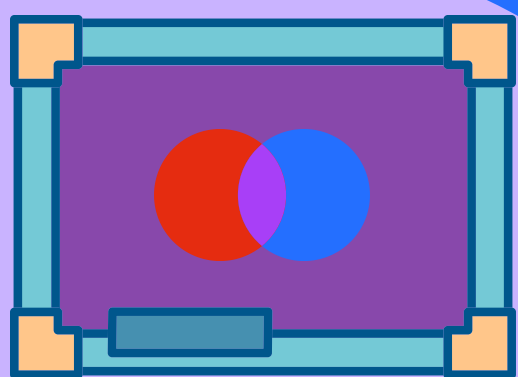


TRANSLANGUAGING IN THE CLASSROOM

All programs for English learners have spaces focused on English. Some also have dedicated spaces for development of a language other than English (LOTE). Any program can *also* create spaces for translanguaging, where *emergent bilinguals* can use their full linguistic repertoire openly, actively, and dynamically to make meaning and express themselves.

Where can these spaces exist & What can they look like?



ENVIRONMENT

Translingual forms as well as LOTE and English forms of expression *included* on the walls, on the shelves and "in the air" as affirmation of bilingual ways of knowing & bilingual identities.



ACTIVITIES

Translanguaging at the center of *some* activities or lessons--a read aloud, a discussion, a song, a game, a reflection--inviting students to use their whole repertoire, recognize value in translingual forms of communication, to observe, to analyze, and to exert agency in their own bilingual practices.



CURRICULA

Deliberate design for strategic language use across and within units of study--anchored in articulated expectations for the unique learning that emergent bilinguals do "in-between" languages and cultures--that *includes* the practice of translanguaging.

