

CHAPTER 7

Translanguaging Pedagogy in Action

LEARNING OBJECTIVES

- Identify the key components of a translanguaging pedagogy
- Explain how the three translanguaging strands—*stance*, *design*, and *shifts*—work together in the daily life of a classroom
- Describe the teacher's *juntos* stance toward students, languages, and content
- Explain how teachers leverage the translanguaging *corriente* during instruction and assessment
- Give examples of moment-to-moment shifts that teachers make in response to the translanguaging *corriente*
- Explain how translanguaging strategies work within the translanguaging classroom
- Use a reflective tool for adopting a translanguaging pedagogy in your classroom

When we explain each of the components (stance, design, and shifts) of the translanguaging pedagogy separately, it is possible to lose sight of the integral role of the **translanguaging corriente** in the daily life of the classroom. This chapter illustrates the integrated whole of the **translanguaging classroom** with attention to the stance, design, and shifts in instruction and assessment. This holistic portrait of the translanguaging pedagogy in action prepares us to rethink and reimagine what it means to teach, learn, and assess.

Translanguaging can “dissolve solid differences while create[ing] new realities” (García & Leiva, 2014, p. 203). The daily life of the translanguaging classroom mirrors the daily lives of bilinguals outside of the classroom. When we make the world of the classroom reflect the every day lives of bilingual people, educational opportunities for bilingual students open up. Rather than simply using students’ home languages as scaffolds to English, teachers in translanguaging classrooms recognize and create opportunities for students to language, learn, express themselves, and forge relationships in unique ways. The translanguaging pedagogy shapes the classroom space, enabling us to transcend traditional rules about language, learning, and teaching—to foster new social realities in our classrooms.

A CLOSER LOOK AT CLASSROOM PRACTICE

We visit *Stephanie’s* 11th-grade English-medium social studies classroom to illustrate the integrated nature of the stance, design, and shifts of the translanguaging pedagogy for instruction and assessment. Stephanie introduces students to a new genre, public service announcements (PSAs), as part of her social studies unit, *Environmentalism: Then and Now*. One assignment within this

unit is for students to create their own PSAs, which they can then use to raise awareness about social issues faced by people living in their local communities.

Students First

Although Stephanie is not bilingual, and the official language of instruction in her class is English, Stephanie grouped together five of her bilingual students—Eddy, Luis, Mariana, Noemí, and Teresita—so that they can leverage their Spanish and English language resources to engage with complex content and texts and develop linguistic practices for academic contexts. Let's look more closely at the profiles of these students, which Stephanie has continued to flesh out based on her holistic assessment of students' performances in her class this year.

Eddy's family is from the Dominican Republic, and he was born and raised in a predominantly Dominican neighborhood in New York City. His parents moved to the United States when they were very young and speak to Eddy and his siblings mostly in English. Though he understands Spanish, listens to reggaeton and bachata, and can "mess around" with his friends in Spanish, he feels more comfortable using English at school. Eddy's English literacy, especially in writing, is below grade level. Stephanie was curious about his Spanish literacy level, and she asked the Spanish language teacher about it. Stephanie found out that although Eddy was studying Spanish in the Spanish for heritage-speakers class, he had never received instruction in Spanish before this time. Stephanie tries to partner or group Eddy with newly arrived Spanish-speaking students for two reasons—he can lend his excellent oral English skills to support students who are beginning to learn English and he can learn from their Spanish-speaking strengths.

Luis arrived from El Salvador in the 10th grade and he is officially designated as an English language learner (ELL). The family was from a rural area, and Luis' experiences with formal schooling are limited. Luis is now classified as a **student with incomplete or interrupted formal education (SIFE)**. When speaking with his peers and his teachers in Spanish, it is clear that he is funny, smart, creative, and tech savvy. However, Luis produces written text at a level well below his peers in both Spanish and English. Luis enjoys comic books and sports magazines, but he struggles to read academic texts in English or Spanish. Stephanie works hard to include different content entry points for Luis, such as music and video clips in Spanish, visuals, and realia. Stephanie also pushes Luis to share his ideas in Spanish while he learns more English.

Mariana's family moved to the United States from Puebla, Mexico, before she was born. Raised in the United States all her life, Mariana feels as comfortable speaking English as she does speaking Spanish. She is a strong translator and constantly helps her family and friends navigate tasks that require English, like going with her mother to the doctor, talking to her father's boss on the phone, and helping her younger siblings with homework. Although Mariana can perform these tasks outside of school in English, her literacy in English is not at grade level. Mariana was labeled an ELL when she first entered school and has yet to test out of this status. Now in high school, Mariana struggles with literacy, even though she has a strong grasp of content. In school she is now classified as a **long-term English language learner**, although she prefers English to Spanish for schoolwork. Mariana is in the same Spanish for heritage-speakers class as Eddy; she is quite fluent orally in Spanish, but her teacher describes her literacy skills in Spanish as weak.

Noemí and her family came to the United States from Ecuador when she was in 8th grade. When Noemí first arrived, she was one of only a few

students in her class classified as ELL. Though she got help from her teachers to learn English, she was often bored by the rote, grammar-based instruction. In her **pull-out English as a second language** class, her teacher, who did not speak Spanish, did not seem to understand that Noemí was a strong reader. Now in 11th grade, Noemí uses English orally with *commanding* performances, but she still struggles with literacy, especially in writing, and she is still classified as an ELL. Noemí finds it helpful to prewrite in Spanish before writing an essay in English and to annotate an English text with questions or ideas in Spanish.

Teresita was born in Guatemala but moved to the United States when she was very young. Though she always spoke Spanish at home, she learned English from her older siblings and television programs before she entered kindergarten. Teresita is a strong reader and writer in both English and Spanish. She consistently scores well on high-stakes exams and is a voracious reader in both languages, though she prefers reading books in English. Teresita also likes to write poetry in both languages, but says that Spanish poetry comes more easily to her. Because she is highly proficient in English, some of her teachers don't even know that she can read and write in Spanish.

These five bilingual students have a wide range of expertise in oral and written Spanish and English. Stephanie uses her understanding of what her students can do with Spanish and English, individually and in collaboration, to structure activities in her classes.

