILINGUAL LEARNERS
- NATIVE AMERICAN
- HISPANIC/LATINO
- IMMIGRANT
- MIGRANT

Languages & Program Models

Languages:

- Spanish, Navajo, Keres, Jicarilla Apache, Tewa, Tiwa, Zuni, and Towa

Program Models

- Dual Language
- Maintenance
- Transitional (ELs only)
- Heritage Language
- Enrichment (Not designed for ELs)

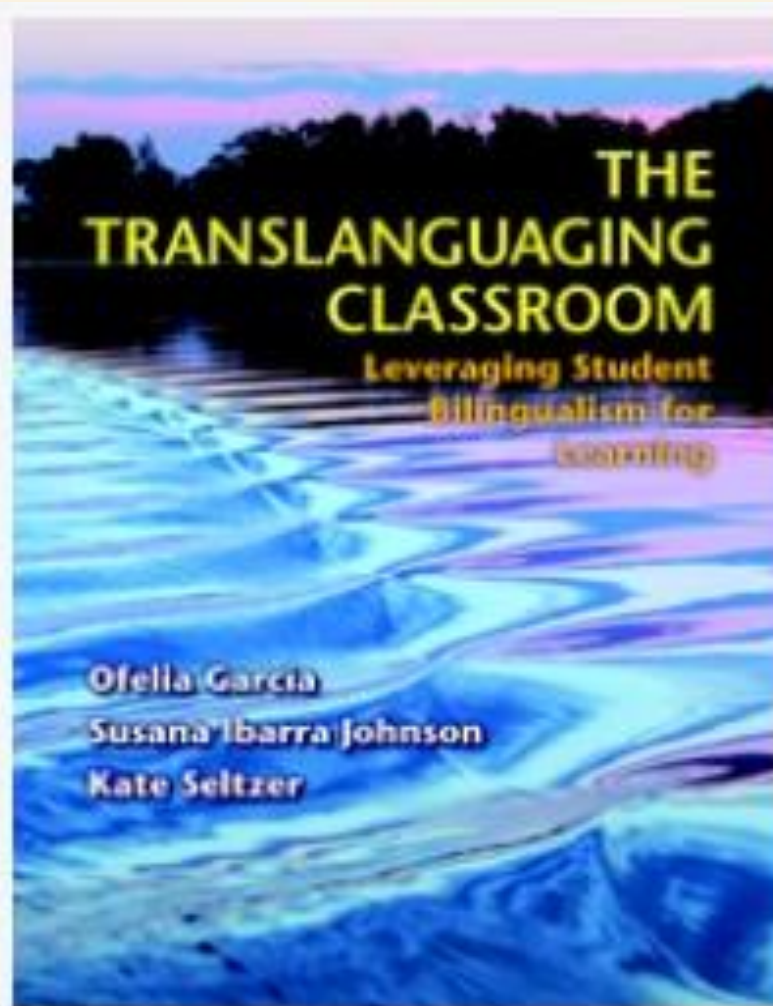
State of New Mexico
Diploma of Excellence
Bilingualism and Biliteracy Seal



Purposes for Translanguaging:

1. Supporting students as they engage with and comprehend content and texts;
2. Providing opportunities for students to develop linguistic practices for academic contents;
- 3. Making space for students' bilingualism and bilingual ways of knowing;**
4. Supporting students' bilingual identities and socio-emotional development.

Translanguaging Corriente



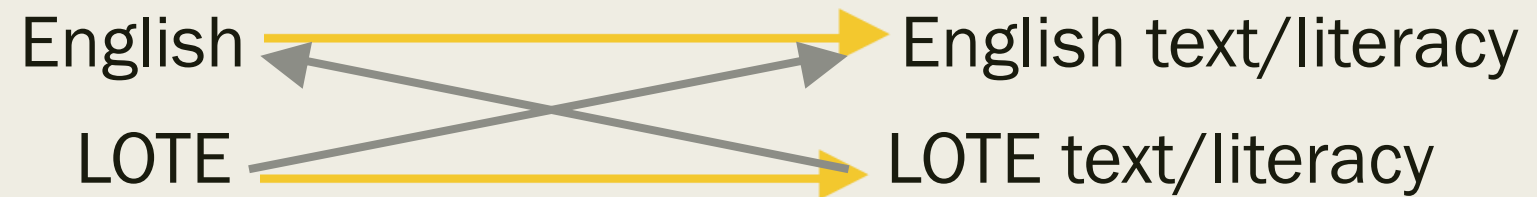
Four Biliteracy Models

- Convergent monoliterate model
- Convergent biliterate model
- Separation biliterate model
- Flexible multiple model

(García, 2009)

Flexible multiple model

- Two languages are used to interact with texts written in both languages and in other media, according to a bilingual flexible norm capable both of integration and separation.



Translanguaging Pedagogy

Teacher's Translanguaging Pedagogy

- Stance
- Design
- Shifts

Carla's Stance: Re-Mediating Literacy

Juntos

Cuéntame Algo Space



Myriad of forms in biliteracy texts

- ***Monolingual texts*** are in either English or Spanish and can be discussed using language practices that are different from those of the text.
- ***Bilingual texts*** these are texts with translations with different layouts—often side by side, sometimes top and bottom, and other times at the end.
- ***Translanguaging texts*** these are texts that have been constructed using translanguaging, that is, two languages are used in relationship with each other throughout the text.
- ***Multimodal texts*** these are texts that can be audio-based, in the form of oral interactions, and visual, in the form of videos or movies.

General Linguistic Performance

Cuéntame Algo with The Santero's Miracle Text



Carla's Design: Biliteracy Acompañamiento The Santero's Miracle



"Is 'm'ijo' even a word?" Jennifer asked. Ricardo responded that this was a word in Oaxaca. They then looked it up in the dictionary and couldn't find it. Moisés then said that it meant "mi ijo," but he still couldn't find "ijo" in the dictionary. Then Jennifer pointed out that "hijito" had an "h" and they wondered if this was why they couldn't find the word. They looked up "hijo" and found it. Jennifer said: "The problem is Spanish. In English we hear the "h," so we wouldn't be confused." After much disagreement with Jennifer's statement, they discussed what "hijito" meant. Ricardo said that his family often called him "Ricardito," and then Jennifer chimed in, "I call my grandmother, abuelita." They asked Carla why some Spanish words use "ito/ita" and together they decided it meant "little." Carla told them this was called a "diminutive."

Translanguaging Design

■ Translanguaging Pedagogical Strategies

- *Provide books/stories where authors use translanguaging and that has culturally relevant meaning.*
- *Encourage students to do research using multilingual reading material, especially on the Internet.*
- *Have students write stories with bilingual characters or in situations where other language practices have to be used.*
- *Encourage students to write performance pieces, for example, plays that include translanguaging for voice of bilingual characters.*
- *Have students use translanguaging in writing for bilingual audiences, including their families and communities, besides writing for monolingual audiences.*
- *Engage students in language inquiry tasks, comparing and contrasting different features of spoken language and coming up with word plays.*

Translanguaging Shifts

The Translanguaging Shifts are:

- unplanned, moment-by-moment decisions;
- moves that teachers of bilinguals make during the course of a learning experience,
- informed by the translanguaging stance, and are made possible because of the flexibility built into the translanguaging design.

Carla's Shifts

- ❑ Going with the flow of the “unmovable” texts of biliteracy

Question

- Do you see translanguaging as simply a scaffold to literacy in an additional language or as a resource for becoming better readers and writers in an additional language or in two languages? Explain the reasons for your answer.

Comments & Feedback

- Thank you!

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