Effectively Enabling Translanguaging in the Classroom

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EFFECTIVELY ENABLING TRANSLANGUAGING IN THE CLASSROOM

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A capstone project submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Teaching.

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“When a language dies, a way of understanding the world dies with it, a way of looking at the world.”

-George Steiner
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CHAPTER ONE

Introduction

The American education school system has a storied past with students who are identified as English Language Learners (ELLs). Throughout history there has been power in language, and promoting an English-only education has been a popular narrative. Historically, Americans have implemented the requirement of learning English through English immersion programs with the Native American, Hawaiian, Alaskan Native, as well as other indigenous people all throughout North America. As recently as the 1970s, Native American people were taught in English-only schools, and there were little to no compromises made for these students to ensure their learning and success. It was not until the 1990s that programs were created to sustain the languages of the Native American people and to give these students the freedom and autonomy over their culture and language (Collier, 2019). This is a reality that educators and ELLs have continued to grapple with in school. The reality is that as recently as the 1990s Native American people’s languages were just starting to be validated and normalized in the school system. The American public school system needs to make strides in order to ensure that every single language in a public school system is validated and recognized in order to truly reflect the linguistic, ethnic, religious, and cultural diversity of the school community. This leads to the concept of translanguaging, which is “the theory that posits that bilinguals have one unitary language system that enables them to use all the language features fluidly. It also refers to the pedagogy that leverages that fluid language use” (García, Johnson, and Seltzer, 2017). With
these concepts in mind, I came to my research question: *how does an educator effectively implement translanguaging strategies in a classroom?*

This chapter explored the research question as well as my own personal journey. Ultimately, this chapter emphasized the importance of translanguaging and the rationale necessary to create a project that incorporates translanguaging. I also provided the context and rationale for doing this project while I communicated how the project may benefit bilingual and ELL students as well as the educators that have chosen to implement the project.

**My Journey**

When I first started teaching ELLs I had absolutely no idea what to expect from the teaching experience. I obtained a limited license and decided that I would try teaching, and if I did not like it I would leave at the end of the school year. When my first year was completed, I found my passion in teaching ELLs.

During my first year of teaching I was highly anxious, I had no training going into the classroom. I always say that I fell into my education career, I had a Bachelor of Arts in English Literature, experience working for a corporate retail giant, and after being burnt out my friend told me that there was a job available at her school teaching English Language Learners. I interviewed for the job and got a variance license for my first year of teaching completely with the mindset that if I did not like or was not a good teacher I could find a new job at the end of the school year. I walked into my classroom without any previous teaching experience, taking one day at a time and truly doing my best. I had a lot to learn that first year: I learned about my students, their cultural and linguistic communities, and the history of their people in the area. I had to create and modify a curriculum that best suited my students’ cultural and linguistic needs.
While this was happening, I was always thinking of what I could do and how this could help me be a better teacher. I was constantly checking my privilege and thinking about how I did not reflect my students racially, linguistically, in terms of religion, or even many shared experiences. Even with those contrasts I was determined to ensure that all of my students felt validated in their language learning experience, not just learning English but also valid in their native language experience.

Year after year I became more and more flexible with my students, giving them different methods of assessing their knowledge. For example, to get credit for taking notes, students were allowed to write in their native language, but were expected to take the test in English. As these practices were enabled in the classroom I saw the anxiety that my students had about learning English start to fade. My students started to feel empowered in my classroom, and in school, to not only make mistakes but also to learn from those mistakes. The students in my classroom started to become more and more bold not only in my classroom but in their content classrooms. I remember when I was teaching in my first year I was co-teaching in a middle school science classroom and the students had to do a project and had the option of creating a poster to hang out in the school or create a powerpoint project and present it to the class. Many of the ELL identified students did not feel comfortable speaking in front of the class due to their feeling of a lack of academic English skills, however, I had a few students who were in my ELL level 1 class (students identified with the least amount of academic English skills at the beginning of the school year) who decided that they wanted to give the presentation in front of the class. It was a proud moment for these students, and it was not to say that their presentations were grammatically perfect or that they did not make any mistakes when giving their presentations.
However, because they felt empowered because their first language was validated in the classroom during the creation of their projects. The students were encouraged to find material that they understood, no matter the language that it was in, however, it was made very clear that the expectation of this project would need to be in English and they were welcome to ask questions and get help from me and the science teacher with that. It was a moment that I could see the mental shift in my students start to change, for so much of their academic life they had felt inadequate largely due to their lack of English language skills in a school setting and they started to shift towards a space where the other languages that they would use to speak with families, read their favorite books in, watch movies in, listen to songs in, and write in were seen just as valid as English.

This wonderful classroom environment was not without protest from coworkers, and at times, administration. I was told that as an ELL teacher it was expected of me to teach my students English and that by allowing them to take notes in their native language or have a curriculum reflect the culture of my students that I could have been doing my students a disservice. They believed that I was potentially holding these students back, that the students would not be able to learn English, do well in school, and be able to achieve their dreams, whether those dreams were going to college or getting a job. I pointed to research that showed that when students are strong in their native language skills, their English language skills will follow. Still, as I grew in my teaching practice and collaborated with other educators not everyone was open to my progressive lens, which was rooted in research, of teaching ELL students. Many of the teachers who were once ELL students themselves doubted my method of teaching as they were taught through the historical norm method of English-only instruction,
which was and still is viewed as the norm in the public school system. Other teachers were overwhelmed by teaching ELL students; they had not previously taught ELL students, or did not go to a school where there were any ELL students, so they did not know what to do and panicked when students did not follow the mandated “norm.” Of course there were teachers who were happy to try new and different methods for teaching ELL students and were open to allowing the students to take notes for a test in the language that worked best for them. These were baby steps moving toward translanguaging, but they were important steps that allowed me to see the significance of a student maintaining their native language as they learn a new one.

As the school year moved along it was clear to me that my students were gaining confidence in their English language skills while at the same time maintaining their native language skills. It truly seemed like the best of both worlds for my students in regard to their cultural pride as well as academic success. As I watched my students grow, it made me reflect on my own family’s linguistic and cultural history. I myself, am a third generation Finnish-American citizen; my great-grandparents immigrated to the United States in the 1920s. Like many other immigrants, my great-grandparents came to the United States in search of a better life for their children and themselves. My grandmother was raised as a bilingual person, communicating both in Finnish and English. She spoke and wrote in Finnish at home with her parents but in school she spoke and read in English. As time went on she primarily spoke in English and continued to speak in Finnish with her parents, as they never learned English. When my father and aunt were born, my grandparents made the choice to not teach them the Finnish language, mostly because they lived in the United States and everyone around them primarily spoke English. Another part of this decision was my grandparents’ concerns about the social and
academic impact of their children being actively bilingual in a primarily English space. My father and aunt, of course, picked up on Finnish words from their grandparents and would routinely code-switch between Finnish and English by borrowing words. For example, they would call their grandmother “äiti” (mother) and their grandfather “pappa” (grandpa). When I was born, much of that code-switching was lost due to lack of use after my grandparents passed away.