Structuring Activities

We turn now to a lengthy vignette from Stephanie's *Environmentalism: Then and Now* unit to see how she uses translanguaging strategically to (1) introduce the PSA genre to her bilingual students in this English-medium class, (2) encourage students' critical engagement with this new genre, and (3) provide opportunities for students to produce this new genre. We focus on how Stephanie structures whole class and small group activities that leverage students' bilingualism, with particular attention to Eddy, Luis, Mariana, Noemí, and Teresita. At a more general level, this activity series illustrates how Stephanie's classroom practices address the four purposes of translanguaging—supporting students as they engage with complex content and texts, providing opportunities for students to develop language practices for academic purposes, drawing on students' bilingualism and ways of knowing, and supporting students' socioemotional development and bilingual identities and advancing social justice.

Stephanie started her lesson by showing a video of a model PSA in English about human trafficking in the United States; following is a screenshot:



Public service announcement (PSA): Human trafficking in the United States. (Retrieved from Department of Homeland Security, Blue Campaign. English video: <https://www.dhs.gov/video/out-shadows-psa-60-seconds>; Spanish video: <https://www.dhs.gov/video/out-shadows-psa-spanish-60-second>)

Stephanie played the PSA a second time, in Spanish, to ensure that all her Spanish-speaking **emergent bilingual** students could draw on their entire linguistic repertoires to comprehend the minute-long PSA. This second viewing also served as reinforcement for her English-speaking students, especially those who were bilingual.

After watching both the English and the Spanish versions, Stephanie encouraged the class to discuss the end of the PSA where a man trips over a woman, and says in English (in both the Spanish and the English versions): “Sorry, I didn’t even see you.” The woman responds: “No one ever does.” Stephanie asked the students, What did the shift to English in the Spanish PSA mean? Why was this done in English? To encourage deep thinking about the use of language, Stephanie asked students to discuss these questions in their groups using Spanish or English. This way, the groups that were stronger in Spanish could benefit from its use and explore this question deeply and participate in the discussion.

Stephanie then asked her students to come up with a definition of the PSA genre and to discuss whether the PSA they watched was effective and why. She provided the groups with printed texts about PSAs—in English only for some groups and in English and Spanish for others (e.g., for our focal group that includes Eddy, Luis, Mariana, Noemí, and Teresita). Stephanie then told the groups to look up other PSAs on the web and encouraged those who spoke Spanish to find some in Spanish. During the research, students in the focal group conducted their discussion and reading of other texts in Spanish and English.

After the groups shared their thoughts in English with the entire class, Stephanie formally introduced the PSA genre by synthesizing students’ definitions and ideas. She then facilitated the discussion while students brainstormed characteristics of the genre. Mariana shared that to be effective a PSA had to “be a little shocking.” Stephanie agreed and rephrased, saying, “That’s true—PSAs often focus on controversial topics.” Luis raised his hand and asked, “Pero todos los PSAs son videos así?” A student translated his question [Are all PSAs videos like this one?] and Stephanie responded that PSAs could be on the radio, in print, or in video form. Stephanie then transitioned the discussion to the use of persuasive language and tactics in PSAs. She emphasized that different kinds of persuasive language and tactics are used for different audiences, the same as English and Spanish are used for different audiences.

Next, Stephanie gave each group a different PSA to analyze, some in English and some in Spanish. Some of the PSAs focused on environmentalism, and some focused on other high-interest, controversial social issues. Students were told to discuss the model PSAs and to think about purpose, message, audience, and persuasive language and tactics, as well as the PSA’s effectiveness. To support their work, Stephanie gave each group a handout with an image that corresponded to the different PSAs. Each handout included the same five questions, which were intended to support each group’s academic conversations:

1. What is the purpose of this PSA? What message is it trying to convey?
2. Who is the audience for the PSA? How do you know?
3. What persuasive language and/or tactics are used in this PSA?
4. What is the emotional effect of this PSA on this audience?
5. Is this PSA effective? Why or why not?

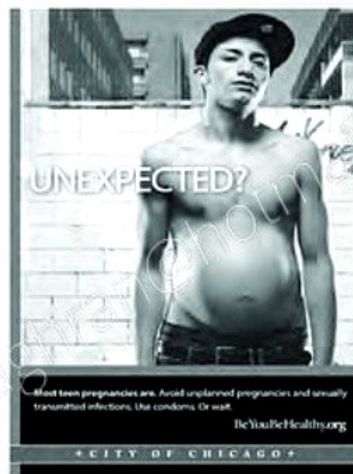
Each handout also included three different languaging options:

1. Discuss your PSA in English; write down your answers in English.
2. Discuss your PSA in Spanish and English; write down your answers in English.
3. Discuss your PSA in Spanish and English; write your answers in English and Spanish (e.g., write down a word/phrase in English and expand on it in Spanish).

Students could choose the languaging option that allowed them to individually and collectively leverage all of their language resources to complete this task.

Eddy, Luis, Mariana, Noemí, and Teresita were given the following PSA from a campaign to raise awareness about teen pregnancy in Chicago:

Public service announcement (PSA): Raising awareness about teen pregnancy. (Chicago Department of Public Health, Office of Adolescent and School Health. Retrieved from <http://d236bkdxj385sg.cloudfront.net/wp-content/uploads/2015/07/pregnant-boy-post.jpg>)



The group shared their first reactions to the image. Eddy thought the PSA was “crazy,” “weird,” and “unexpected.” Luis did not understand the word “unexpected,” and Teresita offered “inesperado, que no se espera.” When he understood the meaning, Luis said, “OK, ahora entiendo. Es muy unexpected que el muchacho esté embarazado!” [OK, now I get it. It’s very unexpected that the guy is pregnant!] All students worked collaboratively to answer the questions, and those in our focal group moved between Spanish and English to discuss their thoughts and, eventually, write down their answers.

