

KEYNOTE PRESENTATIONS

Reimagining Bilingualism in Education for the 21st century

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What I am going to talk about today are things that may apply to you or may not apply to you. That's why I want to appeal to your imagination but also to your sense of how to think about these things within the context of what you do here in the UK.

I want to start by reviewing how we've thought about this topic of bilingualism. We have thought about this topic from a mostly North American point of view, certainly a Western point of view ignoring the experiences of millions of Africans, millions of Asians, for whom bilingualism and multilingualism are a lot more complex and a lot more demanding than the way in which we have thought about them from a monolingual point of view. Part of our problems is that, even when we think about bilingualism, we're thinking about it from a monolingual, a monoglossic point of view.

Bilingualism has largely been thought about as being of two kinds: one type of bilingualism is what Wallace Lambert calls 'subtractive' bilingualism, that is, you take a child's language, you sort of turn it around, make it disappear and, eventually, what the school does, is promote another language, and that is subtractive, of course.

Another way in which he helps us think about bilingualism is by suggesting that bilingualism is always 'additive', that is, you take a child who speaks one language, you add the school language, and you eventually come up with a child that has two balanced wheels that go in the same direction. That is the way we have conceptualised bilingual education – ways of making children bilingual.

But in the 21st century, with the collision of peoples and languages and cultures that has occurred, we can no longer afford to think about bilingualism that way.

For me, bilingualism is a lot more than having two balanced wheels. It's really much more like an all-terrain vehicle where the wheels turn in different directions as they adapt to the ridges and the craters of communication.

There is nothing balanced about this model of bilingualism, which I call 'dynamic'. It is the way in

which all bilinguals function, it is a point of view that is not monoglossic, it is heteroglossic. It starts out **not** from a monolingual perspective, but thinks about bilingualism from a bilingual perspective, from the ways in which bilinguals really use their languages, which is a lot more complex and a lot more about really adapting to the terrain in which we function, to the communicative act, to the ridges and the craters, with which we communicate, sometimes turning our wheels in different directions, sometimes one going up, the other one going down, etc.

Another image that I like to project when I am talking to people about dynamic bilingualism is that of the banyan tree – in fact I used a photograph of one wrapping itself around a temple in Thailand on the cover of my latest book.

I think of this banyan tree when I think of dynamic bilingualism because I want to appeal to the fact that this context is a lot more complex than just two languages. These language practices, in which all bilinguals are engaged, are completely interconnected. That is what grounds us and allows us to develop as people. Just like the banyan tree, it is developmental and takes a very long time and just as in the picture on my book cover there is a temple that is being protected by the banyan tree I like to think that this dynamic bilingualism is what protects the temple that is the child.

So, what does it mean to think, to have a conceptualisation of bilingualism that is not additive or subtractive, that is not monolingual or monoglossic, but one that is really centred in this dynamic bilingualism, in this heteroglossic, bilingual point of view?

One of the things that language teachers would then have to contend with is that speakers and learners do not ever 'have' English or any other language, but rather what we do with languages is we use them, we 'do' languages, that is why the term '*linguaging*' has come into our profession.

Dynamic bilingualism for language teachers

- Does not emphasize 'having' English or 'being' speaker (or reader, or writer) of English
- Accentuates *using/doing* languages ("linguaging") to negotiate situations
- Language used and learned through practice in specific social contexts over the course of a lifetime
- **Emergent bilinguals**
 - **In a bilingual continuum** instead of English language learners as a category

The idea is that people use languages, do languages, have languaging, but they do not ever *have* language. We do language to negotiate situations, and we have to think then, as language teachers, that when we teach we do not ever get students to really 'have' English or 'be' English speakers, but that this language learning is used and learned through practice in very specific social contexts over the course of a lifetime. It doesn't happen instantly. It's a continuum that never ends. That's why I like to think of these children for whom English is an additional language as emerging bilinguals.

In the United States we call these children 'Limited English Proficient' (LEP) students - that is the federal government does - and sometimes, in our profession, we call them 'English Language Learners' (ELL). I like to think of them and speak of them, as 'emerging bilinguals', for many reasons. One is that there are no categories for children. The idea that children are first categorised as English language learners and then declassified in the United States, makes absolutely no sense. It is based on exams and assessments that are completely arbitrary and the language continuum - the bilingual continuum - is a lot more complex and it is a continuum, it's not a category. People do this over the course of a lifetime.

