Strategies for Teaching Adult Emergent Bilinguals: Translanguaging for Adult ESL

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October 23, 2019
Warm-Up Discussion

1. What’s your current stance on the use of native languages in your adult ed class?

2. Do you encourage students to use their native languages in your adult ed class? If so, how?

3. What do you know about translanguaging?
Who is in the room?
Session Overview

Why - What - How
WHY
Communication is...

the expression, interpretation, and sometimes negotiation of meaning in a given context. What is more, communication is also purposeful.

Bill Van Patten
Who are the communication models for students?
WORKPLACE READINESS SKILLS for the Commonwealth

Needs Identified by Virginia Employers

Personal Qualities and People Skills

1. POSITIVE WORK ETHIC:
   Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand

2. INTEGRITY:
   Abides by workplace policies and laws and demonstrates honesty and reliability

3. TEAMWORK:
   Contributes to the success of the team, assists others, and requests help when needed

4. SELF-REPRESENTATION:
   Dresses appropriately and uses language and manners suitable for the workplace

5. DIVERSITY AWARENESS:
   Works well with all customers and coworkers

6. CONFLICT RESOLUTION:
   Negotiates diplomatic solutions to interpersonal and workplace issues

7. CREATIVITY AND RESOURCEFULNESS:
   Contributes new ideas and works with initiative

Professional Knowledge and Skills

8. SPEAKING AND LISTENING:
   Follows directions and communicates effectively with customers and fellow employees

9. READING AND WRITING:
   Reads and interprets workplace documents and writes clearly

10. CRITICAL THINKING AND PROBLEM SOLVING:
    Analyzes and resolves problems that arise in completing assigned tasks

11. HEALTH AND SAFETY:
    Follows safety guidelines and manages personal health

12. ORGANIZATIONS, SYSTEMS, AND CLIMATES:
    Identifies "big picture" issues and his or her role in fulfilling the mission of the workplace

13. LIFELONG LEARNING:
    Continually acquires new industry-related information and improves professional skills

14. JOB ACQUISITION AND ADVANCEMENT:
    Prepares to apply for a job and to seek promotion

15. TIME, TASK, AND RESOURCE MANAGEMENT:
    Organizes and implements a productive plan of work

16. MATHEMATICS:
    Uses mathematical reasoning to accomplish tasks

17. CUSTOMER SERVICE:
    Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service

Technology Knowledge and Skills

18. JOB-SPECIFIC TECHNOLOGIES:
    Selects and safely uses technological resources to fulfill work responsibilities in a productive manner

19. INFORMATION TECHNOLOGY:
    Uses computers, file management techniques, and software/programs effectively

20. INTERNET USE AND SECURITY:
    Uses the Internet appropriately for work

21. TELECOMMUNICATIONS:
    Selects and uses appropriate devices, services, and applications

Virginia Department of Education
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Workplace Readiness Skills for the Commonwealth was developed by the Virginia Department of Education’s Office of Career & Technical Education, the University of Virginia’s Weldon Cooper Center for Public Service, the Center and Technical Education Consortium of States, and Virginia’s CTE Resource Center.
Translinguals value...

- Openness to diversity
- A sense of voice
- A strong ethic of collaboration
  - “a two-way street”

Canagarajah (2013)
Typical homework: Students, practice talking in English outside of class!

Yet the willingness to communicate is not solely a trait of the individual.
Linguistic Insecurity

E.g., Willingness to communicate (Subtirelu, 2014):

**Deficit ideology:** in the face of difficult communication, a speaker may blame it 100% on their nonnativness, their *not-so-good* English.

**Lingua franca ideology:** in the face of difficult communication, a speaker may blame it 50%-50% on the *not-so-helpful* interlocutor.

WHAT
Read the excerpt from Ofelia García (2017).
JUST pages 1-2 NOT pages 3-4.

