

Creating Translanguaging Classrooms and Therapy Rooms

Created by

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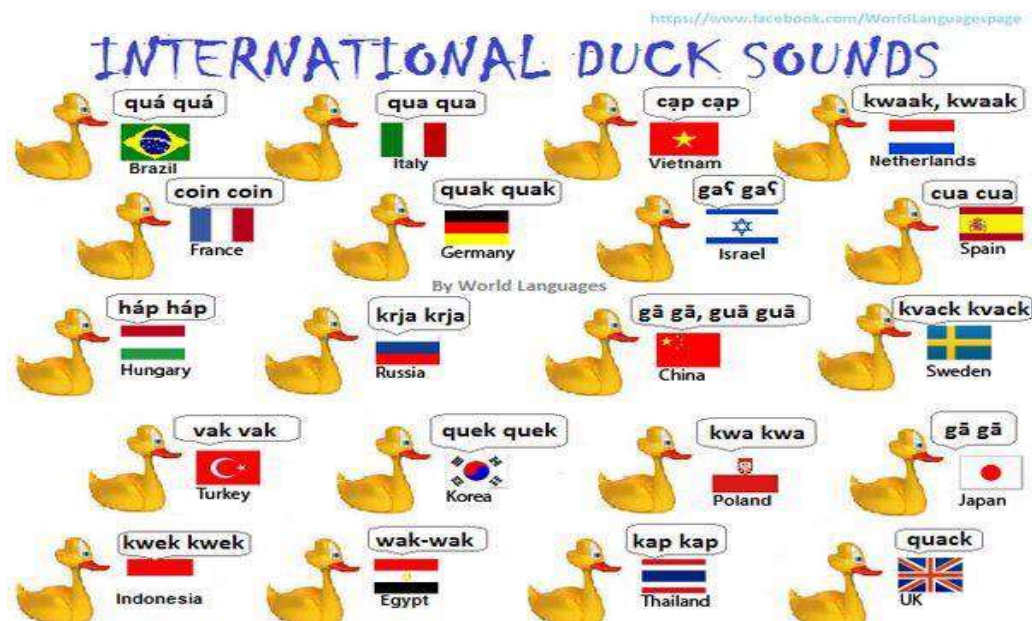
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Overview

- This presentation will describe how to integrate aspects of multiculturalism in educational settings including classrooms and therapy rooms, in order to create language-rich environment with the focus on multicultural children's heritage and languages.



Learning Objectives

- At the conclusion of this presentation learners will be able to:
 - Discuss strategies used to support birth language and culture of emergent bilingual students in the classroom/therapy room
 - List bilingual books and apps which can be implemented in therapy as well as classroom during story time
 - Integrate aspects of geography and social studies in translanguaging during the school day



Translanguaging

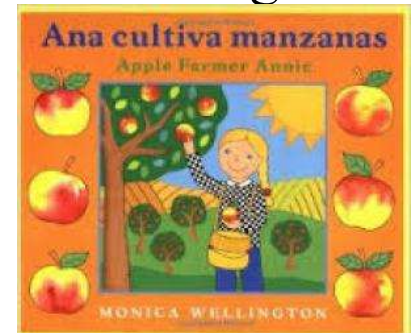
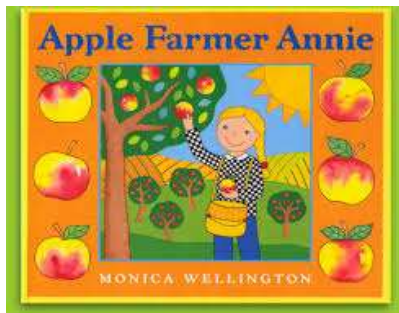
- A term first coined by Cen Williams (1994) “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011, p. 401)
- The complex multiple language practices of bilingual individuals involving flexible use of linguistic resources to make meaning of their lives and their complex worlds (Celic & Seltzer, 2011)
 - Engaging in a complex mode of language switching to adjust to daily needs
 - Speaking different language to different individuals
 - Getting a Google translation when searching for an answer/comparing results from different internet sites
 - Listening to music in one language but TV in another language
 - Negotiating words in different languages such as by TV announcers with features of X language and English fluidly used to narrate an event, explain a process, inform listeners, or sell a product

