Session 1: Translanguaging Pedagogy in Language Education

Dr. Peter Sayer, Ohio State University

Pangasinan State University and
Commission on Higher Education, Region 1
December 13, 2023 – Lingayen, Pangasinan, PH

U.S. DEPARTMENT OF STATE

OFFICE OF ENGLISH LANGUAGE PROGRAMS

Today's workshops

Session #1: Translanguaging Pedagogy

Session #2: AI and Language Teaching

THE
OHIO STATE
UNIVERSITY
ESTABLISHED 1870
CLASS OF 1953

OHIO STADIUM
BUCKEYES
OHIO STATE

Ohio UNION
FOR THE KIDS
BUCKEYE THON
THE SEASONS PASS, THE YEARS WILL ROLL

Brainstorming task: The role of other languages in the English classroom?

Brainstorming task: The role of other languages in the English classroom?

- To what extent should an English teacher maintain 100% target language in the classroom?
- What is the role of national language or local language in the English classroom?

Locating my work

tesol journal

FULBRIGHT
Scholar Program

- Coordinator of PhD program in Multilingual Language Education
- Director of the Buckeye Language Education Resource Center
- Past editor of the *TESOL Journal*
- Fulbright Scholar (Mexico, 2011-12)

Locating my work

tesol journal

FULBRIGHT
Scholar Program

U.S. DEPARTMENT OF STATE
OFFICE OF ENGLISH LANGUAGE PROGRAMS

- Coordinator of PhD program in Multilingual Language Education
- Director of the Buckeye Language Education Resource Center
- Past editor of the *TESOL Journal*
- Fulbright Scholar (Mexico, 2011-12)
- English Language Specialist (Philippines, 2023)

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Sayer-Santiago Family

Canadian English
Danish
Mexican Spanish
Spanglish
Mixteco
Filipino???

Me and my mum, 1973

My personal language map

- Languages in my life
- Task: Make a visual representation of the language in your life
  - What languages have you learned?
  - What languages do you use with whom? And in what situations?
  - Do you use different dialects or varieties of language? Why and when?

Recommendation #1: Create a language profile of your classroom

- Younger students:
  - Use Flip or WhatsApp to record a video about languages in their family
  - Interview their grandparents about languages

- Older students:
  - Create an ethnolinguistic profile of their family

Translanguaging Pedagogy

- How can we connect teaching English to the lived experiences of our students?
- How can use our students' language backgrounds as a source for learning English?

Translanguaging Pedagogy

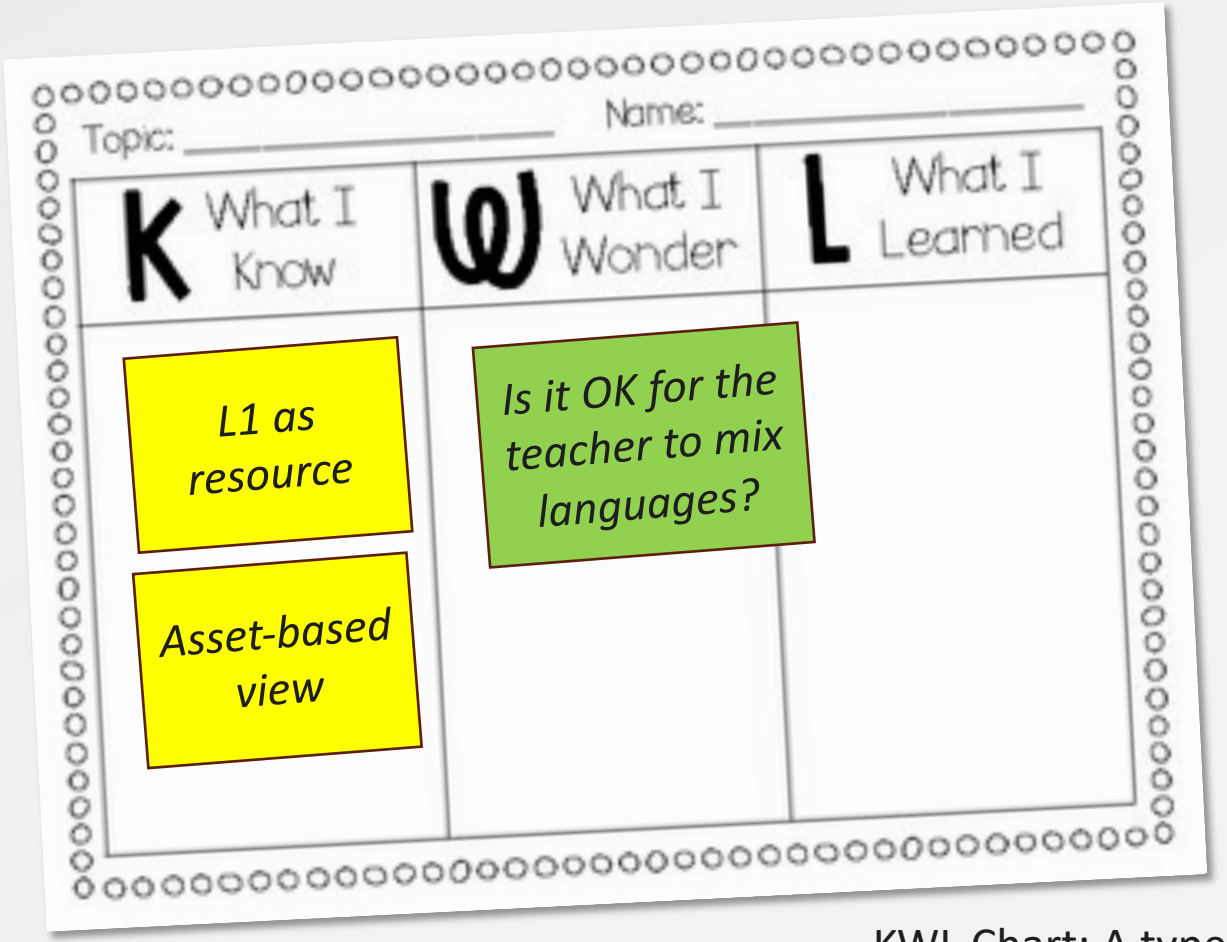
Traditional pedagogy

- Student's L1 as a problem or barrier
- Deficit view

Translanguaging pedagogy

- L1 as a resource
- Asset-based view

Translanguaging: KWL chart



go.osu.edu/translanguaging

KWL Chart: A type of graphic organizer to help introduce a new topic

The role of the L1 in language teaching

- The L2 teacher's job is maximize input in the target language
- Create a "target language zone"
- Minimize or eliminate the use of the L1
- L1 seen as a source of interference

SLA Theory: Assumptions about using L1 in L2 teaching

- SLA is focused on interlanguage development
- Interlanguage = L2 learner's developing L2 linguistic system
- Features of L1 + L2 + universal grammar
- Indicates incomplete acquisition
- L1 is a barrier to L2 learning = "interference" or "negative transfer"
- Second language classroom: Avoid L1, maximize input in the L2

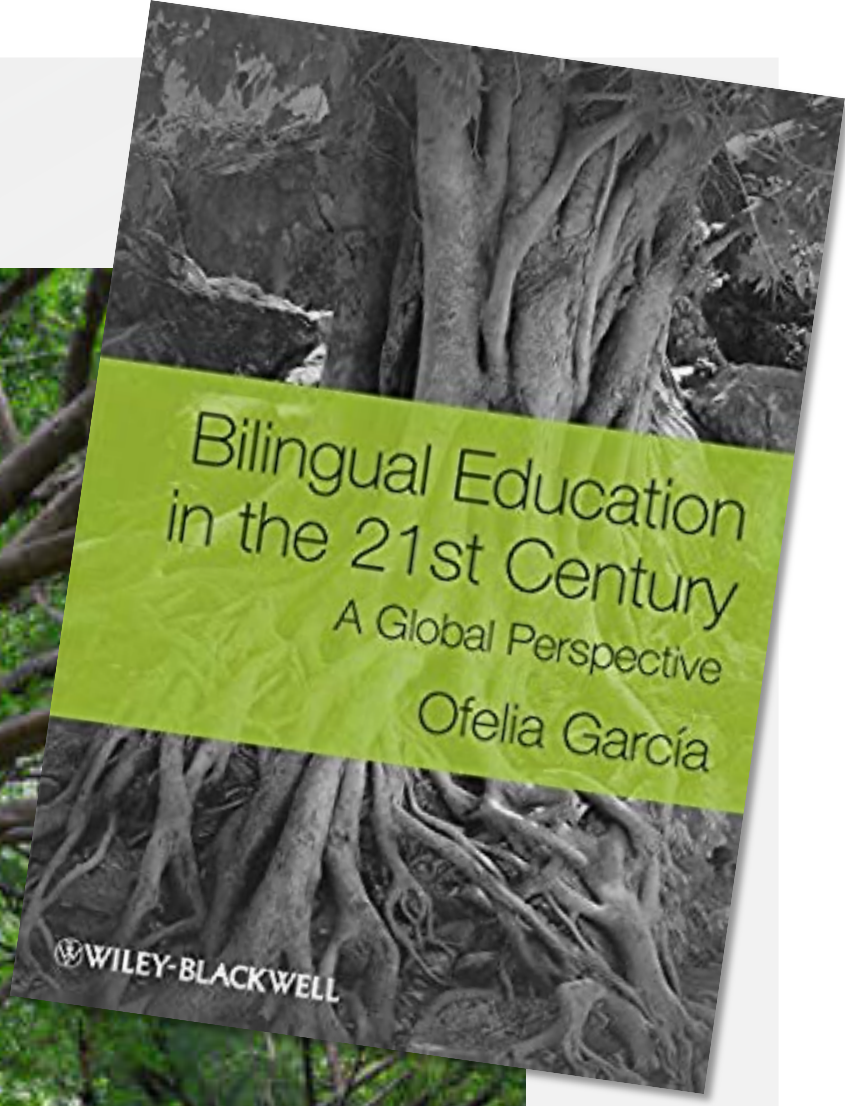
Bilingualism is not two wheels on a bicycle!

- A multilingual person's proficiency is their languages is complex
- It depends on context and purpose
- There is no perfect balanced bilingual

	Language A												Language B
Context 1	Monolingual	A_b	A_b	Ab	Ab	Ab	AB	BA	Ba	Ba	Ba	Ba	B_a	Monolingual
Context 2	Monolingual	A_b	A_b	Ab	Ab	Ab	AB	BA	Ba	Ba	Ba	Ba	B_a	Monolingual
Context 3	Monolingual	A_b	A_b	Ab	Ab	Ab	AB	BA	Ba	Ba	Ba	Ba	B_a	Monolingual
Context 4	Monolingual	A_b	A_b	Ab	Ab	Ab	AB	BA	Ba	Ba	Ba	Ba	B_a	Monolingual
Etc...														

Figure 1.2 Complexity of bilingual language proficiency

Ofelia Garcia: The banyan tree as a metaphor of bilingualism

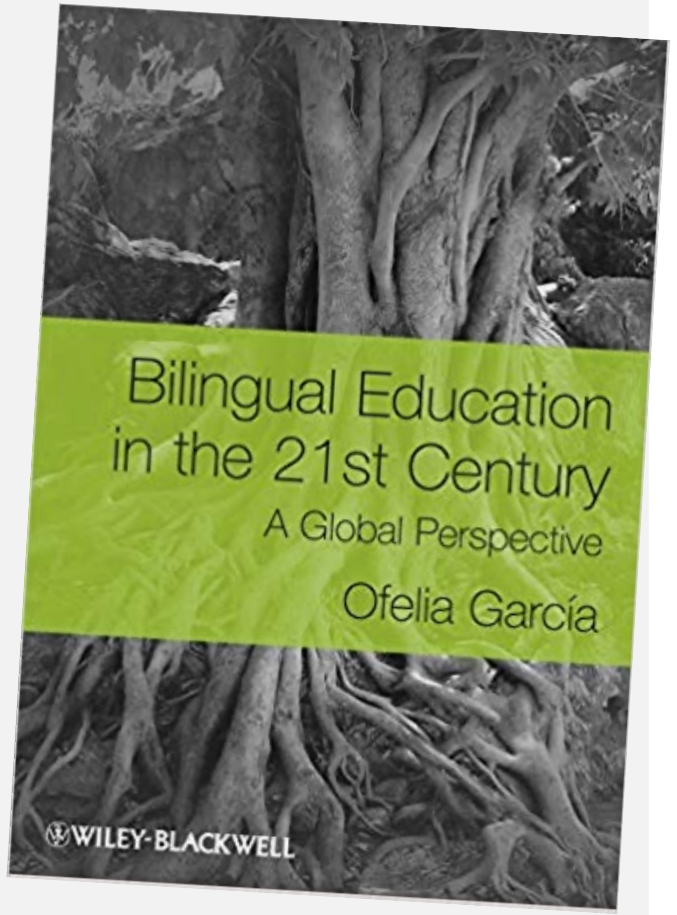


Rethinking the role of L1 in L2 classrooms

- The goal of language teaching is for students to become multilingual
- How should the use of languages be organized in language classrooms?
- What types of multilingual practices support language learning?

