



Language Justice, CS, & YOU

Overview

As CS for All rolls out across the country, educators want to know: How can I equitably teach **bi/multilingual learners** — students who speak more than one language and who are learning English at school? In this series of activities and workshops, attendees will **grapple with theories** that disrupt the political and social structures that create challenges for bi/multilingual learners to help them notice and **value how bi/multilingual learners use language and communicate in the CS classroom.**

- In Level 1, participants will **reflect on their own experiences** with systems of oppression around language that have traditionally constrained bi/multilingual learners' participation in CS classrooms.
- In Level 2, participants will make connections to the classroom, developing a stance that values their students' diverse language practices.
- In Level 3, participants will learn an approach to designing and/or modifying CS units that invites and guides teachers to embed code and CS into conversations that their students -- bi/multilingual and otherwise -- are already having.
- In Levels 3 and 4, participants will consider how these theories and approaches shape their advocacy work to support building system-wide change.

Facilitating Organization

Participating in Literacies and Computer Science (PiLa-CS) is a Research Practice Partnership between New York City schools and researchers at New York University and the City University of New York to support bi/multilingual kids participating in the CS for All initiative in NYC.



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Goals

- **Build a community of teachers** focused on equity in CSEd
- **Reflect on personal experiences** and language stories in relation to language injustice
- Explore how **issues of language injustice manifest in schools**, CS, and beyond
- Share how **translanguaging can help us re-frame the education of multilingual learners** to promote equity

Key Definitions:

- **Language repertoire** - The collection of practices people use to communicate, from using words, sounds, and syntax from different language varieties, gestures, signs and symbols, technology, memes, media references, and clothing.
- **Language injustice** - The systematic denial of people's rights to use the language practices of their families, cultures, and communities. The systematic privileging of certain groups' language practices over others'.
- **Translanguaging** - When people use their full language repertoires to make meaning, learn, and express in fluid, flexible ways that defy society's categorizations. When especially members of marginalized groups translanguage, society might perceive them as "breaking the rules" of language, "mixing" languages or "code-switching". Perceiving through a translanguaging perspective helps us question the nature and power dynamics behind those rules. (García and Li Wei, 2014)

Resources

PiLa-CS has developed a number of CS-integrated units in partner teacher classrooms, which demonstrate our approach in action. See more [educator resources here!](#)

To learn more about translanguaging, check out:

- [The translanguaging section](#) (Chapters 11-14) of our online textbook, *Advancing Equity in Computer Science*
- [CUNY-NYSIEB](#) - The CUNY-NYS Initiative on Emergent Bilinguals
- [Teaching Bilinguals webseries](#)
- [Translanguaging Guides](#)



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