Translanguaging cont.(Celic & Seltzer, 2011)

- Bilinguals have one linguistic repertoire from which they select features strategically to communicate effectively vs. using two separate monolingual codes that could be used without reference to each other
 - Considers the language practices of bilingual people as the norm, and not the language of monolinguals
- Bilingual people utilize complex language and cultural practices that are fluid and changing depending on the particular situation and the local practice
- Translanguaging supports metalinguistic awareness by allowing students to compare language practices and to explicitly notice language features

Applying Translanguaging in a Bilingual Classrooms

- Lesson layout: alternate between English and _____language
- Language Arts: Use key vocabulary, grammar and syntax in both languages (side/side)
- Use websites in English and _____language
- Use books in English and _____language
- Ask students to take notes about what they are reading in English and _____language
- Ask students to combine two languages in one piece of writing



Applying Translanguaging in an ESL Classroom

- Choose a relevant topic: human impact on the environment
- Read texts on the topic in English
- Use a website to look up the above in the students birth language
- Listen to a translation/ summary of English book on the topic in the student's birth language
- Make comparisons of human impact on the environment between US and the students' birth/heritage countries



Self-Questions re: Adding to the Curriculum

- Can I connect a particular content-area topic to my students' cultures?
- Can I include different texts or resources to represent my students' multicultural perspectives?
- Can I draw “people resources” from the community such as having a particular student's family member speak to the class on a particular topic?
- Benefit:
 - Studies have found a connection between bilingualism / multiculturalism and higher self-esteem in children (Verkuyten, 2009)
 - Helps emergent bilinguals learn English
 - Helps students use all of their languages as a resource for learning, reading, writing, and thinking in the classroom

Learning about the world

- Many students may have a limited knowledge of the world beyond the “here and now”
 - Many 12-13 olds may not know such basics as naming the continents, names of countries of major world capitals
 - Teach general concepts of geography
 - [iLearn: Continents and Oceans](#) (app)
 - <http://www.sheppardsoftware.com/Geography.htm> (website)
 - [Social Studies Emergent Reader Series](#) discusses world’s counties and the people who live there
 - Multicultural holidays from countries around the world
 - [Loy Krathong Day](#) from Thailand
 - [Diwali](#) from India
 - [White Day](#) from Japan
- Learning About the Community
- All students – bilingual and monolingual English speakers alike can investigate the languages and culture of their community
 - Take pictures of signs in languages other than English
 - Collect newspapers in languages other than English

Creating Multilingual Environment

- “Getting to know the students”
 - Display a world map and ask the students to show the rest of the class where they were born/ came from/ their family came from
 - Label the map with students’ names and photographs
 - This way all students get a chance to discuss their culture
- Developing cultural connections
 - Mid/end semester book reports asking students to research other students cultures in order to gain more knowledge about those cultures and promote cross cultural knowledge and perspectives
- Creating multilingual classroom labels/word walls
- Teaching the classroom in English but adding words from other languages
 - Morning announcements, songs, greetings, rules and routines, etc.

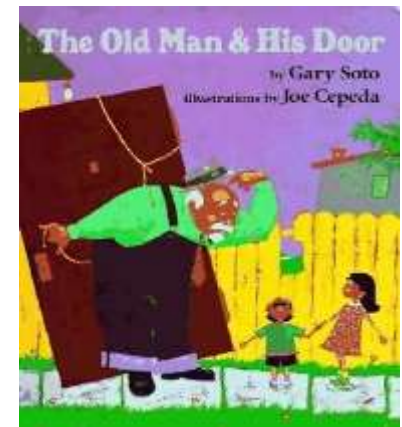


Culturally Relevant Teaching (Ladson-Billings, 1994)

- Teachers can use students' own backgrounds and knowledge to help improve understand subject content
 - Social Studies connecting the geography, history, traditions, and governments of other cultures to American culture
 - Science and Math –can explore social justice issues related to science and math (see ideas on www.radicalmath.org)
 - Language Arts – choose texts that connect directly to bilingual students' particular backgrounds and experiences which they can relate to (Ebe, 2012)
 - Writing – ask students to create identity texts (Cummins, 2005)
 - Bilingual texts in English and birth language as a way to share their cultural and linguistic identities and experiences
 - <http://www.thornwoodps.ca/dual/index.htm>