Translanguaging: Definition

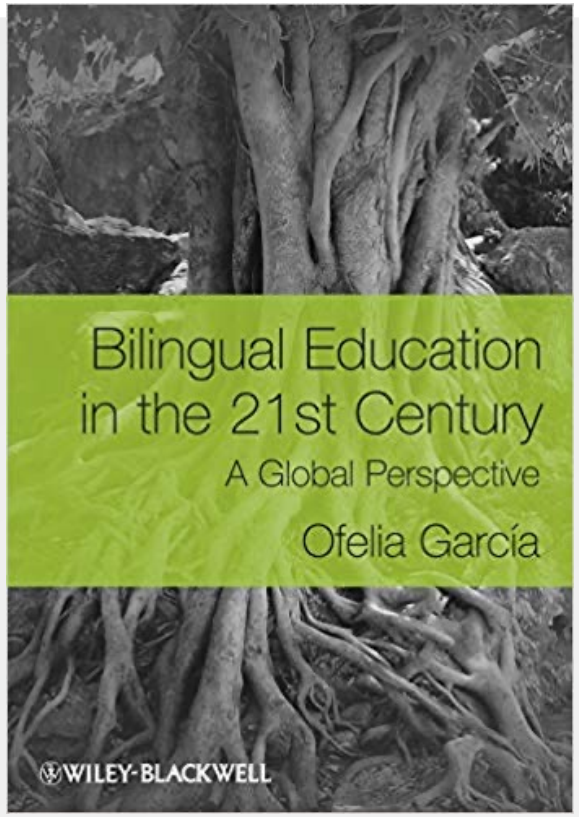
Translanguaging refers to the multiple discursive practices in which bilinguals engage based on their full linguistic repertoire in order to make sense of their bilingual worlds.



Translanguaging: Background

- Origin: As a bilingual teaching strategy in Wales (Williams, 1994)
- Purpose: Language revitalization of a minority language Welsh

- Development: As an approach to bilingual education in the United States (Garcia, 2009)
- Purpose: For bilingual programs for minority students, particularly Latino students of immigrant families



García (2009)

Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?

ANGELA CREESE
University of Birmingham
School of Education
MOSAIC Centre for Research on Multilingualism
Edgbaston
Birmingham B15 2TT
United Kingdom
Email: a.creese@bham.ac.uk

ADRIAN BLACKLEDGE
University of Birmingham
School of Education
MOSAIC Centre for Research on Multilingualism
Edgbaston
Birmingham B15 2TT
United Kingdom
Email: a.j.blackledge@bham.ac.uk

This article reports on research that questions commonsense understandings of a bilingual pedagogy predicated on what Cummins (2005, 2008) refers to as the "two solitudes" assumption (2008, p. 65). It sets out to describe a flexible bilingual approach to language teaching and learning in Chinese and Gujarati community language schools in the United Kingdom. We argue for a release from monolingual instructional approaches and advocate teaching bilingual children by means of bilingual instructional strategies, in which two or more languages are used alongside each other. In developing this argument, the article takes a language ecology perspective and seeks to describe the interdependence of skills and knowledge across languages.

CUMMINS (2008) DEFINED *BILINGUAL EDUCATION* as "the use of two (or more) languages of instruction at some point in a student's school career" (p. xii). García, Skutnabb-Kangas, and Torres-Guzman (2006) referred to *multilingual schools* that "exert educational effort that takes into account and builds further on the diversity of languages and literacy practices that children and youth bring to school" (p. 14). This means going beyond acceptance or tolerance of children's languages, to "cultivation" of languages through their use for teaching and learning. Cummins referred to research (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders, & Christian, 2006) that demonstrates that considerable confidence can be placed in the positive outcomes of bilingual education.

Bilingual classroom contexts are hugely varied, with multiple models and structures existing in different education systems across the world. In this article, we describe one particular model common in many nations with linguistic and cultural diversity, that of *complementary schools*, also known as *heritage language schools*, *supplementary schools*, and *community language schools*.[1] These schools are invariably established by community members and focus on language, culture, and heritage teaching. In the United Kingdom they are voluntarily run and outside the state sector of control. Since 2002, we have researched complementary schools and have investigated the language practices of their participants in Bengali, Chinese, Gujarati, and Turkish schools in Birmingham, Manchester, Leicester, and London, respectively (Creese, Baraç, et al., 2008). The projects have aimed to explore the social, cultural, and linguistic significance of complementary schools both within their communities and in wider society and to investigate how linguistic practices of students and teachers in complementary schools are used to negotiate their multilingual and multicultural identities.

The Modern Language Journal, 94, i, (2010)
0026-7902/10/103–115 $1.50/0
©2010 *The Modern Language Journal*

Creese & Blackledge (2010)
Modern Language Journal

tesol QUARTERLY

Translanguaging, TexMex, and Bilingual Pedagogy: Emergent Bilinguals Learning Through the Vernacular

PETER SAYER
University of Texas at San Antonio
San Antonio, Texas, United States

This article presents an ethnographic study of how bilingual teachers and children use their home language, TexMex, to mediate academic content and standard languages. From the premise that TESOL educators can benefit from a fuller understanding of students' linguistic repertoires, the study describes language practices in a second-grade classroom in a transitional bilingual education program in a well-established Mexican American community in San Antonio, Texas. The data suggest that the participants move fluidly between not just Spanish and English, but also the standard and vernacular varieties, a movement that is called *translanguaging* (O. García, 2009). Translanguaging through TexMex enables the teacher and students to create discursive spaces that allow them to engage with the social meanings in school from their position as bilingual Latinos. The teacher's adoption of a flexible bilingual pedagogy (Creese & Blackledge, 2010) allows for translanguaging in the classroom not only as a way of making sense of content and learning language, but also as a legitimized means of performing desired identities.
doi: 10.1002/tesq.53

It's noon at Callaghan Elementary in the Westside neighborhood in San Antonio, Texas, and the second graders from Ms. Casillas's bilingual class whisper to each other in hushed tones as they file down the hallway after lunch back to Room 248. I have just arrived to join the afternoon lessons, and I start chatting with Jonatan about the recent bike competition. Victoria admonishes me politely: "*Mister Peter tenemos que estar* ***quiet*** *porque están haciendo* ***testing***" (Mister Peter we have to be quiet because they're doing testing). Sure enough, a teacher leans out of her classroom and reminds us that there should be no talking because the third graders are doing state standardized exams.

Ms. Casillas is waiting in her classroom, which is decorated with brightly colored Mexican tissue paper cutouts, painted clay skeletons and wooden animals, papier-mâché deer masks, and trinkets collected

© 2012 TESOL International Association

Sayer (2013)
TESOL Quarterly

1994 2009 2013 2023

Number of research articles on translanguaging in applied linguistics journals

Translanguaging: Premise

The multilingual turn in TESOL: ELT classrooms are multilingual spaces

Translanguaging offers an alternative to conventional, monolingual language teaching approach.

Translanguaging reflects the sociolinguistic reality of everyday language use

Bilingualism is a banyan tree, not a bicycle.
A bilingual person is **not** a double monolingual.

Varieties of Philippine English

Occupational Englishes

- Yaya English
- Bargirl English
- Colegiala English

(Bautista 1996)

Hybrid Englishes

- Taglish
- Conyo English
- Hokaglish

(Gonzalez 2017)

Multilingualism and translanguaging in the community

Example of Conyo talk:

- "Let's make tusok-tusok the fish balls."

  (Let's pierce the fish balls with bamboo sticks.)

- "I'm so init na; make paypay me naman o."

  (I'm so hot; please fan me now.)

- "You make hintay here while I make sundo my kaibigan."

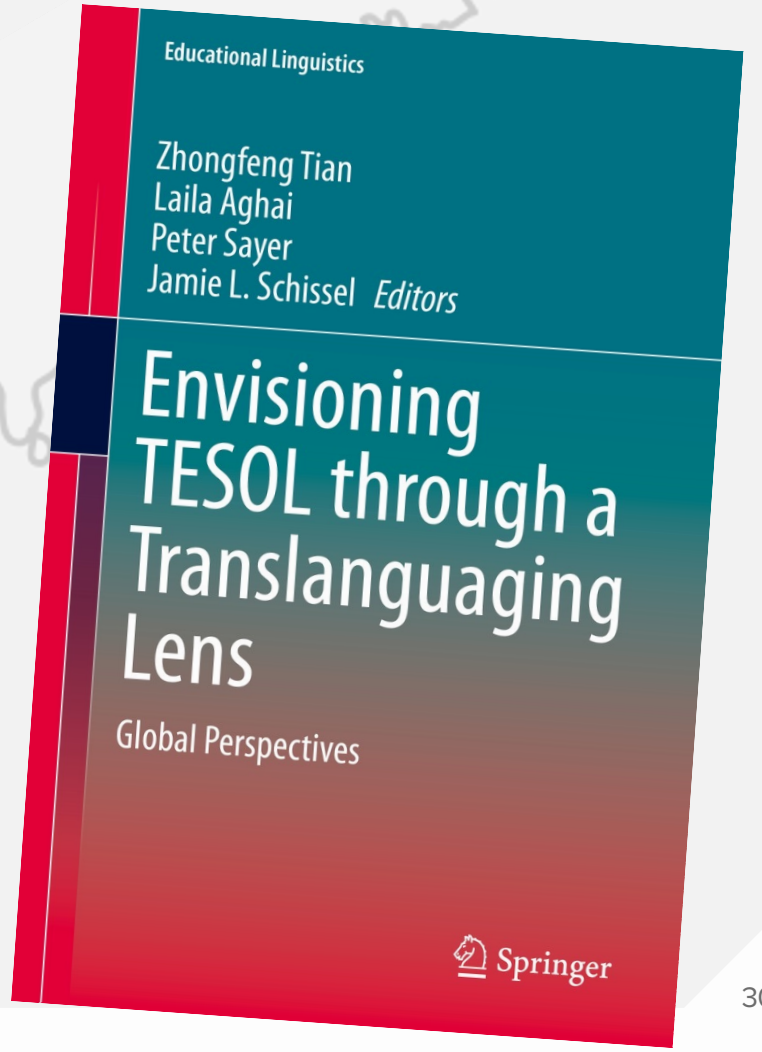
  (You wait here while I fetch my friend.)

(Odon, 2014)

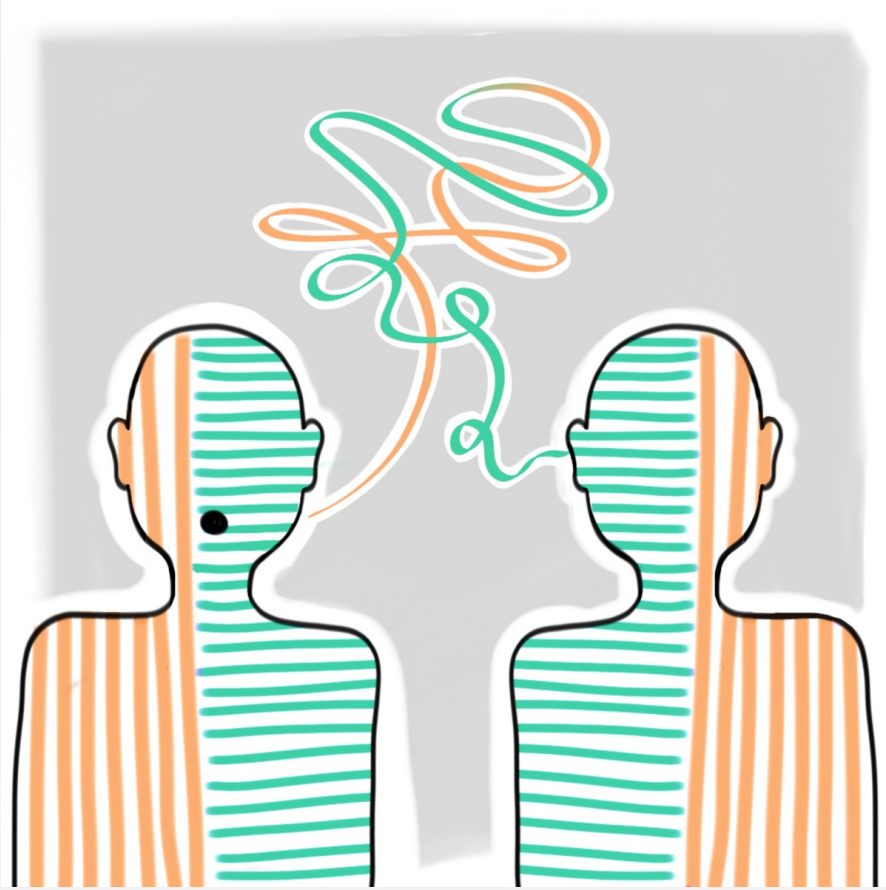
Translanguaging and TESOL classrooms

- CLIL/CBI classrooms
- Early childhood
- Newcomer immigrants
- Secondary EFL
- IEP
- Assessment
- TBLT

