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2019

### Multilingual/Translanguaging: Narrative Writing Through Authentic Language

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*CUNY City College*

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WILLKOMMEN

欢迎

स्वागत

BIENVENIDA

*WELCOME*

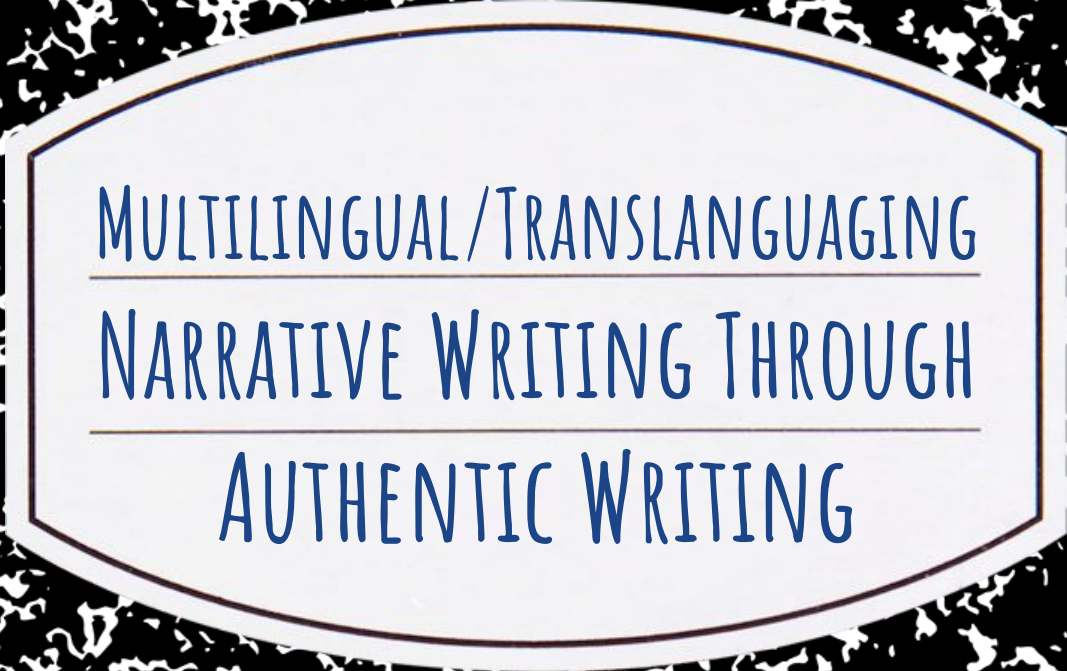
BIENVENUE

ようこそ

добро пожаловать

ترحيب

BEM-VINDO



MULTILINGUAL/TRANSLANGUAGING  
NARRATIVE WRITING THROUGH  
AUTHENTIC WRITING



## LAND ACKNOWLEDGEMENT

*“I would like to acknowledge that this meeting is being held on the traditional lands of the Lenape people, and pay my respect to elders both past and present.”*



¡HOLA!

*I am Lucía Brea*

*ENL / Bilingual Teacher*

*lbrea@nredlearn.org*







NAME  
SCHOOL/ORGANIZATION  
WHAT WAS THE LAST THING  
THAT MADE YOU REALLY  
LAUGH?



# Multilingual/ Translanguaging Narrative Writing Through Authentic Language

Students should be encouraged to creatively marry both languages so that their writing is a true reflection of their thoughts. Many bilingual authors include words, phrases, or sentences in both languages at different points as a way to express their voice, to add authenticity, and to express an idea that is better communicated in a particular language.

This workshop will help educators expose students to mentor texts that combine language such as exhibited in the work of Junot Diaz. Using their work as a springboard to discuss why the author decided to make this stylistic decision and then guiding students to create a culturally responsive product that is authentic to their lives; where language is not singular but dynamic, changing from experience and setting

Consider [these findings](#) by the Pew Research Center: “Overall, about 40 million people in the U.S. speak Spanish at home, making it the country’s second-most spoken language. At the same time, growth in the number of Spanish-speaking Hispanics has slowed, according to the Center’s analysis of U.S. Census Bureau data. **As a result, the share of Hispanics who speak Spanish at home has declined, while the share that speaks only English at home has increased, especially among children.**”

*What does all of this mean?*

*Multilingualism*

*Translanguaging*



# PROF. PH.D. OFELIA GARCIA ON TRANSLANGUAGING & MULTILINGUALISM

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# Objectives

Participants will be able to

- ✿ Identify strategies and resources to creatively marry the languages students speak as a reflection of their environments.
- ✿ Impact classroom practice by guiding students to create culturally responsive product that is authentic to their lives.
- ✿ Develop skills and confidence for engaging in and facilitating critical conversations about language.

“Motherf—s will read a book that’s one third Elvish, but put two sentences in Spanish and they [white people] think we’re taking over.”