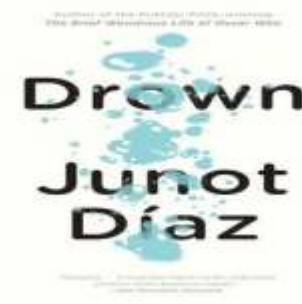
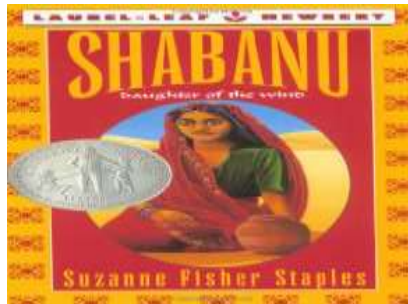
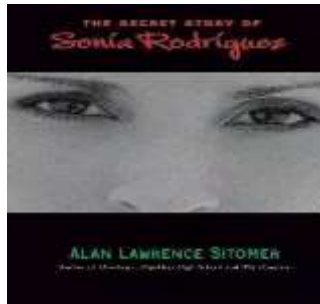
Preschool/Elementary Bilingual Thematic Readings

- If you don't speak the child's language or speak it very limitedly, you can use books with a few words in another language
- To introduce just a few words in Spanish you can use
 - '[Mañana Iguana](#)' by Ann Whitford Paul
 - '[Count on Culebra](#)' by Ann Whitford Paul
 - '[Abuela](#)' by Arthur Doros
 - '[Old man and his door](#)' by Gary Soto
- If you speak the child's language proficiently consider using bilingual books in class in a variety of languages
- Bilingual Russian/English books
 - '[Goldilocks and the Three Bears](#)' by Kate Clynes
 - '[Giant Turnip](#)' by Henriette Barkow
- Search for multilingual books on
 - Amazon.com (children's foreign language books)
 - Language Lizard
 - Trilingual Mama (Free Online Multilingual Books)



Middle School and High School (Celic & Seltzer, 2011)

- Using culturally relevant coming of age stories
 - Novel: *Shabanu: Daughter of the Wind* – Suzanne Fisher Staples (Pakistan)
 - Poem: “Girl” by Jamaica Kincaid (Caribbean; Antigua)
 - Novel: *The Secret Life of Sonia Rodriguez* – Alan Lawrence Sitomer (United States; Mexico)
 - Anthology: *Coming of Age Around the World: A Multicultural Anthology* – ed. Faith Adiele and Mary Frosch (various countries)
 - Short Stories: *Drown* – Junot Díaz (United States; Dominican Republic)



Analyzing Fictional Texts

- Compare and contrast texts
- Take notes on a book in both languages
- Discuss what learned in both languages
- Make a cultural connection
- Foster a desire for greater learning on the subject

From Celic & Seltzer, 2011 →

Cultural Relevance Rubric			
1. Are the characters in the story like you and your family?			
Not at all like us.....			Just like us
1	2	3	4
2. Have you ever lived in or visited places like those in the story?			
No.....			Yes
1	2	3	4
3. Could this story take place this year?			
No.....			Yes
1	2	3	4
4. How close do you think the main characters are to you in age?			
Not close at all			Very close
1	2	3	4
5. Does the story have main characters who are boys (for boy readers)? Girls (for girl readers)?			
No.....			Yes
1	2	3	4
6. Do the characters talk like you and your family?			
No.....			Yes
1	2	3	4
7. How often do you read stories like this one?			
Never			Often
1	2	3	4
8. Have you ever had an experience like one described in this story?			
No.....			Yes
1	2	3	4

Adapted from: Ebe, A. (2010). Culturally relevant texts and reading assessment for English language learners. *Reading Horizons* 50 (3), 193-210.

Multicultural Apps

- [Round Is A Mooncake](#) is interactive story based on a popular children's book by Thong & Lin. Explore shapes, rhyming structure, items from Chinese culture, and more. English text is highlighted and recorded for early readers.
- [ABC Music](#) has the sights, sounds, and vocabulary of music from around the world. Select English, Spanish, or the dual language setting.
- [The Dream, An Arabic Story Book and Games](#) narrates the tale of Ahmad, who follows a mysterious dream to a bazaar in Cairo, only to discover his treasure is back at home.
- [Dentist Bird: A West African Folktale](#) is based on the Liberian folktale “How Plover Bird Came to Clean Crocodile’s Teeth,” this picture book app allows kids to explore the sights and sounds of a Liberian rainforest as they help a brave bird make a special medicine for a sick crocodile.
- [Frida's World](#) is a beautifully illustrated biographical look at the life of Frida Kahlo, the Mexican painter. With both English and Spanish narration options, this story offers watercolor illustrations, an inviting score, and a coloring book.