After the groups had shared their thinking on their PSAs, Stephanie opened up the discussion to the whole class to see if anyone had anything else to add. A student from another group asked angrily, “Why’d they have to make him Spanish, though?” Luis volunteered an answer immediately, saying “Porque siempre los Latinos cargan con la culpa.” [Because Latinos are always blamed]. Teresita added that the PSA played on stereotypes about Latinos and teen pregnancy. Stephanie jumped in, sharing that this playing on stereotypes, as well as its controversial image and short, blunt text, made it a very effective PSA—even if it made them mad.

After all the groups shared their assigned PSAs, Stephanie told them that they would be creating their own PSAs for their group’s chosen social issue. She told students that they should focus their work not only on the PSA’s content, but also on its *language* and *style*. Because our focal group chose an environmental issue that specifically affected Latinos, Stephanie asked students to create their PSA using English and Spanish. This meant that students had to keep two different audiences in mind and make appropriate linguistic and stylistic choices.

When students finished drafts of their bilingual PSAs, they made short, informal presentations to the class. Stephanie required every student in the group to participate in the presentation. Noemí, for example, introduced her group’s PSA. Stephanie explained to Noemí that she should do her best to explain the work in English, but that she could use Spanish to expand on or clarify ideas. When Noemí spoke in Spanish, Stephanie relied on students like Mariana and Teresita to translate so that she could fully understand Noemí’s contributions.

Each group then filled out the Peer Group Assessment (see Appendix A.6.3) for the work they did. Each student in the group also filled out a Student Self-Assessment (see Appendix A.6.2). Stephanie then asked the students to show their families the bilingual PSA that their group had produced. The families assessed what they learned, as well as what they thought the students had learned, by filling out the Family Assessment: La conexión (see Appendix A.6.4). These evaluations contributed to Stephanie’s holistic assessment of students’ performances, and helped engage students and their families in the assessment process.

After students had presented to the class, Stephanie asked her principal if they could post their PSAs around the school. The principal agreed and asked Stephanie if students would explain the project to the community during the morning announcements. Stephanie asked Mariana and Luis to work together to come up with an explanation of the PSA assignment in both Spanish and English that they would read during the announcements the following week.

This rich vignette provides an opportunity for us to look closely at how the translanguaging strands—stance, design, and shifts—are manifested in Stephanie's classroom. We highlight important principles in each of the strands to keep in mind as you create your own translanguaging classroom.

STANCE: STUDENTS, LANGUAGE, AND CONTENT JUNTOS

The translanguaging stance informs all our classroom work. Though each of our translanguaging stances will be a little different, there are three fundamental elements that are integral to the stance of *any* teacher working with bilingual students. As we discussed in Chapter 4, these three core beliefs are as follows:

1. Students' language practices and cultural understanding encompass those they bring from home and communities, as well as those from school. These practices and understanding co-exist, work *juntos*, and enrich each other.
2. Students' families and communities are valuable sources of knowledge and must be involved in the education process *juntos*.
3. The classroom is a democratic space where teachers and students *juntos* create knowledge, challenge traditional hierarchies, and work toward a more just society.

Stephanie's translanguaging stance is reflected in many aspects of the classroom vignette. For example, Stephanie's choice to strategically group students heterogeneously in terms of their English language performances illustrates her belief that all students have something important and meaningful to contribute to the classroom work, regardless of what they can do with oral and written English. Returning to our focal group, Noemi's more experienced literacy performances in Spanish help Eddy with his writing in Spanish, and Eddy's strong oral language performances in English provide Luis with an opportunity to grow more confident using English. Luis' comfort with technology and his ability to find things on the internet makes him the resident expert on research, even though, as you recall, he has been classified as a SIFE. Mariana and Teresita, both of whom have strong Spanish and English, love explaining ideas to the group in both languages.

Putting these five students into one group *juntos* builds on their different linguistic strengths. This kind of strategic grouping also fosters strong relationships and enables each student to leverage his or her entire **language repertoire**. These relationships can also help address tensions that often exist between Latino newcomer students and Latino students who have been in the United States longer and speak more English, as well as among Latino students from different national origins. Rather than segregate newcomers from experienced English speakers, Stephanie chooses to integrate them, which enriches the group's learning and contributes to their intellectual and socio-emotional growth. It is also an important way of supporting students' bilingualism and biliteracy in this English-medium classroom.

A second aspect of the lessons that illustrates Stephanie's translanguaging *juntos* stance is how she views the use of one language or the other. To the

administration, Stephanie teaches in English. However, Stephanie believes that all her students learn more when they can use the full features of their language repertoires. Thus, she presents the PSA in two languages juntos to enable her bilingual students to learn more about topics and to become familiar with different discourses and genres. Allowing students to make different language choices to express what they know demonstrates her belief in the interrelationship of language practices. This kind of focus on genre, audience, and language also raises students' metalinguistic awareness, one of the major benefits of translanguaging.

A third aspect of the lesson that illustrates Stephanie's translanguaging juntos stance is her choice of content. A focus on PSAs allows students to put their research to work in an authentic, real-world genre and pushes them to think critically about both audience and discourse. By "hooking" students with model PSAs that are high-interest, controversial, and relatable, like the one that focused on teen pregnancy, Stephanie sets them up to create their own PSAs on topics related to the unit. Asking students questions about a text's expected audience, purpose, impact, and effectiveness moves them past simple "comprehension." These kinds of questions challenge students to "read the word and the world" (Freire & Macedo, 1987) more critically, to assess *everything* they encounter with a critical lens. These kinds of tasks ask students to use their unique ways of knowing and languaging to foster a consciousness that helps them recognize, challenge, and transform the structures that uphold the status quo.

Stephanie's juntos stance is also manifested in her use of assessment, which like instruction, is collaborative. She not only evaluates students' learning herself, she also gives the students themselves, their peer groups, and their families opportunities for assessment, which makes everyone co-learners and co-teachers. Stephanie's assessment practices evaluate whether students can perform tasks with moderate assistance or independently and also differentiate between students' understanding of language and content. By allowing students to perform tasks using English and Spanish some times and English only other times, Stephanie also differentiates between the students' **general linguistic and language-specific performances**. These translanguaging practices also greatly benefit her African American students who are learning some Spanish from their peers. Also, they are no longer judged solely on whether they can use standard English language features, but rather on the *kind* of language users they are, regardless of specific language features.

