

Translanguaging Together: Building Bilingual Identities by Writing to Amigos



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LINDSEY MOSES
LINDSEYMOSES1@GMAIL.COM

@drindseymoses

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Overview

- Multilingualism, Identity, and Translanguaging Practices
- Designing International Connections and Explorations
- Preparing for the unit
- International Translanguaging Writing Process and Unit
- Reflections
- Moving the work forward
- See our article on this work "Translanguaging Together: Building Bilingual Identities con Nuevos Amigos" in *The Reading Teacher*.

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Honoring Multilingualism



50%+

Wikimedia Commons

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Benefits of Bilingualism

- Increased cross-culture communication
- Cognitive abilities such as better attention and task-switching capacities
- Decreased cognitive decline in aging adults (Marian & Shook, 2012)

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A little bit of history...

- Bilinguals previously treated and thought of as two monolinguals in one person, completely separating the languages (Grosjean, 1989)
- This resulted in educators discouraging the use of multiple languages in one conversation or setting

Spanish Only

English Only

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We now have a more dynamic understanding of bilingualism and the sophisticated ways bilingual people choose to use language

- Gabriel (all student names are pseudonyms), a middle school student, raised his hand to ask for help. He was feeling stuck on using dialogue in his personal narrative because it felt weird to write it in English when his family had been speaking Spanish. He said, "You know how in *Esperanza Rising* sometimes they say something in Spanish and then they kind of tell you what it means in the next sentence in English? Am I allowed to do that in my story?" His teacher said, "Absolutely!"

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Identity, Language, and Literacy

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Yet...

- Many classrooms continue with a focus on basic skills, rote memorization, decontextualized content, and a deficit-based approach to supporting multilingual students
- “The basics as ordinarily understood are alienated from, rather than situated within, familiar communicative practices, steeped, as they are, in social meaning and ideological values” (Dyson, 2006, p. 10)
- These practices fail to build on multilingual students’ wide range of cultural and linguistic resources.

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In our project

- We sought to
 1. create an identity-affirming community that honored bilingualism
 2. celebrate translinguaging processes
 3. connect lived experiences through students’ writing and speaking interactions with an authentic international audience of bilingual first graders

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What is translinguaging?

Theounproject.com

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Peak into the classroom

Diego (pseudonym), a first grader appeared frustrated with his writing as he put his pencil down and rested his head on the desk. Matt stopped to check in:

- **Matt:** What’s going on Diego?
- **Diego:** No sé como escribir ‘me asustaron’ en inglés. [I don’t know how to write “they scared me” in English.]
- **Matt:** Entonces, why don’t you just write it in Spanish? [Then, why don’t you just write it in Spanish.]
- **Diego:** I can?
- **Matt:** ¡Claro que sí! You’re bilingual, puedes usar inglés y español in your writing. [Of course! You’re bilingual, you can use English and Spanish in your writing.]

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Translinguaging

- Engaging in a creative and critical process of dynamically and flexibly drawing on their many linguistic resources
- Translinguaging is a process described by García & Wei (2014) as an integration of people’s socio-historical and linguistic resources that results in new communicative practices



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Think bigger about translanguaging!

IT IS NOT JUST...



IT IS A ...

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Grounded in promoting




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Translanguaging

"creates a social space for multilinguals... by bringing together different dimensions of their personal histories, experiences and environments; their attitudes, beliefs, and ideologies; and their cognitive and physical capacities into one coordinated and meaningful performance"

Wei, 2011, p. 122

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Effective Translanguaging Practices for Teachers

1. Using multilingual texts (Michael-Luna & Canagarajah, 2007)
2. Using bilingual label quests, repetition, and translation across languages (Creese & Blackledge, 2010)
3. "Activation of knowledge from inside and outside the text: The teacher asked questions in English, but accepted answers in Spanish. Subsequently, the teacher provided the English equivalent" (Velasco & García, 2014, p. 11)
4. Valuing student translanguaging (Michael-Luna & Canagarajah, 2007)
5. Modeling translanguaging (Michael-Luna & Canagarajah, 2007)
6. Recognizing teachers and students strategically use their languages for various goals (Creese & Blackledge, 2010)

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Translanguaging Typology



- Comprehensive Text and Illustration Integration
 - Refers to texts written primarily in English that fluidly integrate words and phrases in additional languages in the text, illustrations, and dialogue, using a variety of translanguaging strategies
 - Authors may or may not provide translations of the words and phrases in additional languages

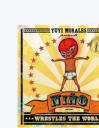
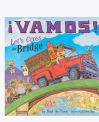


Libros for Language

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Comprehensive Text and Illustration Integration (7 Books)

The Category refers to texts written primarily in English that fluidly integrate LOTE words and phrases in the text, illustrations, and dialogue, using a variety of translanguaging strategies. The authors may or may not provide translations of the LOTE words and phrases.

