

Translanguaging Project Assignment and Rubric (50% of total)

Purpose: In California, about sixty percent of children under age five are Dual Language Learners (DLLs) whose home languages are other than English. Valuing bilingualism and supporting the learning of DLLs is important, as there are multiple benefits of bilingualism such as metalinguistic awareness, creativity, and communicative understanding. In addition, when DLLs' home language and culture are valued, it positively affects their self-identity and connections with their family and culture. Numerous studies further underlined that DLLs' home language strengthens the acquisition of an additional language such as English (e.g., Cummins, 2011; Swain & Lapkin, 2005).

Teachers in California will most likely work with children whose home languages are other than English. Therefore, it is crucial for you to develop pedagogical skills that will foster children's bilingual and biliteracy learning.

Translanguaging refers to the use of one's full linguistic repertoire (Otheguy, García, & Reid, 2015). Translanguaging acknowledges that bilingual children use their languages in a dynamic, fluid, and flexible way, utilizing their integrated language repertoire rather than separate linguistic systems (García & Li Wei, 2014). Translanguaging also provides an unconventional pedagogical approach for DLLs to foster their learning (García, 2009) by creating a space where two languages are used "in an integrated and coherent way to organize and mediate mental processes in learning" (Baker, 2011, p. 288). When translanguaging is strategically used, DLLs develop a better understanding of the content as well as their bilingual and biliteracy competency (Lewis, Jones, & Baker, 2012). In order to create space for translanguaging for DLLs, it is fundamental for them to have resources such as books available not only in English but also in their home languages. Monolingual children can also benefit from this translanguaging space, as they will experience the cognitive and linguistic benefits that bilingual children experience. As a result, all children thrive through translanguaging!

The purpose of the Translanguaging Project is for you to use your full linguistic repertoire with your peers to develop bilingual books, songs/chants, and conduct bilingual story time activities that will support young children's bilingual and biliteracy development and learning. This assignment has six components: 1) create a bilingual book online; 2) create a bilingual book using PowerPoint slides; 3) create a bilingual song or chant with movements; 4) choose a literacy strategy, and plan and implement an activity using your chosen strategy to class; 5) plan and conduct library bilingual story time; and 6) write a final reflection. You will be working with same partners for Assignment #2-5 so you can delve deeper into this project through continuous collaboration.

You are welcome to seek out help from family members, friends, colleagues, neighbors (and more) to best translate your materials to the language you choose. You may want to show your translated materials to several individuals to ensure the quality of your translation, as you will be sharing your materials with multilingual children and families!

1) Online Bilingual Book (5%): Due on Saturday, Feb 3-Individual Assignment

- o You will share about yourself through the book you will be creating.
- o Suggested topics: All about Me, My Family, My Community, My Culture, My Language
- o Go to <https://www.mystorybook.com/>
- o Create a short bilingual book. Your bilingual book can be in one of these two forms:
 - Two languages in parallel (1 sentence on each page in both languages and 9-12 pages long including the cover page)
 - One language is mainly used, and another language is used for certain words in the story (9-12 pages long including the cover page): *consider consistency in choosing words* (e.g., key nouns in the story)
 - On each page, include a photo/photos you took that best represents the content of

- your book (*please do not use the graphics provided by the website)
- Use repetitions (a pattern such as “I like ~”) throughout your book to further foster children’s literacy

- o Once you create your bilingual book on the My Storybook website, publish and submit the link. And we will share them with the whole class!

2) Bilingual Book (submit with **recording** and **description: 10%**): Due on Saturday, Feb 17-Pair Assignment

- o **Bilingual Book:** Create your own bilingual book using PowerPoint slides. The options include the following (Also, see examples in our course Canvas):
 - **Option 1:** Create your own book using an existing book. For example, you love the book, Brown Bear, Brown Bear, What Do You See? However, you know that book is already translated to your chosen language. Then, you can create your own version of this book, by changing the content and including the pictures that are congruent with your content. Maybe, your new book will be titled as “Tyrannosaurus, Tyrannosaurus, What Do You Eat?” (!)
 - **Option 2:** Create your own information (non-fiction) book using good-quality, real pictures of objects (e.g., animals, bugs, etc.) and repetitive phrases and/or sentences in English first and then transform it to a bilingual book.
 - **Option 3:** Create your own story book (fiction) using good-quality pictures and/or images and repetitive phrases and/or sentences in English first and then transform it to a bilingual book.
- o **Quality Photos:** Good books have quality photos. Please use free downloadable websites where you can find best quality photos for your book (e.g., <https://unsplash.com/>)

