



## Multilingualism in Education: Reimaginings

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Reimaginings of  
language education  
policy with local  
resources

1. Impact on education  
policy
2. Impact on practices:  
Types of programs
3. Impact on practices:  
pedagogy



## Reimaginings from the outside



**21<sup>st</sup> century**  
**Collision of two historical conditions**  
**How do we incorporate both?**

Colonial oppression

Transnational immigration

## Reimaginings with Hawaii's linguistic practices as resources

Rich multilingual resources,  
especially Hawaiian, Asian  
and Pacific languages



Linguistic flexibility  
HCE (Pidgin) in open  
public spaces



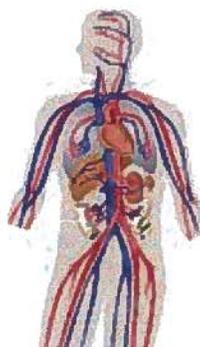
## Don't look out Don't look from top to bottom

From Speakers'  
Language practices



**From the inside, from the bilingual speakers' angle  
There is but one language system which generates varied  
practices**

“Even though Spanish runs through my  
heart, English rules my veins”



**Reimaginings:  
Language and bilingualism  
from the speaker's angle**



1. There is but **one language system** which generates varied language practices, the languaging of individuals.
2. There is no L1, L2, etc, **but languaging for different contexts.**
3. There are no “native” speakers, but **legitimate speakers.**
4. There are no “English Language Learners” but **“Emergent Bilinguals.”**
5. These varied language practices are those of **legitimate Americans.**
6. Bilingualism/multilingualism is **dynamic**, and not simply additive.
7. **Translanguaging** is the way bilinguals enact their dynamic bilingualism, and it can be leveraged in education

***Translanguaging refers to the fluid language practices especially of bilinguals and a pedagogical approach that leverages those practices to develop those desired in formal school settings***



Reimagining.....

**Multilingual education policy for ALL**

***Principles:***

1. Education for **enrichment** & possibilities of **emergence**, not remediation and filling holes
2. Attention to **pluralities & superdiversity**, as well as **singularities** within pluralities. For ALL
3. **Flexibility** in enactment & **Grow your Own**
4. Engaging with all **family and community** practices, including the Hawaiian language practices.
5. **Standards** for multilingual speakers with **full inclusion of ALL** students

## Standards for **multilingual** speakers: The CCSS adapted to multilingualism

1. Bilingual Progression Standards that takes into account the broad diversity
2. Distinction between general linguistic proficiency and language-specific proficiency
3. Translanguaging to leverage practices for learning and assessing what students know



### 1. Bilingual Progression Standards: Different types of students

- Newcomers
  - With Incomplete/Interrupted Formal Education (SIFE) – Low Literacy in HL
  - With Formal Education – Adequate Literacy in HL
- Low Literacy in English
  - With Incomplete/Interrupted Formal Education because of poor schooling- Low Literacy in English
  - With disability
- Commanding Literacy in English

## 1. Bilingual Progression Standards

### Reading for Information:

#### Common Core Grade Standard

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Entering	Emerging	Transitioning	Expanding	Commanding
Can only refer to <b>minimum details</b> and examples in a text that explain what the text says. Details and examples cited are <b>not appropriate</b> .	Refers to <b>some details</b> and examples in a text that explain what the text says but <b>cannot draw any inferences</b> from the details and examples	Refers to <b>details</b> and examples in a text that explain what the text says but <b>cannot draw any inferences</b> from the details and examples	Refers to <b>details</b> and examples in a text that explain what the text says and <b>Can draw limited inferences</b> from the details and examples	Refers to <b>details</b> and examples in a text that explain what the text says and <b>Can draw appropriate inferences</b> from the details and examples

## 2. Different language proficiencies

- *General Linguistic Proficiency component.*  
Bilingual speakers can deploy any of the features in their entire language repertoire to **show what they can do to accomplish language and content-specific tasks.**
- *Language-Specific Proficiency component.*  
Bilingual speakers, to show what they can do, **deploy only the features in their language repertoire that correspond to those approved by school for the task, although they leverage their entire language repertoire in the process.**

## 2. Different language proficiencies

### General Linguistic Proficiency

#### Reading: Able to

- Provide text-evidence of key ideas,
- Make inferences and identify main ideas and relationships in complex texts,
- Recognize the text's craft and structure (chronology, comparison, cause/effect),
- associate knowledge and ideas from multiple sources and texts.

#### Writing: Able to

- Produce text types for various purposes such as opinion, informative, explanatory, and narrative pieces.

#### Listening and speaking: Able to

- Comprehend knowledge and ideas and present them individually and collaboratively

### Language-specific proficiency

- Able to perform with language features that have been pre-approved for school use —
  - standard grammar and usage,
  - vocabulary acquisition and use.
- Able to suppress features not sanctioned by schools and activate only features approved in academic contexts.