DESIGN: PURPOSEFUL AND STRATEGIC

Incorporating translanguaging into instruction and assessment design is a powerful means of enhancing bilingual students' learning opportunities, because translanguaging enables students to engage with complex content and texts and develop linguistic practices for academic contexts. Simply put, if we limit students to the use of only part of their language repertoires—especially the part that is considered their *weaker* language—we also limit their ability to learn. Teachers can use a **translanguaging design** to tap into and leverage the translanguaging corriente in ways that accelerate bilingual students' content and language learning at school.

This section, which is divided into three parts, looks more closely at the vignette from Stephanie's classroom to examine her translanguaging design. First we introduce Stephanie's translanguaging instructional unit design, *Environmentalism: Then and Now*. Then we focus on the stages of the translanguaging instructional design cycle that structure the activities in her unit plan. Finally, we use Stephanie's classroom to illustrate the myriad opportunities for translanguaging assessments present in everyday instruction. These

assessments, some small and informal, others more formal, give Stephanie authentic information about what her students know and can do with content and language and enable her to learn from their languaging and build on their strengths so that all students can meet or exceed the unit goals and objectives.

Translanguaging Unit Design

We start by looking at the vignette through the lens of Stephanie's translanguaging instructional unit design, which is shown in Box 7.1. This unit design is the flexible structure that Stephanie uses to enact her translanguaging stance and pedagogy in the classroom. Stephanie's stance is reflected in the four essential questions that connect social studies content to students' everyday lives, relate contemporary issues to the historical context, and work to address social justice issues.

Stephanie's unit design is clearly aligned with state standards and she includes content and language objectives, as required by district and school administration. Stephanie plans for translanguaging in this unit of instruction is reflected in the **translanguaging objectives**, culminating design, and assessment from many angles. This flexible design provides the structure and space that Stephanie needs to leverage students' bilingualism for learning.

Translanguaging Instructional Design Cycle

Now we look at the vignette of Stephanie's classroom practices through the lens of the translanguaging instructional design cycle, which, as we saw in Chapter 5, includes five stages: *explorar*, *evaluar*, *imaginar*, *presentar*, and *implementar*. These stages provide a way of envisioning an active, engaging, and responsive instructional unit. Here we use the translanguaging instructional design cycle, shown in Figure 7.1, as a framework for examining a cycle of instruction within Stephanie's *Environmentalism: Then and Now* translanguaging unit. If students are to be active learners throughout a unit, we must design instruction so that they are *constantly* engaged in exploring and evaluating what exists, imagining something new, and presenting and implementing new ideas outside the four walls of the classroom.

We now go through each stage of the translanguaging instructional design cycle and discuss how Stephanie and her students used translanguaging within each stage during this cycle of instruction. We illustrate how to use this design cycle as a tool to plan the "big picture" of the unit, as well as the smaller instructional designs that occur from week to week *within* a unit. At each stage of the cycle, we identify concrete translanguaging pedagogical strategies that Stephanie uses to help her students learn.

Explorar

The first stage of the translanguaging instructional design cycle is *explorar*, which encourages students to explore a new topic or theme, follow their natural interests and questions, and build their background knowledge. Multifaceted exploration occurred throughout the *Environmentalism: Then and Now* unit as a whole. Stephanie worked hard to provide her students with multiple content entry points through a variety of texts (in both Spanish and English, and representing different perspectives) and a variety of modalities (e.g., film, print, internet sources). These design choices reflect her belief that one must view a topic from multiple perspectives to understand it. They also reflect her understanding that all students, but especially emergent bilinguals, benefit from rich, thematic, interdisciplinary instruction (Freeman & Freeman, 2007). Stephanie organized each unit around a central theme, bringing in

BOX 7.1 STEPHANIE'S TRANSLANGUAGING UNIT DESIGN—ENVIRONMENTALISM: THEN AND NOW

Essential Questions	<ul style="list-style-type: none"> • What does it mean to live sustainably? • How does our environment influence our lives and actions? • How have people fought for what they believe in throughout history? • In what ways can we make change on the local level? 	
Content Standards	<p>New York State Social Studies Standards</p> <p>3.1.6: Students explain how technological change affects people, places, and regions.</p> <p>3.2.3: Students select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.</p> <p>4.1.3: Students understand the nature of scarcity and how nations of the world make choices, which involve economic and social costs and benefits.</p> <p>5.3.4: Students explore how citizens influence public policy in a representative democracy.</p> <p>5.4.6: Students prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or resolve the problem</p> <p>Common Core Learning Standards</p> <p>CCSS.ELA-LITERACY.RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11–12.9; Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	
Content and Language Objective(s)	<p>Content Objectives</p> <ul style="list-style-type: none"> • Students will trace the development of the U.S. environmental movement from the early 20th century to today • Students will make connections between the environmental movement and larger societal events and developments in recent U.S. history • Students will relate ideas, such as sustainability, to their own lives as young people in an urban environment • Students will create an action campaign that attempts to solve a local school- or community-based issue related to environmentalism and sustainability 	<p>Language Objectives</p> <p><i>General linguistic</i></p> <ul style="list-style-type: none"> • Students will read and synthesize a variety of text sources in order to make connections and draw conclusions • Students will use appropriate and relevant text evidence to support their ideas • Students will create action plans that they will present both orally and in writing in ways that persuade an audience to support their position <p><i>Language-specific (English for English-medium class)*</i></p> <ul style="list-style-type: none"> • Students will use content-specific vocabulary, both orally and in writing, to explain their ideas and connections to the content • Students will use a structured essay-writing format for persuasive writing that includes an introduction, two supporting body paragraphs, a counter-claim paragraph, and a conclusion • Students will present their action plans orally in English
Translanguaging Objective(s)	<ul style="list-style-type: none"> • Students will use oral and written Spanish and English to analyze and critique both the content and discourse of bilingual PSAs. • Students will create bilingual PSA texts across a variety of genres (announcements, posters, persuasive essays, oral presentations, and short dramatic plays) and rationalize their linguistic choices. 	