- U.S. & Canada
- Australia
- Netherlands
- Malawi
- Costa Rica
- Mexico
- Vietnam

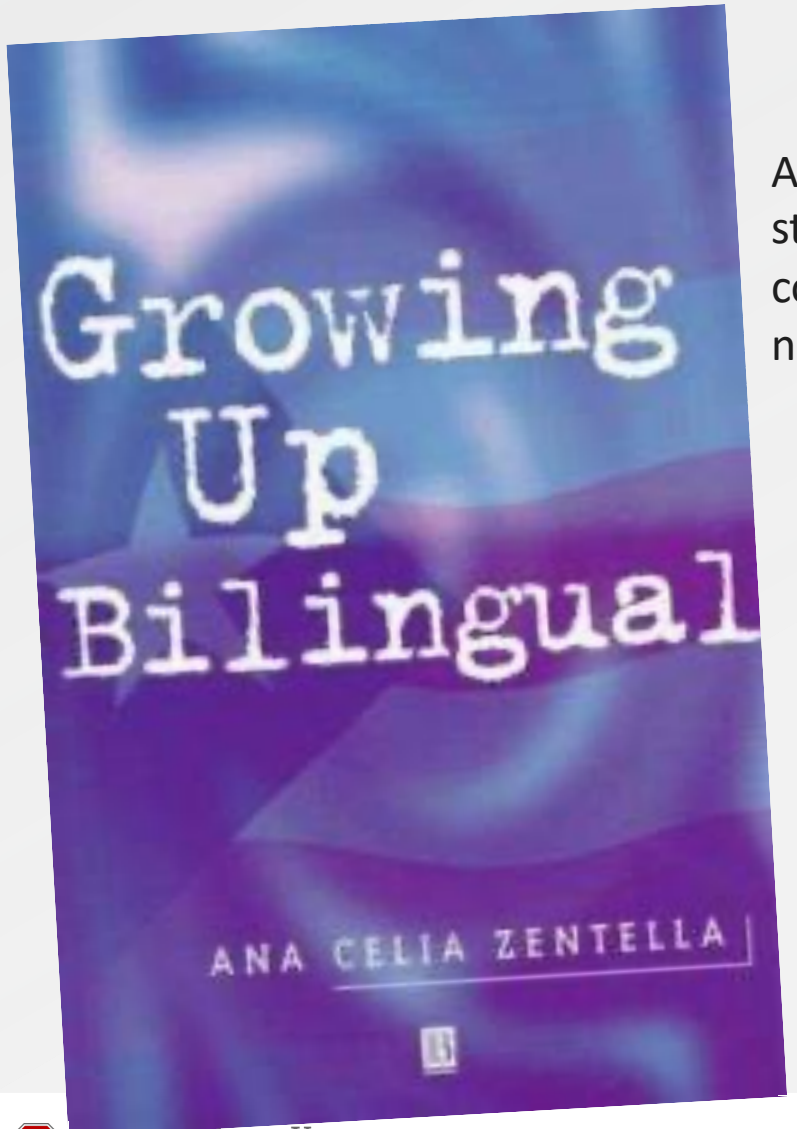


Isn't translanguaging just code-switching?



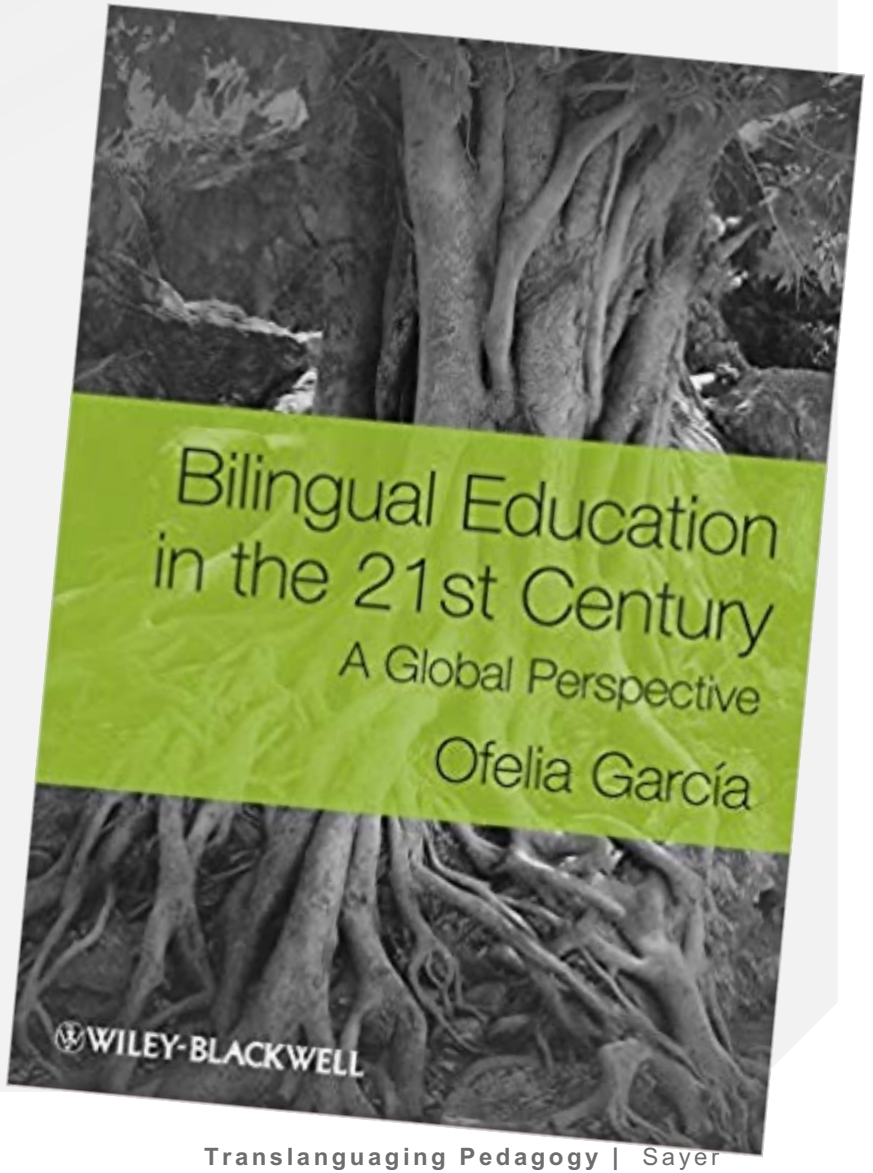
Yes... and no

From code-switching to translanguaging

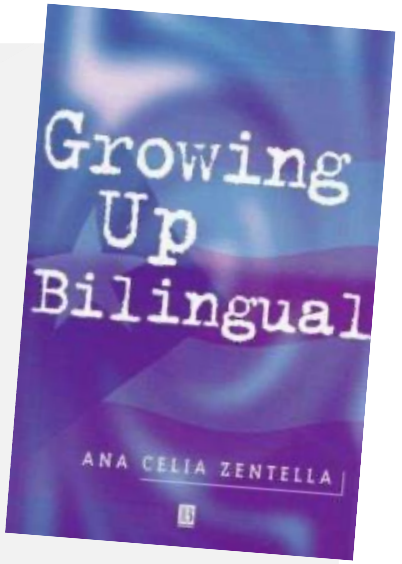


Ana Celia Zentella's (1997) seminal study of Nuyorican bilinguals' code-switching in *El Bloque* neighborhood in New York City

Ofelia García's (2009) *Bilingual Education in the 21st Century* popularized the concept of translanguaging.



Code-switching



Interaction between bilingual Lolita (8 years old), bilingual Timmy (5 years old), and a Spanish-dominant adult.

Lolita pushes Timmy off his bike:

Lolita to Timmy: **Get off, Timmy get off!**

Timmy to adult: **¡Ella me dió!** [she hit me!]

Lolita to Timmy: **¡Porque TÚ me diste!** [because YOU hit me!]

Timmy to Lolita: **Liar!**

Adult to Lolita: **¿Por qué---?** [Why---?]

Lolita to adult: **Porque él me dió por eso. Él siempre me está dando cuando me ve.** [Because he hit me, that's why. He's always hitting me when he sees me]

(Zentella, 1997)

Code-switching

Neither of these kids have DLD. Code-switching is a normal part of being bilingual.

Early code-switching research

Debunking myths about code-switching

- Code-switching is systematic (just like any other language variety)
- Code-switching has its own grammar which all bilinguals internalize and "know"
- Fluent code-switching requires a high degree of bilingualism
- The most balanced bilinguals are also the most prolific code-switchers
- Purpose of legitimizing stigmatized language forms, e.g. mixed code vernacular
- Code-switching does important social work
- Code-switching offers pedagogical advantages to teachers and students in classrooms

Language Mixing

Code-Switching

Focus on linguistic aspects, language boundaries

Translanguaging

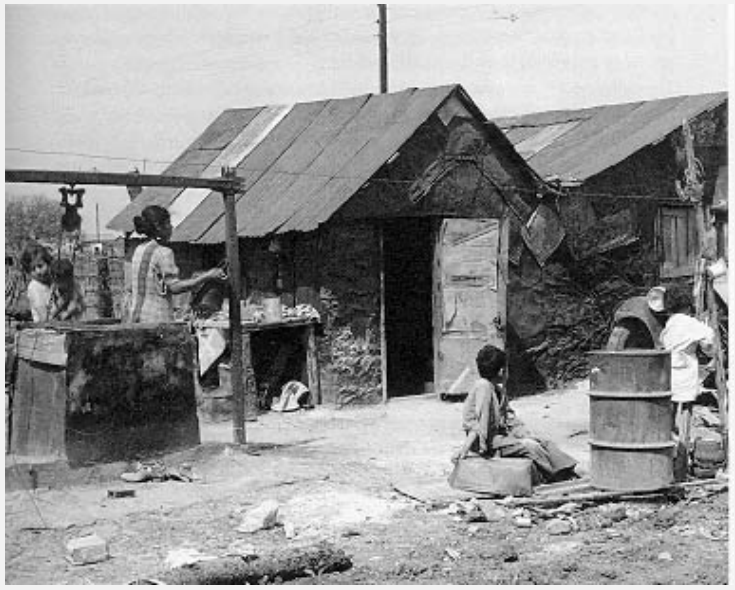
Focus on language practices, meaning making, language resources, identities

What does translanguaging in the classroom look like in practice?

El Westside, San Antonio, Texas USA

"Paseo por el Westside" neighborhood event, May 2010
Photo: Esperanza Peace & Justice Center