— Junot Diaz, Professor of Writing at MIT



**1.**

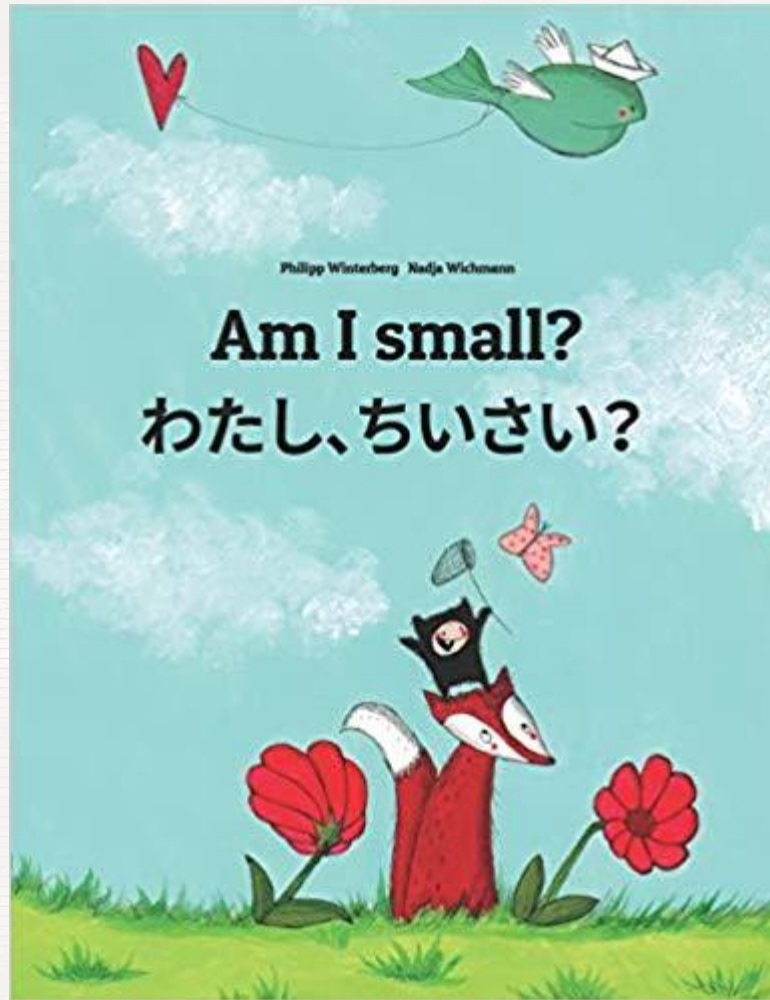
Identify strategies and resources to creatively marry the languages students speak as a reflection of their environments.

## **Bilingual Books**

- Introduce our writers and learners to books that have linguistic simultaneity.

# Bilingual

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Watashi?  
Chiisai?  
わたし?  
ちいさい?

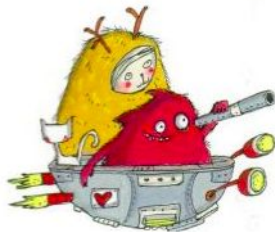
**Me?**  
**Small?**



Tamia wa, mada totemo chiisai.

タミアは、まだとても小さい。

**Tamia is still very small.**



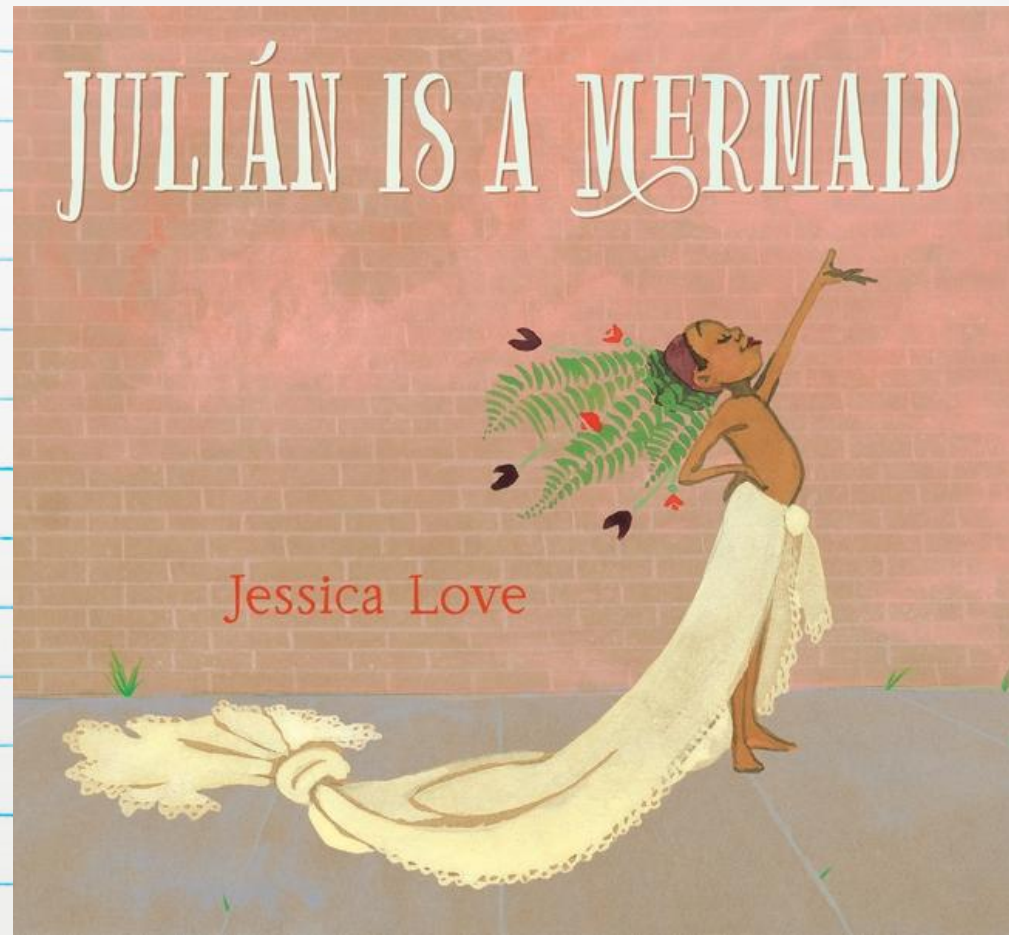
Hai!  
Sou desu!