Then discuss / think about:

1. What language and content are they learning?

2. How do the students’ entire linguistic repertoire help them make meaning of the content?

3. What college and career readiness skills are being developed / practiced?
Correlations to CCRS / ELPS

**ELP Standard 1:** Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

**ELP Standard 2, Levels 1-3:** Actively listen to others; Respond to questions; Add relevant information; Ask questions to gain information or clarify understanding

**CCR Language Anchor 1, Level 1:** Understand and use question words

**CCR Language Anchor 4, Level B:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies (e.g., using digital reference material)

**ELP Standard 3, Level 1:** Communicate information and feelings about familiar texts, topics, and experiences
Essential Question

How can we (teachers and students) use students’ entire linguistic repertoire to build their college and career readiness skills in class?
Translanguaging

Dynamic
Using language as a unitary meaning-making system

Asset-based
Strategies for using bilingualism as a resource

Empowering stance
Positions language in the minds and mouths of emergent bilinguals, not in external standards or regulations
English as a “second” language or as integrated into one’s own linguistic system?
Translanguaging Guides

CUNY-NYS Initiative on Emergent Bilinguals

www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/

Strategies and classroom examples (K-12) for setting up translanguaging spaces and for supporting learners with content learning, reading, writing, listening, vocabulary, grammar, and more
“Teacher, only English!”

What about students who say they want English-only classrooms?

We need to create the conditions for translanguaging spaces!

(Carvalho, 2018)
How can we create a classroom and school environment that celebrates students’ own languages and cultures?
3. Adult ELLs’ funds of knowledge are a resource for their learning.

Adult ELLs have a rich reservoir of social, linguistic, and cultural experiences from which they can draw as they learn English. These funds of knowledge can be invaluable in supporting their language development and linguistic competency (Moll, Amanti, Neff, & González, 1992). It is important to recognize, value, and build on the social, cultural, and linguistic backgrounds of students to maximize the benefit of these resources (González, Moll, & Amanti, 2005). Understanding your students’ individual identities can play a role in planning, instruction, and assessment (TESOL, 2008). For example, provide students with opportunities to learn new skills and information by connecting instruction to their lives outside the classroom (Condelli & Wrigley, 2008). As ELLs construct meaning from oral presentations and text (ELP Standard 1) and analyze and critique the arguments of others (ELP Standard 6), support their learning by drawing on their reservoir of social, linguistic, and cultural experiences. Provide opportunities for your ELLs to practice how to use knowledge of their native language when determining the meaning of unfamiliar words and phrases in English (ELP Standard 8).
Funds of Knowledge

Adult ELLs’ funds of knowledge are a resource for their learning.

So… who are your learners?
How to create a translanguaging space:

• Show, don’t just tell.
• Choose culturally relevant texts.
• Create identity texts.
Multilingual Word Walls

- **Word / phrase** in English and other languages
- **Definition**
- **Example Sentence**

Do your students do write translations of new vocabulary in their book?

Let’s encourage that strategy publicly. Keep it posted in the room and refer to it continuously!

ELP Standard 7 / CCR Language Anchor 6
(Vocab Acquisition and Use)
Teaching how to interact with cognates:

Does this **look like / sound like** a word I know in my home language?

ELP Standard 8 / CCR Language Anchor 5 & 6 (Vocab Acquisition and Use)

CUNY-NYSIEB Translanguaging Guide p. 156 →

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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<tbody>
<tr>
<td>El Tiempo</td>
<td>Weather</td>
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<td>otoño</td>
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<td>ciclo</td>
<td>cycle</td>
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</table>
EXAMPLE:
Women Teaching Women English
(U of Oregon, Dept. of State, and US Embassy Beirut)

https://blogs.uoregon.edu/aeiprojects/wtwe/printables/
Identity Texts

Bilingual text
Shares cultural and linguistic identities and experiences

Google “Jim Cummins” OISE, U of Toronto.
See more examples at www.multiliteracies.ca/index.php/folio/viewProject/8
“The New Country”

by Madiha, Kanta, and Sulmana

http://www.multiliteracies.ca/index.php/folio/viewProject/8
Welcome to Canada: A How-To Guide

Informational procedural text

Source:
http://ritell.memberedge.org/resources/Pictures/Fall%202016%20Conference%20Resources/Cummins.Markus.Article.pdf#page=19
Your plurilingual identity includes languages and cultures you have learned so far (even if knowledge is limited) and others you wish to learn in the future.
My teacher candidates' powerful visual representations of what a #plurilingualteacher looks like from our lesson on #translanguaging and #plurilingual pedagogies for supporting #englishlanguagelearners in K-12 classrooms.
Terminology

ELL / EL

English language learner / English learner

LEP

limited English proficient (LEP) individual / learners of limited English proficiency
Someone who has more than one language

- **Multilingual** = functionally able to use more than one language for one’s own purposes in life  
  (Ortega, 2018)
- **Translingual**  
  (Canagarajah, 2013)
- **Emergent bilingual**
- **Plurilingual**
- **English-knowing multilingual**  
  (Anne Pakir)
- **Multi-competent**  
  (Vivian Cook)

Not 1 language only
Not 1 language at a time  
(Ortega, 2018)
A second language is not just adding rooms to your house by building an extension at the back: it is rebuilding all the internal walls.