Box continued on following page

BOX 7.1 STEPHANIE'S TRANSLANGUAGING UNIT DESIGN (Continued)

<p>Assessments</p>	<p>Culminating Design Students will create bilingual action plans and presentations for improving the environmental sustainability of the school or local community in a way that would reach and be understood by diverse, bilingual audiences.</p>	<p>Other Assessments[†] Teacher's assessment tool: Teachers assess the student's content understanding and linguistic performances, with attention to what the student can do with or without assistance, using all the features of their repertoire (general linguistic performance) or language-specific features. Student's self-assessment tool: Throughout the unit, students provide feedback and self-assessment via questions about their own learning, language development, and content understanding in English and their home languages, orally and in writing. Self-assessments in the home languages will be assessed by the teacher using technological resources (e.g., translation apps) and human resources (bilingual colleagues; bilingual students). Peer-group assessment tool: Members reflect on their work as a group via questions about their content learning, languaging performances, and further questions the group has about the unit theme. Family assessment tool: La conexión: Students and their families assess what the students learned about the unit topic at school and what families learned from students about the topic. Families also identify relevant funds of knowledge that they might share with the class.</p>
<p>Texts</p>	<p>In the Home Language(s)</p> <ul style="list-style-type: none"> • 11th-grade U.S. history textbook (Spanish version) • Documentary film with Spanish subtitles • Readings in Spanish on César Chávez and the Farm Worker's Association • Supplementary readings on the same content-area topics in Spanish (found via teacher's research and students' online research) 	<p>In English</p> <ul style="list-style-type: none"> • 11th-grade U.S. history textbook • Various content-area readings from newspapers, magazines, blogs, and websites • Documentary film • Readings on César Chávez and the Farm Worker's Association • Podcasts and music • Content-related fiction/creative nonfiction

PSA, public service announcement.

[†]Differentiated according to students' English oracy and literacy performances.

[†]See Appendices A.6.1–A.6.4, respectively, for blank template tools.

social studies events and ideas from a variety of time periods. This helped her students to see the connections across historical periods through today, as well as to better understand the breadth of a topic.

In the unit of instruction depicted in the vignette, students explored a new genre, the PSA, in a variety of ways. They were given models or “mentor texts” of PSAs in both video and print form. They collaboratively defined the genre, working from the models to formulate ideas about audience and purpose, as well as linguistic and stylistic characteristics. As they explored, Stephanie and her students engaged in translanguaging in a number of ways, including the following:

- Stephanie showed the PSA in English and Spanish. Both short videos had subtitles so that students were able to read the text as they watched.
- Students shared questions and comments in English and Spanish; Stephanie took notes for the class in English.
- In groups, students analyzed print PSAs in Spanish and English.

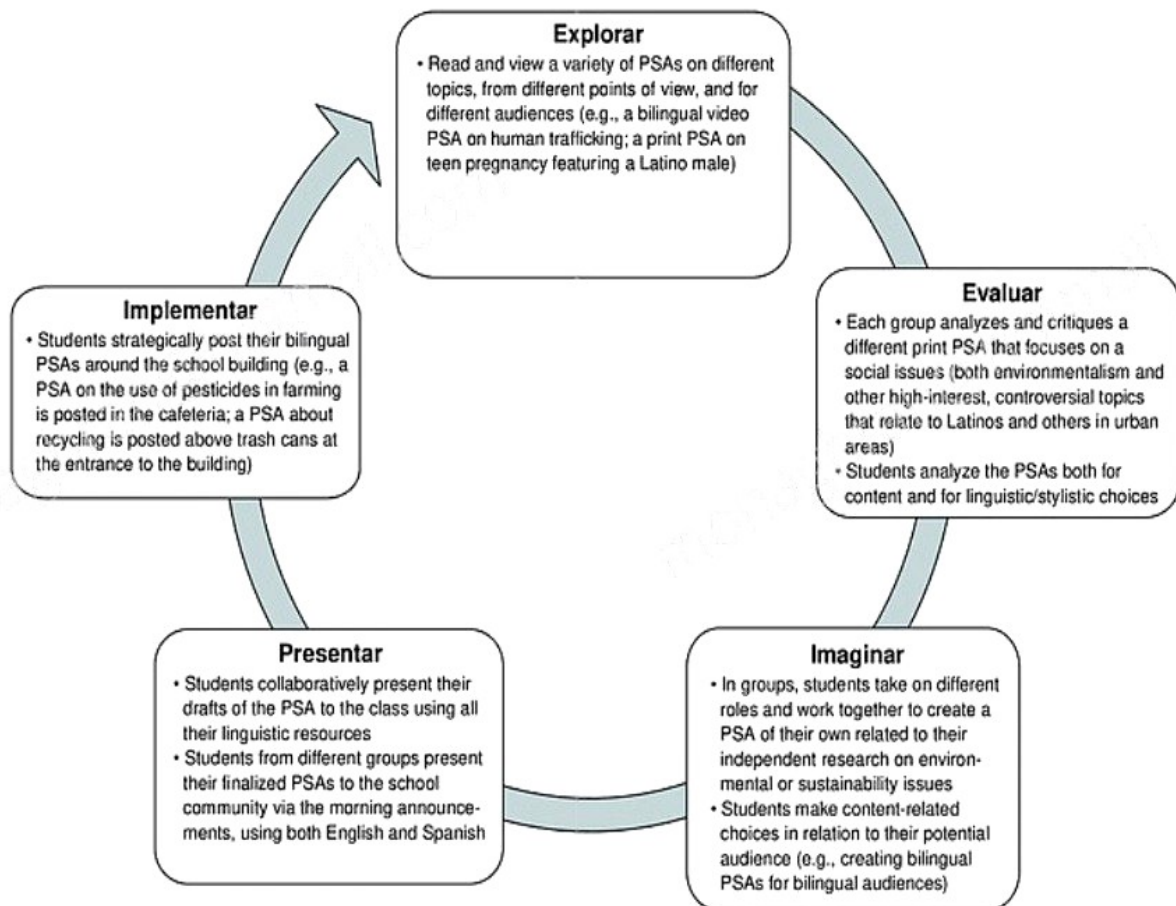


Figure 7.1 Stephanie's translanguaging design cycle.