はい!  
そうです!

**Right!**  
**Exactly!**

# JULIÁN IS A MERMAID

Jessica Love



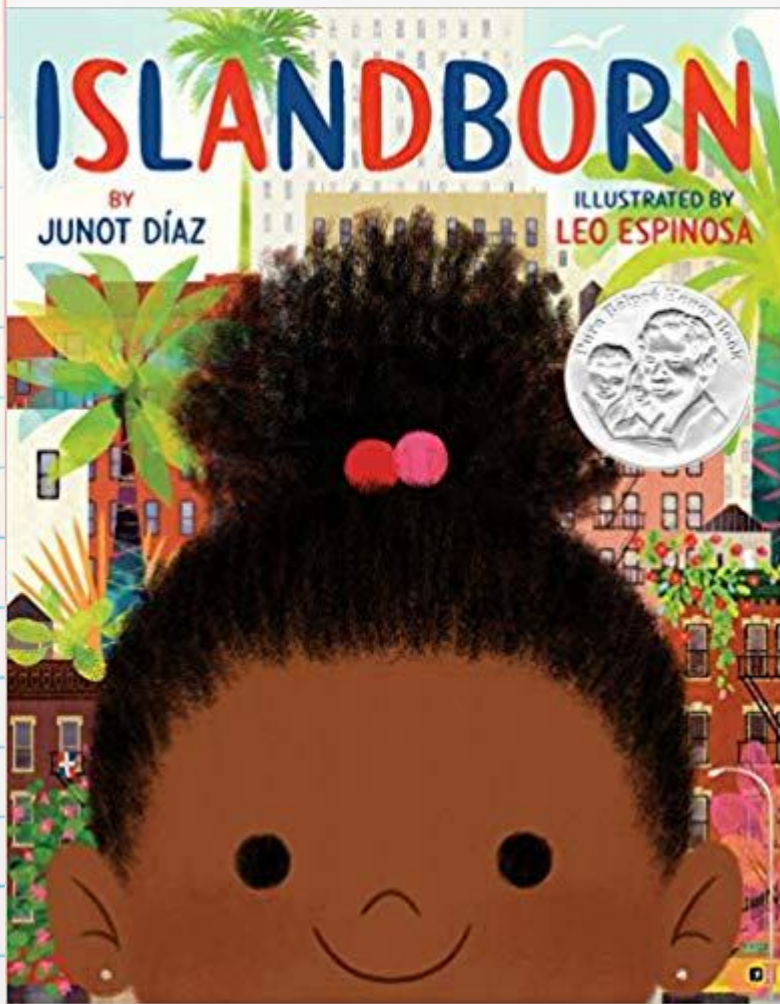




This is a boy named Jullán. And this is his abuela.  
And those are some mermaids.



Jullán LOVES mermaids.







