

15:11:35 From Kim Walker : It is vital that all stakeholders are included in conversations around benefits of translanguaging for this to work effectively. Parents, students, teachers, admin,

15:18:43 From Ali Butler : yes please

15:19:09 From Mindy McCracken To All Panelists : [cuny nysieb.org](https://www.cuny-nysieb.org)

15:19:12 From Deborah Perrin : <https://www.cuny-nysieb.org/>

15:19:21 From Isabelle Verheyden To All Panelists : it would be nice to see some practical examples of translanguaging in class

15:19:36 From Marian Cazabon-Blok : If we have a student (post early years) who arrives at school with beginner/intermediate level of proficiency in the school language, it is difficult for educators and families not to see the support we provide as remediation.

15:20:08 From i.szablinski : <https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>

15:20:54 From Rachel Iles : <https://www.amazon.com/Translanguaging-Multilingual-Students-Ofelia-Garc%C3%ADa/dp/1138906980>

15:20:56 From Ana Blanxer To All Panelists : Also I believe educators could benefit from some training on how practically apply this in a classroom

15:21:42 From Deborah Perrin : Translanguaging With Multilingual Students -Learning from Classroom Moments Ed Ofelia Garcia & Tatyana Kleytn

15:21:43 From Kate Menken To All Panelists : <https://www.cuny-nysieb.org/research>

15:23:38 From Lynda Sylvester : I teach in an international school and I always ask my pupils how to say "hello" in their home language and consciously use it in the morning when greeting them. You should see how their faces light up!

15:24:05 From Ana Blanxer To All Panelists : I do the same Lynda! ;)

15:24:40 From Ana Blanxer To All Panelists : thanks i.szablinski for sending the pdf file!

15:26:58 From i.szablinski : Ironically, we encourage translanguaging in our staff meetings, parent conferences and written communications, yet somehow when home languages are used in the classroom, it is deemed as inappropriate.

15:27:37 From clare To All Panelists : This morning, I used a child's home language (German) to extend his English by asking him the difference between my boot and his shoe and asking him to teach me the German words. I said: "I know the word 'schuh' Is this a shoe? In English I say boot. What do we say in German? Is there a different word in German? Why?"

15:27:59 From Loredana To All Panelists : It also interesting asking them to present a poem or a song in their language.

15:28:12 From clare To All Panelists : I think using children's home language to explore concepts is so powerful

15:29:22 From Kim Walker : Translanguaging for Emergent Bilinguals: Inclusive Teaching in the Linguistically Diverse Classroom Danling Fu also good

15:29:57 From Kim Walker : Linguistic and Cultural Innovation in Schools: The Languages Challenge Jane Spiro and Eowyn Crisfield also good with case studies

15:30:36 From Guillermo Duff : I agree that standards about how a given language must be spoken must be contested and questioned. Yet,

eloquence and articulateness in each of the languages our students speak is something we still aim at achieving. How does translanguaging help a student to be articulate and eloquent when they have to speak to a person who cannot translanguage with them but who can only speak one of the languages the student speaks?

15:31:12 From Marian Cazabon-Blok : Good question, Guillermo.

15:32:59 From Ana Blanxer To All Panelists : Could we get the panelists to answer Guillermo's question?

15:33:21 From Patience Montgomery : Yes, you bet.

15:33:30 From Marian Cazabon-Blok : I think if students are engaged, valued, motivated through translanguaging along with other approaches and scaffolds, they can be guided to see the benefits of developing eloquence.

15:34:16 From Marian Cazabon-Blok : This seemed to be the case in the high school language arts class taught by Lauren Ardizzone (am I recalling her name right?) who presented the other day.

15:34:59 From Anna Da Silva To All Panelists : How would you respond to a teacher who says "I think my student has too many languages and no one strong home language?"

15:35:45 From Ana Blanxer To All Panelists : could we also download the chat afterwards? (save the chat)

15:36:19 From Kate Menken To All Panelists : <https://www.pila-cs.org> Researchers are Chris Hoadley, Laura Ascenzi-Moreno, Jasmine Ma and Sara Vogel

15:37:08 From Joanne Whitson : All the chat will be saved and popped onto the resource page where the videos are stored

15:37:11 From Kim Walker : Our teachers feel ill-prepared and not confident to bring this strategy into the classroom? How can we give teachers confidence that they do not need to know the students' language

15:38:24 From Marian Cazabon-Blok : Maybe Guillermo was referring more to precision of communication rather than eloquence and articulateness...

15:39:08 From Deborah Perrin : Start with achievable steps for teachers – they are not having to teach the languages but enable their students to use them. You have to model this and share successes – however small they are at the start.

15:40:02 From Margit T-OIS- NL : If your school would like to be part of a network of schools where home languages are valued and welcomed, have a look at Language Friendly School initiative by Rutu Foundation. <https://languagefriendlyschool.org/> Being "friendly" to languages means that the whole school community will support translanguaging and all languages have an equal status.

15:40:28 From Kelly Kerr : Unfortunately, I have noticed that students can be hesitant to use their full linguistic repertoire, do you have any suggestions for introducing translanguaging practices at the elementary level?

15:40:39 From Renske Oort To All Panelists : And you can always have metalinguistic conversations, e.g. about similarities.

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15:42:07 From Ana Blanxer To All Panelists : @Kelly many times because students have felt from younger ages (PK, K) that speaking their own language was "not appropriate"

15:43:28 From Ana Blanxer : @Kelly many times because students have felt from younger ages (PK, K) that speaking their own language was "not appropriate"

15:43:47 From Kim Walker : How would you suggest implementation of pedagogical translanguaging in the classroom. slow.. drip drip. on a interested parties basis, or across the board mandated, after whole school PD

15:46:29 From Rachel Becker : My 2.5 year-old son already looks at me funny and says, "Mama, no," when I speak 'Papa's language.' It's fascinating to me how quickly these patterns start!