## 3. Translanguaging to meet standards

### Reading for information

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

### Translanguaging in General Proficiency

Can, and are able, to refer to details and examples in a text and draw inferences from details and examples by **previewing, viewing, and reviewing the texts in multiple languages, discussing orally/signing and/or exploring in writing and responding orally/signing using their entire language repertoire with freedom to select linguistic features.**

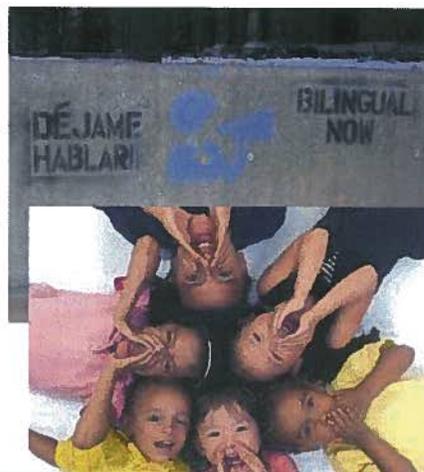
### Translanguaging in Language-Specific Proficiency

Bilinguals from all levels can, and will be able, to refer to details and examples in a text and draw inferences from details and examples **by previewing, viewing, and reviewing the texts in multiple languages, even if text was rendered originally in Language X, by discussing orally/signing and/or exploring in writing using their entire language repertoire, but responding orally, signing or in writing using only features from Language X, and suppressing the other features of their language repertoire.**

### 3. Translanguaging as the foundation of standards for multilingual students

Leveraging all semiotic resources and transforming them

A calling forth of critical and creative voices. NOT a simple scaffolding



#### Reimaginings → Types of programs *Programs, not "models"*

1. Developmental multilingual education
  2. English-medium education MLE
- Flexible **multilingual programs** for all, not monolingual programs
  - **Flexible languaging**, translanguaging, as language allocation & language pedagogy
  - Includes component of **critical multilingual awareness** and Hawaiian language

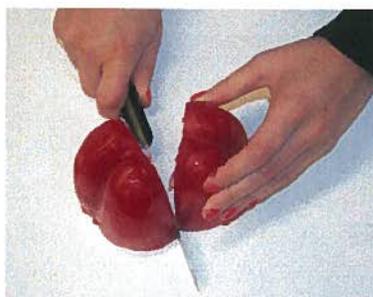
## Formal bilingual/multilingual Education: Neither transitional nor “Dual language”

### Transitional Bilingual Education

- Remedial



### “Dual Language” Bilingual Education



## Traditional “Dual Language” Bilingual Education

### Traditional

- Two-way (50/50) or One-way
- Language allocation
  - 50/50, 90/10, 70/30
- Strict separation of languages
- Goal: Complete acquisition. “Have” language

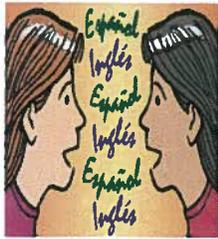
### Developmental MLE

- Children are not categories but perform language differently
- Respect and spaces with flexibility
- Translanguaging as pedagogical practice in different spaces, and translanguaging space
- Goal: Critical multilingual awareness & affordances to “use” different language practices

## Developmental MLE programs

- Two or more languages as media of instruction.
- When communities so desire them.
- Last through elementary schools and beyond whenever possible.
- Leverage all the language practices of students beyond English/Hawaiian or other languages .
- Recognize language practices other than the 2 or 3 standard languages taught
- Include all students, including “entering” emergent bilinguals and support them.
- Recognize students in bilingual continuum, as emergent bilinguals.
- **Use transanguaging as pedagogy in spaces reserved for languages and build a transanguaging space.**
- Program of instruction in Hawaiian and critical multilingual awareness
- Goal: Bilingualism & biliteracy. Familiarity with Hawaiian for all & critical multilingual awareness

## Language allocation policy

Space for English With transanguaging	Transanguaging Space	Space for LOTE With transanguaging
<p>-do you speak english? - que? -do you speak english -como? no le entiendo? - que si usted habla ingles? -ahhhh si perfectamente!</p>		

## Translanguaging Space

Where students' language practices are encouraged to come together for greater creativity and criticality (Li Wei, 2012)

- Ex: Writing a play with characters having different language practices

## 2. English-medium MLE

- Not monolingual English-only.
- Recognition of different language practices and children in bilingual continuum
- Support for those who are acquiring English. Included and supported through translanguaging & push-in support.
- Space for program in Hawaiian and critical multilingual awareness
  
- Goal: Literacy in English, familiarity with Hawaiian and critical multilingual awareness

## Reimaginings & Translanguaging Pedagogy

### **An “ESL” class** **3rd and 4<sup>th</sup> ESL: Christina Celic**

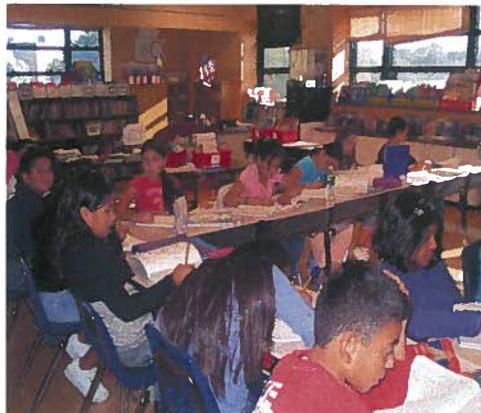


- Mini-lessons in English
- Beginners and advanced emergent bilinguals paired
- “Turn and talk” in different languages
- Children pose questions in Spanish also
- Children have reading groups by level, supported by dictionaries, annotated texts, cognate study.
- Children read independently in the language of their choice
- Children at listening center
- Multilingual word walls