I also believe that if you think of these children as emerging bilinguals, you will never leave behind their languages and their cultures. Indeed what you're doing by helping them develop English, use English, over the course of a lifetime, is to make them bilingual, so bilingualism is what you do even if you do it in English only. I think this is very important for all teachers, for everybody, to remember.

Let us think back to what they used to tell us about what happened, is supposed to happen in the classroom when the conceptualisation is one of subtractive or additive models of bilingualism.

What they always told us was that language separation is good, and what is called 'code-switching' is bad. All over the world, teachers are confronted with this situation, where they are trying to teach an additional language and, in doing so, supervisors, thinking of the subtractive and additive models, keep saying: *'you can only do it in X, please never speak the child's mother-tongue'*.

If you think of bilingualism from the dynamic perspective - a perspective in which we use languages or languaging to adapt to the ridges and craters of communication - when you really understand that the language practices of bilinguals are interconnected, then what you have to tend to in the classroom, is what I call '*translanguaging*'.

For me, it means a process of student or teacher use of bilingual/multiple discursive practices as 'sense-making'

- and I am emphasising 'sense-making' - of learning or teaching in multilingual classrooms.

What I am going to do is show you how this translanguaging works well in multilingual classrooms.

I want to remind you that translanguaging includes code-switching, but also includes other sense-making discursive practices, all the discursive practices grounded in bilingual use. This use is very much grounded in bilingual communities and families.

Translanguaging in the community

In the United States you cannot go to many neighbourhoods where translanguaging is not evident. Take this store window in Washington Heights in New York:



If you don't really know the two languages, if you don't use these translanguaging practices, you wouldn't know, for example, that in this party goods store they also rent chairs and tables.

And that '*Twist on Refreshment*' ad is also part of this translanguaging, appealing both to speakers of Spanish and English. In order to truly make sense of these bilingual signs you really have to speak both languages.

It's certainly true that in all bilingual families, such as my own, it is impossible not to translanguage in order to make sense of what happens. At the dinner table, we go from one language to another. When we watch TV, people switch from one channel to another, similarly when we want to include my mother (or exclude her!) or when we want to include one of the in-laws (or exclude them!) then translanguaging is common in bilingual communities and families.

Translanguaging

- **Sense-making** bilingual practices from **speaker's perspective**, not from language perspective
- From **bilingual speaker's** perspective, not from a monolingual/monoglossic perspective
- It includes all **student or teacher** use of bilingual/multiple discursive practices as "sense-making" of learning or teaching in multilingual classrooms

So, to repeat the point, I'm defining translanguaging as sense-making bilingual practices from the speaker's perspective, and not from a language perspective as code-switching has often been studied. It's more than just from a speaker's perspective, it is from a *bilingual* speaker's perspective, and not from a monolingual or monoglossic perspective. It includes all student or teacher use of these bilingual/multiple discursive practices as 'sense-making' of learning or teaching in multilingual classrooms.

Translanguaging in the classroom

I'm now going to go through four classrooms and show you how some of this is done in the United States. I realize these are very different contexts to those that you have, but I'm hoping that you can imagine and re-imagine what it might be like.

We don't have our act together, we can talk a lot about how difficult these situations are and how attacked bilingualism has been in the United States in the last administration, at least in the last eight years, but there are some spaces that we have been able to create. This is one such space, it's a two-way bilingual kindergarten and what we mean by this is half of the children speak English at home and half of the children speak Spanish at home. This is a first year of mandated and required schooling, so children are coming in, some with English only, some with Spanish only and they're being instructed together in this model that we call a two-way bilingual model. Some people call it dual language, I don't like the term dual language, because it negates bilingualism, and because it's being used precisely because of the attacks on bilingualism. It is very difficult to really support bilingualism and then not name it, so I want to make sure that we do name it.

This is what is called a side-by-side model. What it means is that one teacher teaches in English only and the other teaches in Spanish only.