15:49:25 From Tamsin Roberts : Kelly, I also work in primary and find that if you can sometimes pair children by language, it can really help to develop understandings. We have a also had language specific projects eg made a book where each page of a favourite story was retold in our home languages

15:51:27 From Rachel Becker : How do you navigate the use of a language as a way to demonstrate power over one another – among students? We have issues at times with the students who are fluent in the host language, not English.

15:51:49 From Kelly Kerr : Great! Thank you Tamsin!

15:52:25 From Helen Vince : Change happens slowly. Teachers see the benefit of translanguaging when there are pockets of good practice that happen in classrooms where colleagues are already on board. It's important not to give up. Find other colleagues who are enthusiastic and work with them.

15:52:32 From Kate Menken : CUNY NYSIEB Translanguaging Guide <https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/>

15:52:47 From Beth Skelton : @Mindy, visiting your school (ISH) was amazing. When a 5 year old Japanese speaker asked me „What's your home language?“ , he then handed me an iPad with the English translation service ready to go so we could have a conversation. Brilliant!

15:53:01 From Mindy McCracken To All Panelists : Thanks Beth!

15:53:48 From Kate Seltzer To All Panelists : Such an amazing example. :)

15:53:54 From Kate Menken : <https://www.cuny-nysieb.org/teaching-bilinguals-webseries/>

15:53:57 From Kate Seltzer : Amazing example, thank you Beth!!

15:54:02 From Kim Walker : @ Helen Yes,

15:54:03 From Line Thingholm To All Panelists : The Translanguaging Guide is a wonderful tool for me as an educator of teachers. Thank you so much for sharing.

15:55:09 From Kate Menken : More videos: <https://www.cuny-nysieb.org/classroom-videos/ambassador/>

15:55:50 From Beth Skelton : Seeing translanguaging in action is the best way to ,get it'. ISH provides so many fabulous examples and @Mindy shares great examples regularly on Twitter.

15:57:27 From Sharon Tourish To All Panelists : If time to answer! – What recommendations would you give to monolingual teachers to embrace translanguaging?

15:57:49 From Guillermo Duff : How do you create an awareness in students of when it is appropriate to translanguage and when it isn't? (depending on context, audience, etc)

15:58:47 From Deborah Perrin : Celebrating T/L during staff meetings & asking teachers to say how they saw positive impact for their students works really well. We have had teachers talk about seeing a lightbulb moment in a child or a shy child show a different side of themselves.

15:58:59 From clare : A 2.5 year old asked my colleague why she didn't speak Thai if she chose to live in Thailand, and why she (the student) should therefore have to speak English to her!

15:59:42 From Ana Blanxer To All Panelists : I know I am not the one to answer @Guillermo, but I would say that IT IS ALWAYS OK unless the message its not going through, or the context shows certain expectation about choosing one language over the other

15:59:57 From Marian Cazabon-Blok : Thank you, all!

15:59:59 From Gail Matheson : Thanks so much! A great hour.

16:00:03 From Lynda Sylvester : Thank you! I learned so much today.

16:00:05 From i.szablinski : Grazie, Thank You!

16:00:12 From Darlyne Delaney : Thank you!

16:00:12 From Kate Seltzer : Thank you everyone!!!

16:00:14 From Abby Burgoyne : Thank you very much!

16:00:15 From cjacobsen : Thank you

16:00:17 From Patience Montgomery : Sharon, start with your Ss - ask them how they in their HLs say things, --- be a learner of languages!

16:00:18 From Sharon Tourish : Thank you - very interesting conversations.

16:00:20 From Rachel Becker : Thank you so much!!!

16:00:22 From Kate Menken : Thank you for the opportunity to join you!

16:00:23 From Elise van Holst : Thank you for another great hour full of learning!

16:00:24 From Esther de Vries To All Panelists : Thank you all.

16:00:24 From Sue Yiannakis : Thank you and buona sera.

16:00:26 From Ana Blanxer To All Panelists : thank you all!

Gracias! Can we save this chat as well?

16:00:29 From Helen Vince : Such an important discussion...thank you!!

16:00:33 From Claudia Videira To All Panelists : Thank you so much.

16:00:34 From Renske Oort : Thank you!

16:00:34 From Line Thingholm : Tusinde tak!

16:00:36 From Beth Skelton : THANK YOU, Dr. Kate and Dr. Kate!

16:00:39 From Anna Da Silva To All Panelists : Thank you!

16:00:39 From Mes Naomi To All Panelists : Thank you.

16:00:43 From Helen Absalom : Diolch yn fawr iawn i chi i gyd!

16:00:44 From Kuldeep : Thank you!

16:00:46 From Caroline Lapierre : Thank you!

16:00:46 From Tricia DeMint To All Panelists : Lots of good ideas! Thank you!

16:00:47 From mercyi : Great session! Thank you very much!

16:00:50 From bhauna bardolia : Thank you very much

16:00:50 From Winnie : Asante sana. I am so proud I am running those Language days in my school and allowing multilingualism to thrive.

16:00:52 From clare : Thanks everyone! Really fascinating

discussion!

16:00:55 From Margit T-OIS- NL : Thanks! Dank je wel! Aitäh!

16:00:55 From Isabelle Verheyden To All Panelists : thank you