



Dual Language Washington

A special interest group of the Washington Association for Bilingual Education

presents

TRANSLANGUAGING: Propelling Language Learners in Dual Immersion & Traditional Classrooms

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User friendly research-to-practice you'll use tomorrow!

Translanguaging

- refers to the normal discourse practices of bilingual individuals and families. It treats bilingual discourse as the norm.
- refers to pedagogical practices that use bilingualism as a resource. These practices can be used in the education of emergent bilinguals, but also with bilingual students beyond the initial points of the bilingual continuum. They are also relevant for the education of monolingual students.
- goes beyond traditional notions of bilingualism and second language teaching and learning.
- is used differently in ESL, transitional bilingual education, oneway bilingual education (developmental) and two-way dual language bilingual education (two-way immersion) because the goals of such programs are different.

Register @ wabewa.org

When: **Friday, March 13, 2015, 9:00–4:00**

Where: Highline Location TBD

Cost: \$70, Registration and Practitioner Manuals included, 6 Clock hours available

Target Audience: Classroom Teachers, Dual Immersion Practitioners, Program Directors

Presenter

Dr. Ann E. Ebe, Assistant Professor of Literacy Education and Director of Bilingual Education Program in the Graduate School of Education at Hunter College, CUNY and staff at CUNY-New York State Initiative on Emergent Bilinguals Research Team



Supporting References

Dr. Ginger Collier (<http://www.thomasandcollier.com/publications.html>) "As you know in our second book on dual language (*Dual Language Education for a Transformed World*) we talk about the importance of not being rigid in separating the two languages, but we believe the two languages should be separated by teachers initially while in the early stages of second language acquisition... But once students get beyond the initial stages (first 2 or 3 years), we think it's very important for teachers to explicitly compare and contrast the two instructional languages and talk about relationships between the two, as well as things that bilinguals naturally do."

Dr. David Freeman (<http://davidandyvonnefreeman.com/publications>) This certainly seems to be the right direction to go in. It does mean some changes to any program that separates languages. However, the research literature shows that translanguaging is what bilinguals do naturally. Grosjean wrote about this among others, and Cummins wrote an article in 2007 on the problems of strict separation of languages."

Kathy Escamilla (http://literacysquared.org/?page_id=176) "I will tell you that I am a fan of this work. Since the late 1990's I have felt that the absolute strict separation of languages was a mistake and was not based on any empirical evidence of the benefits of strict separation. In short, what Ofelia(Garcia) and others are suggesting is that children learning two languages can use both of these languages to process information and still produce either in oral language or writing in one code or the other and that this within and across language processing actual accelerates rather than inhibits language acquisition."

Participate on March 13 and your students will benefit right away!