

Translanguaging Strategies

ALL GRADE LEVELS

ELA	Math
AREA OF FOCUS IV Leveraging Students' Assets	AREA OF FOCUS I Leveraging Students' Assets
GUIDELINES 12 Materials guide teachers in how to value home language/s as a resource for learning content.	GUIDELINES 12 Encouragement for ELs to use and build on existing language resources

When we make space for students to use all the linguistic resources they have developed to maneuver and navigate their way through complex content, a myriad of learning opportunities open up. Rather than watering down our instruction, which risks oversimplification and robs students of opportunities to engage in productive grappling with texts and content, translanguaging better enables us to teach complex content, which in turn helps students learn more successfully.

(Garcia, O., Ibarra Johnson, Susana & Seltzer, K. (2017). The Translanguaging Classroom.)

Description of resource and intended audience :

All of these strategies view the child from an asset-based perspective; the child is seen as having a wealth of knowledge that is welcomed into the classroom and built upon. With these strategies, students' funds of knowledge are embraced for disciplinary learning.

Translanguaging Strategies	
Instructional Practice	What it looks like
Preview learning in home language	Teacher gives a short 2-4 minute summary explaining what the lesson will be about, which includes the content language objective for the lesson Or ask students to restate summary back to the teacher or class, in home language.
Review learning at the end of the lesson in Spanish	The teacher and/or students summarize what the lesson was about, in the home language.



Accessing and building background knowledge in L1	<ul style="list-style-type: none"> - Students share what they know in their L1 - Teacher shows videos or provide texts in L1 - Teacher and students create bilingual anchor charts - Students research information about the topic in L1 - Teacher encourages families to talk about the content in their L1 by sending a letter home in advance of the unit/module
Student talk in native language	Students are strategically paired so they have opportunities to speak in their native language with peers during the lesson
Note-taking in L1	<ul style="list-style-type: none"> - Students annotate and take notes in L1 - Students brainstorm, plan or draft in their L1 or a combination of L1 and English.
Technology and online translation tools	<ul style="list-style-type: none"> - Students choose to present a certain strategy using technology that allows to display vocabulary and visuals (PowerPoint/Prezi presentation) - Students use translation devices to translate vocabulary, phrases, and directions in L1
Student dictionaries	Students keep track of translated vocabulary words in their personal student-made bilingual dictionaries
Multilingual resources	Students have access to bilingual dictionaries, picture dictionaries, and translation apps or websites on ipads or computers
Multilingual word walls	<ul style="list-style-type: none"> - Academic and frequently used terms posted in English, Spanish, and other languages (when possible) with sketches, visuals or examples - Teacher can point out cognates on the word wall or have a separate cognate wall
Directions in L1	Teacher provides or prints directions in L1 (e.g. Directions for Workplaces in Math can be printed in Spanish or graphic organizers for literacy can be translated and printed into L1)
Worksheets/workbooks in L1	Students can do their work in L1 (e.g. provide math workbook pages in home language)
Connections to community	<ul style="list-style-type: none"> - Connect to social justice topics and extend projects into the community - Allow students to present to school community
Student work in L1	Students can do their work in L1 (even if the worksheet or graphic organizer is in English) and provide an explanation of their response in English, if possible.
Assessments	<ul style="list-style-type: none"> - When possible/applicable, assessments can be printed and given in Spanish - Teacher provides/translates directions in L1 - Teacher gives students the option to answer some/all assessment questions in Spanish
Small group instruction	Meet with students in advance to provide preview or review a skill in L1 before the whole group lesson



Translanguaging Strategies Specific to Literacy	
Instructional Practice	What it looks like
Pre-write and complete graphic organizers using all language resources	<ul style="list-style-type: none">- Allow students to complete graphic organizers and pre-writing in L1 and/or with bilingual dictionary and translation tools before doing their final writing in English- Students can have a bilingual writing partner that can help with words they don't know in English for their final draft
Research using multilingual reading material	Students can conduct research for a topic using books or internet resources in L1
Audio recording ideas in L1	Provide a recording device to allow students to record their ideas in L1 before writing
Bilingual characters	Encourage students to include bilingual characters in their stories and to use dialogue in L1
Text in L1	When available, provide texts in students' native language.
Listening stations in L1	Allow students to listen to stories or texts in L1

Works Cited

Ideas adapted from Garcia, O., Ibarra Johnson, Susana & Seltzer, K. (2017). *The Translanguaging Classroom*. For more information, see CUNY-NYSIEB's resources on translanguaging at: <https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/>