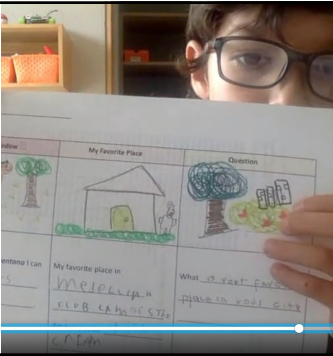





Libros for Language

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Early Writing Practices and Translanguaging with Multilingual Children

- Cross-linguistic connections support writing (Edelsky, 1986)
- Traditionally, taught in only 1 language
- Translanguaging practices can be used to support and celebrate the ultimate goal of writing: students sharing their stories and developing identities as bilingual authors




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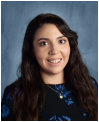
Building on these practices, we began our international connections and explorations unit.



Lindsey Moses
Associate Professor
Author/Consultant
Phoenix, AZ




Matt Hajdun
Language Development
Coordinator
The Columbus School
Medellin, Colombia



Ana Alvarado Aguirre
Bilingual Teacher
Silvestre S. Herrera School
Phoenix, AZ

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I am going to share the pedagogical details, but first a look at the end-game translanguaging possibilities




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Overview

- Pre-Planning and Unit
- Getting Started with Text Selection
- Closing Reading Scaffolding
- Building Student Excitement
- Setting Students Up for Success
- Pre-Writing
- Letter Writing
- Flipgrid Sharing

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Pre-Planning and Unit

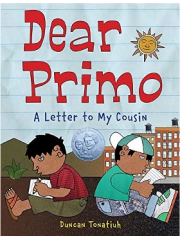


Daily translanguaging usage by students is encouraged **all day, everyday** while giving students the ability to choose the language. This creates **individual identity** and **language engagement**.

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Text Selection

- Goal: for students to see bilingual processes from published texts by bilingual authors and not just from their communities
- Book strategically used letter writing in both English and Spanish
- Decided to do the three reads strategy as students would benefit from multiple exposures



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Close Reading Scaffolding

First Reading

- Exploration of different communities (e.g. rural, urban, suburban)
- Pre-reading questions
 - Student inferences
 - Predictions
- During
 - Make connections
 - Students generated questions
 - Shared any notices

Used to introduce context, build background, and vocabulary.

Let's explore different types of community!

Rural Urban Suburban

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Close Reading Scaffolding

Second Reading

- Students were prompted to specifically listen for Spanish usage in book
- Co-constructed a graphic organizer to categorized/label all Spanish vocabulary students recalled in text
- Posed Questions to students that encouraged connections to their own identity and culture

Used to explore the use and purpose of multiple languages

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Close Reading Scaffolding

Third Reading

- Focus on skill of asking questions and the format of book as questions
- Allowed students to be prepared to letter writing
- Constructed a list of questions the characters might have asked in their letters as a class

Used to focus on the literacy goal.

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Building Student Excitement

A Zoom call was organized between the two classrooms for students to share about their schools, interests, and favorite things.

- Purpose:
 - Build excitement between classrooms and as bilingual writers
 - To be motivated to write to their peers
 - Purpose met? YES!

Other benefits:

- Students helped prepare simple introductory slides with both languages
- Text served as a model to demonstrate the value of students translanguaging

This is our classroom. *Por ahora*, we learn everyday at home.

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Setting Students Up for Success

Confidence and vocabulary

Created mini-theme units centered around areas addressed in the text that were accessible to first graders.

- City life, games and sports, traditions and holidays

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Setting Students Up for Success

Primary Goal:

- Give students repeated exposure to core vocabulary
- Engage students in listening, reading, speaking and writing

This was done through different activities.

For listening and speaking:

- Listening exercises
- Interactive picture labeling with increased detailed compound sentences

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Setting Students Up for Success

Primary Goal:

- Give students repeated exposure to core vocabulary
- Engage students in listening, reading, speaking and writing

For reading and writing:

- Close reading with shared texts.
- Daily writing with visual dictionaries

	PLACE	ACTION
At the		shop
you can		play and walk. eat and drink. watch a show. see art.

Images designed by Warrnapp

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Setting Students Up for Success

Primary Goal:

- Give students repeated exposure to core vocabulary
- Engage students in listening, reading, speaking and writing

For modeling translanguaging:

- Rehearsal and play with hand puppets
 - Read short scripts with translanguaging dialogue



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Pre-Writing

- A focus on oral language development, building vocabulary, and getting to know audience

December 15, 2020

Dear *amigos*,

Yes! We like *los deportes*. We like soccer, basketball, tennis, and gymnastics.