Multicultural Apps (cont.)

- [The Magnificent Traveling Palace](#) is an interactive storybook about 4 children who board a luxury train in India. The app allows the readers to learn about India's occupations, foods, as well as listen to some beautiful Indian music
- [Henrietta is Hungry](#) introduces learners to a little girl who is an adventurous cook and loves to cook exciting new foods. Readers are introduced to a variety of exciting world cuisines (e.g. sushi, curried dahl, chow mien, chili crab, etc.) and are even provided with a recipe at the end of the story
- [A Day in the Market](#) follows a young girl in the Philippines on a trip to the market with her Nanay or grandma. Children can interact with the various vendors and foods, sort food groups, and make music with earthen pots. Text and narration available in English or Tagalog.
- [Up & Down](#) is an interactive story book app uses a split screen format to take kids through a day in the life of two very different children—one in the western Sahara desert and the other in the Western world—and demonstrates the commonalities that tie kids around the world together.
- <http://www.flls.org/wp-content/uploads/2014/09/New-Media-Resources-Multicultural.pdf>
- <https://littleelit.files.wordpress.com/2014/07/martens-whet-your-appetite-mc-annotated-list.pdf>

Additional Resources

- Bilingual Children's Picture Dictionaries
- Bilingual Online Dictionaries for children
 - [Enchanted Learning](#) – for younger children or early readers. Provides translations of simple words categorized alphabetically, with pictures.
 - [Dictionary.com](#) – more appropriate for children who can read and write. Type in a word in one language and quickly get the translation
 - [LookWayUp](#) – Provides the meaning of each word in both languages, not only the translation. Best for children who can read and write
 - [Linguee](#) – when you begin to key in the word you want translated, it will provide several options for auto-fill. It also provides a translation based on the context in which the word is used. Good for tweens and teens
 - [Bab.la](#) – Provides common phrases for your language learners. Good for all ages.

Conclusion

- Translanguaging is the norm NOT the exception
- It can take place in any classroom (bilingual, ESL, inclusion, mainstream, etc.) with any group of children including those with primary language impairments
- All students benefit from translanguaging!
 - Monolingual students become aware of language diversity and often become more receptive to learning other languages
 - For bilingual students translanguaging validates use of home languages
 - For emergent bilinguals translanguaging strategies assist with teaching challenging academic content and help develop English

Helpful Resource Bundles

- [The Checklists Bundle](#)
- [General Assessment and Treatment Start Up Bundle](#)
- [Multicultural Assessment Bundle](#)
- [Narrative Assessment and Treatment Bundle](#)
- [Introduction to Prevalent Disorders Bundle](#)
- [Social Pragmatic Assessment and Treatment Bundle](#)
- [Psychiatric Disorders Bundle](#)
- [Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle](#)

Helpful Resources

- [Assessment Checklist for Preschool Aged Children](#)
- [Assessment Checklist for School Aged Children](#)
- [Speech Language Assessment Checklist for Adolescents](#)
- [Creating Functional Therapy Plan](#)
- [Selecting Clinical Materials for Pediatric Therapy](#)
- [Social Pragmatic Deficits Checklist for Preschool Children](#)
- [Social Pragmatic Deficits Checklist for School Aged Children](#)
- [language Processing Deficits Checklist for School Aged Children](#)

More Helpful Resources

- [The Role of Frontal Lobe in Speech and Language Functions](#)
- [Executive Function Impairments and At Risk Pediatric Populations](#)
- [Behavior Management Strategies for Speech Language Pathologists](#)
- [Narrative Assessment of Preschool and School Aged Children](#)
- [Treatment of Social Pragmatic Deficits in School Aged Children](#)
- [Fetal Alcohol Spectrum Disorder An Overview of Deficits](#)
- [Speech Language Assessment and Treatment of Children with Alcohol Related Disorders](#)

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