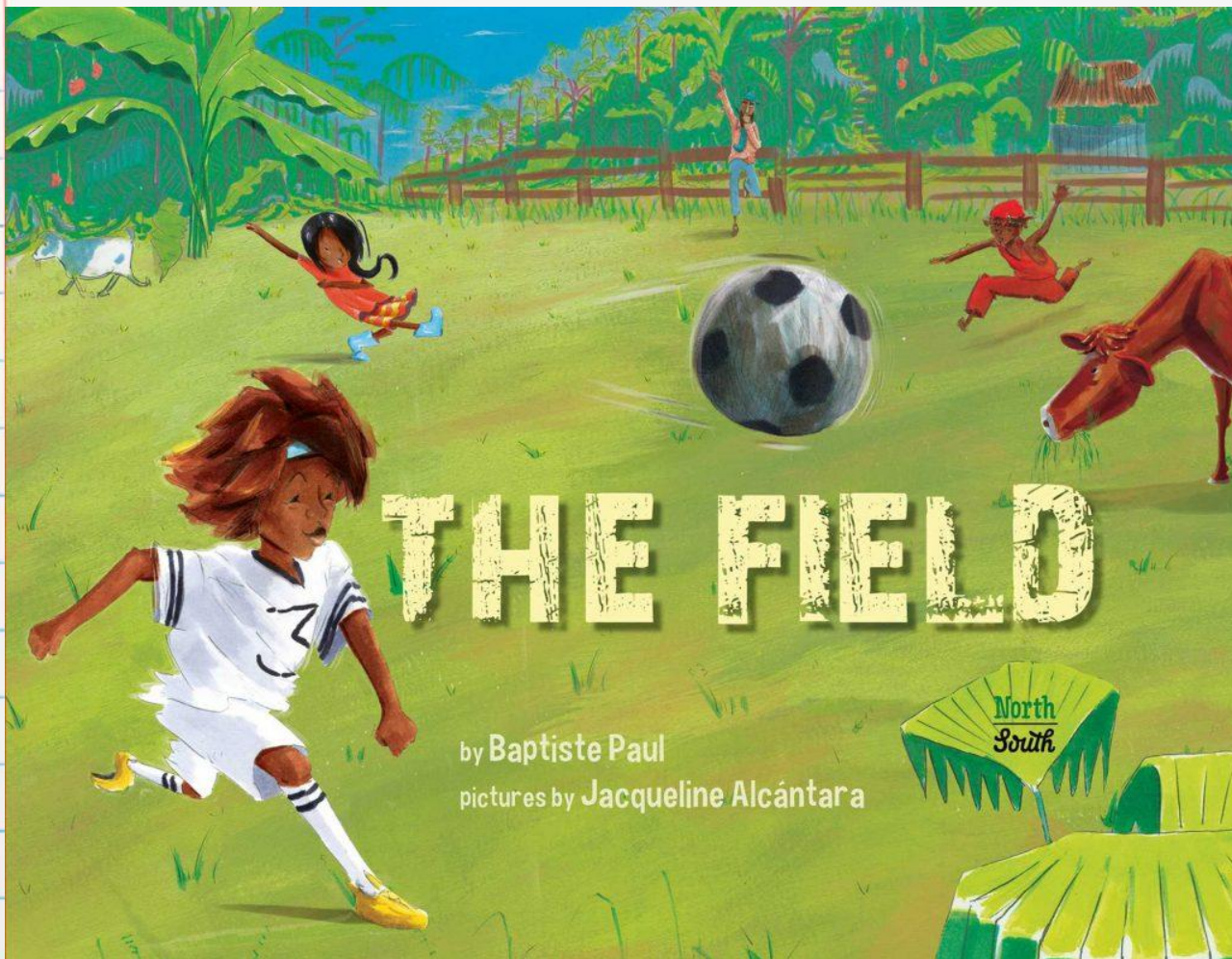
Camila stopped Mrs. Bernard who always sold them fat empanadas after school. "Mrs. Bernard, what do you remember most about the island?"

"Why, the music, of course! The whole country is like the inside of a guitar. Like the inside of a drum."

"You mean like our neighborhood?" Lola said. The neighborhood had so much music it was like a radio with the dial broken off.

"On the island there's even more music! There's more music than air! And everyone is always dancing, even in their sleep people dance."

"Sleep dancing!" Lola sketched.