We live in Medellin, where everyone speaks *español*. *Nuestra ciudad* is in a valley and our school is in *la montaña*.

In TF, we love books like *Piggie* and *Gerald, Fepito y Pepito* and *No fui yo*. What *libros* do you like?

Your friends,
The kids in TF

Constructed a letter together as a class.

Deconstructed mentor text →

Reviewed new vocabulary

Goal: model translanguaging, celebrate students' translanguaging, and show how we strategically use multiple languages (teachers and students).

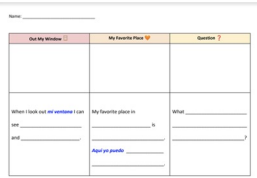
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Letter Writing

Heavy scaffolding (with modifications) was provided during independent writing experience through multiple forms.

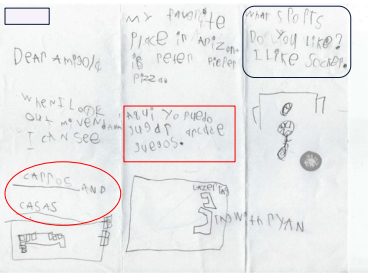
- Bilingual visual dictionary
- Trifold
 - Place for drawing and writing
 - Included sentence frames
 - Followed narrative writing pattern of beginning, middle, and end

first section	second section	third section
Prompted students to share what why could see outside their window	Encouraged students to identify favorite place in their city	Reminded students to ask questions in letters.



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Letter Writing



Student uses translanguaging sentence stems, but also attempts to use both languages in their responses.

Common themes throughout classroom:


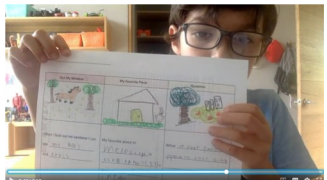
- Frequent places they like to visit or have fun at such as:
 - Peter Piper Pizza (pizzeria with games)
 - Casles and Coasters (amusement park)
 - Club campestre (country club)

With the last section students showed:

- To draw on concepts and vocabulary that was introduced in instruction

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Flipgrid Sharing

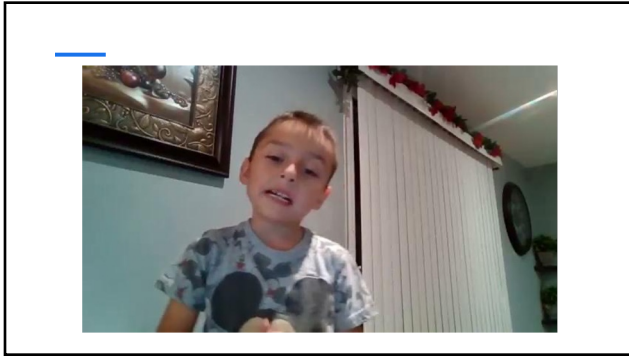
Gave students the opportunity to:

- Speak and listen
- Read their own letters to an audience
- Interact with multiple students

With students' enthusiasm, lesson preparation, learning, and scaffolding, the students were able to use both languages in videos.

Students created their own videos, but were also able to respond to one another, orally or in writing, with the strategic use of translanguaging.

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Reflections

español

English

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Translanguaging is **A** scaffolding tool and is **ONE** part of a system of research-based supports to aid in language development. It is **ONE** practice as part of our **balanced and robust instructional toolbox**.

Figure K: Examples of Sensory, Graphic, and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

Source: WIDA ELD Framework

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CCSS.ELA-LITERACY.L.K.1.E
Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

My mom	goes	to	the store.	(place)
My dad		by	the library.	
My brother		in	the museum.	
My sister		on	the bus.	(transportation)
		with	a friend.	(person)

translating - translanguaging - scaffolding

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CCSS.ELA-LITERACY.L.K.1.E
Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

Mi madre	va	a	la tienda.	(place)
Mi padre		por	la biblioteca.	
Mi hermano		dentro	el museo.	
Mi hermana		en	el bus.	(transportation)
		con	un amigo.	(person)

translating - translanguaging - scaffolding

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CCSS.ELA-LITERACY.L.K.1.E
Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

My mom	goes	a	la tienda.	(place)
My dad		por	la biblioteca.	
My brother		dentro de	el museo.	
My sister		en	el bus.	(transportation)
		con	un amigo.	(person)

translating - translanguaging - scaffolding

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CCSS.ELA-LITERACY.L.K.1.E
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

