Translanguaging in the Monolingual Prek-5 classroom

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Learning outcomes

As a result of this presentation, participants will be able to:

1. Understand what Universal Design for Learning and Translanguaging are.
2. Discuss the ways in which the two frameworks complement each other in the context of co-constructed labels, especially “ELL” and “Special Education”
3. Identify barriers to and strategies for implementing translanguaging as a universally designed pedagogy.
Terms

- EBLs
- Translanguaging
- Inclusion
- UDL (Universal Design for Learning)
Traditional Inclusion

Students learn alongside their peers.

• Who?
• What?
• When?
• Where?
• Why?
Inclusion of EBLs

Who?
• Culturally and Linguistically Diverse (CLD) Students

What?
• Linguistic community, Racial community & Ethnic community

Where?
• General Education Classroom

When?
• All the time

Why?
• Support content learning, academic language and social-emotional development
Student Support Systems

TRLG

UDL
TRLG & UDL
Universal Design

Sidewalks in Battle Creek, MI before 1945.

Sidewalks in downtown Battle Creek, MI post 1945.

Veterans recovering from surgery, and receiving physical therapy and rehabilitation at Purvis VA Center Hospital, with tide to access streets and homes.

Parents pushing baby carriages can safely exit the sidewalk blocks to city eco.

Gallists also benefit from this design.
What is UDL?
What is UDL?

Universal Design for Learning (UDL) by CAST [www.cast.org]
Central Idea for UDL:

- Plan
- Teach
- Reflect
TRLG & UDL
Traditional Views on Bilingualism

Additive bilingualism

Subtractive bilingualism
What is translanguaging?
Isn’t this codeswitching?
• Theoretical grounding
  • one linguistic repertoire/system that is composed of features that are associated with particular languages.

• Practical application
  • A pedagogy that strategically uses all of a student’s linguistic resources

• Values held
  • Based on the practices of the child, not the designation of nation states
  • Value-added, strengths-based perspective rather than deficit model

TRANSLANGUAGING AT ITS CORE
The Intersectional Possibilities

TRLG

UDL
Intersectional Idea: Plan Ahead
Beyond Differentiation

An Analogy

Equity vs Differentiation vs TRLG / UDL

Curriculum ----> Learner vs Learner ----> Curriculum
Overlapping Uses

- Teaching:
  - Independent:
  - Assessment:

- Representation:
  - Action & expression:
  - Engagement:
Workshop
Sample lesson

Set up a readers theater group around the text “the very hungry caterpillar.”

- Develop diverse materials
- Find multiple ways for students to engage with the material
- Make the task meaningful and engaging
Directions

1. Go to the translanguaging guide. Find one specific classroom technique that you find interesting, accessible and applicable to your practice. https://bit.ly/1I5jx4m

2. Use the UDL framework and Identify where it would fit best and how you could make it work in your class.
Model

**TRANSLANGUAGING** -
Supplement English readings with additional readings in students’ home languages about the same topic or theme (p. 82)

**UDL** -
Give students a choice of texts (Recruiting interest)
Explicit vocabulary instruction (Vocab and Symbols)
Highlight common features (Comprehension)
Opportunity to reflect and develop strategic awareness (Executive Function)
Debrief/share out
Outcome

• Teaching:
  • Story available in the languages of the class
  • Story available with visual supports
  • Story available with just pictures, no text

• Independent/Assessing:
  • Students can read – in TL or the HL
  • Students can write dialogue – in TL or the HL
  • Students can work on set design

• Engaging:
  • Integrate multimodal tasks
  • Preview with a multilingual video
  • Multilingual production
La pequeña oruga glotona

by Eric Carle

THE VERY HUNGRY CATERPILLAR

by Eric Carle

The Very Hungry Caterpillar

by Eric Carle

one lollipop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon.

That night he had a stomachache!
Spatial Strategies

**Classroom Multilingual Ecology**

- Use of technology
- Visual supports
- Vocabulary supports
- Multilingual Resources
- Display of student work
- Connect programs
- Instructional activities

**Vocabulary Support**

- Teacher-made

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<thead>
<tr>
<th>natural resources</th>
<th>recursos naturales</th>
<th>自然資源</th>
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<tbody>
<tr>
<td>Things people can use from nature.</td>
<td>Cosas que la gente puede utilizar de la naturaleza.</td>
<td>東西的人可以使用自然資源</td>
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</tbody>
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- The Iroquois used natural resources like wood to make hughouses.  
- Los iroqueses utilizaban los recursos naturales como la madera para hacer casas comunales.  
- 印度族人使用自然資源，如木材，來建造。
Student Centered Strategies

**Student Work**
- Rotating samples of student work in the students’ languages

**Student Reading Partnerships**
- Books for independent reading and student reading partnerships
- Use the multilingual resources in the classrooms and libraries

Multilingual listening centers
Multilingual research
Multilingual Texts
Community/Adult Centered Strategies

**Bilingual Dictionaries**
- Part of the multilingual resources in the classrooms and library
- Vocabulary notebooks

**Read-Alouds**
- Teacher-led bilingual read-alouds
- Student-led
- Parent-led

Preview material in the home language
Using TRLG to Engage CLD Parents

• Parents can:
  • Offer translations
  • Be guest readers in HL
  • Support during HW
  • Be more aware of what child is learning
  • Feel like their culture and language is valued
Identifying and eliminating barriers

WHAT'S IN YOUR WAY?
Using UDL
UDLforTeachers.com

TRANSLANGUAGING GUIDE
https://bit.ly/1I5jx4m

CUNY-NYSIEB:
- Teaching Bilinguals
- Emergent Bilinguals with IEPS
- Languages of NY
- Culturally relevant texts
Thank you

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