## “Dual language” bilingual 5th grade : Maritza Ríos

- 1 teacher
- Spanish in morning  
English in afternoon
- Only one recently  
arrived and not  
bilingual



### 5<sup>th</sup> grade

- Teacher lectures in one language,  
students take notes in another
- Students read in one language but discuss  
in another
- Students read in one language and write  
in another
- Post-it notes.....



## Purposes of TRANSLANGUAGING PEDAGOGY

### CONTENT PURPOSES

- Differentiate & Adapt instruction
- Build deeper background knowledge
- Deepen understandings, develop & extend new knowledge

### LANGUAGE USE PURPOSES

- Cross-linguistic leveraging & transformations
- Metalinguistic awareness
- Cross-linguistic flexibility
- Practice in full repertoire to extend to dominant school standard

### SOCIAL JUSTICE PURPOSES

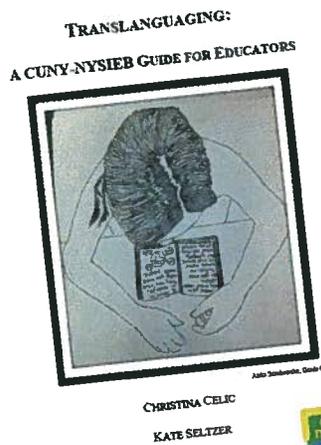
- Identity Investment & Positionality.
- Disrupt Linguistic Inequality
- Develop critical consciousness to explore relationship between language & power



1. Support school's multilingual Ecology
2. **BILINGUALISM AS A RESOURCE**



[www.cuny-nysieb.org](http://www.cuny-nysieb.org)  
Publication tab



- Overview of Translanguaging
- Strategies for different grade levels
- Collaborative Descriptive Inquiry  
“How to use guide”

### TRLNG Design:

#### Engage with & comprehend complex content and texts

- Assign reading & writing **partners who share same home language** for mutual support and discussion.
- Encourage students to **annotate text** they are reading with translations of vocabulary and other important textual information.
- Encourage use of **dictionaries, glossaries and iPads with Google Translate** to make meaning
- Provide **multilingual books/ translations of books**
- Create a **multilingual listening center** comprised of fiction and non-fiction texts, narratives of community members, and books recorded by students or their families (a favorite book or students' own writing).

**TRLNG Design:**

Develop students' linguistic practices for academic contexts

- Have students **pre-write using all their language resources**, then select one language/voice in which to publish it.
- Provide students with opportunities to **write translations** to portions of a text.
- Allow students to **raise questions, answer them, and participate in class discussion with any language resources** they may have.
- Have students **compare and contrast specific features for greater metalinguistic awareness**.

***TRLNG Design:***

*Make space for students to draw on their bilingualism & bilingual ways of knowing*

- Provide **books/stories where authors use translanguaging** and that has culturally relevant meaning.
- Encourage students to **do research using multilingual reading material, especially on the Internet**.
- Have students **write stories with bilingual characters** or in situations where other language practices have to be used.
- Engage students in **language inquiry tasks**, comparing and contrasting different features of spoken language and coming up with word plays.

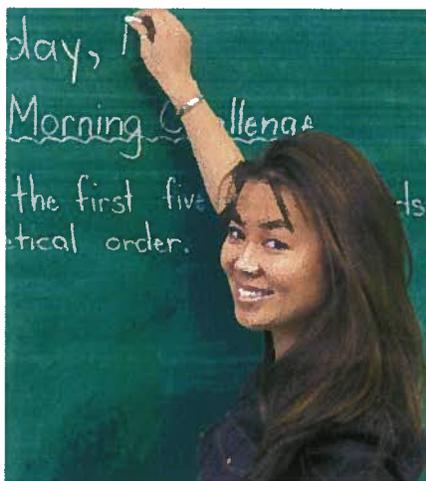
### TRLNG Design:

Support students' multilingual identities & advance social justice

- Discuss **what would have happened differently in a story if the characters were bilingual.**
- **Invite students' family members** and members of their community into the classroom in ways that enrich instruction.
- Extend projects **out of the classroom and into the community**, where students can use their bilingualism for authentic purposes.
- **Assess general linguistic proficiency, as well as language-specific proficiency**, while encouraging students to leverage their entire language repertoire

## What will you need?

### Teachers



- All teachers have an endorsement in multilingualism
- Special endorsement/certification in Multilingual Education for those in Developmental MLE schools and those teaching English as an Additional Language and Hawaiian as an Additional Language

Conclusion: Making it reality  
What would you need to launch it?