The teachers, Maja and Allie, have been told by the administrators of the school that they are to have two (separate) linguistic territories. As you will see shortly,

there aren't two linguistic territories, there are many, many, many more. But for the teachers, what they have been told is that they have to provide the children with an immersion-like experience in English and in Spanish and that they are supposed to be functioning as monolingual teachers.

Now, something that you have to understand is that there are in this kindergarten some spaces that are separate; this is where the children who have the same language background are instructed separately in literacy in their home language and also the second language. But a lot of the time these children are together, for playtime, for lunch, for snack, for lots of other activities so there are both separate spaces and joint spaces.

What you see in reality when you sit day after day in this kindergarten class is that it is a lot more complicated than just thinking about it as two separate spaces. When you sit there, day after day, like I did – I was there for the first two months of school - what you find is a very flexible pattern of language use among the children and among the teachers. There is indeed translanguaging, which is what enables these children to make sense of what is happening.

I bring you some examples from the children. This first one is a day in September, school has just started and the teacher takes the class out. This is supposed to be the English class, the ESL class. I am sitting next to Alicia outside, and the teacher is going through some comparative exercise, 'this tree is bigger, that tree is smaller'. If you've ever sat with kindergartners, you know they talk out loud all the time, right? So I am sitting next to Alicia and she is trying it out under her breath and she says 'this tree is grander', with is, of course, 'grande' from the Spanish and, of course.

In "English:" Alicia

T: This tree is bigger.
That tree is smaller.
Alicia: [Tries out under her breath]. This tree is *grander*.
(9/23/2007)



So a way of making sense of this new language for Alicia includes this translanguaging, this way of going back to what she knows and bringing these bits and pieces forth.

Here's an example from snack-time, from one of those heterogeneous spaces where the kids are mixed. Adolfo and Beatrice are having a snack. Adolfo does not speak English and he's looking out the window talking to himself as they always do and he says in Spanish: *está lloviendo mucho*, which means 'it is raining a lot'.

Snack Time: Adolfo & Beatriz

[Looking out the window and talking to himself]
 A: *Está lloviendo mucho*. [It is raining a lot]
 Look [telling the others]. It's washing. There's washing *afuera* [outside]
 B: *Está lloviendo?* [She asks him]
 [Turning to me] He says raining. He speaks Spanish, only Spanish
 [Turning to boy] Adolfo, raining.
 A: Raining. (10/19/2007)

Then he looks up and realizes that most of the kids around the table are not Spanish speakers so he says: 'Look', and then he says: 'It's washing' - he knows washing - 'there's washing *afuera*', he says.

One of the other things I wanted to tell you, is that despite the efforts to do this fifty-fifty split, this fifty-fifty doesn't make any sense because these kids are on the bilingual continuum. The problem is the category, you can't categorize this, when people are seen not as learners but as users, people use or do not use in different kinds of ways.

Beatrice, for example, is bilingual. She has a lot of English, and she says to Adolfo: '*esta lloviendo?*' and then turns to me and explains: 'he says raining, he speaks Spanish, only Spanish.' (They're always explaining to me what is going on!) Beatrice turns to the boy and says: 'Adolfo, raining!' and Adolfo repeats her: 'raining'.

So, again, this is all translanguaging to make sense of what is going on in a very positive way.

Here we have Aristides, who is a translator - I've got millions of examples of Aristides. He always wants to make sure that everybody makes sense of what the teacher is saying. So, one day, the teacher is looking at Irene, who doesn't speak any English, and she is going: 'I'm getting angry at you!' and Aristides can't help it anymore, he gets up and he says: *Que tienes que escuchar a la maestra, Irene!* You have to listen to the teacher!

Another day, the teacher says: 'Sit up!' and Aristides says right away with great authority: 'It's *siéntate arriba*', which, as people who know Spanish know, is a

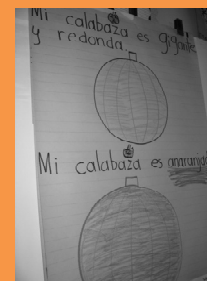
literal translation of 'sit up', because in Spanish, we say 'sit', we would just have said: '*siéntate*'.