El Westside, San Antonio, Texas USA



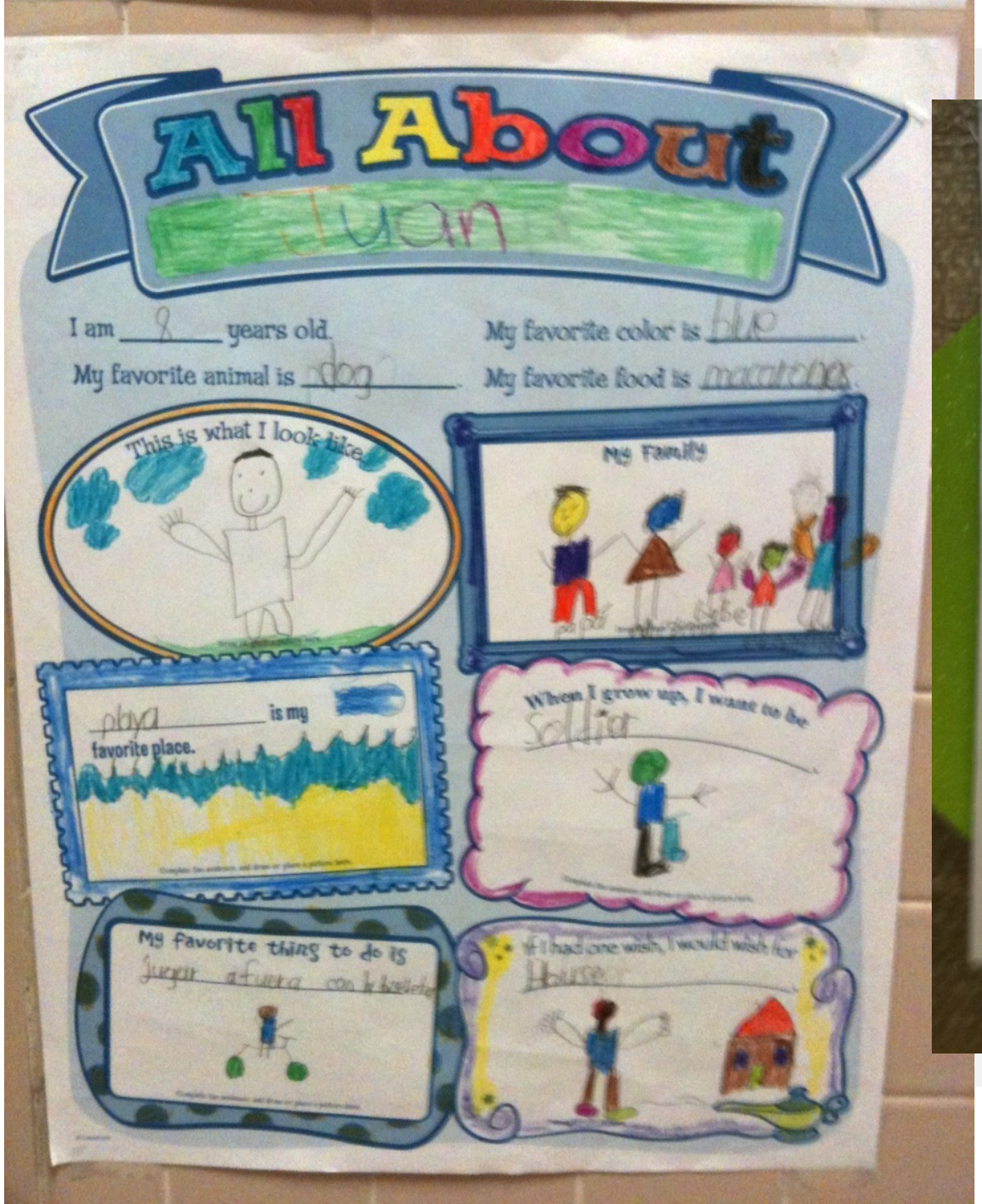
Mexican barrio
Westside, San Antonio
Source: top, UTSA archive
bottom, Marquez et al (2007)

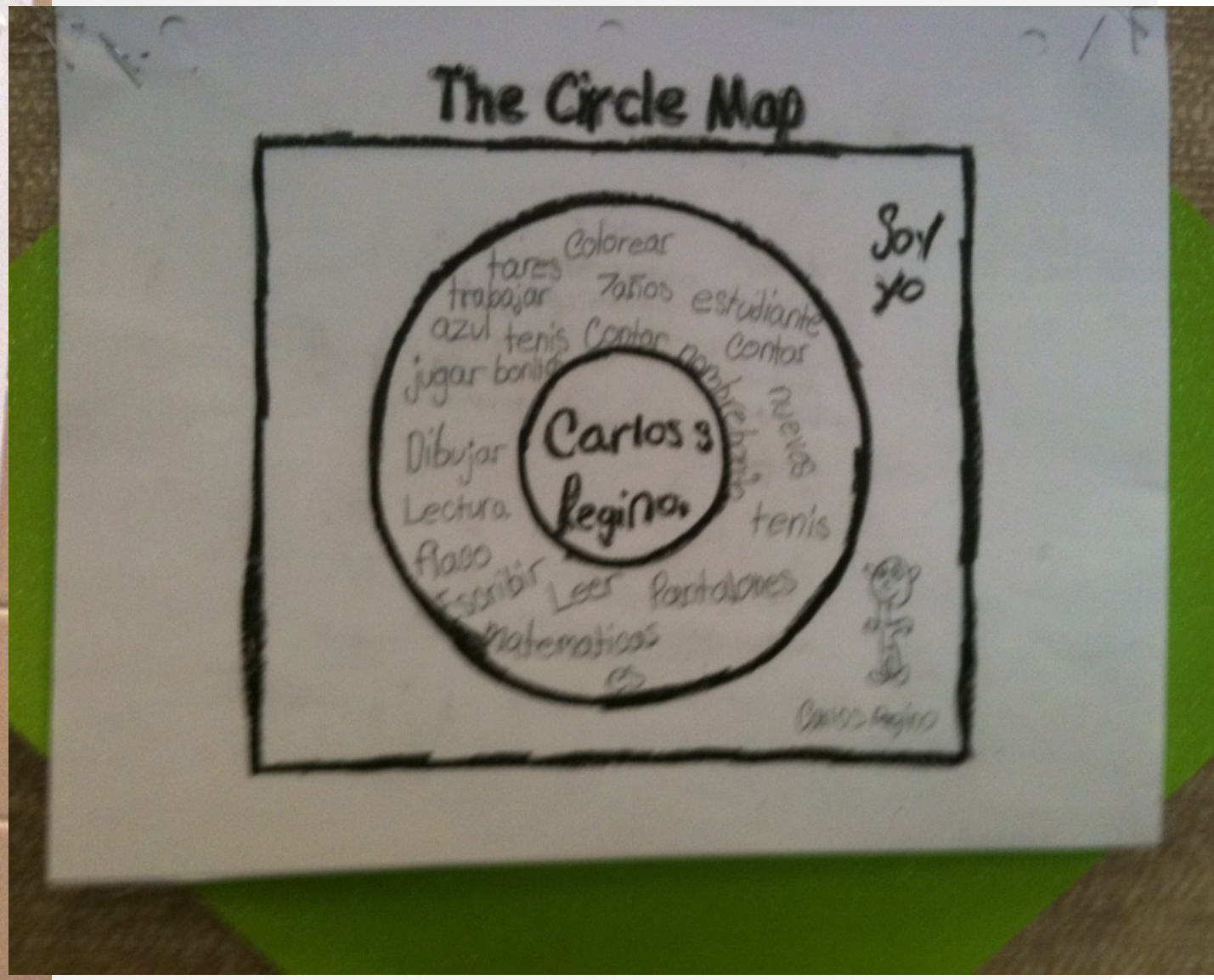
El Westside, San Antonio

Using a translanguaging lens to understand classrooms

Very limited Spanish use in school:

- Some Spanish
  - Front office, secretaries
  - Library
  - Entrances, notices for parents
- No Spanish
  - Hallways, signs and posters (only 1 in Spanish)
  - Cafeteria
  - PA announcements
  - Computer lab
  - Counselor
  - PE class
  - Special school events (geography bee, bike competition)


All About
Juan
I am 8 years old.
My favorite color is blue
My favorite animal is dog
My favorite food is macarones
This is what I look like
My Family
playa is my favorite place.
When I grow up, I want to be
Soldier
My favorite thing to do is
jugar afuera con la bicicleta
If I had one wish, I would wish for
House


The Circle Map
Soy yo
Colorear
tares
trabajar
7años
estudiante
azul
tenis
Contar
contar
jugar
Dibujar
Carlos 3
Regina
Lectura
tenis
flaco
Escribir
Leer
Pantalones
matematicas
es

Recommendation #2: Pay close attention to how your students use language in the classroom

2nd grade science lesson. Students are labelling a diagram of a spider. Jacky is talking about spider's egg sac:

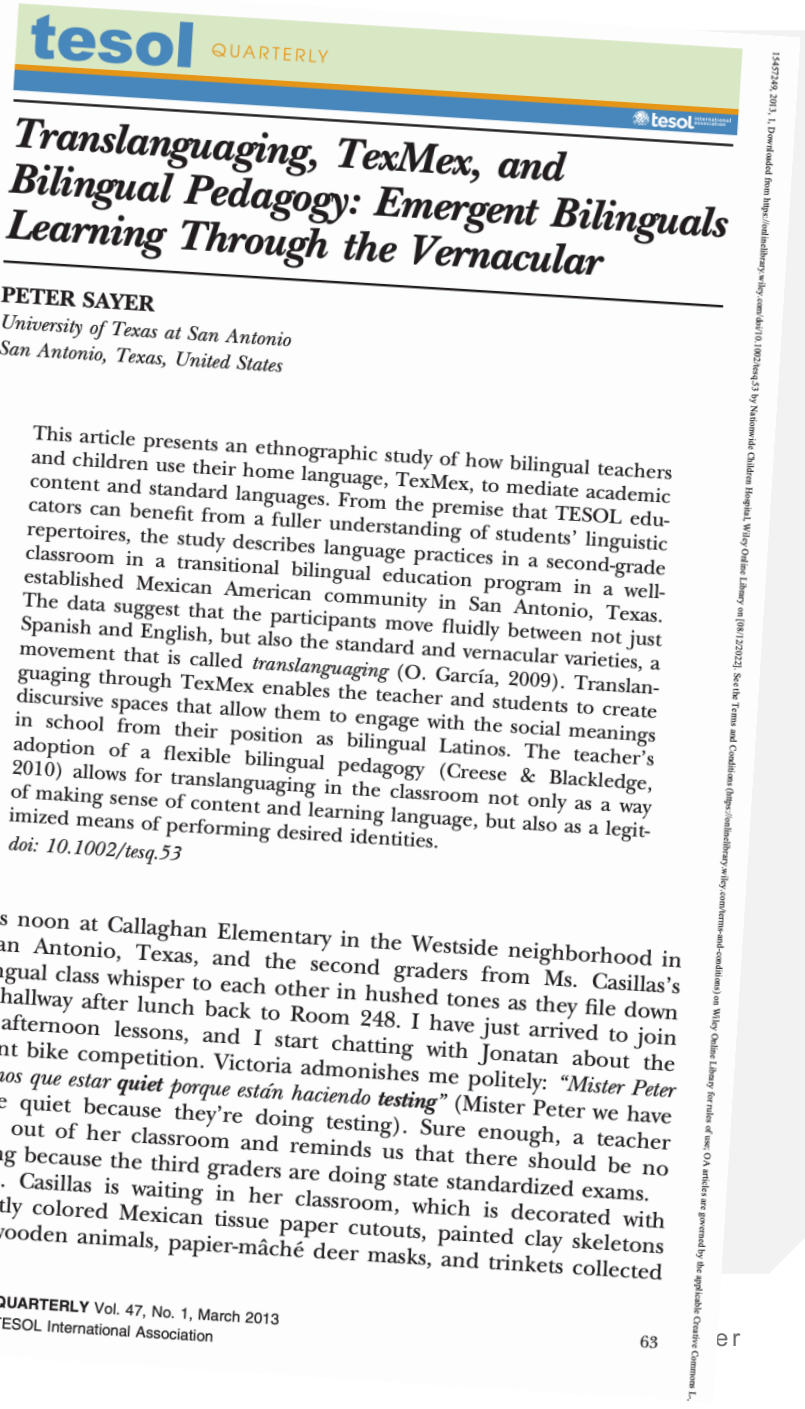
1. Lo que yo no entiendo es porque sale en un puffy little thing así que cargan arriba this little puffy thing.

(What I don't understand is why it comes it in a puffy little thing like that carrying above it this little puffy thing.)

Translanguaging mediates construction of understanding academic content

Translanguaging as meaning-making

How can students leverage their bilingual vernacular to mediate their learning of standard language (English and Spanish) and academic content?



tesol QUARTERLY

Translanguaging, TexMex, and Bilingual Pedagogy: Emergent Bilinguals Learning Through the Vernacular

PETER SAYER
University of Texas at San Antonio
San Antonio, Texas, United States

This article presents an ethnographic study of how bilingual teachers and children use their home language, TexMex, to mediate academic content and standard languages. From the premise that TESOL educators can benefit from a fuller understanding of students' linguistic repertoires, the study describes language practices in a second-grade classroom in a transitional bilingual education program in a well-established Mexican American community in San Antonio, Texas. The data suggest that the participants move fluidly between not just Spanish and English, but also the standard and vernacular varieties, a movement that is called *translanguaging* (O. García, 2009). Translanguaging through TexMex enables the teacher and students to create discursive spaces that allow them to engage with the social meanings in school from their position as bilingual Latinos. The teacher's adoption of a flexible bilingual pedagogy (Creese & Blackledge, 2010) allows for translanguaging in the classroom not only as a way of making sense of content and learning language, but also as a legitimized means of performing desired identities.
doi: 10.1002/tesq.53

It's noon at Callaghan Elementary in the Westside neighborhood in San Antonio, Texas, and the second graders from Ms. Casillas's bilingual class whisper to each other in hushed tones as they file down the hallway after lunch back to Room 248. I have just arrived to join the afternoon lessons, and I start chatting with Jonatan about the recent bike competition. Victoria admonishes me politely: *"Mister Peter tenemos que estar* ***quiet*** *porque están haciendo* ***testing***" (Mister Peter we have to be quiet because they're doing testing). Sure enough, a teacher leans out of her classroom and reminds us that there should be no talking because the third graders are doing state standardized exams.