- To answer the five questions about the model PSAs, students discussed, debated, and analyzed in Spanish and English, and were given three options, including translanguaging options, to arrive at their answers in English.

Evaluar

As students explore, they also evaluate what they are learning. This second stage in the instructional design cycle is important because it helps students strengthen their ability to read texts critically. In Stephanie's classroom, students focused on comprehending the content of the PSAs and on the tactics and discourse used within them to play off a potential audience's fears and deep-seated prejudices. This evaluation of the content deepened learning and helped students think critically. Though students were evaluating PSAs in this lesson, they could just as easily have evaluated a content-specific reading. This kind of critical evaluation of texts both expands and localizes the traditional curriculum, making it more complex and more specific to bilingual students' lives. The translanguaging strategies that Stephanie and her students used to evaluar include the following:

- In groups, students used Spanish and English to express their thoughts and analyze the PSAs. The emergent bilinguals performed better in English on the handout because they were able to first use Spanish to engage with complex content and texts.
- Stephanie drew students' attention to specific linguistic and stylistic choices made within the PSAs. This raised students' metalinguistic awareness and helped them pick out these choices in other texts.

- Stephanie chose model PSAs that portrayed situations or social issues that Latino bilingual students might relate to (i.e., directly related to Latinos or directly related to young people in urban contexts). This allowed students to bring their local knowledge to the analysis of the texts and think critically.

Imaginar

The third stage of the translanguaging instructional design cycle is *imaginar*, which supports and informs new ideas and new ways of using language to learn. Students are encouraged to use what they have learned in the *explorar* and *evaluar* stages to *imaginar* something new. During the *Environmentalism: Then and Now* unit, students in Stephanie's class were asked to imagine a PSA related to the groups' independent research on environmental or sustainability issues. Our focal group members worked together to build on what they had learned from the PSA on teen pregnancy and in other activities in this unit. In the group, students were able to draw on their strengths to carry out different tasks and translanguague in different ways. Here are some of the ways that Noemí, Eddy, Teresita, Luis, and Mariana contributed within the *imaginar* stage:

- Noemí contributed ideas orally in Spanish to the group's bilingual PSA. She also took the lead in writing the Spanish text, choosing the evidence from the group's research that was most persuasive.
- Eddy contributed ideas orally, mostly in English but also in Spanish. He lent his creativity to the task of writing a short but powerful "hook" that would catch a reader's attention. He drafted versions of this hook in English and worked with the group to edit it for the final draft.
- Teresita used her strong bilingualism to synthesize group members' comments in English and Spanish. She worked closely with Luis to translate his ideas from Spanish into English. She also translated a quote from a newspaper article from English to Spanish.
- Luis contributed many content-related ideas orally in Spanish. Though he did not have strong writing skills in English or Spanish, he had creative ideas for the visual format of the PSA. He sketched out plans, explained his vision, and worked with the whole group to brainstorm the look of the PSA.
- Mariana worked on both the English and Spanish texts for the PSA. She helped Teresita translate pieces of their research from English to Spanish. Together they imagined how to construct a PSA that would be understood by both Spanish-speaking and English-speaking audiences.

Presentar

The fourth stage of the translanguaging instructional design cycle is *presentar*, which involves students in peer editing, conferencing, rewriting, and presenting their work, with attention to the choices they make about using language. Stephanie's translanguaging design helped students pool their linguistic resources and present their work orally in English in several ways. First, she had groups present *collaboratively*, rather than individually. This was beneficial for two reasons. First, it lessened the anxiety that some students felt about presenting. For those students newer to English, like Noemí and Luis, sharing responsibility with three other people enabled them to participate in the presentation with much less worry. Second, it gave *all* students an opportunity to practice their oral language for an authentic purpose. Following are some of the steps that Stephanie and her students took to make these presentations successful.

- Stephanie provided specific sentence frames for students that supported their presentations. Students whose performances in English were emerging, like Luis, first expressed themselves in Spanish and then used the English sentence frames and added short, English responses, with the help of other group members.
- During presentations, Noemí and Luis read their prepared English responses, but clarified and expanded on their thinking in Spanish.
- Teresita, Mariana, and Eddy presented in English and built on Noemí's and Luis' Spanish comments by summarizing them in English.

We want to stress the importance of making any presentation an opportunity for *all* students to practice English and the other language orally for a variety of audiences (monolingual audiences, bilingual audiences made up of monolingual speakers of one language or another, and bilingual-speaking audiences). This participation improves their confidence as public speakers and gives them practice in adapting language to the needs of listeners.

Stephanie carefully guided her students' performances throughout the unit so that each task would provide a foundation for the public presentation. First, students made an informal, in-class presentation for their bilingual peers using the full features of their linguistic repertoires. Second, they made a more public presentation, using English and Spanish, during the school's morning announcements. Third, they prepared a formal presentation in English for the larger school community. Finally, they made a presentation to the local community outside of school that leveraged translanguaging practices to engage the very diverse community. These different types of task-based performances provide bilingual students with opportunities to make the "same" presentation to diverse audiences, drawing on their language resources to reach a larger and more diverse audience than a monolingual English or Spanish presentation would allow. These presentations, or performances, provide opportunities for authentic assessment throughout the unit.

Implementar

The implementar stage moves students' work from the classroom to the larger community. This action-based step does not have to be monumental—it merely means that students' work should be applied in authentic ways. In this instructional unit, Stephanie and her students used a number of translanguaging strategies to implementar, for example, displaying their bilingual PSAs around the school building. Because students' PSAs were both bilingual *and* geared toward the local audience of the school (fellow students, teachers, administrators), their placement around the building contributed to the **multilingual ecology** of the school and raised awareness about important issues that affected community members. In addition, when Mariana and Luis used the school's morning announcements to explain the genre of the PSA and the purpose of their work in both Spanish and English, they used their bilingualism to communicate with their school community about important issues of sustainability and environmentalism. Rather than mere social studies students, Mariana, Luis, and their classmates became *activists*, informing their community at the local level. We saw the following translanguaging strategies in Stephanie's instructional design at the implementar stage:

- Students posted their bilingual PSAs around the school building, strategically placing certain PSAs in particular locations (e.g., a PSA on the use of pesticides in farming and the dangers to the environment and to health was posted in the cafeteria; a PSA about recycling was posted above trash cans at the entrance to the building).