Translanguaging to make sense of what the teacher is saying, is happening all the time when viewed from the children's and teachers' perspective, that is not from the authorities' that tell the teachers what to do, despite the fact the teachers tell you they do one language or the other.

Here is another class. This is a Spanish class. It's late September or early October. They're doing pumpkins and they're counting pumpkin seeds. Herman, who, by the way, also speaks Arabic at home, because something else that happens in these two-way bilingual classrooms, is that you have a lot of the children who are supposed to come from homes where English is spoken actually come from homes in which other languages are spoken. The parents very much want them to pick up Spanish, because they have realized what the government never realizes, which is, that if you live in New York, where one out of four people speaks Spanish, Spanish is a good language, especially if you are a brown person. So among Arabic speakers, Urdu speakers, Hindi speakers (African-Americans also because they live in the same communities) there is a lot of interest in these two-way bilingual programs.

In Spanish: Counting

H: I have *veinticinco* (25)
 y I need *dos* mas.
 No *tres*, look!
 [Counts to *veinticinco*
 in Spanish]
 I only have *veintitres*
 now....
Veinticinco. I need *dos*!
 R: *Necesitas* *una*? *Toma*
ese....
Yo tiene una mas. Se
cayó.
 H: *Necesita* *una mas*.



He says: 'I have *veinticinco*', he's learned the numbers, 'y', he says, 'I need *dos mas*'. And, then he says, 'No, *tres*, look!' and he counts to *veinticinco*, *una*, *dos*, *tres*, *cuatro*, *cinco*, *seis*... and says, 'oh, I have only *veintitres* now'. He repeats to himself: '*veinticinco*', and then he says again: 'I need *dos*! The point is he does not know the word for 'need', so he keeps saying, 'I need *dos*'. Rosaria, who is sitting next to him, says: '*Necesitas una? Toma ese... Yo tiene una mas. Se cayó*.' Rosaria is a child of a mixed marriage, her mother is American, speaks English only, her father is Mexican. She goes back to see grandparents in Mexico every summer. She speaks enough Spanish, it's not perfect, but it's enough,

she's got the '*necesitas*' at least. He then replies '*Necesita una mas*'. So he has picked up this language. He's using this language because he has been able to translanguage. This is part of the sense-making in this classroom.

You can just imagine what happens when the children play. I'll give you one example. Carlos and Isaac have been playing with the blocks in Spanish. Adam (who only speaks English) wants to play. Right away he comes in and says: 'Are you done?' You know, big bully, right? 'Are you done?' Carlos, who speaks basically only Spanish, starts to walk away and responds with whatever English he has: 'Yes, I done'.

But Isaac, who is again, you know, he's one of these kids who is the communicator, the peace-maker, he then says to Adam: 'Adam, do you want to play with us?' He then turns to Carlos and says: '*Ven*, Carlos, stay here!' right? He's the one that brings the two of them back.

What is amazing that day, is that as they start playing, Isaac, who is a bilingual child, starts acting out all these different things that they are making with the blocks. As he makes them, he makes the noise and then says it both in English and in Spanish, making sure that through this sense-making mechanism, both children are included. It is wonderful to watch what happens when you put children together and allow them to use whatever language practices they have, in order to make sense of teaching and learning.

Blocks: Adam, Carlos & Isaac

Adam: Are you done? [Tries to take over the block area from Carlos and Isaac who've been speaking in Spanish]

Carlos: Yes, I done. [Starts to walk away]

Isaac: [To Adam] Do you want to play with us? *Ven Carlos*, stay here!

[They start playing, Isaac acts out a plane, and then a car, and repeats as he makes noises "un avion/a plane," and then "un carro/a car"....]
(10/17/2007)

Here is another example of a third, fourth grade combination, it's an ESL class, an English only class, for students who are not speakers of English yet, or emergent bilinguals.

Christina's classroom is mostly Spanish speaking, but also has a lot of roaring heterogeneity. Christina has 27 children, all of them Spanish speakers except for four. Two of them were Chinese, one of them was an Urdu speaker, and the other one was Nepalese. Christina

speaks, enough Spanish to be able to make herself understood. She takes this issue of making sure that the children's language practices are extended, that translanguageing is a part of the classroom, very seriously. One of the things she does for the entire class is she has the children tell the story that she has told, or another story, in their own languages. There are constantly these multiple stories, which the children listen to, sometimes in Spanish, sometimes in Chinese. What is incredible to me is that the kids really become interested in learning the other languages. Many of the Spanish speakers are much more interested in learning some of the words in Chinese than they are in learning English. It's really amazing to see.