(Architectural metaphor by Vivian Cook as cited in Scott, 2016)
“SIPs Panels” by Scuola di Atene is licensed under CC BY-NC-SA 2.0

“Tasha and Molly were rock stars with putty knives” by MissNatalie is licensed under CC BY-NC-ND 2.0

“FE Construction 09 Feb 2005” by mikeg626 is licensed under CC BY-NC 2.0
Multilingualism

Plurilingualism / Plurilingual Pedagogy

Translanguaging
Examples of descriptors

Plurilingual comprehension A2

*Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.*

Building on plurilingual repertoire A2

*Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification.*

Building on pluricultural repertoire A2

*Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.*
• Openness and **flexibility to work with different elements from different languages**

• Collating information from all available sources (in different languages)

• Exploiting cues, similarities (recognising ‘false friends’), and parallel sources in different languages
How can we build students’ reading, listening, and writing ability and content knowledge through the use of their entire linguistic repertoire?
Translanguaging as scaffolding

- Use native language texts as a supplement to complex texts
- Provide bilingual glossaries
- Provide audio books (in English and native language) to support content learning

ELP Standards for Adult Education in the U.S.
### Bilingual picture dictionaries

#### Oxford Picture Dictionary (2nd Edition)

<table>
<thead>
<tr>
<th>English-Arabic</th>
<th>English-Haitian Creole</th>
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<tbody>
<tr>
<td>English-Brazilian Portuguese</td>
<td>English-Korean</td>
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<td>English-Chinese</td>
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<td>English-Farsi</td>
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<td>English-French</td>
<td>English-Thai</td>
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<td>English-Urdu</td>
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Informational texts in multiple languages

Newsela - in English and in Spanish!

newsela.com/rules/spanish
Free choice reading - start a classroom library!
Free choice reading

Key Components (Young-Scholten, 2017)

• Sufficient choice
• Engaging, culturally rich stories
• Place and space to read
• Time devoted to reading
• No dictionaries / tests
• Long-term commitment
Extensive Reading Materials

Bow Valley College ESL Literacy Readers
https://globalaccess.bowvalleycollege.ca/tools/esl-literacy-readers (print / listen and read along online)

Unite for Literacy (narration in multiple languages)
https://www.uniteforliteracy.com/

LESLLA Hub
https://www.leslla.org/resources-in-mother-tongues
Preview - View - Review

For teaching content & reading/listening

• **Preview** in own language
• **View** in English
• **Review** in own language

CCR Reading Anchor 7,
CCR Reading Anchor 9

CUNY-NYS Initiative on Emergent Bilinguals
www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/
## K-W-L Charts

<table>
<thead>
<tr>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
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<tbody>
<tr>
<td>Students brainstorm what they already know in their home languages and/or English.</td>
<td>Students ask questions and write down what they’d like to know about the topic in their home languages and/or English.</td>
<td>After they “view” the new topic, students write down what they learned about it in their home languages and/or English.</td>
</tr>
</tbody>
</table>

**Source:** CUNY-NYS Initiative on Emergent Bilinguals  
[www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/](http://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/)

**Sample lesson:** Description and instructions here ([bit.ly/kaylin_w](http://bit.ly/kaylin_w))  
Presented by Kaylin Wainwright (@kaylin_w) at WATESOL Spring 2017 Mini-Conference
Should I translate this word?

Description and instructions here (bit.ly/kaylin_w)

Presented by Kaylin Wainwright (@kaylin_w) at WATESOL Spring 2017 Mini-Conference
Comparing paragraph writing across languages

Description and instructions here (bit.ly/kaylin_w)

Presented by Kaylin Wainwright (@kaylin_w) at WATESOL Spring 2017 Mini-Conference

Discuss in groups
- What language or languages do you speak?
- What language are you writing in?
- Have you ever written a paragraph in another language? Why? Why not?
- Have you ever written a paragraph in your native language? Why? Why not?