Ms. Casillas is waiting in her classroom, which is decorated with brightly colored Mexican tissue paper cutouts, painted clay skeletons and wooden animals, papier-mâché deer masks, and trinkets collected

© 2012 TESOL International Association

15457249, 2013, 1, Downloaded from https://onlinelibrary.wiley.com/doi/10.1002/tesq.53 by Nationwide Children Hospital, Wiley Online Library on [08/12/2022]. See the Terms and Conditions (https://onlinelibrary.wiley.com/terms-and-conditions) on Wiley Online Library for rules of use; OA articles are governed by the applicable Creative Commons L

2nd grade science lesson. Students are labelling a diagram of a spider. Jacky is talking about spider's egg sac:

1. Lo que yo no entiendo es porque sale en un puffy little thing así que cargan arriba this little puffy thing.

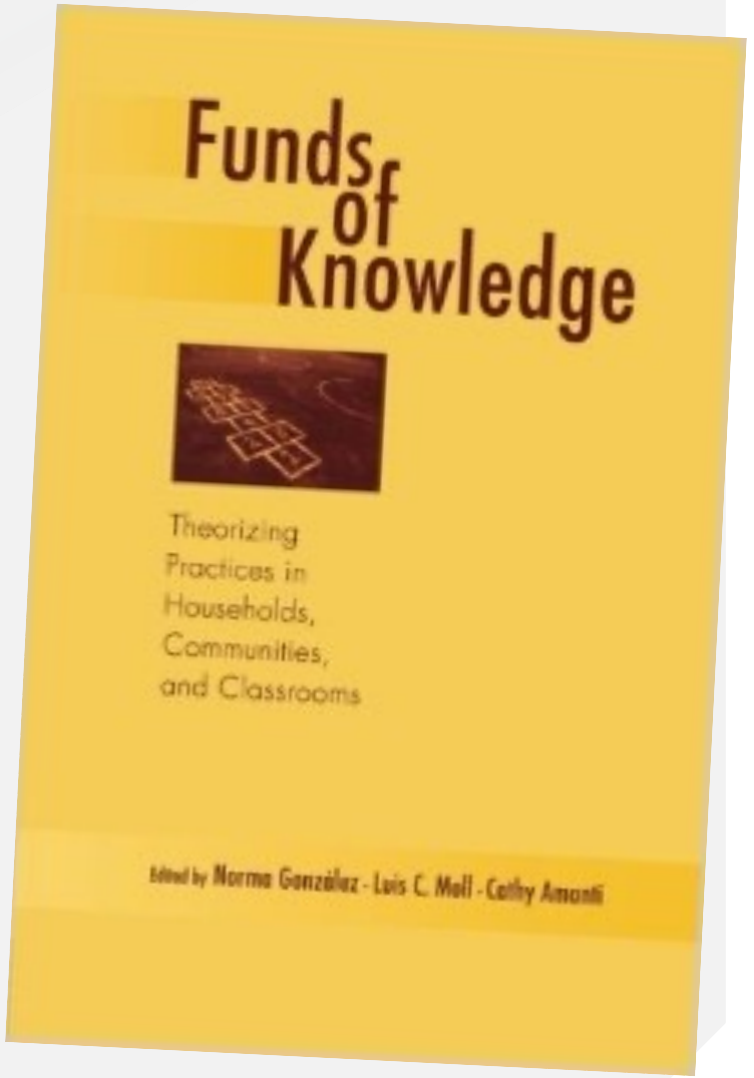
(What I don't understand is why it comes it in a puffy little thing like that carrying above it this little puffy thing.)

Translanguaging mediates construction of understanding academic content

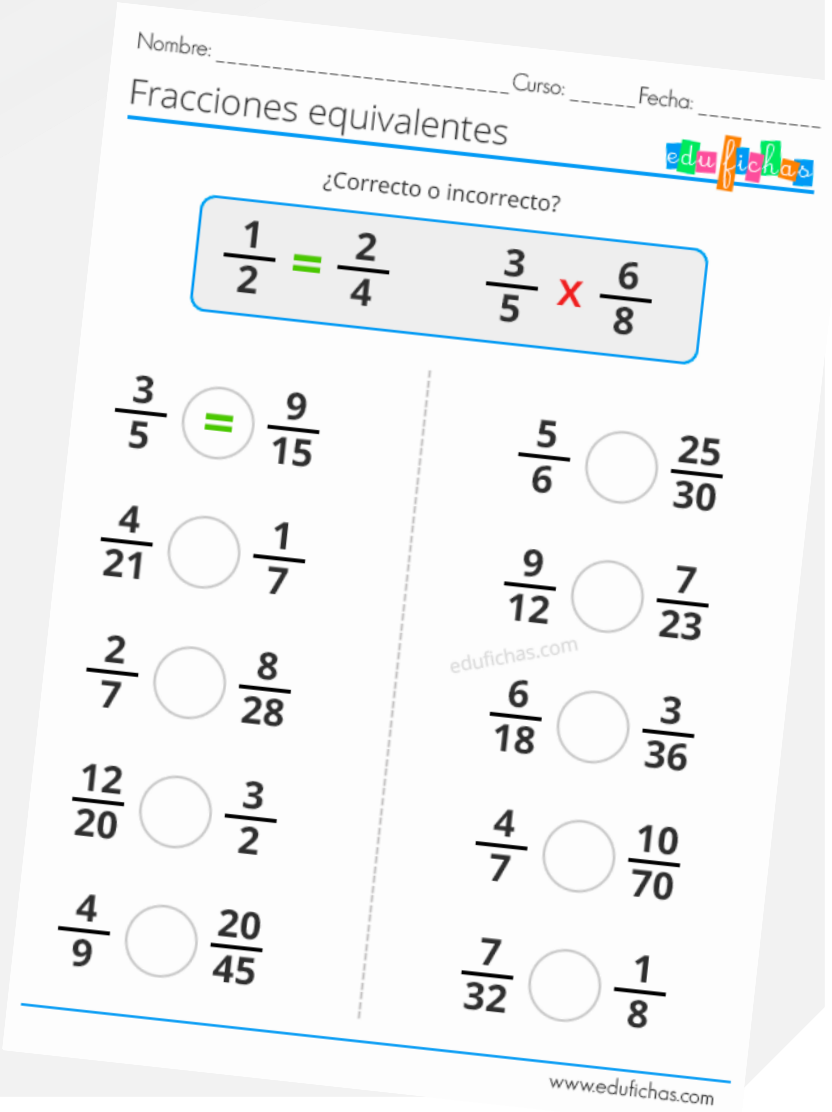
The student is expressing her idea through her linguistic **funds of knowledge**

Funds of knowledge

The knowledge and skills that children bring to school based on their everyday experiences, culture, and language of their families and communities.



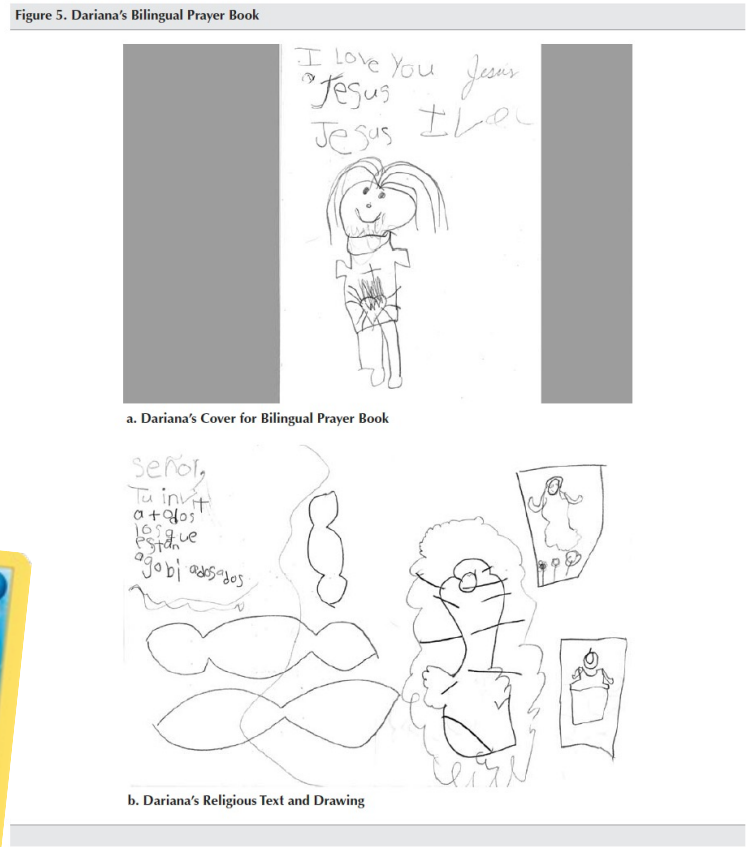
Funds of Knowledge: Example 1



Funds of Knowledge: Example 2

Linguistic Funds of Knowledge

The language resources and practices that children bring to the classroom based on the ways of talking and using language and literacy in their homes and communities.

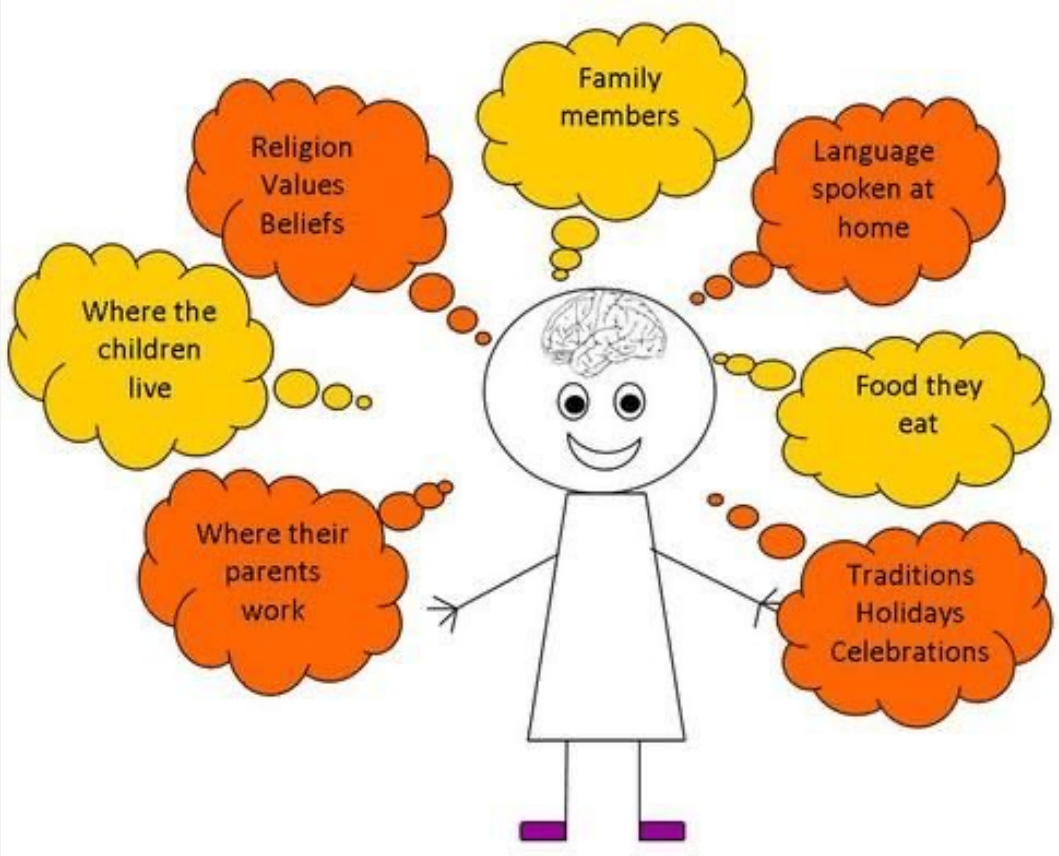


Example 1: Bilingual kids playing Pokemon

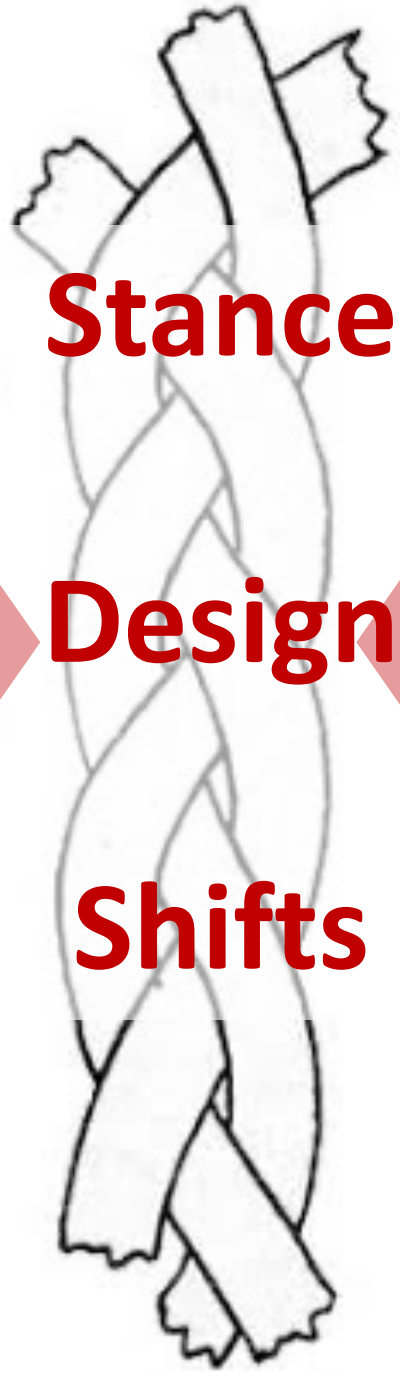
Example 2: Young girl creates bilingual prayer book