Christina is not a speaker of Chinese, she's not a speaker of Nepalese, she's not a speaker of Urdu, she can only help the Spanish speakers, which are a great majority of the classroom, but she makes these spaces to make sure that all the languages are recognized and that there is a time of the day in which these languages are also heard.

We have balanced literacy practices in primary schools in New York City, and they consist of a workshop type of model. One of the things they do is, a mini-lesson at the beginning. This mini-lesson is always in English, it's where the teachers actually do the modelling of all those strategies you are trying to teach for the students, and, at the same time, it involves the explicit teaching of strategies on how to really make sense of a text.

The mini-lessons are always in English, but Christina pairs the beginners with the more advanced emergent bilinguals.

The mini-lessons always include a time where children are told to "turn and talk". One of the things Christina would do is something like: 'OK, readers, so, I was reading along and I came to "straw hat", and you know what happened? I lost the picture, I didn't know what a *straw* hat was. So I had to go to the glossary and look up "straw". Or: 'I had to go to one of the dictionaries.' Lots of dictionaries in these classrooms.

There is a lot of modelling, but then, once she models the strategy, she asks the children to "turn and talk". During those "turn and talk" moments, with the Spanish speakers, there is a lot that goes on in Spanish, a lot also in English, and certainly a lot of translanguageing going on, a lot of very hybrid language practices, as children try to make sense of, for example, the word 'straw'.

The children are also allowed to pose questions to Christina in Spanish. Remember there are four who do not speak Spanish, but what was really amazing to me as I sat there, was how natural this was to the children who did not speak Spanish and how interested they became, and how, sometimes, they didn't know whether it was Spanish going on or English going on, after all, they weren't speakers of English either, so there was lots going on.

Christina has reading workshop groups that are grouped by level, and they are always supported by dictionaries, dictionaries in the languages of the children. She has guided reading groups and she has independent reading. During the guided reading groups, with the groups that speak Spanish, she previews the text in Spanish and she actually allows for discussion to take place in Spanish.

As students read in English, she is constantly encouraging the students to use what they know in both English and Spanish to make sense of reading.

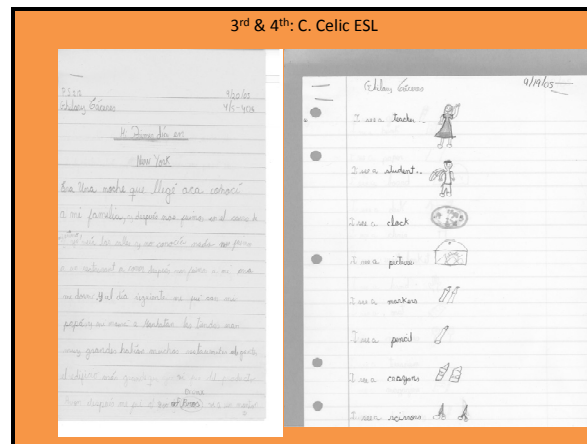
During independent reading she has them reading in their languages of choice. She has gone out of her way to find reading material for these children in the languages they speak. Sometimes they have been produced by the families themselves.

Christina always gives the students the option to write in both languages, they write, sometimes, these bilingual texts in two languages, and when they are not fully or advanced emergent bilinguals, she asks them to just label the drawing with some English vocabulary, to use basic sentence frames and to do a lot of collaborative writing. The same way she pairs them for reading, she pairs them for writing, so that there is a more advanced student who is helping the other one to write the text.

Here is an example of one of the students who arrived in September with very little English.

3rd and 4th ESL: Reading Workshop

- Reading groups by level, supported by dictionaries
- Guided reading groups
 - Preview of text and discussion in Spanish.
 - As students read in English, encourages students to use what they know in both English and Spanish to make sense of reading.
- Independent reading
 - In language of choice
- Listening center
 - In language of choice



On the right is all that she can write in English. However, on the left, the same student is writing this whole essay in Spanish, and Christina allows this. Notice how insignificant the writing in English is. I'll just read the first two sentences, or the first sentence, of the text in Spanish.