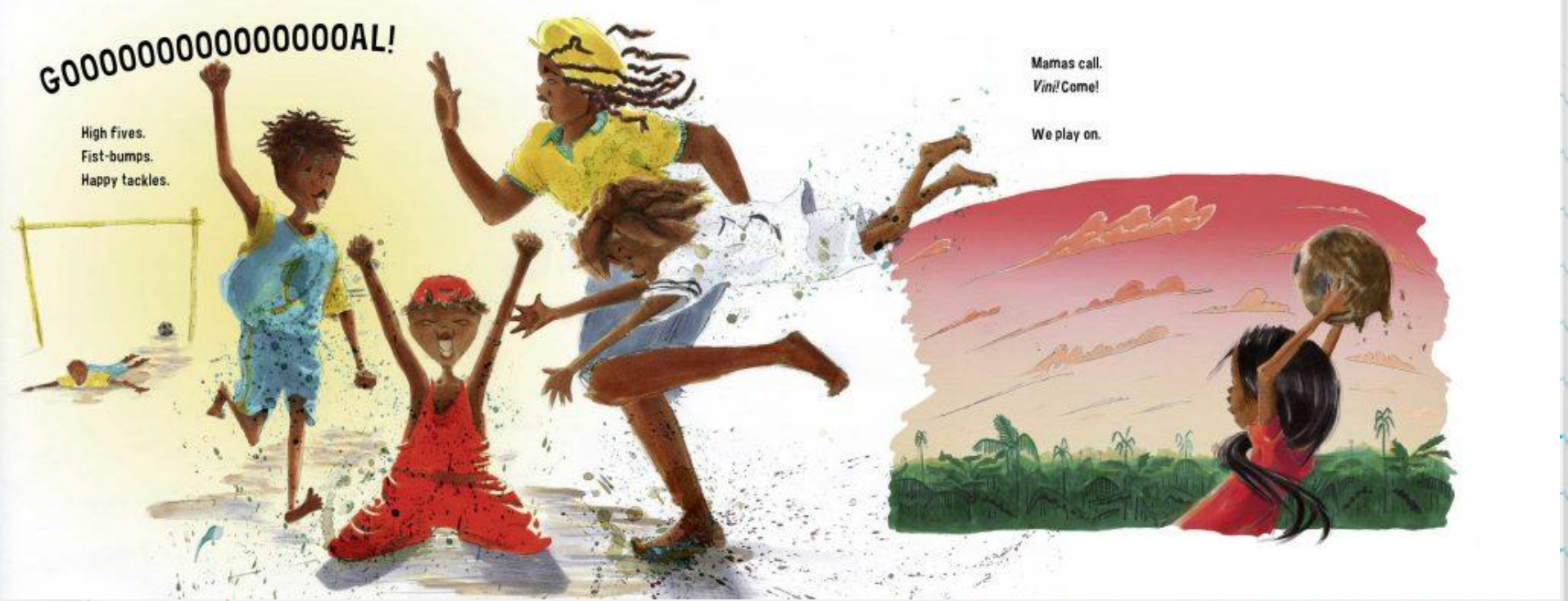


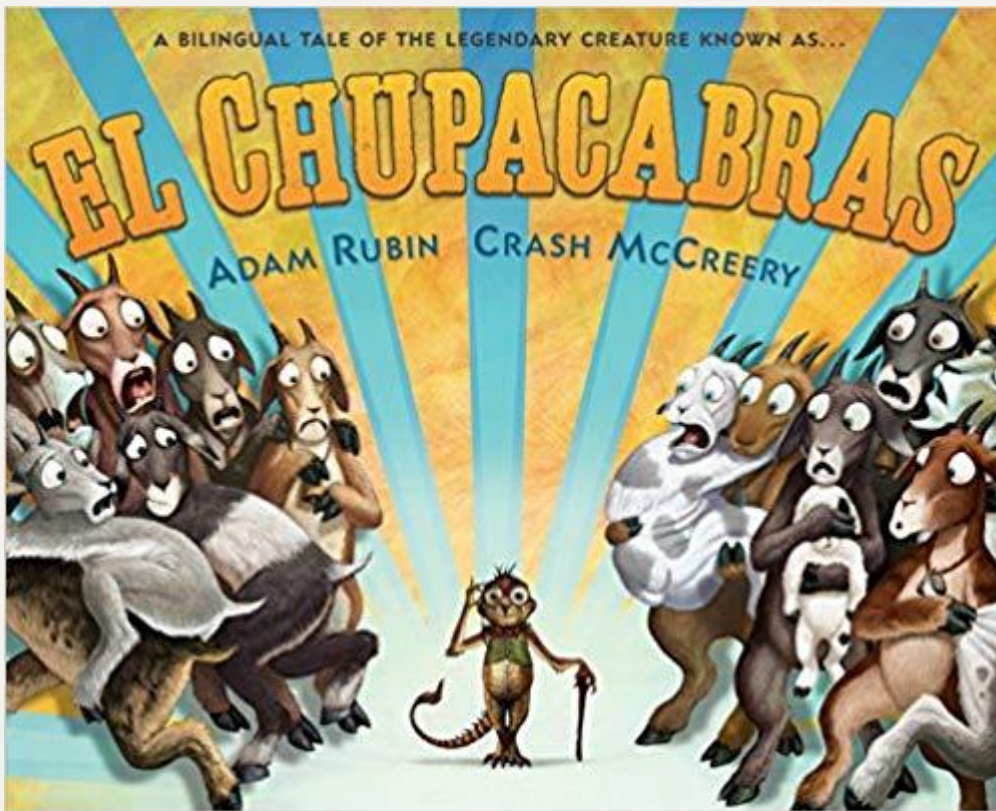
GOOOOOOOOOOOOOOOOAL!

High fives.  
Fist-bumps.  
Happy tackles.

Mamas call.  
*Vin!* Come!

We play on.





Rubin has generously pledged to donate his proceeds from *El Chupacabras* to the Hispanic Federation in support of the Educational Programs and Puerto Rican hurricane relief.

“I decided to tell this story in an unusual way to explore the beauty of harmony,” says Rubin. “It’s easy to dismiss the unfamiliar, but compassion takes a little more effort. With so many people trumpeting the ignorances of separation right now, it’s more important than ever to teach kids that there is more than one way to understand the world.”

