

LIBERAL ARTS

Translanguaging Views and Practices of Indiana Dual-Language Bilingual Education Teachers

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As of the 2015–2016 school year, over 4.8 million K–12 students in the United States were identified as English-language learners (ELLs) by the U.S. Department of Education. Of these students, over 50,000 resided in Indiana. Dual-language bilingual education (DLBE) programs as they stand often neglect the strategy of translanguaging in the classroom, disadvantaging ELLs. Translanguaging is defined by Gwyn Lewis, Bryn Jones, and Colin Baker, “Translanguaging: Developing Its Conceptualisation and Contextualization,” *Educational Research and Evaluation*, 18(7) (2012): 1–16, as drawing “on all the linguistic resources of the child to maximize understanding and achievement” and is demonstrated in the natural switching of languages in bilinguals.

This case study aims to answer two questions: (1) What are the translanguaging views and practices of elementary school teachers in DLBE classrooms? (2) Are there differences in translanguaging views and practices between bilingual native Spanish speakers, bilingual native English speakers, and nonbilingual native English speakers? Data was collected from seven elementary school teachers who are part of DLBE programs in two schools in Indiana. These teachers are currently part of Purdue University’s ELL licensure program and the new DLBE Graduate Certificate Program. As part of the training program, teachers completed two eight-week courses in the fall of 2020 requiring participation in virtual discussion boards, VoiceThread discussion boards, and assignments. Through these participation methods,

Number of references to translanguaging within EDCI591 Foundations of Bilingual Education and Bilingual Education Teaching Methods, Fall 2020

Teacher ID	Discussion Board	Voice-Thread	Assignment	Total
2101**	15	2	7	24
2102	10	6	8	24
2701*	21	5	6	32
2702	13	2	6	21
2703*	19	2	5	26
2704	11	4	2	17
2705	7	6	1	14

* Denotes native bilingual speaker.

** Denotes nonnative bilingual speaker.

the number of mentions of translanguaging and related practices were coded and tabulated.

Preliminary findings show that bilinguals, whether native Spanish speakers or not, tended to mention translanguaging more than their monolingual colleagues; however, certain monolingual teachers did take very strongly to the idea of translanguaging and related practices. Bilingual teachers would draw more often on their personal experience, whereas monolingual teachers would reflect on how they could incorporate translanguaging strategies into the classroom in the future.

Research advisor Wayne E. Wright writes: “Amanda Shie downloaded, transcribed, edited, reformatted, and coded the coursework data, thus becoming intimately familiar with the teachers’ discussions. It was Shie’s discovery of alternate terms teachers used for translanguaging (e.g., metalanguage) that enabled us to fully capture teacher talk about translanguaging across a very large data set. Shie is a pleasure to work with and a great researcher.”