It begins: '*Ero la noche que llege aca conoci a mia familia...*' which means, 'it was the night that I got here, I met my family'. This happens in the US a lot - and maybe it happens here also; children have been left behind, in the case of this child with her grandparents in Mexico. It's only when they are older - these are nine year olds - or when they can get their papers together, that the mothers have been able to claim the children and then they join them.

The same thing happens with the listening centre. She has the families actually tape some of these stories so that the children can listen. What is amazing about the listening centre is that sometimes you go and it's the Spanish speaking children who are listening to a story in Chinese or vice versa, so a lot going on here as the children share.

The same thing happens with the writing workshop.

3rd and 4th ESL: Writing Workshop

- Option to write in both languages.
- Write fully bilingual texts, similar to bilingual children's books of read alouds.
- Emergent bilinguals encouraged to:
 - Label drawings with English vocabulary
 - Use basic sentence frames
 - Collaborative writing

These children, then, are not only dealing with a new language, a new country, a new culture, they are also learning to meet their families for the first time. They are also getting acquainted with mothers that are now English speakers that they have not seen since birth, that have remarried, or married, a man whom they don't know, that now have step-children, and therefore they have now siblings that they don't know, who are bilingual not like them. So this is just to remind ourselves that when we are dealing with educating these children, we are dealing with a lot more than just teaching them a language. We have to think of what to do holistically for the children.

Christina's willingness to allow the children to write in whatever language they can express themselves allows her to have the insights into the child, that copying those silly words and drawings is never going to get her to do. I saw this over and over again. Christina's willingness and ability to allow the children to really use their languages allows them a voice that would have never occurred if all they had been writing for a whole year was 'I see a student, I see a teacher'.

The other thing she normally does when she does all the vocabulary build-up is to make explicit connections between English and Spanish, she uses cognates in Spanish, but she has the students write in their language, in whichever way they can – and you have to remember, she can't correct any of this – and she adds the translation to the class word wall, so that there is a context here of the children's languages and this translanguaging being a way of making sense of a new language.

I'm now going to take you to a fifth grade class, this is a two-way bilingual education class. Again, half of the children were Spanish speakers and half were English speakers when they started. Now it's six years later, they're all quite bilingual, they're being educated in the two languages, this is why it's called a self-contained classroom, only one teacher. This teacher does Spanish in the morning and English in the afternoon, that's how she separates her languages.


But, of course, then there is a recently arrived child. You know, when we set up structures, administrators and bureaucrats set up structures, we think, OK, so they all start at kindergarten and by fifth grade everything is going to be solved, everybody is going to be bilingual. But, of course, the world doesn't work like that, because the kids keep coming, so in this class, there is one who has just recently arrived.

So what to do with this class? Well, again, there is a lot of translanguaging and what we see, because the children are mostly bilingual, is that the teaching is actually in one language, and if you look at what the kids are doing, they're taking notes in another language or in two languages. Sometimes they read in one language, and when they're in small groups during discussion, they're discussing in Spanish or vice versa. The same thing with some of them reading in one language and writing in the other.

Then there are the post-it notes. Because we are doing this balanced literacy, the children are taught to write on post-it notes when they have a question about the text they are reading, so that when they get into their groups, they can ask intelligent questions. The post-it notes are always a poem to me, because they are written in any language in any way that you can imagine. Because these children have these two languages at their disposal they are doing translanguaging in order to make sense.

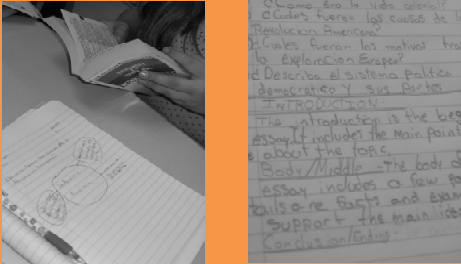
5th grade
Translanguaging to co-construct understandings

- 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.....