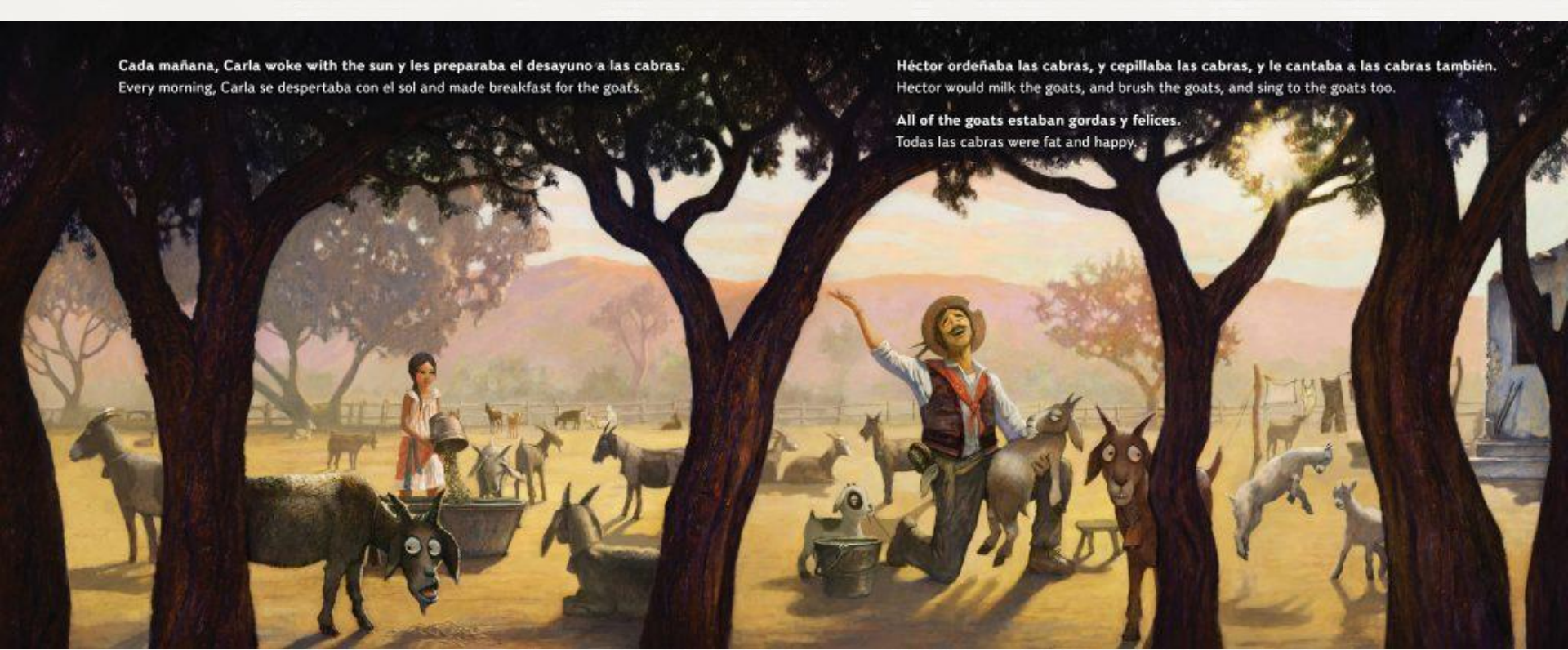


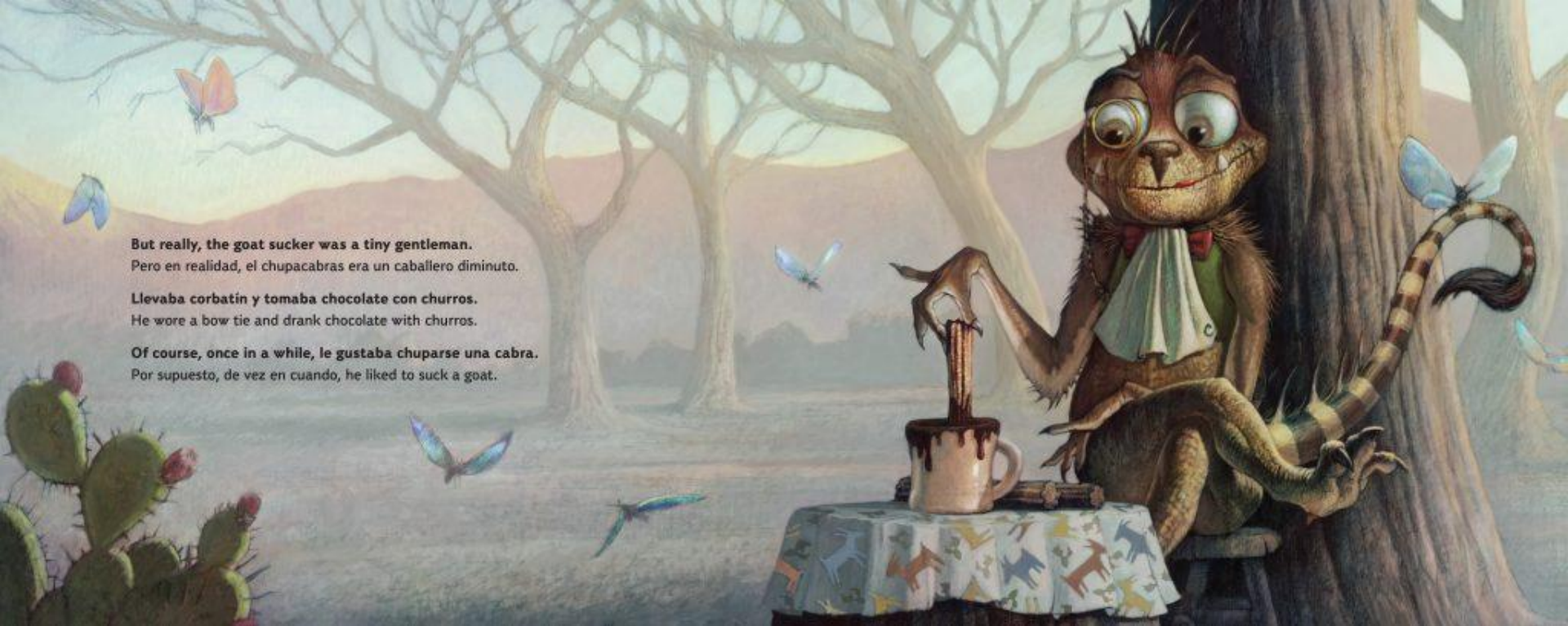


Cada mañana, Carla woke with the sun y les preparaba el desayuno a las cabras.  
Every morning, Carla se despertaba con el sol and made breakfast for the goats.

Héctor ordeñaba las cabras, y cepillaba las cabras, y le cantaba a las cabras también.  
Hector would milk the goats, and brush the goats, and sing to the goats too.

All of the goats estaban gordas y felices.  