- Mariana and Luis prepared a bilingual statement explaining the PSA genre and the class' work with the genre. They gave examples of PSAs that were posted around the school and previewed the larger culminating design that their class would present.

Like Stephanie, teachers in translanguaging classrooms can use the translanguaging instructional design cycle to plan and deliver their week-to-week instruction within a specific unit of instruction *and* to plan and deliver their entire unit.

Translanguaging Pedagogical Strategies

Teachers choose different translanguaging strategies during different stages of this cycle to help students use *all* of their languages and ways of knowing to learn.

Translanguaging to Explorar

- Build background knowledge by engaging students in meaningful collaborative dialogue that includes translanguaging and the use of all students' language resources.
- Show short video clips with subtitles in English and students' home languages.
- Post content-related pictures around the classroom and do a gallery walk and discussion in any language.
- Have student groups brainstorm their prior knowledge on a topic in any language.
- Provide an engaging discussion question in one language and ask students to discuss it in any language.
- Provide content-related readings and have students make connections to text and analyze the text in any language.
- Create a multilingual listening center composed of fiction and nonfiction texts, narratives of community members, podcasts, interviews, and music that are relevant to the topic being explored.
- Use graphic organizers to help students track their learning on a topic (e.g., KWL charts, semantic maps, word walls) and provide opportunities to do so in all languages.
- Invite community leaders to talk about local issues or topics using their own language practices.

Translanguaging to Evaluar

- Have students compare different texts on one topic. Focus students' comparison on what perspectives are included and excluded, what linguistic and stylistic choices are being made, and what readers take away from each text.
- Whenever possible, provide students with multilingual versions of reading texts to use as needed or to use for textual contrastive analysis.
- Have students do outside research on a topic. Provide relevant, bilingual websites or have students find their own. Have students present on how new research supports, refutes, or adds to what is covered in a textbook or set of readings.
- Provide students with "counter-stories" or alternative points of view on a topic. This can be done in English and the students' home languages through readings; guest speakers; and/or multimedia such as podcasts, video clips, film, and so forth.
- Come up with a set of questions that can help students think critically about a text of any kind. Make the use of these questions a routine when encountering a text or the overall topic.

Translanguaging to Imaginar

- Plan activities that can be differentiated for students according to what they can do with content and language. Make sure that there are ways for all students to participate meaningfully in any activity.
- Have students work in groups or partnerships to brainstorm, plan, draft, and revise an assignment, project, piece of writing, and so forth. No matter the language in which the final product is presented, students can use all of the languages in their linguistic repertoires to create that product.
- Provide students with models of what you want them to create for their performances. This could be a mentor text, a teacher-created resource, a sample poster, or anything that provides an example of what students should be working toward.
- Have students write stories with bilingual characters or situations where other language practices have to be used.
- Encourage students to write performance pieces, for example, plays or readers' theater, that include translanguaging to give voice to bilingual characters.
- Have peers review the translanguaging used in written texts to verify meaning.

Translanguaging to Presentar

- Provide time for students to engage in peer editing, revision, and rewriting using all their language practices, and then redesign based on feedback from you and their peers.
- Have students present collaboratively, with different students taking on different roles. These roles should be appropriately differentiated according to their oracy, literacy, and content knowledge.
- Make linguistic and stylistic choices part of students' presentation grade, which can enhance students' metalinguistic awareness.
- Provide students with a presentation outline, format, or set of appropriate sentence starters in English and their home languages.
- Have students create PowerPoint presentations for their multilingual families, using translanguaging for meaning-making and images and multi-modal texts for support.
- Encourage students to do their best to present in one language (English), but allow them to expand on, clarify, or further explain their ideas in the other language (Spanish).

Translanguaging to Implementar

- Attach some kind of action to students' learning. For example, lessons can be expanded by asking students to
 - Interview family members about an instructional topic using appropriate language practices and report findings back to the class
 - Share their writing on different public websites, blogs, Facebook pages, or other social media sites, being mindful of choice of language practices for different audiences
 - Write emails or use social media to communicate with both teacher and peers about their learning, using appropriate language practices
- Expand students' learning to the school community by
 - Posting student work with translanguaged texts around the school
 - Encouraging students to submit translanguaged work to a school newspaper, magazine, or website
 - Creating opportunities for students to discuss their translanguaged work in other classrooms or with teachers and administrators

- Compiling translanguaged student work into bound books that can be accessible in a school library or resource center
- Expand students' learning to the larger community by
 - Partnering with local organizations whose work is relevant to the classroom topic/project/subject area and using relevant language practices
 - Planning bilingual events that feature student work and are open to students' families and other community members
 - Helping students submit their work to local newspapers, websites, radio stations, TV stations, and funding organizations, using appropriate language resources

These strategies promote the connections among teachers, students, families and communities, as well as across language and cultural practices, that translanguaging classrooms require.

ASSESSING FROM MANY ANGLES

Like Carla's assessment practices discussed in Chapter 6, Stephanie's pedagogy includes others' voices in *assessing from many angles*. Stephanie's authentic assessment of student learning is never done in isolation. Stephanie relies on students themselves, on the group, and on families as part of her inclusive class assessment of what the students are learning. Because her instruction leverages authentic collaborative performances in groups, she can also assess whether students are performing independently, with moderate assistance from other people or resources, or at a novice stage.

As we saw in the opening vignette, Stephanie's informal assessment practices differentiate between language and content understanding by ensuring that specific language features do not become a barrier to assessing what students know about content. Moreover, when assessing language performances, Stephanie makes sure to differentiate between students' ways of using language to express complex thoughts, make inferences, associate ideas, explain, persuade, and so forth—general linguistic performance—and the use of specific, school-sanctioned English language features. Although Spanish is not an official language of instruction in Stephanie's class, her design for formal and informal assessment reflects the power of translanguaging for learning in this English-medium classroom.