However, there are a few things that my father passed down to me as a child and stuck with me. For example, a traditional Finnish bread made with the cardamom spice I called “pulla,” which translates to “bun.” Apart from the few words and phrases, linguistically, not much else was sustained through my great-grandparents’ immigration and the ultimate assimilation of their children into American culture. Currently, as I consider my own family’s linguistic journey in relation to the linguistic journey of my students, I think about how the ties to my Finnish culture would be different if the language had been maintained from my great-grandparents to my grandparents to my father and to my brother and me. There is no doubt that those Finnish language skills would empower me to be bilingual today versus the language skills I currently possess. I might even find a greater pride and connection in my family’s history and culture because those Finnish language skills were passed down and viewed as important and essential throughout my family’s history.

**Translanguaging**

I started researching translanguaging because I observed my students using their native languages in my classroom when they were first talking with one another about non-academic topics. I was pulled further into the theory of translanguaging when the students were working on
a group project and did all of the planning in their shared native language but yet produced the project fully in English. Immediately I thought about the linguistic experiences of my family and the opportunities lost for my family’s language, I found it more important than ever to encourage my students and their families to preserve their native language. I could understand the regret and sadness that is felt when a familial language is lost, when books are passed down and they are no longer able to read the language or when stories are lost in translation from one language to another. It is no small issue and one that is worth repeating, that only as recently as the 1990s, Native American people were starting to have their languages validated and recognized in the American school system. When I examined my teaching practice with my students, who primarily came from East African cultures and were first generation Americans either born to immigrant parents or going through the immigration process themselves, I did not want to do disservice to these children by assisting in erasing their native language as well as pushing a perspective that English is better than other languages, as has historically happened to students identified as ELL.

Effective education of ELL students and translanguaging pedagogy requires educators to create an awareness of language variation and bilingualism, as well as finding different ways to push back on the linguistic and cultural norms in a classroom and school in order for the ELL students to succeed (Wright, 2015, p. 40). These norms of translanguaging empower the ELL and bilingual students in a classroom to view their native language as valid and worthy of academic recognition.

Creating an environment where students feel that their native languages are valid is an essential aspect to explore because as we look at the history of teaching ELL students in
American public schools, as educators, we know that our schools are only becoming more and more linguistically diverse. We know that as the different languages show up in our classrooms we are given an opportunity to change how we view these different languages, we can push forward with English only education having students lose their native languages and their linguistic skills. Or, we can see that we have done this in the past and it has not been as effective as we hoped and we can move forward and embrace the native languages of our students and view them as an asset in the classroom. By taking a hard and sustained look at the linguistic assets these students have from their native language, we are allowing the students to be empowered not only in the traditional western sense but also in their own language and culture which might not reflect the majority of America, their community, their teachers, their classrooms, or their classmates. When implementing a translanguaging pedagogy, educators are allowing the multilingual students to see their own language as valid and worthy. This will allow the students to be more engaged in the material and to gain valuable knowledge from it.

Scholars have stated that whenever someone is learning and they are able to connect to the material, it becomes even more rich in context for the learner. The aspect of translanguaging is meant to boost that learning aspect for all students in order to fill a deficit that has been in the American education system since ELL programming first began. Olivia Mulcahy works directly in helping schools and classrooms and the implementation of translanguaging into classrooms (2018). Mulcahy (2018) asserted that it is possible for any program to implement translanguaging in which students are allowed and emboldened to use their entire linguistic range to create meaning and express themselves in an academic setting. This implementation of translanguaging is a bold step for many ELL and multilingual students to engage in, therefore,
the educator does need to create an environment where the student feels comfortable to engage in this activity as well as feeling supported.

**Summary**

In this chapter I presented my rationale and guiding question for my capstone project. I provided an explanation to the theory of translanguaging as well as a brief overview of the impact of English-only education on linguistically marginalized groups of people throughout history. I exemplified the linguistic and cultural importance of people who speak languages other than English preserving their native languages while they are learning English. I also touched on the values of the American education system when it comes to deemed superiority of English in academia.

Given the capstone question, *how does an educator effectively implement translanguaging strategies in a classroom?* I explored the different facets of translanguaging in chapter two’s literature review. Chapter two begins by examining the differences and similarities between code-switching and translanguaging as the two linguistic methods are often confused and interchanged with each other. Chapter two then moves into examining ideologies of people who advocate for translanguaging, primarily in an academic setting and the ideologies of people who advocate against translanguaging. This gives a balanced view of translanguaging with all of the challenges and successes of the linguistic method being out in the open. I then investigated the translanguaging pedagogy. I ended with this topic because it directly related to my capstone question and it is an aspect of translanguaging that is a largely unknown area for educators and administrators.
Chapter three is the description of the project that I created. I explained my project in detail giving rationale for the different parts of the project. I explained the professional development along with the website that was created in order to support and implement a translanguaging classroom. I used the research from the chapter two literature review to support my creation of the project. I looked at how the project will support not only the educators who engage with translanguaging but also how the project will support the students that are in the classroom and school that uses translanguaging to empower students of all linguistic backgrounds.

Within chapter four I reflected on the project as a whole, I examined how the literature review influenced the creation of the project as a whole. I delve into the implications of the project of translanguaging in the classroom as well as the possible limitations of translanguaging in the classroom and the affected parties of both of these different scenarios. I examined the policy implications of the project that I created and how that would possibly impact a school and learning community. Finally, I considered how the project might be a benefit to the education profession, specifically a benefit to the education professionals that interact with bilingual students on a regular basis.
CHAPTER TWO

Literature Review

Introduction

This literature review delves into the current research of translanguaging in regards to students who are identified as English Language Learners (ELL). The purpose of this project is to create a website along with professional development that will guide educators into implementing translanguaging into their schools and classrooms. This literature review examines the question: how does an educator effectively implement translanguaging strategies in a classroom? The first section of this literature review focuses on the differences and similarities between translanguaging and code-switching. This is essential to understanding translanguaging, as the two linguistic methodologies are often used interchangeably, although code-switching and translanguaging are not inherently the same linguistic tool. Ensuring that code-switching and translanguaging are both clearly defined will make the project clear to both educators and readers. The second section of this literature review focuses on those who have advocated for translanguaging and those who have discouraged the progression of translanguaging pedagogy and classroom integration. This is necessary to highlight because the implications of translanguaging have been debated within the education field, and in order to fully implement translanguaging in a classroom, one must fully understand multiple perspectives and be able to articulate one’s own rationale. The third and final section of this literature review has concentrated on the landscape of translanguaging pedagogy. A focus on translanguaging pedagogy is necessary for exploration because translanguaging pedagogy has become more and
more common, not only in English Language Learner (ELL) classrooms but will inevitably move to the content classroom as the amount of ELL students increases within K-12 education. The impact of translanguaging is most widely felt in an ELL classroom with ELL identified students as they are visible as bilingual or even multilingual in the school community. However, translanguaging has the potential to impact the general education classroom based on the number of bilingual students in any given classroom. Translanguaging pedagogy has also impacted the end product of this project and therefore having a deep and thorough understanding of it is vital. The goal of this literature review was to answer the question: *how does an educator effectively implement translanguaging strategies in a classroom?*