Todas las cabras were fat and happy.





**But really, the goat sucker was a tiny gentleman.**  
Pero en realidad, el chupacabras era un caballero diminuto.

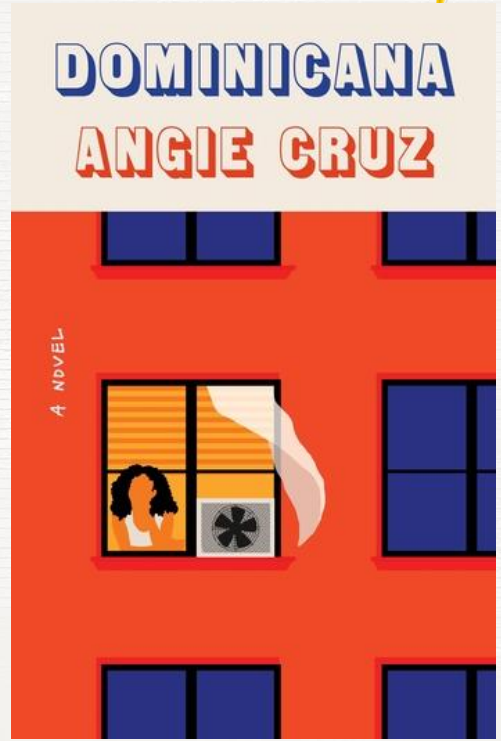
**Llevaba corbatín y tomaba chocolate con churros.**  
He wore a bow tie and drank chocolate with churros.

**Of course, once in a while, le gustaba chuparse una cabra.**  
Por supuesto, de vez en cuando, he liked to suck a goat.