**You will be using this text to create a bilingual song or chant, and also to develop a literacy activity for your library story time.*

- o **Recording:** After creating your bilingual book, conduct and record a read-aloud using your bilingual book via Zoom and submit the recording to Canvas using GoReact which enables you to peer review each other’s work.
- o **Description** (Word document): Write a brief description (no more than one page) that explains 1) the importance of bilingual books for DLLs (please cite the sources such as our class readings using the APA style); 2) how your bilingual book can foster all children’s language and literacy development; 3) how you ensured the accuracy of translation while creating your bilingual book. While your bilingual book is created collaboratively with a partner, you can choose to write and submit your description individually.

3) Bilingual Song or Chant with Movements (submit with **recording** and **description: 5%**): Due on Saturday, March 2-Pair Assignment

- o **Bilingual Song/Chant:** Create your own song borrowing a tune of a children’s song that is widely used (e.g., Twinkle Twinkle Little Star, The Wheels on the Bus, etc.) or create your own chant. With your partner, write new lyrics, using key vocabulary and concepts from the book you chose to translate. The song/chant should have repetitive words, phrases, and/or sentences to increase children’s learning that is also fun. Once it is written in one language, you will transform it to a bilingual song/chant. You have two options for translation: One is to translate all the lyrics to another language. The other is to translate key words (e.g., nouns or verbs that are important in your storyline) to another language. Your song/chant should not be lengthy as it will be difficult to sing along. In addition, create body movements that go with the song/chant.
- o **Recording:** Please record your song/chant with movements and submit the recording to Canvas using GoReact. Watch the following videos that previous students have created to get tips:
 - o ASL/English Bilingual Chant:
https://streaming.cpp.edu/media/Share+Bear+Chant+ASL+English/1_qci5tpyn

- o Spanish/English Bilingual Song:
[https://streaming.cpp.edu/media/From+Head+to+Toe+ Spanish+English+Song/1_mf45akbe](https://streaming.cpp.edu/media/From+Head+to+Toe+Spanish+English+Song/1_mf45akbe)
- o **Description:** In the same Word document where you wrote your bilingual song/chant with movements, write a brief description (no more than one page) that explains: 1) the importance of

songs/chants and movements/gestures for young children's language and literacy development, considering especially listening and speaking skills (please cite the sources such as our class readings using the APA style); 2) how your song/chant enhances children's language and literacy development/learning; 3) how you ensured the accuracy of translation while creating your bilingual song/chant. While your bilingual song/chant is created collaboratively with a partner, you can choose to write and submit your description individually.

4) Literacy Strategy Sharing (5%): Presentation on March 25-Pair Assignment

- o With your partners, choose one of the literacy strategies from below and learn about the strategy. With the children's book you chose, plan a literacy activity where you will use this strategy. You will present it to the whole class on Week 10 (March 25). For your presentation, prepare PowerPoint slides that briefly explain your chosen strategy (what your chosen strategy is, how teachers can use this strategy and what outcomes students will have from this activity) and how you will use this strategy for your book. Submit your slides the day before class (March 24). During your presentation, carry out the activity you planned, using your chosen strategy. While you will explain your activity in English, you are expected to use two languages in your demonstration (e.g., listing key words from your book in both English and your chosen language in your sequence chart). Due to the limited time, each presentation is expected to be maximum 3 mins only. You will have an opportunity to elaborate more on your literacy strategy using the discussion board before class.
- o [Graphic Organizers](#)
- o [Draw Tell and Label](#)
- o [Super Duper Sentence Builder](#)
(Videos produced by SEAL: Sobrato Early Academic Language Model)

5) CPP Library Bilingual Story Time (10%): Week 11-15, Pair Assignment

- o You will first indicate the languages you will be using in your story time (English and Spanish, English and Arabic, English and Korean, for example).
- o Your story time is expected to be about 30 minutes long. In your story time, you need to have the following:
 - Bilingual read aloud (dialogic reading) and bilingual chart (key words from the book in both languages)
 - Props/visuals (e.g., real objects, photos of real objects and animals, puppets, etc.) that go with the storybook
 - Bilingual song or chant with movements
 - One of the literacy strategies (During the story time, you do not have to explain about your literacy strategy to the children. This is not a literacy strategy presentation, but a story time. Just implement it!)
 - One extended activity based on the anchor text (*this is not mandatory, but if your story time is not quite 30 mins long, you will need to consider adding this extra activity)
- o Ensure your story time offers both whole class interaction and peer/family interaction for children to share their experiences and funds of knowledge, and express their ideas *in the language they prefer* (Whole Class Interaction: teacher ↔ children; Peer/family Interaction: child ↔ child or child ↔ family)
- o Please complete the Bilingual Storytime Activity Planning Sheet and submit on Canvas one week prior to your story time.
- o Submit the PowerPoint slides you used during the story time shortly after you conduct your story time.
- o Please read other details on library story time on the next page.