Recommendation #3: Learn about your students funds of knowledge

- Do activities in class where students share about their families
- Do a "picture walk" of the community to learn about how languages are used



Home language

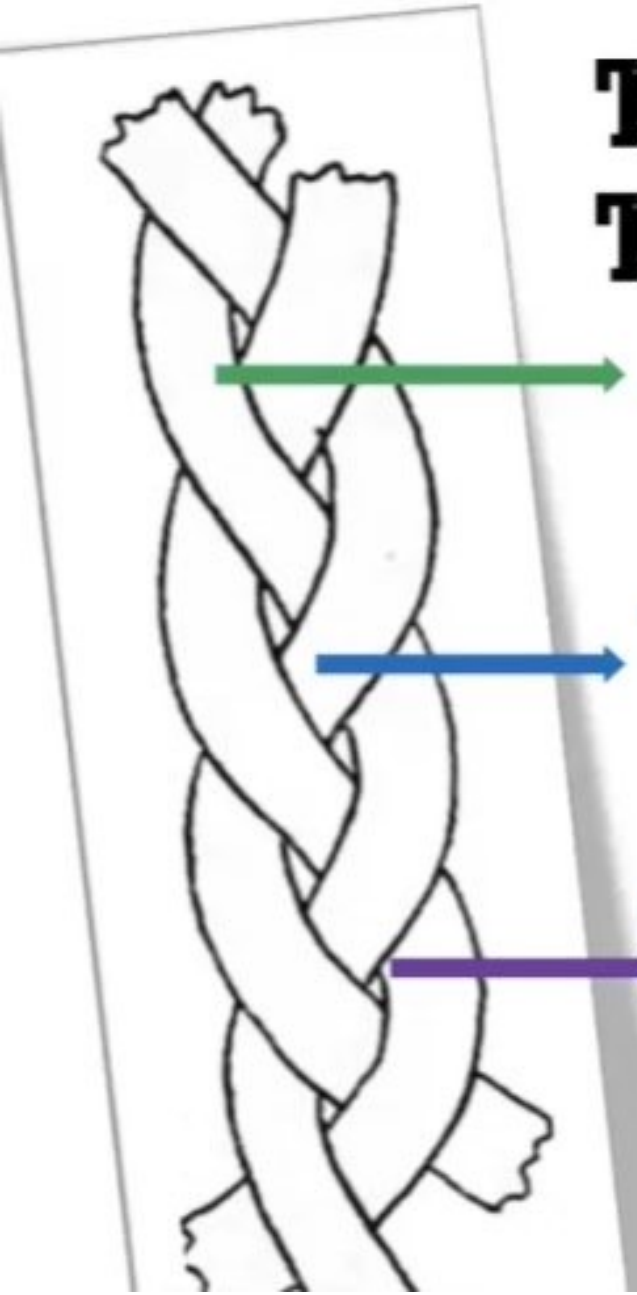


Stance

Design

Shifts

Target language



THE 3 STRANDS OF A TRANSLANGUAGING PEDAGOGY

- **Translanguaging Stance**
  - The ideological system/ set of beliefs that informs teachers' approach to teaching emergent bilinguals
- **Translanguaging Design**
  - Design of classroom space, instruction, & assessment that aligns with/emerges from a translanguaging stance & leverages the translanguaging corriente
- **Translanguaging Shifts**
  - Unplanned moves within a translanguaging design that respond to the corriente & to students' needs, interests, & connections

TRANSLANGUAGING:

A CUNY-NYSIEB GUIDE FOR EDUCATORS

Anita Sztukowska, Grade 9

CHRISTINA CELIC

KATE SELTZER

cuny nysieb

CUNY-NYS INITIATIVE ON EMERGENT BILINGUALS

ELEMENTARY | MIDDLE | SECONDARY

A Multilingual Learning Environment

Essential Questions

- *How can we create a classroom and school environment that celebrates students' home languages and cultures?*
- *How can we raise ALL students' awareness of the different languages and scripts in their communities?*

Alignment with Common Core State Standards:

Language: Knowledge of Language: Standard 3
Apply knowledge of language to understand how language functions in different contexts, to make effective
choices for meaning or style, and to comprehend more fully when reading or listening.

When you create a classroom or school landscape that reflects students' diverse linguistic backgrounds, you can discuss how languages function in different contexts.

What is it?

It's important to create classroom and school environments that represent, respect, and value all of your students – including your bilingual students. Setting up your learning environment to include students' home languages side-by-side with English recognize linguistic diversity they bring to school, and helps *all* students become more aware of languages and scripts co-exist with English in their communities.

Translanguaging How-To

1. **Think: What parts of my classroom environment could I make multilingu** Consider how you can make your bilingual students' languages visible in the classroom, in a way that is manageable for you. You might think about:
   - **Oral English:** When do I use English orally for community building, the nuts and bolts of running the classroom? Would it be possible to home language signals, transitions, songs, or greetings in addition to instead of English?
   - **Written English:** Where do I have English written in the classroom? those places, where would it make sense to create multilingual labels displays?

Some ways to make the classroom environment multilingual:

- **Greetings**
  Have bilingual students teach their classmates a greeting in their home language, practicing over several days until the class is able to use these multilingual greetings when entering the classroom.

- **Songs**
  If you use music during instruction (to transition from one activity to ano during a morning routine, to connect to a content topic, at the end of the d etc.) you can incorporate songs that have multilingual versions. You can substitute some of your English songs with home language songs that are translated in English. Have your bilingual students help the class learn th language version of whatever songs you choose.

- **Transitions**
  Think about the signals you use with students to transition between activities. Do you use some sort of verbal signal? If so, talk with your bilingual students to see if they can help you say something similar in their home language, or use Google Translate (see sidebar).

- **Table names**
  Many classrooms give names to each table or group. These names can be multilingual, and bilingual students can be a part of the process of teaching their classmates how to say the table name in their home language. This is a good community building activity at the beginning of the year.

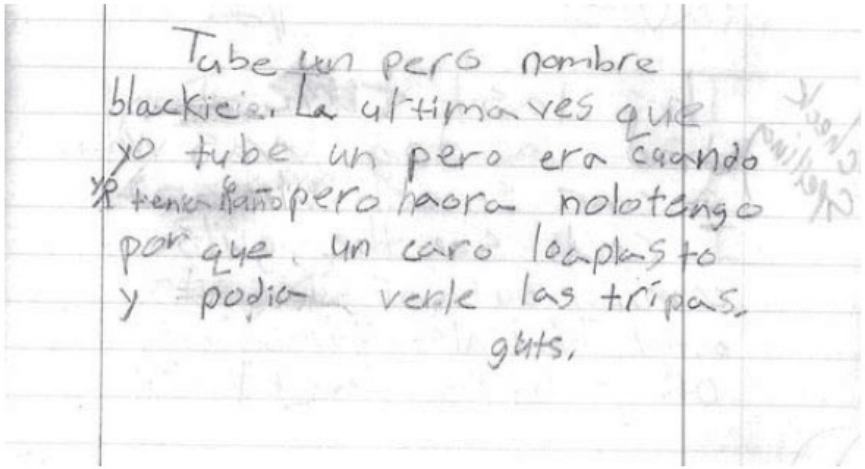
- **Rules and Routines charts**
  Many teachers display charts outlining class

https://www.cuny-nysieb.org/

What does translanguaging pedagogy look like in the classroom

4th Grade EFL lesson in Central Mexico

Translanguaging as pedagogy: L2 writing

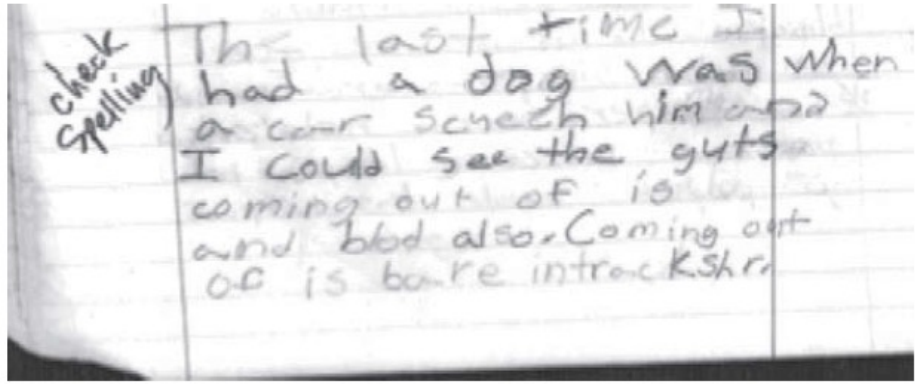


Transcription: *Tube un pero nombre blackie. La ultima ves que yo tube un pero era cuando yo tenia 6 ano pero haora nolotengo porque un caro loaplasto y podia verle las tripas.*

guts

["I had a dog named Blackie. The last time I had a dog was when I was 6, but now I don't have him because a car squashed him and I could see his guts."]

FIGURE 2a First diary entry in "Spanish." Anticipating the use of the word *guts*.



Transcription: "The last time I had a dog was when a car scuech him and I could see the guts coming out of is and blood aso. Coming out of is bare intrackshr."

FIGURE 2b Second diary entry in "English." Using the word *guts*.

Use of student writing drafts to document how TL supports development of academic writing

Velasco & Garcia, 2014: Translanguaging and the Writing of Bilingual Learners

Translanguaging as pedagogy: CLIL

1	M:	Well(.)	
2		Tenemos que ir [a Google	(*We have to go to Google*)
3	E:	[Es como un gas	(*It's like a gas*)
4		So(.)=	
5	M:	=Tenemos que ir a Google(.)	(*We have to go to Google*)
6→		*File*(..) [Reading from monitor and directing Elsa by pointing at the monitor]	
7	E:	Ya voy a ir(.)	(*I'm going now*)
8		Va↑mos	(*Let's go*)
9	M:	Now we're gonna go(.)	
10→		Vamos a *File*(.) [Directing mouse as both look at computer monitor]	(*Let's go to 'File'*)
11		Y luego vamos a ir(.)	(*And then we'll go to*)
12→		*New Window*:(.) [Reading from monitor]	
13		Luego(.)	(*Then*)
14	E:	Voy a i:r(..)	(*I'm going to go*)
15		*Google*(.) [Reading from bookmarks bar on monitor]	
16		Voy a poner(.)	(*I'm going to put*)
17		*E:l::e::m::e::n::to::* [narrating typing into search bar] (*Element*)	
18		*Ne:on*:	
19		'kay↑?	
20		*Elemento neon*(.) [repeating search bar entry] (*Element neon*)	
21	M:	And then you're gonna(.)	
22		Vas a poner:=	(*You're going to put*)
23→	E:	=*Images*? [reading from website]	
24	M:	No(.)	
25		Um:(.)	
26	E:	(xxx)	
27	M:	Um:(.)	
28		Facts	
29		*F:a:c:t:s* [Melissa spells the word as Elsa types into the search bar]	
30	E:	So(..)	
31		Voy a poner	(*I'm going to put*)
32→		*neon facts for kids*(1) [Narrating while typing into the search bar]	
33		Ha(.)	
34→		*I love neon* (.) [Reading from Internet search results]	
35		That's hilarious	
36	M:	Oka:y(.)	
37		*periodic table*	
38→		*Learn facts about neon* [Reading from search results]	

Use of interactional data to show how students use TL to co-construct understanding of scientific concepts while preparing a report

Poza, 2014: The Language of *Ciencia*: Translanguaging and Learning in a Bilingual Science Classroom

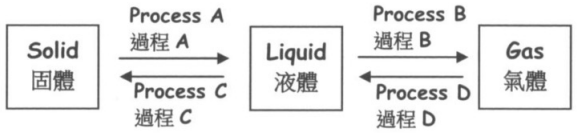
Translanguaging as pedagogy

Lin, 2013: *Toward Paradigmatic Change in TESOL Methodologies: Building Plurilingual Pedagogies*

(b)