Your language

Visit the Paragraph Museum
- Walk around the classroom and look at the different paragraphs.
- What do you notice about the paragraphs? Do they look similar or different? Think about the shape, the space, the alignment, and the punctuation.
- Share your thoughts with the class.
How can we design collaborate work that encourages students to use their full linguistic repertoire to make meaning?
Translanguaging for collaboration

- Think-Pair (any language)-Share (in English)
- Listen in English; discuss in any language
- Read in English; discuss in any language
- Brainstorm in any language; write in English
- Read partner’s writing in English; discuss revisions and edits in any language
Example from Flores (2014, April 14)

**Objective:** Greet people appropriately.

- **ELP Standard 7:** Adapt language choices to purpose, task, and audience when speaking and writing.
- **CCR Speaking and Listening Anchor 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Invite students to reflect on differences between how they do this in their native language(s) and English when speaking with grandparents vs. friends vs. others.
RESEARCH IN ADULT ESL IN THE US?
Rita Van Dyke-Kao and Christina Yanuaria

The Translanguaging Project: A Multilingual Pedagogy for Student Advocacy

Community-based adult ESL levels 2 and 5

https://catesol2017.sched.com/event/CcH9/the-translanguaging-project-a-multilingual-pedagogy-for-student-advocacy
Title: Examining students’ perspectives on the use of first language in community-based English as second language classrooms

Thesis writer: Fernanda da Silva Carvalho

http://commons.emich.edu/cgi/viewcontent.cgi?article=2274&context=theses
HOW

General Tips
Translanguaging practices for monolingual teachers

• Give space for students to do translanguaging. Observe what they do.
• Take risks using words in the students’ language to make yourself understood.

Ofelia Garcia and Li Wei (2013)
Plurilingual Tasks

- My Plurilingual Identity
- Idioms in different languages
- And more

Angelica Galante
www.breakingtheinvisiblewall.com/tasks
Translanguaging Guides

CUNY-NYS Initiative on Emergent Bilinguals

www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/

Strategies and classroom examples (K-12) for setting up translanguaging spaces and for supporting learners with content learning, reading, writing, listening, vocabulary, grammar, and more
WHAT
Translanguaging is not just a scaffolding technique. It’s a sociopolitical stance, a lens seeing language practices as social and fluid.

Key phrase: entire linguistic repertoire
Some translanguaging scholars

Ofelia García

Li Wei

Suresh Canagarajah

Angelica Galante
Where can I learn more?

Translanguaging -
- TESOL Bilingual-Multilingual Education Interest Section Newsletter April 2017
- CUNY-NYS Initiative on Emergent Bilinguals

Plurilingual Instruction -
- Plurilingual Lab at McGill University
- Council of Europe, CEFR Companion Volume
How can we build students’ reading, listening, and writing ability and content knowledge through the use of their entire linguistic repertoire?
Let’s apply it to your classes

Think back to a class you’ve taught recently or a class you’re going to teach.

Ask yourself:
1. What's the lesson objective(s)?
2. What do I want this student to know or do?
3. Will using both languages help us get there?

Questions by Sarah Hesson [https://www.cuny-nysieb.org/](https://www.cuny-nysieb.org/)
Let’s keep in mind that...
Linguistic Insecurity

When learning a language is felt to be a ladder to...

educated native speaker perfection

People want to use language so as to be seen, heard, and judged in desirable ways in their actual and imagined social worlds.
Language learning is about ...
Will (good) English open all doors in life?
More than just language

race/ethnicity

class/occupation/wealth

religion

sex

age

sexual orientation

Starts at 23min 56sec https://youtu.be/9UriXvnJ2rs?t=1431

Jonathan Rosa, Ph.D. (Twitter)
There is no such thing as a single-issue struggle, because we do not live single-issue lives.

–Audre Lorde
Do we help people adjust to oppression?

OR

Do we challenge oppression?

@mdtesol Annaliese Singh poses questions every ESOL educator needs to ask themself #TESOL19
Chasing perfectionism was one of my downfalls as a teacher. A teacher recently said to me "Do your Ss benefit if you stay up late to find the perfect clipart for your lesson tomorrow or if you get to bed on time and feel well-rested?" #teacherwellbeing #teacherselfcare #sleep
References


Flores, N. (2014, July 19). Let’s not forget that translanguaging is a political act [Blog post]. Retrieved from educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/


Final Thoughts & Raffle

“thank you” by Virginia L.
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Reflection

1. How do you envision incorporating translanguaging into your class or school? What are some potential challenges?

2. How do you see translanguaging linked to equity and advocacy?
Thank you!

Raffle - Write one take-away.

Exit Ticket
Please complete the conference feedback form.

Email me for the slides:
XMunoz@LCNV.org