**Translanguaging versus Code-Switching**

Code-switching and translanguaging are often compared to one another, and while it is true that they share many features the two practices are not inherently the same process. Code-switching is a process that is largely orally based and intended to connect with other people who speak the language that they have in common and is a largely unconscious process that the speaker has the ability to move into. Many times one has heard bilingual or multilingual students alternate between more than one language, this is largely dependent on the situation that the speaker is in. This has been identified as code-switching (Coronel-Molina, Samuelson, 2016). Code-switching has been largely used in oral discourse to signal to the people surrounding them that they are able to connect with them. Researchers on code-switching have investigated a variety of factors to understand why multilingual people use this linguistic tool. Many of these factors have included social and political norms as well as social identity and emotional factors. (Wardhaugh & Fuller, 2015). The fact is that code-switching has become a skill that all people
who communicate orally with others use. This is because at times, a formal dialect or language might be needed or a different language altogether. People that speak languages follow different codes when they are speaking to their family, friends, coworkers, teachers, and whenever this shift is made between dialects this results in code-switching (Woolfolk, 2014, p. 203).

Both code-switching and translanguaging involve a process using two different languages or dialects, however the distinction between the two is subtle and essential to understand the movement of translanguaging pedagogy within a school and classroom. When looking at the history of code-switching, one is presented with the many different categories of code-switching. Historically, code-switching has been categorized between situational code-switching and metaphorical code-switching. When a person is using situational code-switching they are changing the type of language depending on the situation that they find themselves. That is, their language is a direct response to their surroundings, both location-wise as well as socially (Wardhaugh, Fuller, 2015). This is juxtaposed with the concept of metaphorical code-switching, which is defined as having “an affective dimension to it: the choice of code carries symbolic meaning, that is, the language fits the message” (Wardhaugh & Fuller, 2015, p. 98). Code-switching is largely seen as an unconscious process that bilingual and multilingual speakers engage within in order to establish community and connection with other speakers of the same language(s).

Historically, code-switching was much more common throughout the linguistics field and was researched to a greater extent than translanguaging. This is not to say that one linguistic method has been granted superiority over the other, it is just to say that it is the most common term that linguists had to identify shifting between two languages or dialects. Code-switching
most commonly investigates the borrowing and transferring from one language to another language in order to communicate with someone else who shares that language (Cahyani, 2015).

Conversely, translanguaging was coined in the 1980s by a Welsh scholar of education, Cen Williams who cited the systemic use of using more than one language for teaching and for learning (Lewis, Jones, & Baker, 2012). When translanguage is examined it does share many similarities with code-switching but ultimately is not the same linguistic skill. While code-switching has focused on the borrowing and transferring of language from one language to another, translanguaging, instead, focuses on the complicated language practices of multilingual people and groups as well as the educational practices that use these native language skills in an academic setting (García, Johnson, Seltzer, 2017). Translanguaging is a skill that educators have the potential to build upon using the home languages of their students. For a student to have the translanguaging skills to implement this into a classroom, the linguistic proficiency and linguistic performance of the student must be examined. Because translanguaging differs from code-switching where language transferring is occurring in order to ensure that students will benefit from translanguaging, these nuances of literacy must be examined (García, Johnson, Seltzer, 2017).

Often translanguaging is referred to as responsible code-switching, meaning, the individual doing the translanguaging is well aware of the languages that they are moving in between. Translanguaging can be thought of as responsible code-switching because there is a clear and direct path and goal within the linguistic goal of translanguaging (García, Johnson, Seltzer, 2017). Very often, translanguaging has been viewed in a more academic lens, while code-switching has been viewed as much more personal and relational. Translanguaging relates
largely to the identity of the bilingual speaker and how they identify within the realm of language (García, Johnson, Seltzer, 2017). As we look at the role of translinguaging in the classroom and how it relates to the etymology of the word translinguaging itself, the word refers to the ability to input information in one language and produce the output in a different language entirely (Lewis, Jones, Baker, 2012). Therefore, translinguaging not only examines the identity of the bilingual student but also the language performance which pushes towards the question *how does an educator effectively implement translinguaging strategies in a classroom?*

**Advocating in Favor of Translinguaging and Advocating Against Translinguaging**

As stated earlier in this literature review, translinguaging is closely related to code-switching. Code-switching has had a copious amount of positive research rooted in the skill, citing the knowledge the cod-switching does not occur due to the speaker not knowing how to communicate in English but instead as a signal to their peers (Park, 2013). This directly impacted the overwhelmingly positive perception of the translinguaging pedagogy and skill. However, it is still important and necessary to acknowledge that there are scholars who are opposed to the concept of translinguaging. In this section the positive and negative perceptions of translinguaging are analyzed and synthesized.

There are many different perspectives on translinguaging pedagogy as well as the translinguaging classroom. The ideals of English being the superior or essential language to communicate academic sources and sharing ideas is not restricted to a K-12 setting but also exists within higher education (Pérez-Llantada, 2018). This idea that English is the superior language within any academic or field of success is what many people who are in support of translinguaging are pushing against. Creating an education environment where students view
their native language as an asset as opposed to a hindrance inherently challenges the monolingual American education environment has created. This is a strong aspect of translanguageing that no doubt pushes against the norms but ultimately is created to empower bilingual students (García, Ibarra Johnson & Seltzer, 2017).

