CLH	Hello, Gina, and hello, listeners! Welcome to the third session in Module 4 of the TALE Academy, Helping ELLs Navigate Learning Through Translanguaging.
GK	Here's some food for thought to get us started:"Learning another language is not only learning different words for the same things, but learning another way to think about things." That comes from a journalist named Flora Lewis, and I think she really captures the brilliance of being a bilingual person.
CLH	We should all be so brilliant. So just to recap where we have been, In Sessions 1 and 2 of Module 4, we explored the importance of including home languages in the classroom in order to provide learners with a point of entry to every lesson. By leveraging their home languages, learners can bridge prior knowledge of both content and language to new knowledge. In this session, we will explore translanguaging as an instructional practice proven to effectively teach content and language to English language learners.
GK	Translanguaging is certainly an odd word.
CLH	Translanguaging describes the language practices of bilingual people. Imagine a person whose native language is Korean and who has acquired English as their second language. That person does not turn off their understanding of the language structures of Korean when speaking English and vice versa. Translanguaging acknowledges that bilingual people do not have exclusive language conversations; they draw upon a dynamic linguistic repertoire to make sense of the world and to interact with text.
GK	That makes sense. How does it play out in the classroom?
CLH	In the classroom, translanguaging looks like using more than one language in the same lesson. When a student uses any and all of their linguistic proficiencies in order to communicate, they are translanguaging. When an educator creates space for students to deploy all of their communication tools, they are supporting a translanguage approach. When we do this across learning environments, we expand the opportunities for students to explore concepts, add to their knowledge, and make connections between ideas.
GK	I kind of love it. There's a lot of space for ELLs to not get stuck on the English for something. They just use whatever they have and keep moving.
CLH	RIght? I mean, for sure it does require a shift for the teacher.. First, you have to establish a mindset that bilingualism is an asset we can leverage

	for learning.
	Second, you have to identify opportunities. You do when you notice, utilize, and expand opportunities where all languages are welcome. This includes visuals, speaking, listening, reading, and writing.
	Third, you can promote multiple entry points. You can use technology to allow students multiple points of entry in multiple languages.
GK	Sort of like UDL, right? Can you put this in a bit of context?
CLH	Sure. Say I have two students, Carlos and Iris. While Carlos and Iris are fluent in speaking, listening, reading, and writing in their home language, it is to varying degrees. Carlos has attended school in the U.S. for two years, whereas Iris is a newcomer. Carlos can write in Spanish more fluently than Iris. Neither student feels comfortable with their ability to speak, listen, read, or write in English, but they are working on it.
	So when I assign a reading task, I provide both students with the text in Spanish. However, the questions are in English. For Carlos, the questions are all in English with the option to provide responses in Spanish when needed. For Iris, the questions focused on knowledge and comprehension are given in English, while the questions focused on analysis, synthesis, and evaluation are given in Spanish. During pair-shares, I can team up Carlos and Iris so that they can support one another across English and Spanish.
GK	Oh, this makes a lot of sense! But to be honest, does this take up a lot of time for you?
CLH	Fair question. Both students have access to technology tools that support translation so that they can get the extra language support they need when a Spanish-speaking teacher or aide is not available to help them when they get stuck. And really good resource is CUNY-NY State's Initiative on Emergent Bilinguals guide, [Translanguaging in Curriculum and Instruction.](#) It lays out how to differentiate effectively and shift between targeted English learning and content-area learning.
GK	I just looked up the NYSED *[Working with Multilingual Learners (MLLs) and English Language Learners (ELLs) Resource Guide](#)*, and I'm linking it and the CUNY guide in the podcast transcript. There are so many strategies here.
CLH	Why don't you highlight some of them, and then we'll talk about translanguaging using digital tools and spaces.
GK	Okay, here we go.. First of all, NYSED really recommends establishing a [student-centered classroom](#) as a kind of a baseline approach.
	Now here come a slew of great strategies. You can provide opportunities for students

	to discuss, reflect, negotiate, and debrief on content in whatever language they choose and to present something back to the class in English.
	You can try having students present in one language and provide analysis in another.
	You can also provide many opportunities for low-stakes writing in which students can use the language of their choice, such as reading logs, journals, learning logs, notes, and reflection.
	Another strategy is to design some projects/activities so that they culminate in bilingual products.
	You can also structure the class so that students are asked to do frequent formal/informal presentations where there is a reason to use English, but allow and encourage students to use whatever language they wish for reading texts, negotiating process and ideas, and discussing.
	You can identify and act upon opportunities to make connections with students' home cultures.
	You might want to have students read a text in their home language before reading one on the same topic in English.
	You can also incorporate multilingual environmental resources in the classroom. In order to support emergent bilinguals in learning English, it is useful to have multilingual resources around them.
	Another strategy is to purposefully group students so that home language support is available to those who need it.
	Finally, in addition to encouraging students to use bilingual dictionaries, ensure that they are learning "anchor concepts" in both their home language and in English.
CLH	Let's close this session by looking at translanguaging across learning environments.
	As teachers, we can provide multiple pathways for students to use their linguistic repertoire as a strategy for learning grade-level content. We can engage our ELLs and support concept development across learning environments by tapping into the wealth of technology tools that bridge language barriers. These include the following:
	● Google Translate: Besides translating a text, Google Translate's Snap feature instantly translates an image using a camera. The Talk feature enables users to have live bilingual conversations. The Google Translate Chrome extension translates an entire webpage.
	● Microsoft Immersive Reader: Students can hear the text read aloud, use a picture dictionary, look up words, and translate part of or the entire text into

	multiple languages in Word, OneNote, PowerPoint, and on several creation apps, such as Buncee and Flip.
GK	This all feels very creative to me. I like the idea of tapping into students' linguistic repertoires using tools that allow them to express themselves visually. I mean, many of our students, in addition to ELLs, can benefit from being allowed to express their learning visually. There is so much ed tech to create multilingual graphics, posters, collages, websites, and animated videos to express their learning via the following. I want to share my favorites, and they are all linked in the podcast transcript if something jumps out to you: For infographics, try using [Google Drawing](#), [Piktochart](#), or the free version of [Canva](#). For animated videos, try using [Adobe Express](#). For presentations, try [Buncee](#). For websites, try [Google Sites](#). And, for publishing books, try [Book Creator](#). For example, students can develop multilingual texts, processing content in multiple languages, and blending languages intentionally to communicate their ideas. For example, students can create a series of slides to present their work using Google Slides. They can use any language they feel appropriate to narrate their slides and present them using [Screencastify](#).
CLH	Wow, so much fun to be had! And this is a good place to pause and turn it over to our listeners. Listeners, now it's your turn! On the choice board and in the workbook, you will have the opportunity to learn more about translanguaging and how it can be implemented in the classroom. The goal of the TALE Academy is to help teachers rethink education so that everyone–students, families, educators, school leaders, and communities–all have the opportunity to succeed. You've just added another tool to your toolbox when you help ELLs navigate learning through translanguaging. Thanks for listening!