



Translanguaging: Leveraging Home Language as a Scaffold to Access Higher-order Thinking

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Autumn Workshop Series
Tuesday, October 29, 2019*

Key Workshop Concepts:

1. Using the home language in the classroom is not a crutch but a tool to raise rigor.
2. Because of linguistic transfer, translanguaging supports the acquisition of content, literacy, and English.
3. Translanguaging requires a student-centered classroom and a belief in bi-literacy as a tool for acquiring knowledge.

AGENDA

9:00 – 9:10 Introduction

The facilitator introduces the workshop, the workshop driving question, the workshop norms, and the session's objectives.

9:10 – 9:25 Agree/Disagree Activity

Participants determine whether they agree or disagree with several statements about the use of students' home languages in the classroom. They then compare responses with a partner and discuss any statement where the pair differed in their responses. These questions will be revisited at the end of the workshop to see if participants' thinking on this topic has shifted in any way. In this activity, as in most others throughout the workshop, participants are encouraged to deliberate with peers in whatever language they are most comfortable with.

9:25 – 9:50 See-Think-Wonder Translanguaging Simulation

In order to experience the power of translanguaging, participants engage in a brief simulation. Participants are grouped according to the foreign language they studied in high school. Each group must then work collaboratively to complete a See-Think-Wonder activity. They can use only that foreign language to communicate and record answers on the See-Think-Wonder graphic organizer. After a few minutes

engaged in this activity, participants are then told they can use whatever language they are most comfortable with in order to navigate the activity, but are still expected to produce some sentences in the target language. The facilitator leads a debrief session afterwards where participants note the degree to which being able to select a language to use supported them in accessing content.

9:50 – 10:00 Translanguaging Definition

The facilitator presents a two-faceted definition of translanguaging for participants to consider and discuss.

10:00 – 10:20 Video Viewing Activity

Participants watch a video in which a middle school teacher discusses the various translanguaging strategies employed in her classroom during a unit on autobiographical graphic novels. Participants cement their understanding of the definition previously shared

by categorizing the different classroom activities according to the two facets of translanguaging.

10:20 – 10:40 Frayer Model Activity

Participants consolidate and demonstrate their understanding of the concept of translanguaging by engaging in a Frayer Model activity around that term, where they identify key characteristics, non-characteristics, examples, and non-examples of translanguaging. Participants share out their responses and the whole group comes to a consensus on what translanguaging is and entails.

10:40 – 10:50 BREAK

10:50 – 11:00 The Theory of Linguistic Transfer

The facilitator projects an image of Jim Cummins' "double iceberg" graphic and explains how it illustrates the theory of linguistic transfer. Participants must generate an explanation of the graphic in terms of how it connects and relates to the concept of translanguaging.

11:00 – 12:15 Translanguaging Stations Activity

Participants engage in a stations activity. At each station, participants are given a short hypothetical situation in which a teacher needs advice around a particular issue related to

translanguaging. Participants respond to each scenario collaboratively after having examined relevant resources at each station. Station topics include: translation, collaborative

conversation structures, "multilingual ecology", and metalinguistic awareness (e.g. cognates,

common errors in different languages, etc.).

12:15 – 1:00 LUNCH

1:00 – 1:15 Stations Activity Debrief

The facilitator leads a short debrief session where participants summarize their understanding of the station topics and share key takeaways.

1:15 – 1:40 Video Viewing 2: Identifying Missed Opportunities for Translanguaging

Participants watch a video of a portion of a high school American history class on Reconstruction. Participants apply their understanding of translanguaging strategies by pinpointing the missed opportunities for translanguaging within the lesson.

1:40 – 2:05 Adapting Activities to Include Translanguaging: Discipline-specific Sample Tasks

Participants demonstrate their knowledge and understanding of translanguaging by making key adaptations to several sample classroom tasks in order to allow for translanguaging.

2:05 – 2:30 Individual Application: Adapting Activities to Include Translanguaging

Participants are given the opportunity to work on incorporating opportunities for translanguaging within their own curricula.

2:30 – 2:50 Revisiting Agree/Disagree Statements and Translanguaging FAQ

The facilitator asks participants to review their answers to the Agree-Disagree statements on translanguaging from the beginning of the workshop. Participants attempt to find one answer they would now change based on the knowledge acquired during the workshop and share it with the rest of the workshop group.

2:50 – 3:10 Q&A Session

Participants have the opportunity to ask any lingering questions about translanguaging not already addressed throughout the course of the workshop.

3:10 – 3:30 Wrap-up: Key Concepts and Evaluations

The facilitator reviews the key workshop concepts before asking participants to fill out workshop evaluation forms.