Part 2: Short Questions 短問答
Write your answer in the space provided. 在空位寫下你的答案。

21. The following process shows the changes of states of matter. Mark
以下過程顯示了物質之狀態轉變。



(a) Which process(es) involve(s) the absorption of energy?
哪些過程涉及能量被吸收？

Process A and B / 過程 A 及 B 1,1

(b) Which processes are involved in the following changes?
以下之轉變涉及哪些過程？

(i) Ice-cream melts. Process A / 過程 A 1

(ii) Water boils. Process B / 過程 B 1

(iii) Making of ice cubes in the freezer. Process C / 過程 C 1

(iv) A pot of boiling soup. Process B / 過程 B 1

(c) Name the following processes.
寫下以下過程的名稱。

(i) Process A / 過程 A melting / 熔解 1

(ii) Process B / 過程 B boiling / 沸騰 1

(iii) Process C / 過程 C freezing / 凝固 1

(iv) Process D / 過程 D condensation / 凝結 1

(d) The temperature at which ice changes into water is called
冰變水時的溫度稱為
The melting point of ice. / 冰的熔點。 1

(e) The temperature at which 'dry ice' turns into a gas is called
「乾冰」變氣體時的過程稱為
sublimation / 昇華 1

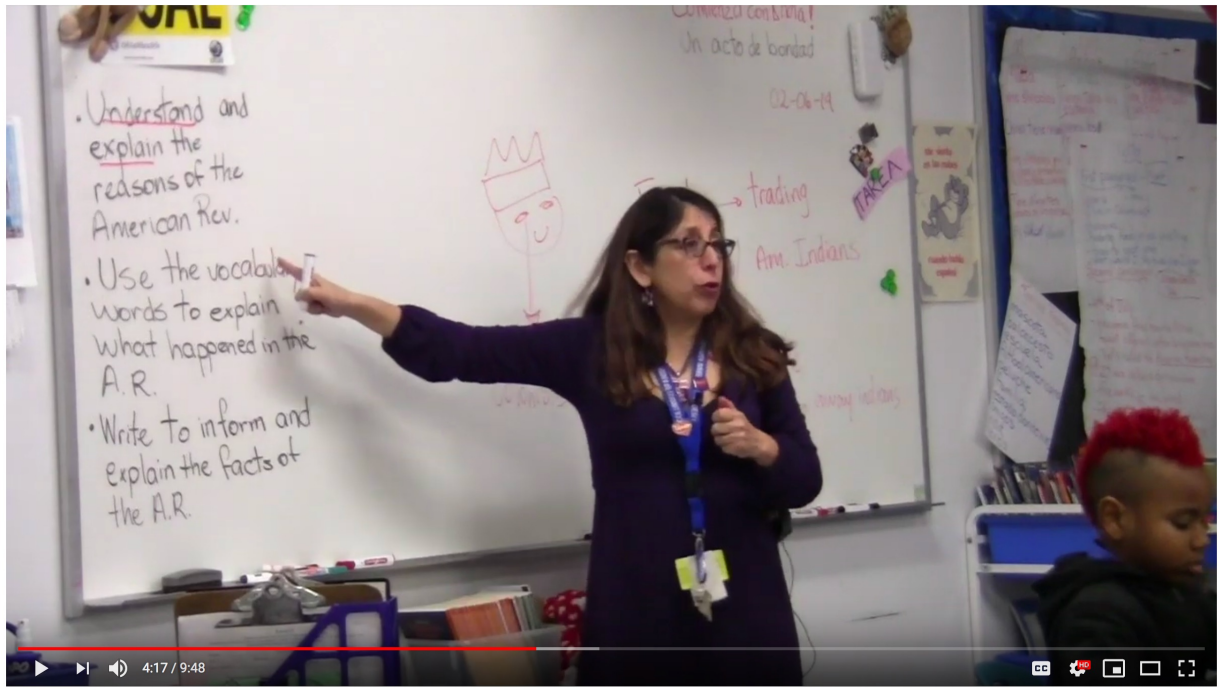
FIGURE 5b. Form 3 (Grade 9) chemistry assignment 1, page 5: Short bilingual questions (Credit: Mr. Cheung & Mr. Choo, 2008).

How does translanguaging promote a multilingual TESOL?

Practical problems:

- What types of multilingual practices support language learning?
- How should the use of languages be organized (or not!) in language classrooms?

Translanguaging pedagogy



Sra Angles - 4th Gr Estudios Sociales Inquiry Chart 2

Unlisted

6 views

0 0 SHARE SAVE ...

Peter Sayer
Uploaded on Feb 10, 2019

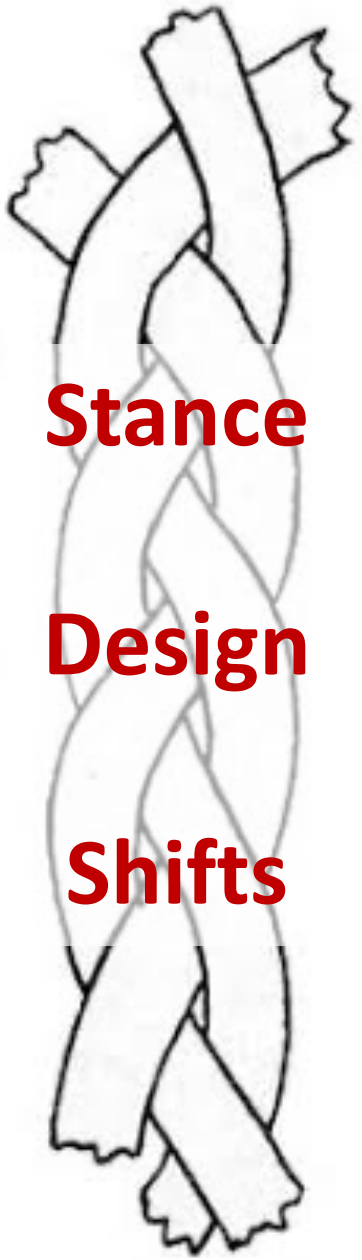
ANALYTICS EDIT VIDEO

GLAD Strategy: Inquiry Chart
Content area: Social Studies (American Revolution)
Sra Morales introduces the topic using an inquiry chart.

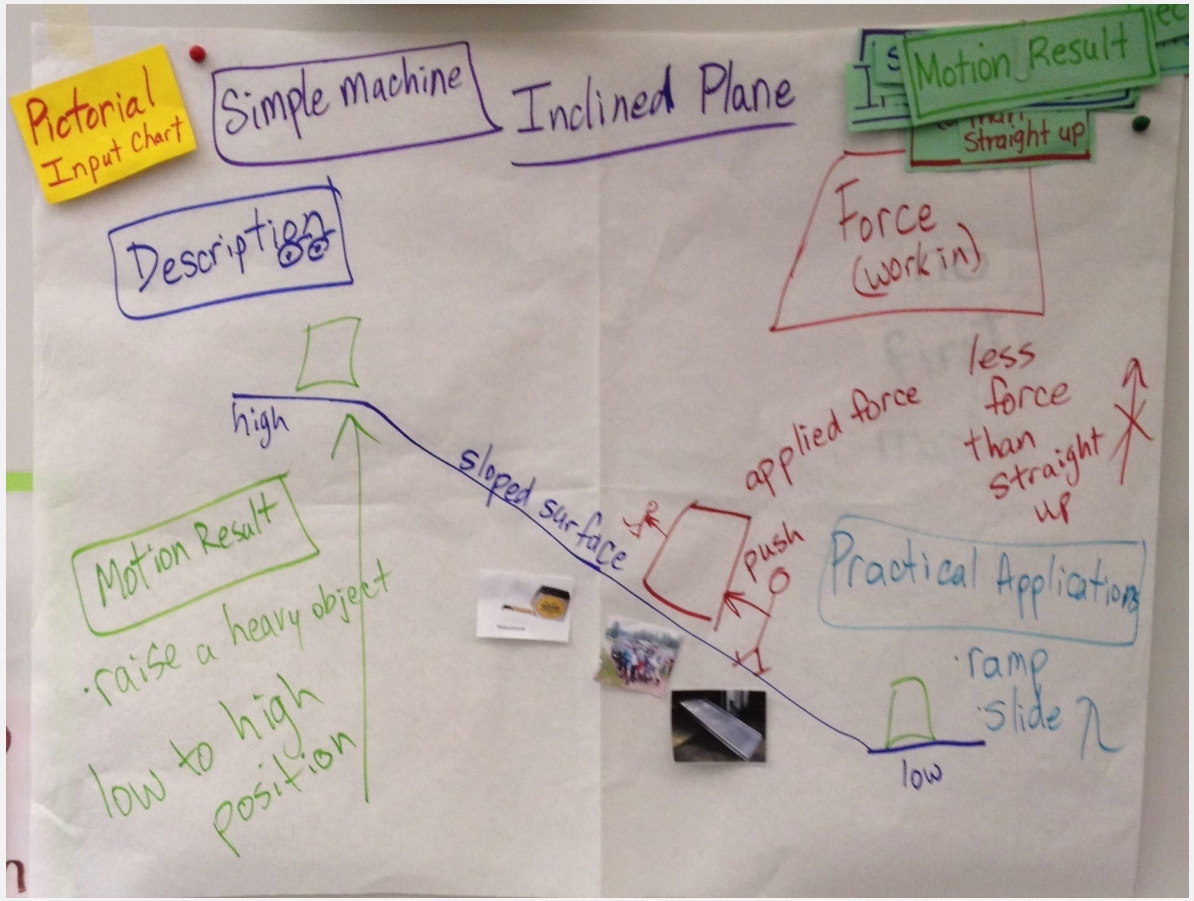
SHOW MORE

Peer-coaching project using videos to demonstrate use of translanguaging

Sayer, et al (2019): The Senderos Project



Pedagogical strategies



Translanguaging pedagogy in EFL

4th Grade EFL lesson in Central Mexico

Translanguaging pedagogy

- Three levels: Stance, Design, Shift
- Translanguaging pedagogy as disruption
- Translanguaging pedagogy as affirmation

Translanguaging as Disruption

- Adams-Corral & Sayer (2024-in press) analyzed 30 lessons with emergent bilingual students in Texas and Mexico
- Found that lessons where translanguaging spaces occurred were less regimented by the traditional classroom interactional structures such as IRE pattern

Interactional structures in the classroom

An ESL reading lesson with 1st graders, Columbus Ohio:

01 T: What did you see that made you think the title of this book is *Bugs,* Ayana?

02 S1: 'Cuz it has a 'b'?

03 T: Of course! Right? And insects- what letter would insects have?

04 S1: 'b'

05 S2: 'n'

06 T: [acts shocked] Insects =wouldn't start with uh-

07 S2: = 'i'!

08 T: a 'b'. No, with an 'i' 'cuz it starts like 'in' right?

09 S1: When you have 'b' [you have bugs

10 T: [Well we have lots of other books

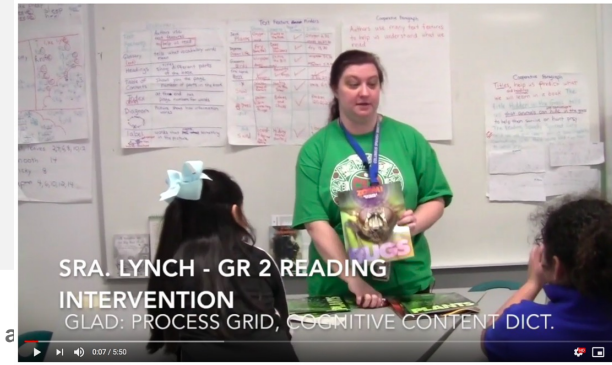
Initiate (display question)

Response

Evaluation (preferred response)