6) Final Reflection (15%): Due on Sunday before Finals Week (Sunday, May 12)

Reflections are an important part of growth. Write a self-reflection that demonstrates your full understanding of the course topics. This is not only to briefly summarize the course learning but also to critically analyze and reflect on the information and experiences you have obtained in this class.

Throughout your reflection, it is crucial for you to connect the course content, materials, and assignments with your own experiences as a student, parent, and/or teacher (and more). Please use the APA style for citations. Your final reflection will have four separate parts and should include the following (minimum 1200 words):

- o **Part 1:** This is your overall reflection on the course materials (textbook chapters and articles). Please include 1) What you have learned about children's language and literacy development, both monolingual and bilingual (e.g., theories, current trends); 2) Why it is important for educators to optimize family and community engagement in fostering children's language and literacy development and learning; 3) How parents and educators can support children's language and literacy development and learning (oral and written) including how to incorporate technology (some specific terms you need to consider for this part: family literacy, emergent literacy, multiliteracy, critical literacy). While articulating what you have learned about children's language and literacy development through this course, connect with your lived experiences.
- o **Part 2** (minimum 500 words): This is your reflection on the translanguaging project assignments. Please include 1) What you have learned about the term, translanguaging; 2) Why it is important to create bilingual resources (bilingual books, songs/chants, literacy strategies) for multilingual children; 3) What was your experience like to create these bilingual resources (e.g., what was fun and what was challenging?); 4) What you have learned from being engaged in the translanguaging project (creating bilingual books and songs/chants and practicing a literacy strategy) and from conducting your library story time;
- o **Part 3:** How this course has impacted you (any aha moments from class materials, discussions and more);
- o **Part 4:** How you would like to use this information in the future as an early childhood professional or a professional in any other related field.

More about CPP Library Bilingual Story Time: Pair Project

You are required to conduct one library story time with a partner. The live Zoom meeting will be about 30 minutes long. Children and families will participate in the language and literacy activities you are planning and implementing. This will be an opportunity for you to demonstrate and share your learning from this class with community members. The following lays out the process:

- **Week 1-2:** You will sign-up for a day and time to conduct your live Zoom meeting. Please see our sign- up sheet on OneDrive (please write your name and ensure each time slot has two names only).
- **Before your story time:** Prepare various open-ended questions (literal and inferential questions as well as questions that connect the text with children's experiences) for your read aloud. Decide who will do what with your partner. Have a trial story time with your partner with all your materials (e.g., PowerPoint book, song/chant, pictures, realia, graphic organizer, etc.) and make sure your story time is about 30 mins in length. Practice, practice, practice!
- **During your story time:** I will be present and observe your story time. We will be recording story time sessions for our review. Please join your story time session at least 10 mins prior to your story time and demonstrate your knowledge and skills, and practice your professionalism as early childhood professionals (e.g., looking at your phone during story time may make you look extremely unprofessional to parents). Once you see students joining, take 1-2 mins to first get to know them and welcome them (e.g., by asking their names and grades/ages). Enjoy your bilingual story time with children and families!

