Outline

• Introductions
• Defining *language* and *proficiency*
• *Translanguaging* in theory
• *Translanguaging* in the classroom
• Activity: Repertoire analysis
• Additional resources
Saludos and Introductions

https://www.youtube.com/watch?v=59Kl4mbYUyk
What is *language*?
Who *knows* a language?
How do we *learn* languages?

<table>
<thead>
<tr>
<th>View of Language and SLA</th>
<th>Monoglossic</th>
<th>Heteroglossic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of language</td>
<td>Fixed and homogenous sums of pieces with firm, sentence-level rules</td>
<td>Dynamic and locally situated practices shaped by use</td>
</tr>
<tr>
<td>Description of SLA</td>
<td>Linear, piecemeal, individual internalization of rules, forms, structures</td>
<td>Non-linear, based on experience and need, variable across/among learners</td>
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<tr>
<td>Goals of SLA/Bilingualism</td>
<td>“Native-like” proficiency, separate &amp; “balanced” repertoires</td>
<td>Singular, dynamic repertoire endlessly adapting to need and use</td>
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</tbody>
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(Valdés, Poza, & Brooks, 2015)
New ways of thinking about language and Second Language Acquisition (SLA)

1. Languages as separate, bounded, fixed
   Translanguaging: Language as social process (*languaging*)
   Singular repertoire of evolving, negotiated features (Common Underlying Proficiency)

2. Languages as separate, but interdependent
Translanguaging

Translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of information and the representation of values, identities and relationships. The act of translanguaging then is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into one coordinated and meaningful performance, and making it into a lived experience." (Wei, 2011, p. 1223)
Language and Translanguaging:

Students’ repertoires of practice

School/society prestige practices

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Translanguaging in Practice

http://web.stanford.edu/dept/gse/cgi-bin/clad/elr009/
Activity: Repertoire Analysis

Who have you spoken to today?

What styles and resources from your linguistic repertoire did you use? Why?

https://www.youtube.com/watch?v=JzprLDmdRlc
Translanguaging: Error Correction

- Dialogic
- What are you saying? (Martin-Beltrán, 2014)
- Who is your audience?
- What is your goal? (Krall-Lanoue, 2013)
Translanguaging in Practice

- Extensive opportunities to receive and produce language
- Authentic language tasks
- Multiple forms and modalities of language
- Repertoire analysis by/of students
  - Ethnographies of speech
  - Discourse/text analyses

http://www.nysieb.ws.gc.cuny.edu/
eCALLMS

Supporting Linguistically Responsive Teaching

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TEACHERS NEEDED AS eWORKSHOP TESTERS!

Read More

ecallms.ucdsehd.net
Additional Resources


All artwork by Favianna Rodriguez.