Many find that translanguageing in classrooms helps promote positive effects from the students as well as a positive classroom environment. Translanguageing has an immediate impact on the personal identity of the bilingual students as well as their social-emotional development and even their view of social justice not only in the classroom but also their community (García, Johnson & Seltzer, 2017). Much of the research and academic dialogue about translanguageing is overwhelmingly positive, although there are challenges that face the translanguageing classroom and mindset. Translanguageing classrooms help to create a space for multilingual students to create a safe and positive space where not only English is valued but also the plethora of other different languages are spoken. Vaish (2019) points out in the article Challenges and directions in implementing translanguageing pedagogy for low achieving students that

In the case of Singapore the challenges faced by researchers included superdiversity in the classroom, culture of pedagogy and negative attitudes towards the Mother Tongue. As students come with multiple linguistic backgrounds and the teacher is likely to be bilingual in only one pair of languages, using the home language of the child in the Singapore classroom requires that the class must be broken up into as many groups as there are languages in the classroom. (Vaish, 2019, p. 287)

This exemplifies the glaring reality of translanguageing, that translanguageing in a classroom takes work and sustained effort throughout the classroom. The struggle in translanguageing in a
classroom is similar to the struggle that many find whenever implementing new pedagogy or a classroom management system. The buy-in for translanguaging from the educator, students, as well as education administration is essential in order for translanguaging to thrive in a classroom and school environment. Often, in many academic classrooms where multilingual students are present, English is seen as the dominant language translanguaging “...requires that educators abandon what are often firmly held and widespread beliefs about the purity of language” (Wardhaugh & Fuller, 2015, p. ?). While there are limited academics that are opposed to the concept of a translanguaging pedagogy there are some harsh critics of how translanguaging is possible in a classroom setting. It has been pointed out that the translanguaging pedagogy moves into a political territory where the desired effect is that the students will in turn change the cognitive and social structures around them (Jürgens, 2018). This is viewed by some as a negative repercussion of translanguaging as it should not be the goal of the educator to have the students be implicated by political and social structures in the public school classroom.

While it is true that it is not the goal of the educator to radicalize their students in a translanguaging environment it is undeniable that the demographics of the public school classroom are linguistically changing. It has been shown that students that enrolled in a school that follows a monolingual instruction then a large amount of the knowledge and linguistic abilities of the students who are multilingual are not allowed to use all of their inherent knowledge (Lin, 2018). When students are not able to tap all of their knowledge then it is clear that the teacher cannot ethically assess them at that point. One would not ask a student who happened to already learn the content but in a different setting to not use the skills that they learned in that previous lesson. It would ultimately be unfair and unethical of any educator to
state that the student cannot use their prior knowledge. When students use their native language (L1) in the classroom to even verbalize and summarize the knowledge that is presented to them in a language other than their native language they are able to access the knowledge in their L1 (del Carmen Ramos Ordóñez, 2018). This allows the students to not only validate their knowledge that they may have gained in their L1 but also emphasizes that their language is valuable in the learning process in an English language setting.

Those who have advocated for and against translanguaging grappled with the best way to educate bilingual students in order to encourage these students to gain their linguistics skills. How does an educator effectively implement translanguaging strategies in a classroom? The responsibility of the educator is clear that when students use their native language in the classroom they would be utilizing their linguistic skills. In this process they tapped into their diverse linguistic skills in order to transfer these skills into their academic life.

Translanguaging Pedagogy

Pedagogy is what drives an educator in their daily lessons and interactions with their students. This is not to say that a great teacher does not develop strong routines and relationships with their students. However, it is to say that pedagogy is an essential part of the classroom in order to ensure that the mandated state standards are enforced. The educational programming for ELLs in the United States did not begin until the 1960s so much of pedagogy and curriculum is not as developed as other content areas much of this due to desegregation (Gollnick, Chinn, 2013). ELL students are currently identified as the quickest growing population of students in the United States public school system (McKeon, 2005) When observing ELL and multilingual pedagogy it is no wonder that there is a lack of resources for educators and students. As the
population of ELL students grows in the United States public schools, so does the need for a pedagogy that enables all of the different literacy skills that ELL and multilingual students possess. The reality is that many students use translanguaging throughout their day to day in an educational setting and they are not encouraged by their teachers to do this (Canagarajah, 2011).

It is essential for educators to create an environment where the educators are learning from the students instead of telling the students how to use codemeshing and translanguaging skills (Canagarajah, 2011). As translanguaging pedagogy is examined it is fundamental for the reality of the diverse linguistic and cultural backgrounds of students who have the ability to thrive in a translanguaging pedagogy environment. When approaching translanguaging pedagogy it is necessary to remember that there is not one pedagogy that will ever be perfect for each student in the classroom. It would be irresponsible of the educator to assume that because they are using a translanguaging pedagogy that every student will respond exactly the same and develop their language skills at the same rate. Much of the translanguaging pedagogy that is now available for educators to implement is very much dependent on the fact that the teachers will need to fill much of the gaps in order to make the pedagogy relevant for their students as well as fulfilling specific standards dependent on the state (García, Johnson, Seltzer, 2017). While there are guides much of the work is placed upon the educator to find the way that best functions for their classroom. A translanguaging pedagogy is very much built by combining together the students’ translanguaging achievements and the teacher’s own translanguaging pedagogy (García, Johnson, Seltzer, 2017).

Different Types of ELL Classrooms
Translanguaging pedagogy is a direct response to ELL education in the United States. Many schools that provide ELL instruction fall into one or more of four different programs. These programs are labeled as follows: push-in, pull-out, dual language and/or transitional, and co-teaching classroom (Wright, 2015). Each program has benefits and challenges when it comes to educating ELL students. In a push-in ELL program the ELL students receive direct instruction from the ELL teacher in the content or mainstream classroom. In the pull-out model the ELL student leaves their content or mainstream classroom to receive direct ELL instruction from the ELL teacher. In a dual language/transitional program ELL students are taught in their native language as well as English and as their English language skills increase the students are gradually pushed to the mainstream content classes that are taught totally in English. In a co-teaching classroom the content teacher and ELL teacher collaborate on creating lessons and teach those lessons in tandem. Within all of these models translanguaging is something that tends to naturally occur with the students. Translanguaging happens without intentional planning from the teacher, it is often a mode that ELL and multilingual students flip into in order to develop their understanding of the content (Canagarajah, 2011).

In each of these classrooms it is possible for meaningful translanguaging pedagogy to occur, however, it does need to come from a place of intentional planning and come from all teachers involved. There is not necessarily any one right or wrong way for a translanguaging classroom to look when it comes to the different models of ELL classroom settings (García, Johnson, Seltzer, 2017). However, it most naturally occurs in a pull-out setting. This is because the teacher has the ability to ensure the environment of the room and to make it so that all of the students feel validated. When a teacher is pushing in to a classroom or co-teaching it requires
that the other teacher is on board with this method as well as the other students in the room that might not be multilingual students. This could present a challenge not only to the students but also to the classroom teacher as well.