Translanguaging Project Rubric

Task	Element	Does Not Meet Expectations (0-69%)	Progressing Toward Expectations (70-79%)	Meets Expectations (80-89%)	Exceeds Expectations (90-100%)
Online Bilingual Book (5%)	Content Creation <i>10 points</i>	The content is inappropriate. The book conveys information about the chosen topic in an inconsistent manner (with no repetitive phrases and sentences).	The content is somewhat appropriate. The book conveys information about the chosen topic in a somewhat consistent manner (with few repetitive phrases and sentences).	The content is appropriate. The book conveys information about the chosen topic in a consistent manner (with some repetitive phrases and sentences).	The content is highly appropriate. The book clearly conveys information about the chosen topic in a highly consistent manner (with many repetitive phrases and sentences).
	Content Organization <i>10 points</i>	Each page of the book is organized with poor quality photos and sentences with many grammar errors.	Each page of the book is organized with some photos and sentences with some grammar errors.	Each page of the book is organized with quality photos and sentences with few grammar errors.	Each page of the book is well organized with high quality photos and sentences with no grammar errors.
	Content Length <i>10 points</i>	The book is under 4 pages long.	The book is 5-6 pages long.	The book is 7-8 pages long.	The book is 9-12 pages long.
Bilingual Book using Existing Literature Or Creating own Bilingual Book (10%)	Content Languages (PowerPoint slides) <i>10 points</i>	Few pages include two languages.	Some pages include two languages.	All pages include two languages in a somewhat consistent manner.	All pages include two languages in a highly consistent manner.
	Content Length (PowerPoint slides) <i>10 points</i>	The book length is too short, not containing sufficient vocabulary and storyline for children.	The book length is somewhat short, not containing sufficient vocabulary and storyline for children.	The book length is appropriate, containing some vocabulary and storyline for children.	The book length is highly appropriate, offering sufficient vocabulary and storyline for children.
	Content Creation (PowerPoint slides) <i>10 points</i>	The book conveys information about the chosen topic in an inconsistent manner (with no repetitive phrases and sentences).	The book conveys information about the chosen topic in a somewhat consistent manner (with few repetitive phrases and sentences).	The content is appropriate. The book conveys information about the chosen topic in a consistent manner (with some repetitive phrases and sentences).	The content is highly appropriate. The book clearly conveys information about the chosen topic in a highly consistent manner (with many repetitive phrases and sentences).
	Content Organization (PowerPoint slides) <i>10 points</i>	Each page of the book is organized with poor quality photos and sentences with many grammar errors.	Each page of the book is organized with some photos and sentences with some grammar errors.	Each page of the book is organized with quality photos and sentences with few grammar errors.	Each page of the book is well organized with high quality photos and sentences with no grammar errors.

	Content Knowledge (Description) <i>20 points</i>	The description demonstrates the student's lack of understanding of the importance of bilingual books for DLLs.	The description somewhat demonstrates the student's understanding of the importance of bilingual books for DLLs.	The description demonstrates the student's understanding of the importance of bilingual books for DLLs.	The description demonstrates the student's exceptional understanding of the importance of bilingual books for DLLs.
	Content Citation (Description) <i>10 points</i>	The APA style was not used or the sources were not cited.	The APA style is used with many mistakes.	The APA style is used with a few mistakes.	The APA style is used fully and accurately.

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Bilingual Song or Chant with Movements (5%)	Content Creation <i>10 points</i>	The song/chant is linguistically, culturally, developmentally inappropriate for young children.	The song/chant is somewhat linguistically, culturally, developmentally appropriate for young children.	The song/chant is linguistically, culturally, developmentally appropriate for young children.	The song/chant is highly linguistically, culturally, developmentally appropriate for young children.
	Content Languages <i>10 points</i>	Only one language is used.	One language is mostly used with some use of another language.	Two languages are used mostly throughout the song/chant.	Two languages are used in a highly consistent manner.
	Content Presentation <i>10 points</i>	The song/chant rarely includes repetitions and accompanies movements.	The song/chant includes few repetitions and accompanies some movements.	The song/chant includes some repetitions and accompanies consistent movements.	The song/chant includes lots of repetitions and accompanies highly consistent movements.
	Content Knowledge (Description) <i>20 points</i>	The description demonstrates the student's lack of understanding of the importance of songs/chants/movements for children's language and literacy development.	The description somewhat demonstrates the student's understanding of the importance of songs/chants/movements for children's language and literacy development.	The description demonstrates the student's understanding of the importance of songs/chants/movements for children's language and literacy development.	The description demonstrates the student's exceptional understanding of the importance of songs/chants/movements for children's language and literacy development.
	Content Citation (Description) <i>10 points</i>	The APA style was not used or the sources were not cited.	The APA style is used with many mistakes.	The APA style is used with a few mistakes.	The APA style is used fully and accurately.
Literacy Strategy Sharing (5%)	Content Knowledge <i>10 points</i>	The presenters rarely demonstrate very little knowledge and skills on their chosen literacy strategy.	The presenters demonstrate some knowledge and skills on their chosen literacy strategy.	The presenters demonstrate good level of knowledge and skills on their chosen literacy strategy.	The presenters demonstrate their exceptional knowledge and skills on their chosen literacy strategy.