S self-nominates, attempts to take the floor

T cuts off, directs attention to keep lesson moving



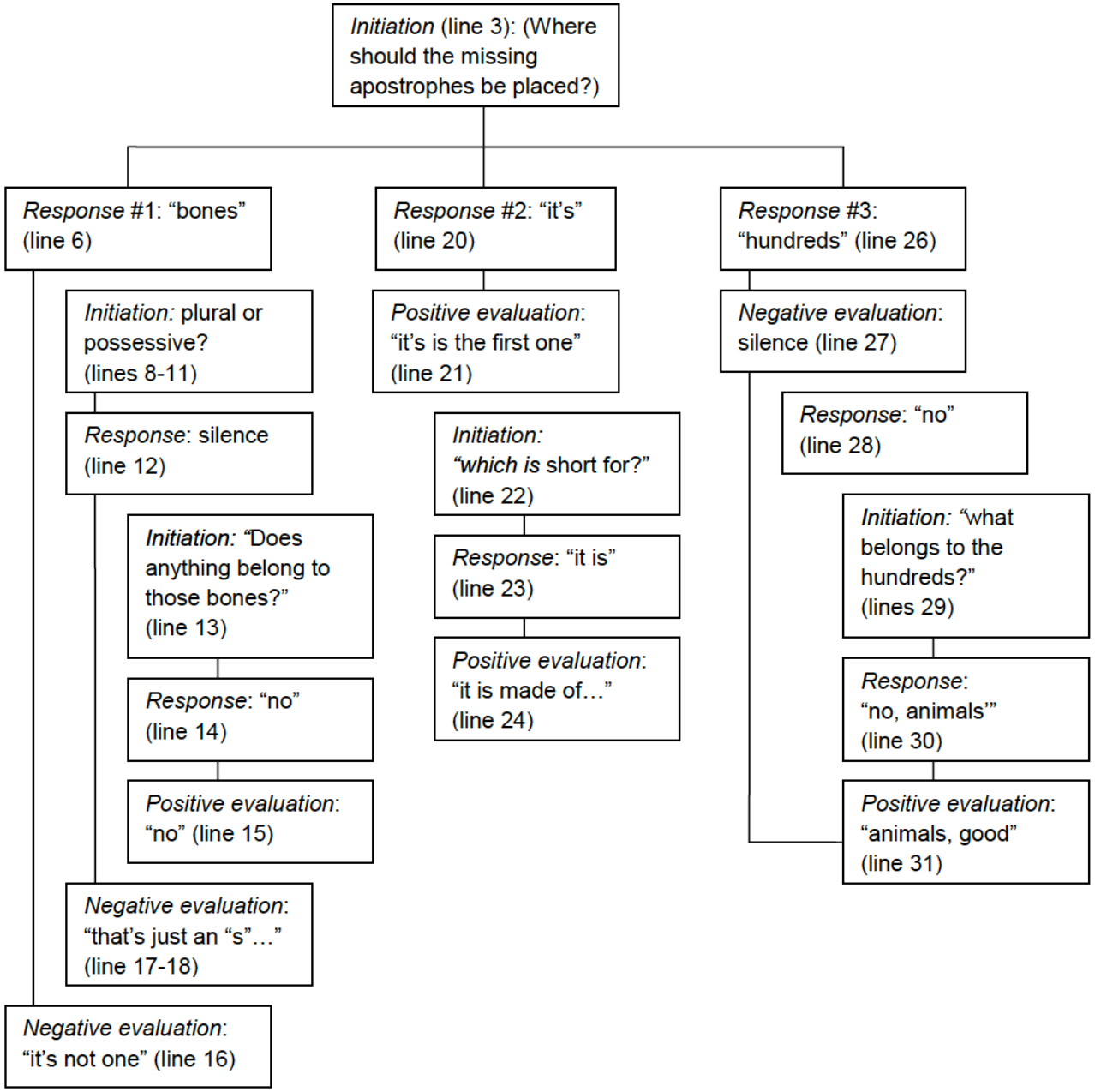


Figure 16.1: Schematic structure of Extract #1

Translanguaging as Disruption

Translanguaging corriente: "A current in a body of water is not static; it runs a changeable course depending on features of the landscape. Likewise, the translanguaging corriente refers to the dynamic and continuous movement of language features that change the static linguistic landscape of the classroom." (García, Ibarra Johnson & Seltzer, 2017)

Translanguaging as Disruption

Translanguaging pedagogy is most effective when it evokes the *corriente*: the intentional transgression of the normative structures of classroom discourse. (Adams-Corral & Sayer, in press)

Translanguaging Affifmation:

An Indonesian pre-service EFL teacher is doing a microteaching lesson. The T sp
language) and Javanese (local
Javanese, but others are from
backgrounds.

T: Okay, good. Then who's you
why? Here you'll look back at y
were in elementary school, jun
school. Masih ingat kan ya sar
remember your teachers, right

S: Yes, sir, especially the very
ones.

T: Okay, good. So think about t
was inspiring. Mungkin dulu pernah punya pengalaman pribadi [maybe you had a personal experience]. Let say, you were helped by your teacher when you could not do the task, that's why he was very inspiring for you or something like that. And then the last question is, what does a good or great teacher look like? It can be from your experience, or it can be from books or information that you have read so far. For example, a good teacher must be kind, ora galak [not scary], kayak saya to [like me, yes?].

ok to, hahaha [Really, Mr. Ardi?

smiling] Teacher must smile all the
terus nanti dikira edan [but if you
l be like a crazy person *laughing].
other example?

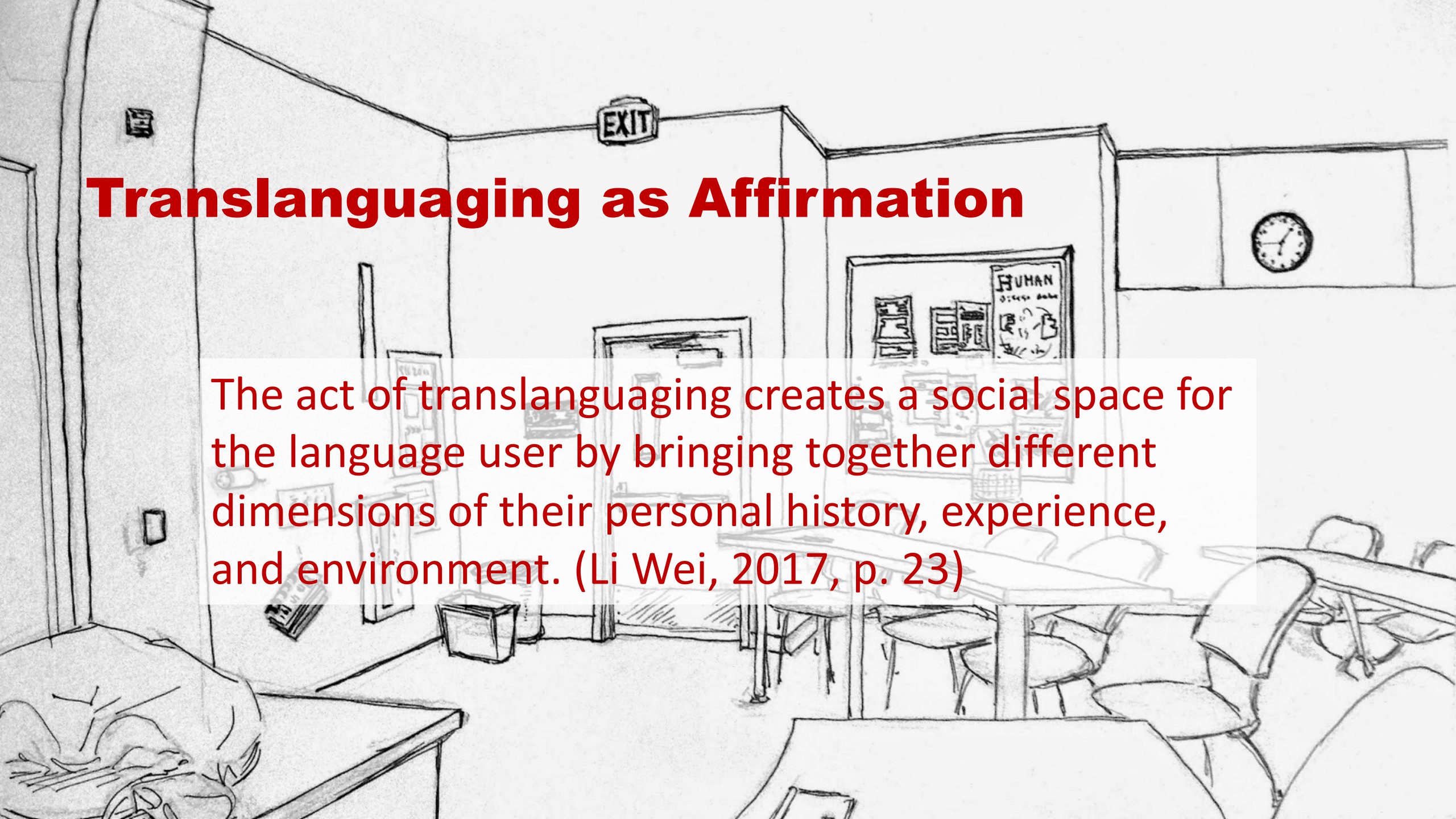
k [who is listened and who can be

ru. What is digugu lan ditiru? [who
be a role model]. Can you explain
ot Javanese understand. That's a
e way.

S: It's like the teacher can be a good role model for the students, jadi teladan untuk murid [as a role model for students]

T: Okay, good. (Iswandari, 2022)

An EFL lesson as a translanguaging space where ethnolinguistic identities are shared and negotiated across multilingual and multicultural boundaries



Translanguaging as Affirmation

The act of translanguaging creates a social space for the language user by bringing together different dimensions of their personal history, experience, and environment. (Li Wei, 2017, p. 23)

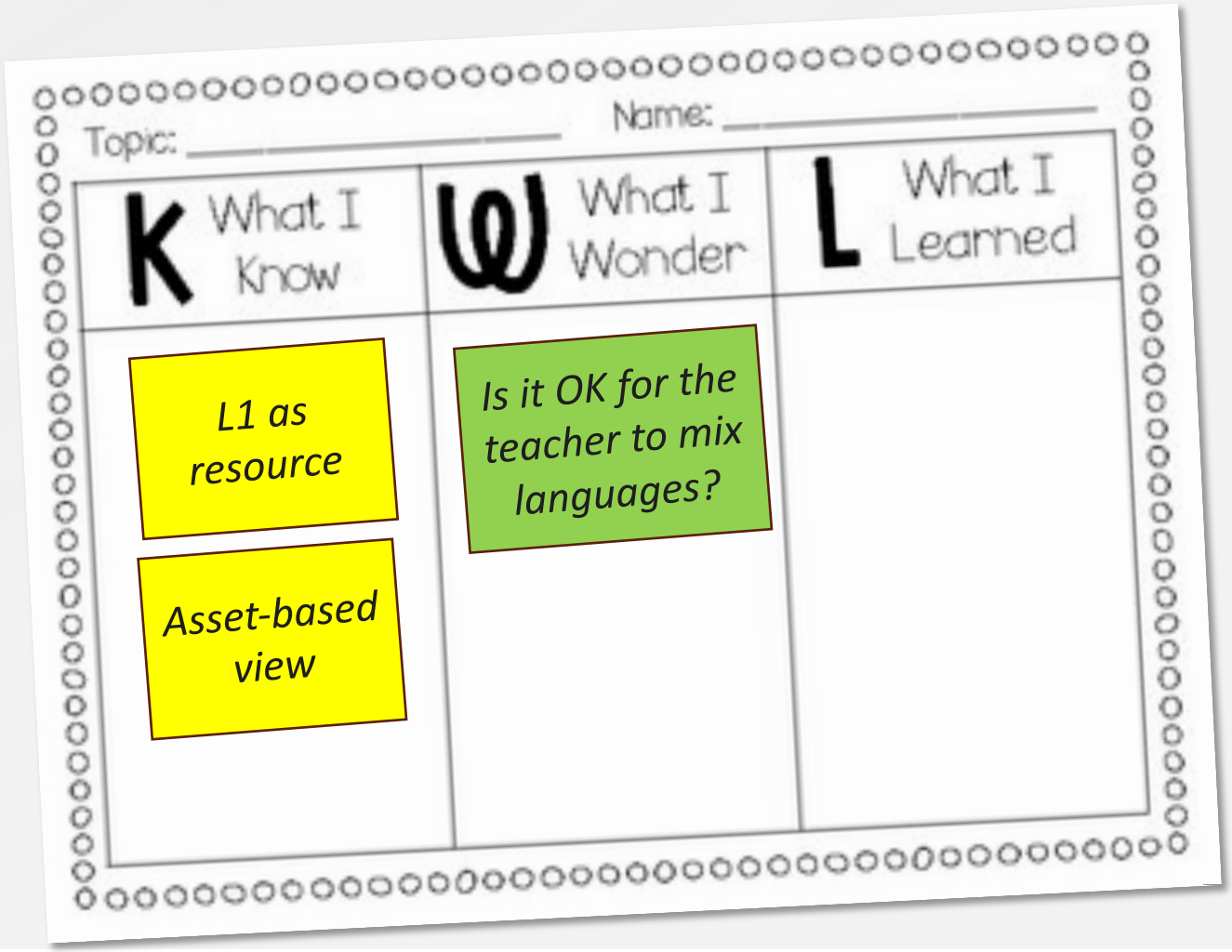
Translanguaging as Affirmation
Languages in my life

Sayer-Santiago Family

Me and my mum, 1973

Translanguaging as Affirmation

Translanguaging: KWL chart



Conclusion and Key Concepts

1. Bilingualism is a banyan tree, not a bicycle. Students are not “double monolinguals”
2. English teachers should adopt a pedagogical approach that reflects the languages of the community
3. Using community language varieties = affirming students’ multilingual identities
4. Using students’ home languages as a resource = funds of knowledge
5. Therefore, teachers should use a flexible bilingual approach to teaching through translanguaging.

Session 1: Translanguaging Pedagogy in Language Education

Dr. Peter Sayer, Ohio State University

Pangasinan State University and
Commission on Higher Education, Region 1
December 13, 2023 – Lingayen, Pangasinan, PH

u.osu.edu/sayer.32