**What is a translanguaging classroom?**

Translanguaging has the ability to occur in any classroom where the students speak a language other than English, not just the ELL teacher’s classroom. However, it is historically common for translanguaging pedagogy to occur in ELL classrooms as they are the classrooms where bilingual students might feel the most comfortable and more than likely have the highest ratio of bilingual speakers (García, Johnson, Seltzer, 2017). The purpose of a translanguaging classroom is broken down into four different aspects by García, Johnson, Seltzer (2017) as the following:

1. Supporting students as they engage with and comprehend complex content and texts
2. Providing opportunities for students to develop linguistic practices for academic contexts
3. Making space for students’ bilingualism and way of knowing
4. Supporting students’ bilingual identities and socioeconomic development (García, Johnson, Seltzer 2017, p. 7)

They argue that the implementation of a translanguaging pedagogy enacts these four different supports for multilingualism. Enacting these four different aspects allows students to not only grow their native language skills but it also allows for them to grow their English language skills. Translanguaging also provides students the freedom to have pride in their L1 versus feeling as if they need to erase their L1 in order to be successful in an academic setting. When examining
translanguaging classrooms it is essential that the cultural aspect of the student is valued as well as their native language. The goal of the translanguaging classroom is not to strip students of their cultural assets, which inherently includes the native language of the student. This is a strong and sometimes forceful point of view in many western English school systems that is not always the most embraced pedagogy, however, it is the pedagogy that validates multilingual students and in turn then engages the student in a way that an English-only classroom does not have the ability to do.

Translanguaging pedagogy applies to a wider context of educational environments, it is not limited to K-12 education in the United States, in many higher academia environments translanguaging pedagogy has been implemented, as well. While translanguaging pedagogy has been highly regarded it has not necessarily become the clearest pedagogy for educators to understand and implement. It is most often found in bilingual education programs where emergent bilinguals are targeted as opposed to the bilingual students who have more advanced English language skills. “While not all school districts provide bilingual education, when it is offered, it may be the only option for emergent bilinguals to receive instruction in their home language” (DeNicolo, 2019). While bilingual education is incredibly helpful for students who are labeled as emergent, movement to translanguaging pedagogy can not only help students who are emerging but also for students who are no longer falling under the ELL label but are still multilingual students. “As more teachers encounter bi/multilinguals in their classrooms, it is essential that students have access to their own languages and the opportunity to develop their voices across those languages” (DeNicolo, 2019).
When exploring a translinguaging pedagogy at work a teacher might provide text documents to students in various languages and ask them to identify different parts of a text. The students might be asked to identify different parts of a newspaper that are universal across different written languages. The importance of these types of translinguaging activities are not reliant if the students are able to read the text, for example if there is a newspaper from Canada and is written in French, as long as it follows the same basic structures as a newspaper that the students are familiar with it would function for the lesson. It is more important that the students are able to identify the different features of the texts (Miller, 2016). Reflecting on this lesson, it is just as important that the educator understand the literacy level of the student as well as how the student processes information. So, if the student is able to read the language of the content that they are given, that makes the lesson that much richer and meaningful for the student. If the student does not understand the content but they still learn the different features of the text, they are still gaining essential knowledge.

A successful translinguaging pedagogy should not simply give up the control of the classroom to the students, however, the teacher does need to be able to trust the intelligence of their students (Anwaruddin, 2018). This is necessary because it is inevitable that the teacher will not be able to speak all of the languages that their students speak. If the teacher does not trust the students that they are following the translinguaging pedagogy it will ultimately break not only the trust of the teacher between the students but also the students to the teacher as well. This is detrimental to pedagogy as well as an inviting and productive classroom environment that many teachers work very hard at in order for their students to feel comfortable in every aspect of the learning process (García, Johnson, Seltzer, 2017).
Summary

Chapter two reviewed three different aspects of translanguaging, code-switching versus translanguaging, advocating for and against translanguaging classrooms, and finally, translanguaging pedagogy. Code-switching versus translanguaging explored the nuances of each linguistic skill relating how the two skills are similar as well as how they are different. Advocating for and against translanguaging delved into the different mindsets that scholars have about translanguaging in the classroom, presenting the limitations as well as the potentials of translanguaging. Finally, translanguaging pedagogy investigated the different ways that translanguaging can be brought into a classroom. These three different aspects established the basis for the answer to the question: how does an educator effectively implement translanguaging in the classroom?

Chapter three examines the project and relates it back to the research presented in the literature review in chapter two. I used the information from code-switching versus translanguaging in the to support the creation of the professional development as well as the website that correlates with the professional development. The applied perspectives of those who advocate for translanguaging and against translanguaging in order to create a well rounded professional development and website. Finally, I employed the translanguaging pedagogy in order to guide the website as well as the professional development and materials for the educators. Chapter three synthesized the information given in chapter two in order to create a well-rounded professional development and website to educate teachers and administrators about translanguaging in the classroom as well as the ability to empower their bilingual students in
their school community. Chapter three put into action the question: *how does an educator effectively implement translanguaging in the classroom?*
CHAPTER THREE

Project Description

The research question: how does an educator effectively implement translanguaging strategies in a classroom? is a question that many educators find to be overwhelming due to the lack of information about bilingual students as well as the concept of translanguaging. Many educators may be enthusiastic about implementing translanguaging strategies in their classrooms and could run into roadblocks when attempting to carry out a translanguaging pedagogy. These limitations could be a limited school budget or even administration that may be less than supportive of the translanguaging ideal, as translanguaging does push against many traditional views of education in the United States. Educators need real resources that are applicable and straightforward for their classrooms. The answer to this is a website that has free and applicable, understandable resources for teachers who want to implement translanguaging into their classrooms. This website provides educators with resources and information about translanguaging and gives them resources on how they might implement translanguaging into their classroom or school as a whole. The website will also have a professional development available for the teachers and administrators to use and create a base of understanding of what translanguaging is and why it is found to be useful.

Professional development is implemented in order to engage and educate education professionals regarding new methods of teaching students. Professional development has created the potential to make change to policy in a school as well as on a state or national level. Professional development has led to the demand of deeper thinking and introspection from the educators themselves (Darling-Hammond, Hyler, Gardner, 2017). This reality has created
professional development as an indispensable tool that educators and administrators can enact in their school community and look back to for reflection in the classroom.

The website was integral to the professional development series as it provided a space for resource and further education for the education professionals. The target audience of the website was educators as well as administrators, however, the website did have the ability to be accessed by any person who wanted to learn about translanguaging and the translanguaging process. When the website is used for educators who are enacting translanguaging they are immediately are more paused and intentionally thinking about their education process.

This chapter explored the translanguaging project itself, examining how the information from the translanguaging project will be consumed as well as how the project will be presented and the intended audience of the project. This chapter also examines the rationale of choosing the overall topic of translanguaging as well as the medium of a website and professional development.