	Content Presentation <i>10 points</i>	The presenter demonstrates little preparedness for presentation (e.g., clarity of speaking, organization of the presentation, use of materials).	The presenter demonstrates some level of preparedness for presentation (e.g., clarity of speaking, organization of the presentation, use of materials).	The presenter demonstrates preparedness for presentation (e.g., clarity of speaking, organization of the presentation, use of materials).	The presenters demonstrate exceptional preparedness for presentation (e.g., clarity of speaking, organization of the presentation, use of materials).
Task	Element	Does Not Meet Expectations (0-69%)	Progressing Toward Expectations (70-79%)	Meets Expectations (80-89%)	Exceeds Expectations (90-100%)
Library Story Time (with your partner) 10%	Content Organization <i>10 points</i>	The bilingual book read aloud is accompanied by only two or fewer of the following (a bilingual chart, props/visuals, song/chant, and literacy strategy).	The bilingual book read aloud is accompanied by only three of the following (a bilingual chart, props/visuals, song/chant, and literacy strategy).	The bilingual book read aloud is accompanied by a bilingual chart, props/visuals, song/chant, and literacy strategy in a cohesive manner.	The bilingual book read aloud is accompanied by a bilingual chart, props/visuals, song/chant, and literacy strategy in a highly cohesive manner.
	Engagement <i>10 points</i>	The presenters rarely engage children and families in their activities.	The presenters somewhat engage children and families in their activities.	The presenters engage children and families in their activities.	The presenters exceptionally engage children and families in their activities.

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					stimulating their interests and curiosity.
	Presentation <i>10 points</i>	The presenters rarely demonstrate preparedness for story time (e.g., clarity of speaking, content knowledge, organization of the presentation, the use of technology).	The presenters somewhat demonstrate preparedness for story time (e.g., clarity of speaking, content knowledge, organization of the presentation, the use of technology).	The presenters demonstrate preparedness for story time (e.g., clarity of speaking, content knowledge, organization of the presentation, the use of technology).	The presenters highly demonstrate preparedness for story time (e.g., clarity of speaking, content knowledge, organization of the presentation, the use of technology).
	Content Knowledge <i>20 points</i>	Self-reflection rarely demonstrates understanding of the course contents.	Self-reflection somewhat demonstrates understanding of the course contents.	Self-reflection demonstrates understanding of the course contents.	Self-reflection demonstrates exceptional understanding of the course contents.
	Content Citation <i>10 points</i>	The APA style was not used or the sources were not cited.	The APA style is used with many mistakes.	The APA style is used with a few mistakes.	The APA style is used fully and accurately.
	Connecting Content Knowledge with Lived Experiences <i>10 points</i>	Self-reflection makes little or no connection with lived experiences, while explaining children's language and literacy development.	Self-reflection makes some level of connection with lived experience while explaining children's language and literacy development.	Self-reflection makes connection with lived experiences while articulating children's language and literacy development.	Self-reflection makes a deep level of connection with lived experiences, and highly articulates children's language and literacy development.

Final Reflection 15%	Learning from the Translanguaging Project <i>10 points</i>	Self-reflection rarely demonstrates understanding of what translanguaging is and learning from the translanguaging project (creating bilingual resources and conducting bilingual read-aloud).	Self-reflection somewhat demonstrates understanding of what translanguaging is and learning from the translanguaging project (creating bilingual resources and conducting bilingual read-aloud).	Self-reflection demonstrates understanding of what translanguaging is and learning from the translanguaging project (creating bilingual resources and conducting bilingual read-aloud).	Self-reflection demonstrates high level of understanding regarding the definition of translanguaging and clearly articulates learning from the translanguaging project (creating bilingual resources and conducting bilingual read-aloud). It thoughtfully identifies ways to improve their project.
	Connecting Self-Reflection with Professionalism and advocacy <i>10 points</i>	Self-reflection rarely explains how the student will use the course learning in the future as an early childhood professional or in a related field to advocate for multilingual children.	Self-reflection somewhat explains how the student will use the course learning in the future as an early childhood professional or in a related field to advocate for multilingual children.	Self-reflection articulates how the student will use the course learning in the future as an early childhood professional or in a related field to advocate for multilingual children.	Self-reflection highly articulates how the student will use the course learning in the future as an early childhood professional or in a related field to advocate for multilingual children.

References

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