Here is an example of what happens. Maritza does US history in Spanish, and this is a US history class in which she is asking the students to answer questions about colonial life in an essay.

Writing in two languages/ Dictionaries



This student has figured it out - she knows how to write an essay in English because they have been taught these very prescriptive ways of writing an essay, I am sure you do it too: write an introduction, the body in the middle and the conclusion at the end. What she does is put her two ways of understanding together to make sense of this essay.

In New York State, some of the exams are translated into five of the major languages. They have to pass the English exam but all the content exam is translated. What happens is that the children are asked: 'Do you want to take the exam in English or in Spanish?' The whole class says: 'We want to do it in English.' Even though they have been taught the content in Spanish – this is the Social Studies test remember - but they are going to do the test in English.

Of course the Spanish-speaking child who just arrived is following this test review in Spanish. Most of the discussion is in English, but they always translate it for

the child who doesn't speak English. They are looking up their notes, which, remember, they have written in Spanish because the content was taught in Spanish. Sometimes when that happens and they are reading from a text in Spanish the discussion changes to Spanish. And always they are writing in English because they are taking the test in English, but referring to material that was written in Spanish, so there is constantly this translanguaging which enables them to make sense of a very difficult context and content for them.

I'll just say a word about the international high schools. The international high schools are a series of high schools that have been developed in New York City for newly arrived immigrants. One of the wonderful things about the international high schools and the reason why I think they have been so successful is that they have wonderful pedagogy. You cannot think about these issues of helping students with their language development unless you also figure out how to teach. One of the principles here is that the locus of control of languages lies with the student. This is the core of their teaching.

These are high school where the students are 15 years old when they come, with very little English, having to pass in four years very demanding exams in order to graduate. When the teacher is teaching from the front of the room that is always done in English. However: the students read and research in many languages. There is no reason now why high school students, with the availability of the web and computers and the internet and all that they have at their disposal, cannot do the research in other languages.

When the teacher interacts with the small groups, he or she interacts in ways that honour whatever languages they are working on. When the students are using a language that the teacher doesn't understand, which happens all the time, she or he asks one of the more advanced emergent bilinguals to offer a translation, so the burden is on the students. They can use whatever language they want, but they have to make sure that their teacher understands what it is they are doing.

"The locus of control of language lies with the student"

- Students read and research in many languages
- Teacher interacts with small groups and individual students in the languages they're using.
- When students are using a language the teacher doesn't understand, one of the more advanced emergent bilinguals offers translation. (Google Translate)
- Students can write in own languages, but must offer teacher translation or English summary

Google Translate is something you see being used all the time - the idea is, allow the students to think, be educated, research in whatever languages they have at their disposal, just make sure that it makes sense to the teacher and sometimes that is done by giving a one-sentence summary, sometimes by saying, look it up and then Google Translate, sometimes they have a more advanced student translate for the teacher.

The web of communication

I want to end by reminding you why translanguaging is an important practice and I'm doing this through two quotes by Jim Cummins. Jim says: 'When students' first language is involved as a cognitive and linguistic resource through bilingual instructional strategies, it can function as a stepping stone to scaffold more accomplished performance in the second language' (Cummins, 2007:238).

More recently he has said: 'Bilingual instructional strategies open up the pedagogical space in ways that legitimate the intelligence, imagination, and linguistic talents of English language learner students.' (Cummins, 2009:11)

I just want to remind you then that what we have said is that emergent bilinguals do not acquire a separate additional language, we're going to have to stop thinking that way. What they do is, they develop and integrate new language practices into a very complex dynamic bilingual repertoire in which translanguaging is both the supportive context and the communicative web itself.

What I am saying is that translanguaging is not simply just a scaffolding mechanism, it is not simply the supportive context it is also part of the communicative repertoire of these children. I want to remind you that this is much like what happens to a spider web. The spider web is the joint product of the spider who is building the web, but also of the supportive context on the walls, the branches, whatever the spider is building the web with. So translanguaging is not only the supportive context but also the communicative web itself.

Muchas gracias!

References

Cummins, J. (2007) Rethinking monolingual instructional strategies in multilingual classrooms *The Canadian Journal of Applied Linguistics*, 10(2), 221-240.