Translanguaging Project

This translanguaging project which is a website and professional development contains information and resources to help educators implement and enhance translanguaging techniques as well as pedagogy into their classrooms. This project will be developed as a professional development as well as a website. The professional development will take place over the course of three days where educators and administration will have the ability to learn about the translanguaging process and how to implement translanguaging in the school community, as well as being reflective of their own privilege within the context of translanguaging. The translanguaging in the classroom project will be supplemented with the website which will be
made available for any person who would like to access information about translanguaging in the classroom. This project is displayed on a website where educators can access it at any point. Because translanguaging is a concept that is relatively new to the education arena, and some administrators are hesitant to insist on the concept of translanguaging school wide, this is the most effective way for educators to implement translanguaging. When the information is accessible on a website, the teachers do not have to ask administration for funds for an inservice or professional development that might prevent an administrator from taking the plunge into the translanguaging realm. Administrators can go to the website and find resources that they might be able to use with families, students, and teachers as well as just learning about what translanguaging is and why it is helpful to ELL, multilingual, and even monolingual people and students in their school.

**Rationale**

The topic of translanguaging was decided on because educators, especially ELL teachers, are confronted on a daily basis with students who are attempting to learn and hone their skills in the English language while many are literate in their L1 and do not have the opportunity to flex their non-English skills in the classroom. ELL educators and content classroom teachers see many of their students code-switch on a daily basis and from that many are able to see the benefits that students’ using their native language gain through their academic learning process. So many ELL students feel most comfortable in an ELL classroom where their multilingual literacy skills are celebrated in an academic setting, whereas in many other academic classrooms English is valued above other languages, and educators may not even have the knowledge of the multitude of languages that their students are literate in. ELL and multilingual people and
students are constantly code-switching to communicate and make sense of the world around them (Wardhaug, Fuller, 2015). As an educator observes the students interact with their other teachers who were not ELL teachers a tension was observed that was growing between the students and the teachers. The ELL students wanted to use their L1 to make sense of the information that was being given to them, and the teachers wanted to know why the students needed to use a language other than English while in the classroom.

Teachers would often ask about why ELL or bilingual students engaged in code-switching with their peers when they were attempting to make sense of the content information that was given to them. The educators and administrators often believed that ELL students thrive best in an English only environment which prompted questions about the validity of processing information in the L1 of the student. When an educator examined the World-Class Instructional Design and Assessment (WIDA) score that was based on the standardized Assessing Comprehension and Communication in English State-to-State (ACCESS) test (WIDA). After teachers have examined the ACCESS test scores along with the WIDA scores many of them have questioned how to best accommodate the ELL students in a non-ELL or bilingual classroom while enabling English literacy acquisition. The focus of the project turned to translanguaging as it relates so closely within the ELL classroom. In the ELL classroom there was an incredible disconnect between how students value their native language and how teachers and administration valued the native languages of their students. The administration and content teachers were ill informed of what an ELL student sounds like, looks like, and how they function in a non-ELL classroom.
The web design framework is ideal for this project because when resources are online they are inherently much more accessible. This project is intended for all teachers to access and by putting it on an online platform, it is accessible as long as there is an internet connection. It is important for this project to be as accessible as possible because not every school that has students who are multilingual and ELL identified students has the resources to spend money on a professional development or a curriculum, however, they more than likely have an internet connection and a printer so they are able to access the resources.

**Audience and Setting**

The intended audience for this project is educators and administration within K-12 education. It was first decided that educators would be the intended audience because they are the ones that first interact with students and have a multitude of different challenges throughout their day. The audience will have access to three professional development days where they will learn in depth about translanguaging, what translanguaging is and how to implement translanguaging pedagogy into a classroom setting. The audience will also have access to a website where translanguaging resources are available along with direct and concise resources for educators to go to in order to use and learn about translanguaging. The other intended audience is administration in K-12 education because they are largely the ones who make the financial decisions, or are at least largely influential in those decisions. Since translanguaging is a relatively new concept and many administrators more than likely have not heard of what translanguaging even is, this website is meant to be a resource to them as well.

While this project is intended for a whole education community, it will be presented to a community of teachers at a 6-12 secondary school. This school is in an urban setting where the
majority of the students are on free and reduced lunch. This school also has a large immigrant and/or refugee population and if the students are not identified as immigrant and/or refugee they are more than likely identified as first generation Americans. At this school many of the students currently or have received ELL services in the past and those that do not receive ELL services do speak a language(s) other than English at home. The educators at this school are somewhat reflective of the community that they teach in, being that there are teachers who are considered racial and religious minorities. However, many of the educators in the school are white and come from upper-middle class backgrounds, which is quite different from the students that attend the school. This project is meant for all of the teachers at the school. This is because all of the teachers that teach at the school - no matter their race, sexual orientation, sexuality, religion, or socioeconomic status - come with their own preconceived notions about how to teach students, specifically how to teach ELL students. There is a high likelihood that the teachers that largely do not reflect their students did not grow up speaking a language other than English at home and therefore would not necessarily know why translanguaging would be necessary for any ELL or bilingual student. It is also comparably possible that the teachers that reflect many of the students may have learned English in a totally different manner and believe that the way they learned English is the best. Essentially, it is important for all teachers to understand and learn about translanguaging because historically, the American education system holds English in high regard over other languages and this has been taught to licensed educators in a K-12 setting (Gollnick, Chinn, 2013). The resources laid out on the website housed on the website have the potential to create an equitable classroom for schools that lacked resources to push funding into bilingual or ELL students. It is intended for all educators to have this training because
translanguaging requires teachers and people to dismantle this belief system and to value languages other than English in the same high regard as English is valued in an academic setting.

**Project Outline and Timeline**

This project has consisted of professional development as well as a web site to provide support for the professional development sessions. The professional development has taken place over the course of 3 months, with one session each month for an hour with direct instruction with an additional thirty minutes to support engagement and discussion surrounding translanguaging in the classroom. At the last professional development session, educators and administration that are in attendance had access to the website with the online resources for further implementation in their school setting.

The first professional development session introduced the concept of translanguaging and offered the educators and administration what translanguaging is and the benefits for multilingual students in an academic setting. During the session, teachers engaged in discussions about what translanguaging is, their own feelings about the translanguaging process, and how they could view the impact of translanguaging in their classroom. The teachers discussed the different types of classroom environments ELL students have been taught in and what they believe the limitations of those environments might present in the future based on the limitations of their past experiences. They discussed in detail the concepts of translanguageing and how that differs from the previous classroom environments that are considered standard for ELL students.