My mom	goes	a		(place)
My dad		por		
My brother		dentro de		
My sister		en		(transportation)
		con		(person)

translating - **translanguaging** - scaffolding ClipArt: Wannap Images: Wikipe

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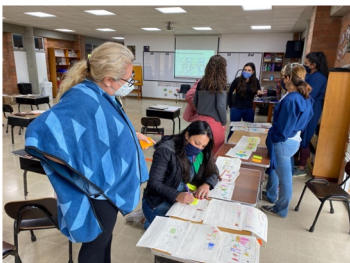
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	goes	to		(place)
		by		
		in		
		on		(transportation)
		with		(person)

translating - **translanguaging** - scaffolding ClipArt: Wannap Images: Wikipe

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Take Action: Identify Assets



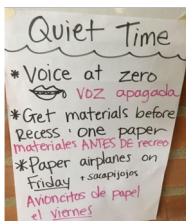

By the end of each of the four levels of English language		
ESFL Level 1 Emerging	ESFL Level 2 Emerging	ESFL Level 3 Developing
Reasons revealed by <ul style="list-style-type: none"> Using gestures and illustrations as needed Matching vocabulary on illustrated scenes 	Reasons revealed by <ul style="list-style-type: none"> Identifying why, how, or how often words are repeated Identifying relevant words and phrases in texts 	Reasons revealed by <ul style="list-style-type: none"> Identifying why, how, or how often words in questions and Identifying relevant words and phrases in texts
Reasons by <ul style="list-style-type: none"> Using words with a variety of meanings Answering WH- and open-ended questions in play centers 	Reasons by <ul style="list-style-type: none"> Providing information in graphic organizers Providing context about characters Identifying main or purpose 	Reasons by <ul style="list-style-type: none"> Providing evidence or evidence in general or specific situations Identifying relevant information from texts or experiences

KEY USE OF RECOUNT

WiDA
Can Do Descriptors
KEY USES EDITION
Grade 1


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Take Action: Build Community

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Take Action: Collect Resources



Bilingual

Because I speak Spanish, I get to see America's home and my family, friends, and friends. Because I speak English, I can learn from my teacher and my friends.

Because I am bilingual, I can read English and Spanish, I have friends and friends, I enjoy bilingual games, games and songs, and I have fun so much fun.

And because I speak two languages, I can be able to do more at many things, help, help so many people and do everything I do, better as well.

© Alma Flor Ada

Bilingüe

Porque hablo español, puedo ver a mi familia, mis amigos y a mi familia, mis amigos y mis amigos. Porque hablo inglés, puedo aprender de mi maestra y de mis amigos.

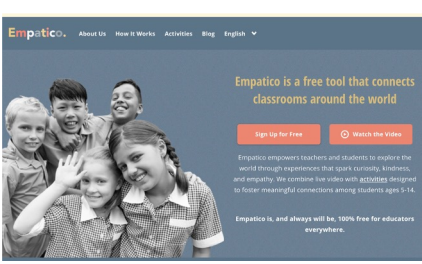
Porque soy bilingüe, puedo leer libros y libros, jugar amigos y amigos, disfrutar de juegos y juegos, juegos y juegos, y me divierto mucho.

Y algo más, porque sé hablar dos idiomas puedo hacer al doble de cosas, ayudar al doble de personas y hacer todo lo que hago al doble de bien.

© Alma Flor Ada

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Take Action: Connect with Others

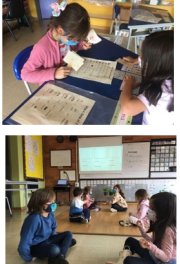


Empatico is a free tool that connects classrooms around the world

Sign Up for Free Watch the Video





Empatico empowers teachers and students to explore the world through experiences that spark curiosity, kindness, and empathy. We combine live video with activities designed to foster meaningful connections among students ages 5-14.


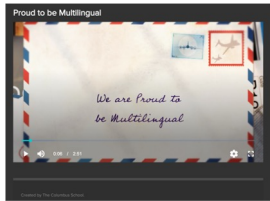
Empatico is, and always will be, 100% free for educators everywhere.



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Take Action: Build Excitement

	Why do you want to go to el parque?
	I want to play on the swings and the slide.
	That sounds fun!
	Vamos!

TCS Video

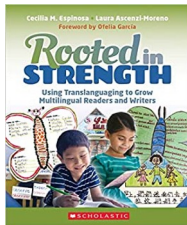
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Take Action: Provide Support



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Recommended Resource



“...how we view emergent bilinguals and their resources *are the impetus* for instructional change.”
-p. 210

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Thank you!

Lindsey Moses
Arizona State University
lindseymoses1@gmail.com

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