TABLE OF CONTENTS

TRANSLANGUAGING CLASSROOMS:

LEVERAGING STUDENT BILINGUALISM FOR LEARNING

Preface

PART I: DYNAMIC BILINGUALISM AT SCHOOL

Chapter 1 Translanguaging Classrooms: Contexts and Purposes

Learning objectives

Translanguaging classrooms

   Carla’s elementary dual language bilingual classroom

   Stephanie’s high school social studies class

   Justin’s role as a middle school ESL teacher

Purposes for translanguaging

   Supporting student engagement with complex content and texts

   Providing opportunities for students to develop linguistic practices for academic contexts

   Making space for students’ bilingualism and bilingual ways of knowing

   Supporting students’ socio-emotional development and bilingual identities

Conclusion

Questions and activities

Taking action
Chapter 2  Language Practices and the Translanguaging Classroom Framework

Learning objectives

Reflecting on the meanings and uses of language

One bilingual repertoire vs two monolinguals in one

Dynamic bilingualism vs. additive bilingualism

Translanguaging vs. codeswitching

The translanguaging corriente

Fluid language practices in the classroom

The creative potential of the translanguaging corriente

Transcending traditional notions of monolingual and bilingual classrooms

Limitations of traditional models

Imagining translanguaging classrooms

The two dimensions of the translanguaging classroom framework

The students’ translanguaging performances

The teachers’ translanguaging pedagogy

Conclusion

Questions and activities

Taking action
Chapter 3  Documenting Students’ Dynamic Bilingualism

Learning objectives

Building a robust multilingual ecology at school

Developing bilingual profiles

   Student bilingual profiles

   Classroom bilingual profiles

   Reflecting on state-mandated English language proficiency and development systems

The dynamic translanguaging progressions

   Evaluating bilingual performances from different perspectives on different tasks

   Distinguishing general linguistic performance and language-specific performances

   Leveraging language-specific and general linguistic performances to accelerate learning

   Viewing standardized systems through the lens of the dynamic translanguaging progressions

Conclusion

Questions and activities

Taking action
Part II: A TRANSLANGUAGING PEDAGOGY

Chapter 4 Translanguaging Stance

Learning objectives

Juntos/together

Enacting a translanguaging stance in bilingual and English-medium programs

   Carla: A Spanish-English bilingual teacher in a dual language bilingual education program
   Stephanie: An English-speaking teacher in an English-medium content-area classroom
   Justin: A 7th grade ESL teacher in a multilingual, multiethnic English-medium classroom

Three core beliefs

Negotiating a translanguaging stance in subtractive times

Conclusion

Questions and activities

Taking action
Chapter 5  Translanguaging in Instruction

Learning objectives

Designing the classroom space

  Fostering collaboration

  Creating a multilingual ecology

Translanguaging design for instruction

  The translanguaging unit plan

  The translanguaging instructional design cycle

  Translanguaging pedagogical strategies

Translanguaging shifts in instruction

Conclusion

Questions and activities

Taking action
Chapter 6  Translanguaging in Assessment

Learning objectives

Principles for translanguaging in assessment

Translanguaging design for assessment
  
  Using bilingual student profiles
  
  Building on students’ dynamic translanguaging progressions
  
  Integrating instruction and assessment
  
  The teacher’s assessment

Assessing from many angles
  
  The student’s self-assessment
  
  Peer group assessment
  
  Family assessment: La conexión
  
  Teacher’s integrative assessment
  
  Managing assessments

Translanguaging shifts in assessment

Conclusion

Questions and activities

Taking action
Chapter 7  Translanguaging Pedagogy in Action

Learning objectives

A closer look at classroom practice

Students first

Structuring activities

The stance: Students, language and content juntos

The design: Purposeful and strategic

The translinguaging unit design

The translinguaging instructional design cycle

Translanguaging pedagogical strategies

Assessment from many angles

The shifts: Going with the flow of the translinguaging corriente

Enacting a translanguaging pedagogy in your classroom

Conclusion

Questions and activities

Taking action
PART III: REIMAGINING TEACHING AND LEARNING THROUGH TRANSLANGUAGING

Chapter 8   Standards in the Translanguaging Classroom

Learning objectives

The stance: Juntos to “talk the talk” and “walk the walk”

The design: Expand and localize the standards

Designing a translanguaging unit starting from the local

Using the standards to meet students’ needs

Seeing content standards through the lens of language

Creating translanguaging objectives

The shifts: Seizing the moment

Standards and curricula: A cautionary note

Conclusion

Questions and activities

Taking action
Chapter 9  Content-Area Literacy in the Translanguaging Classroom

Learning objectives

The stance: Content and literacy juntos

The design: Engaging with content-area texts

Using two languages side-by-side to increase comprehension

Using a reading jigsaw to differentiate content-area literacy instruction

Re-presenting English texts

The Shifts: Enhancing conversation around text

Conclusion

Questions and activities

Taking action
Chapter 10       Biliteracy in the Translanguaging Classroom

Learning objectives

Dynamic biliteracy

   A flexible model

   A broad notion of texts and literacy

   Multiple pathways

The stance: Re-mediating literacy juntos

The design: Biliteracy acompañamiento

   Read-aloud: Linking language and cultural practices

   Close reading: Using full features of students’ linguistic repertoires

   Strategies for deep engagement with texts

The shifts: Moving “unmovable” texts

Conclusion

Questions and activities

Taking action
Chapter 11  Socio-emotional well-being and social justice

Learning objectives

Stance: Con respeto, cariño, acompañamiento, y como familia

Valorización of students’ experiences

Design: Valorización con texto y contexto

Shifts: Changing course to valorar

Translanguaging and social justice

Learning and critical consciousness

Designing social justice

Enacting a democratic classroom

Conclusion

Questions and activities

Taking action

Appendix

Glossary

References