In the second professional development session, teachers engaged with materials that are used in a translanguaging classroom. They dove deeper into the concept of translanguaging, and found ways that they could implement this pedagogy into their own classroom. The content
classroom teachers collaborated with fellow teachers and administrators and discussed the different ways that each might implement the pedagogy and highlighted the similarities and differences. At the end of the second session, teachers created a goal to implement one piece of translanguaging into their classroom over the next month. They were asked to be intentional about the implementation to make sure that it is meaningful for the students and that they will be able to clearly see a shift in the classroom. At this time, the teachers were informed that before the third and final professional development session they needed to survey their students and ask them directly about the translanguaging pedagogy that the students experienced in the classroom. The teachers were given the questions to ask their students in order to take the feedback and make any modifications necessary. The teachers were given this document via Google Documents in order to ensure that any modifications could be made as well as ensuring equitable access to the form.

For the third and final professional development session, the teachers brought back the feedback given by their students and analyzed it together with their peers at the professional development. They examined the different responses from their students and reflected on what they needed to do to improve the translanguaging process in their classrooms. They also celebrated what they felt that they did well and what their students stated that the teachers did well. At this time the teachers were given the website that links directly to the translanguaging professional development. This website had additional resources for all of the teachers and administration as well as the families of the students. The teachers were told that they will have continued access to the website, there will be no timeline on the access to the website. This was
needed in order to promote the translanguaging process not only in the school but in the personal lives of students and families as well.

The success of this professional development was based on the reflections of the educators who are implementing the translanguaging strategies from the professional development. If the educators and administrators were open to the concept and as well as being excited about the concept of translanguaging in their classroom, that will indicate success. The benefits of the translanguaging implementation will be indicated by the responses to the survey that were given to the students. This data will be taken from the survey that is given to the students by the teacher before the third professional development. The final long-term success of this professional development was measured by the increase in English language skills from the ELL and multilingual students. This was measured by the ACCESS scores of the students who take the WIDA test, standardized testing scores, success in classrooms where there are high requirements to write, listen, read, and speak primarily in English. The engagement of the students in translanguaging classrooms as done through observations also indicated the amount of translanguaging growth in these classrooms. The observer examined the input and output languages that are being used in the classroom and the ability of the students and teachers to move around these different languages. The grades of the students who are ELL identified and multilingual have indicated the effectiveness of the translanguaging professional development as well.

Summary

In order to sufficiently answer the question how does an educator effectively implement translanguaging strategies in a classroom professional development as well as website resources
are key. The professional development allows for the educators to be informed about the topic as well as creating a community with the educators and administration where they feel they can be supported in their implementation of translanguaging. The website allows for the educators and administrators to have ongoing access to information about translanguaging, this also allows educators from schools that have a lack of resources and might not be willing to invest in a translanguaging professional development access to information about translanguaging. They allow the educators and administrators a deep dive into the concept as a whole. By providing educators and administrators access to all of these different resources they have the ability to feel supported as well as informed about the act of implementing translanguaging in the classroom.
CHAPTER FOUR

Critical Reflection

Introduction

Over the course of my education career teaching ELL students I have had many conversations with classroom teachers as well as administrators about how to best teach ELL and bilingual students. Many administrators and fellow teachers have wanted to find a one fits all solution that would work for every single bilingual and ELL identified student. This project focused on the concept of translanguaging, looking at how translanguaging benefits ELL students, and how all educators can implement translanguaging strategies into a classroom as schools become more linguistically diverse. This project concentrated on the question, how does an educator effectively implement translanguaging strategies in a classroom? This was a compelling question to ask because as educators, students, and families move through the public school system the amount of ELL identified students statistically will stay constant or even increase, especially in urban areas of the United States. The linguistic backgrounds of these students is highly diverse and will continue to be as such, with English being identified as only the fifth most common language for all ELL identified students across the United States as a language that is spoken at home (National Center for Education Statistics, 2019). Due to this fact this project pushes forward a professional development that engages educators and administrators about the importance of translanguaging in the classroom. The educators and administrators not only receive a professional development regarding the importance of translanguaging but also receive access to a website that contains resources and information
about translanguaging. Both the professional development and the website will help educators and administrators fully implement translanguaging into their classrooms.

**Overview**

Chapter four is a reflection of my project. I reflect not only on the project itself but also the literature review. I describe the ups and downs of my project and how I managed to persevere throughout the project. I examine my best practices as they applied to the project as well as re-examining my literature review. I consider the implications of this project, how this project may influence education in the future as well as any limitations of the project that an educator or student might be confronted with. This provides the context to my project description. At the end of chapter four I scrutinize the implications of this project as well as the limitations of the project.

**Knowledge Gained**

As I reviewed literature on the skill of translanguaging I found that while there is an amazing amount of research that has been done about translanguaging there is also a lack of knowledge of how to implement translanguaging into a classroom environment. There is no doubt that there are experts in the field of translanguaging who have started to develop pedagogy and systems to implement translanguaging, however, the amount of information does not compare to other linguistic skills that bilingual students routinely use. Of the knowledge that I gained over the course of my project, I found wonderful promise that clearly displayed the benefits of translanguaging.

During my review of literature of translanguaging it was clear that there was an incredible potential for this skill to be brought into the education system. There was truly a lack
of information regarding this pedagogy, however, the benefits of translanguaging seem to be overwhelmingly positive. I had the benefit of expanding my knowledge of bilingual students and identifying the different aspects of literacy that I observed my students using my classroom. An example of this is understanding the input and output procedures that my ELL students would instinctively use in the classroom.

There were also moments of validation during my time researching translanguaging as allowing my students to use their L1 in order to understand and process information in an academic setting. This is an integral part of the translanguaging process, therefore by just allowing my students to use their L1 in the classroom an element of translanguaging has already been enabled in my classroom. It was also enlightening to see how code-switching and translanguaging are connected to one another, yet are very distinctive processes. It pushed me to contemplate how the widely acknowledged act of code-switching between standard English and African American Vernacular English might relate to a translanguaging classroom. Much of the research that I read examined translanguaging between two distinct languages, however, I believe that it would be worth examining how translanguaging can impact those who use a different dialect within the English language.

**Implications of Translanguaging**

It seems that there is much potential for translanguaging pedagogy implementation in classrooms across the American public school system. In order for translanguaging to become normalized in the school system the reality is that further research needs to be done in the realm of bilingual students. Further research into translanguaging will assist in normalizing the linguistic assets of bilingual students which can then lead to bilingual resources in schools. The
limitations of translanguaging also include the mental limitations that people in the education community have regarding bilingual students and the status of English only education. Those in the education community who believe that English only education is the answer will no doubt be less likely to embrace the perspective that in an academic setting the L1 of students should be leveraged with English as well as viewing the L1 of students as an asset and not a deficit. These mental shifts will be the most challenging limitations of translanguaging due to institutionalized standards and beliefs that surround the culture of American public school systems. In a society where English literacy skills are seen as desirable it is no doubt that these belief systems will be challenging to shed.

