Collaborative Translanguaging and Transmodal Literacy Practices

Research has shown the benefits of peer interaction to scaffold learning in relation to disciplinary literacies. I extend the knowledge of these studies and examine peer interaction and the affordances it creates when emergent bilinguals (EBs) engage with multimodal texts in content areas to make meaning of these highly skilled literacies. In here, I focus primarily on discourse analysis when EBs collaborated by designing, producing, and distributing a multiplicity of texts. I found how translanguaging and transmodal collaborative structures support learning processes and comprehension to make sense and contextualize disciplinary knowledge. A dynamic and recursive translanguaging pattern emerges where the introduction and contextualization of knowledge happens in Spanish, the interaction is mainly in English, and the creation is in both English and Spanish. I finalize by demonstrating the affordability of these collaborative structures for understanding the content areas, in particular science, and promote Spanish.

Dr. Lucía Cárdenas Curiel examines literacy practices that authentically engage culturally and linguistically diverse students in the classroom and support their academic success in schools. Her work explores the relationship between language, literacy, and the use of a variety of texts to understand how young learners build knowledge in different subject areas, in particular Latina/o bilingual children. Her interests include using multicultural literature in the elementary classroom to discuss issues of social justice and identity development. She also studies language practices in community settings to introduce innovative pedagogical practices in the elementary classroom. She engages in preparing preservice and in-service teachers for culturally and linguistically diverse settings.