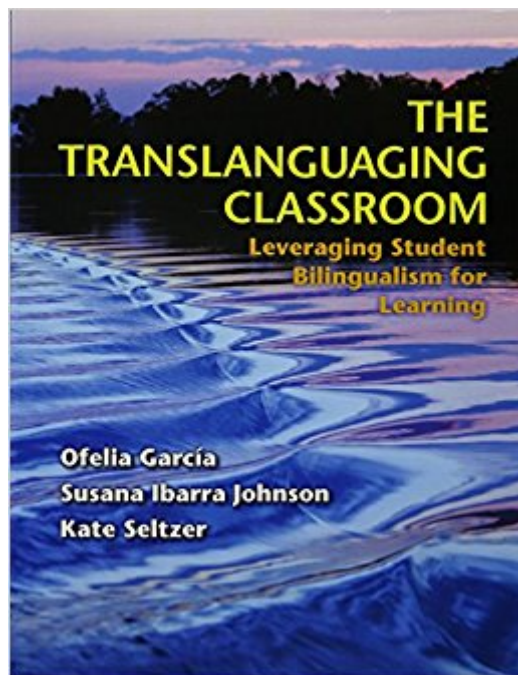




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The Translanguaging Classroom: Leveraging Student Bilingualism For Learning



Synopsis

Shows teachers how to strategically navigate the dynamic flow of bilingual students' language practices to (1) enable students to engage with and comprehend complex content and texts, (2) develop students' linguistic practices for academic contexts, (3) draw on students' bilingualism and bilingual ways of understanding, and (4) support students' socioemotional development and advance social justice

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Customer Reviews

Ofelia Garc a is a professor in the Urban Education and Hispanic Literatures and Languages Ph.D. programs at the Graduate Center, CUNY. Garc a has published extensively on bilingualism and the education of bilingual children. Her work is grounded in her experience of leaving Cuba at the age of 11, teaching language minority students bilingually, and educating bilingual and ESL teachers in New York City. Susana Ibarra Johnson is an adjunct professor at the University of New Mexico in literacy and bilingual education. Her commitment to improving the education of bilingual students is grounded in her experience as a bilingual learner and teacher. For the past decade, she has been facilitating professional learning in bilingual education program implementation, critical literacy, and bilingual acquisition in New Mexico and nationally. Kate Seltzer is a doctoral candidate in the Urban Education Ph.D. program at the Graduate Center, CUNY. Seltzer also teaches courses at the City College of New York, CUNY. Before this, she worked as a high school English language arts teacher in New York City where most of her students were

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It is an excellent study of the analysis of translanguage implementation

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