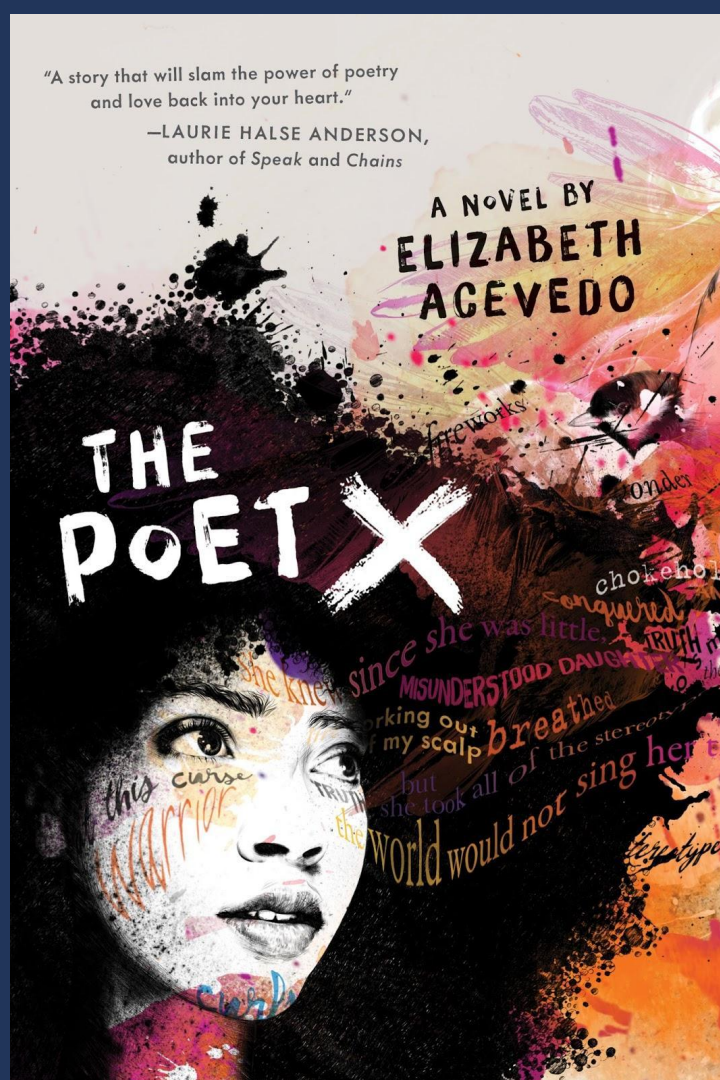


The Brief  
Wondrous  
Life of  
A Novel  
Oscar Wao  
Junot Díaz  
Author of Drown



# Stoop-Sitting

The summer is made for stoop-sitting and since it's the last week before school starts, Harlem is opening its eyes to September. I scope out this block I've always called home. Watch the old church ladies, chancletas flapping against the pavement, their mouths letting loose a train of island Spanish as they spread he said, she said. Peep Papote from down the block as he opens the fire hydrant so the little kids have a sprinkler to run through. Listen to honking cabs with bachata blaring from their open windows compete with basketballs echoing from the Little Park. Laugh at the viejos—my father not included—finishing their dominoes tournament with hard slaps and yells of “Capicu!”





“There is no greater agony than bearing an untold story inside you.”<sup>99</sup>

— Maya Angelou,  
Author and Poet

**2.**

Impact classroom practice by guiding students to create culturally responsive product that is authentic to their lives.







*How do you say  
empanada in  
English?*

## EXAMPLE

Yesterday, Mama' arrived from the DR. We don't call her abuela, she says she is too young to be called that.

"Cion Mama" out of respect I ask for bendiciones.

"Que dios te bendiga" she responds.

An automatic greeting, asking for blessings because that is polite.

It is not limited to mama, but to my tios and tias, even if some are not part of the family, but because I am younger, it is a way that I show respect.



## ANOTHER EXAMPLE

One day, mi mama made garnachas. Garnachas are a type of guatemalan food. Garnachas have tortilla, carne, y salsa. Mi mama le gusta la garnachas, that's why mi mama hace muchas garnachas. Usually mi mama hace muchas garnachas for my family. Mi familia always love when my mom do las garnachas.



## IT IS NOT ONLY SPANISH

When my sister comes to pick me up from school, we greet each other by saying "assalamualaikum".

When we arrive at the house, we both say "assalamualaikum". After my sister and my brother come home (older siblings, I'm the youngest so expect everybody that I talk about to be older than me) and I say "assalamualaikum am aj achu din tha" asking about his day.

We are respectful to each other, it is part of our religion.





## IT IS NOT ONLY SPANISH

I see my mom, every Friday at the end of the day. I say "hello Ammy engena onde" (which means "hello mom, how are you doing?"), then my mom says "Hello". After school, we usually walk to my ummichy, which means grandma. When me and my mom get there, she usually has dosa for me. My velyepa, grandpa, takes me to Mcdonalds sometimes on Fridays too. On Fridays, I usually sleep at my ummichi's house. Sometimes I play with my uncle, I call him 'couch appa', we usually play video games together.



**3.**

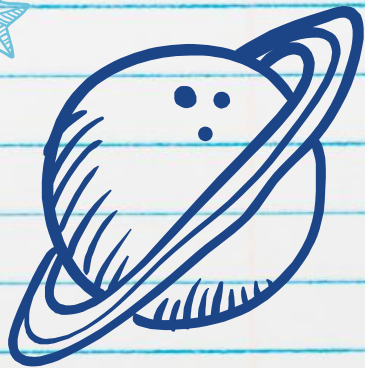
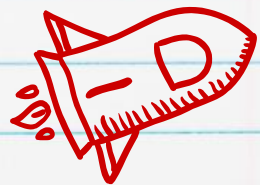
- ✿ Develop skills and confidence for engaging in and facilitating critical conversations about language.

“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community — and this nation.”

— Cesar Chavez,  
Mexican-American farm worker and  
activist



TEACH CHILDREN THAT  
SPEAKING A SECOND  
LANGUAGE IS A GIFT



“A lot of different  
flowers make a  
bouquet.”  
-Muslim Proverb



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*Any questions?*

*You can find me at [lbrea@nredlearn.org](mailto:lbrea@nredlearn.org)*

# CREDITS

Special thanks to all the people who made and released these awesome resources for free:

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