When teaching or assessing within a translanguaging unit, a teacher taps into his or her stance, enacts the design, and uses the third strand—shifts—to weave the strong rope that pulls students' learning forward along the translanguaging progressions.

SHIFTS: GOING WITH THE FLOW OF THE TRANSLANGUAGING CORRIENTE

Throughout the translanguaging instructional design cycle, Stephanie served as facilitator for the class' inquiries and learning. Rather than present a scripted, teacher-centered lesson, Stephanie provided students with information (the model PSAs and questions that made students think about those PSAs) and let them run with it. For example, when a student in the class voiced his anger about the Latino youth portrayed in the teen pregnancy PSA, Stephanie built on that anger to help the class understand the purpose of the genre. Rather than deflect the question or avoid a difficult conversation, Stephanie opened the question up to the presenting group and facilitated an important discussion of how ideology is transmitted through discourse. This unplanned shift, and others like it, contributed to the sense that Stephanie and her students were a part of a small, tight-knit community of thinkers who were, as Stephanie

puts it, “moving and shaking our society.” This kind of shift is also clearly connected to Stephanie’s stance, in that she believes that the *classroom is a democratic space where teachers and students juntos create knowledge, challenge traditional hierarchies, and work toward a more just society.*

A second shift is Stephanie’s linguistic flexibility that is also tied, of course, to her stance. Because Stephanie is not a Spanish speaker, she could not always understand her students’ contributions to classroom discussions around content. However, Stephanie knew how important it was for students to draw on *all* their languages at *all* times to make meaning and share their ideas. For this reason, Stephanie often encouraged students to use Spanish to express their content knowledge and relied on other students in the class for help understanding their comments. For example, when Noemí presented her group’s PSA, she sometimes elaborated on her ideas in Spanish. Rather than impose a rigid language policy that forced Noemí to speak English only, Stephanie sat back and let her express herself on her own terms, bilingually. This shift, the embracing of flexibility in response to students’ linguistic needs, contributed to the sense that all voices were welcome and valuable in the shared classroom space.

Like Stephanie, teachers in translanguaging classrooms must adapt their instruction to the flow of the translanguaging corriente. To do so requires that teachers think of their classrooms as a tight community of thinkers who are exploring content on their own terms. As co-learners, teachers in translanguaging classrooms also rely on students and other resources, such as technology, to ensure that all students learn.

ENACTING A TRANSLANGUAGING PEDAGOGY IN YOUR CLASSROOM

We have provided this integrated view of Stephanie’s translanguaging pedagogy in action as a model to help you develop your own translanguaging pedagogy. To support your work, a blank protocol that aids teacher reflection and planning for translanguaging is included in Appendix A.7.1. Teachers can use this protocol to document how they use (or do not use) translanguaging, and to generate concrete ideas for new ways to use it. This tool encourages you to consider the various aspects of your pedagogy—your own stance, design, and shifts—and think critically about whether those aspects make space for the translanguaging corriente to flow. Specifically, when examining your own stance, to what degree do you

- Think of students’ languages and cultural practices as equally valuable and interrelated?
- Value and include students’ families and communities in their education?
- Challenge traditional hierarchies, such as teacher/student, English/additional language, native/non-native speaker, ELL/English fluent learner, and work toward a more just classroom and society?

When examining your own design, to what degree do you

- Design the physical space of the classroom for collaboration and create a multilingual and multimodal ecology?
- Design instruction (e.g., in unit planning, activities, instructional strategies) so that all learning promotes translanguaging?
- Design assessments that differentiate between general linguistic and language-specific performances?
- Design assessments that evaluate whether students perform tasks independently, with moderate assistance, or at novice levels?

Finally, when examining the moment-to-moment interaction in your classroom, to what degree do you use shifts to allow for flexibility and changes to

your design that are responsive to students' needs, interests, and language practices?

These are not easy questions, and we encourage you to explore them within a professional learning community of teachers who are also thinking deeply about their own practices. Asking questions about our own pedagogy helps us grow as educators, which can only benefit the bilingual students in our classrooms.

CONCLUSION

In this chapter, we walked you through a unit of instruction in Stephanie's translanguaging classroom, and we demonstrated how her translanguaging pedagogy—her stance, design, and shifts—is integral to the success of her classroom. We also explored how she uses specific translanguaging pedagogical strategies across the five stages of the translanguaging instructional design cycle. We closely linked this translanguaging instructional design with the translanguaging assessment design. Stephanie's integrated translanguaging pedagogy helped students draw on their linguistic strengths, connect new learning to their own local knowledge, and use their unique positions as Latino bilinguals to analyze a new genre with a critical eye.

We also drew from Stephanie's instruction to identify the general principles that teachers in translanguaging classrooms should hold within each of three strands:

1. *Stance*: bringing juntos students, languages, and content
2. *Design*: purposefully and strategically including translanguaging in unit planning, stages of instruction, classroom activities, and student performance assessments
3. *Shifts*: responding to students' needs and interests

Lastly, we provided you with a protocol for reflection and planning that you can use to think deeply about your own instruction. You can then use these reflections and observations to make positive changes that strengthen how you work with the translanguaging corriente in your specific context.

QUESTIONS AND ACTIVITIES

1. How do you envision translanguaging practices occurring in your classroom? What opportunities exist? What challenges? How might you build on these opportunities and work to address these challenges?
2. What kinds of texts, genres, or resources do you think lend themselves to translanguaging practices? How might you incorporate these into a unit or lesson?

TAKING ACTION

1. Design a lesson using translanguaging. Work off of the lesson planning structure you already use and make space for translanguaging in each aspect of your instruction.
2. On your own or with a group of colleagues, fill out Appendix A.7.1, Reflecting and Planning for a Translanguaging Pedagogy. Work through each strand of the translanguaging pedagogy (stance, design, and shifts) and discuss where you are now and how to make room for the translanguaging corriente in your classroom.