The potentials of translanguaging appeared to be limitless. The reality that bilingual and ELL students are a part of the school system and deserve to be linguistically validated empowers the students as well as the educators. Translanguaging has the potential to be usable for all educators, not just ELL or language teachers, as translanguaging assists in expanding the worldview of students. Reflecting on the role of an educator it seems natural that translanguaging be incorporated into classrooms even if there are no bilingual or ELL identified students in the classroom. Educators and administrators can implement not only a translanguaging pedagogy in the school but also a community of translanguaging with materials in languages other than English that can include magazines, newspapers, videos, posters, and a community of inclusion of all linguistic and cultural backgrounds.

This project poses some possible policy implications in the future because there is the reality of ELL instruction where students are instructed that their main goal is to move into the mainstream classroom as soon as possible. Translanguaging has the possibility to change this
policy and mindset because it is reframing the view of English language learning. Students who are bilingual or ELL identified are not seen as deficit learning students but are instead seen as linguistic assets in the classroom. This shift in a mindset has the potential to change policy for states like Arizona where there is a strong push and even laws that state that ELL students should be taught in an English only environment in order to ensure that the students succeed. “Arizona’s Proposition 203 places restrictions on bilingual and English-as-a-second-language programs and essentiality mandates English-only education for English language learners (ELLs)” (Wright, 2005). This policy does not come with any confusion for those who are advocates of translanguaging in the classroom environment.

This project is a benefit to the profession of education because it presents a realistic way to implement and use translanguaging in the classroom. It empowers administrators and educators to explore translanguaging as well as giving them the tools and resources to implement translanguaging in their own classroom environments. The benefits of this project will not only be felt by the teachers that empower their students to view their L1 as equitable to English in an academic lens but it will also benefit the social emotional health of the student and their family. Translanguaging allows for the family and the student to feel validated and valued in the school setting which could come as a surprise for the students and their families. This could be a surprise due to the antiquated belief systems that are so widely held in the education environment.

**Summary**

When I was posed to choose my research question I was passionate about choosing a topic that would investigate the linguistic diversity and empowerment of bilingual students. As an ELL
teacher I have always been passionate about advocating for my students and their education not only in my classroom but in their content area classrooms. Translanguaging in the classroom is a project that invoked realizations, validations, questions, as well as many implications. It is a validating experience for ELL and bilingual students and brings to light the needs for these students to be successful in an American public school. This chapter reflected on the different ways that students, families, and educators can benefit from a translanguaging classroom. There was also reflection regarding the implications of translanguaging on education as well limitations that would possibly hold back the implementation of translanguaging.

As I completed this capstone project over the past few months I have found myself learning not only about the potentials that my bilingual students have within them but also the importance of students holding onto their language. This project encouraged me to reflect on my own familial linguistic experience and relate it to my students’ own experiences. Translanguaging has allowed me to view myself in a different light that exemplifies my linguistic skills as well as the linguistic skills of my students. This project encouraged me to create lessons and find creative resources for my students that engage them in a way that I have not engaged them before.
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Appendix A

Translanguaging in the Classroom is available at the following URL:

https://sites.google.com/hamline.edu/translanguaging-in-class/
Appendix B

Professional Development Day 1
Translanguaging in the Classroom

Kelly Miller

Participants will be able to describe what translanguaging in a classroom is and how it might be implemented.
What is translanguaging?

“The theory that posits that bilinguals have one unitary language system that enables them to sue all the language features fluidly. It also refers to the pedagogy that leverages that fluid language use” - The Translanguaging Classroom: Leveraging Student Bilingualism for Learning (García, Ibarra Johnson, Seltzer, 2017)
Translanguaging Classrooms

- A way of thinking of and using language in an intentional and calculated fashion
- Translanguaging skills are rooted in the following:
  - Agency of the student
  - Freedom of literacy
  - Creating room for language
  - Encouragement of social-emotional as well as bilingual existence

Where are bilingual students most often found?
What do “typical” ELL classrooms look like?

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- Pull-out
- Push-in/Co-teaching
- Structured English Immersion
- Dual Language
- Heritage Language
- Submersion

Limitations of Typical ELL Classroom Environments
Pull-out Limitations

- There is the possibility (depending on grade level) that students might miss out on instruction the mainstream classroom.
- The mainstream classroom teacher(s) can view ELL students as the responsibility of the ELL teacher(s).
- Students have the increased possibility of feeling “othered” by being pulled out to the ELL classroom.

Push-in/Co-teaching Limitations

- There is a possibility that the ELL teachers might end up working in the back of the room.
- The ELL teachers might be viewed like a paraprofessional in the classroom by the teachers and students.
- Requires for the classroom teachers and ELL teachers to collaborate.
Dual Language Limitations

- Dual language programs typically have rigid separation of the two languages which does not mirror how languages work in real life.
- Varying amount of time spent for instruction in each language.

Heritage Language Programs Limitations

- Broad range of programs—usually after school or on weekend programs.
- Meant for students who have little to no language skills in their native culture.
What does translanguaging look like in a classroom?

Translanguaging in the Classroom

- **Materials**
  - Books
  - Videos
  - Articles
  - Newspapers

- **Resources**
  - Guest speakers
  - Classroom decor

- **Expectations**
  - How language is used
  - Input and output
What does translanguaging do for a classroom?

In a translanguaging classroom...

- Bi/multilingualism is leveraged in the classroom
  - Viewed as an asset
- Using multiple languages in the classroom is viewed as the norm and as valid
- The bilingual identities of students are supported
  - Academic
  - Social
  - Cultural
- Students interact with and understand grade-level content as well as text
In a translanguaging classroom...

- Many educators encourage linguistic flexibility for the students and the teacher themselves
  - Allowing students to respond to something in their native language
  - Giving students materials available in their native language
- Allowing linguistic flexibility to explain, write, share ideas, etc...
  - Allowing the same types of response that we already expect from students who are engaged in the content presented to them

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Personal Reflection

- Notice the different languages that you hear/use in your daily life
- Think about why that language hasn’t been leveraged before
- Think about how that language could be leveraged in your classroom

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Appendix C

Professional Development Outline Day 1

1. Introduction
   a. What is translanguaging?
      i. Have volunteer read the quote on slide 2
         1. Engage the attendants in a discussion about the implications of this
            quote asking questions such as...
            a. Why is English considered the dominant language in our
               school?
            b. How do you think that our bilingual students approach their
               native languages when referring to academic activities?
            c. Do you think that the native languages of the students are
               significant in their academic life?
            d. How do you think your classroom would change if students
               were free to even just process information in the language
               of their choice?
            e. What do you believe then translanguaging means?
      ii. Translanguaging Classrooms
         1. Language is intentional and calculated in the translanguaging
            classroom
            a. This language might be a language that your students know
               or does not know
            b. Languages other than English are validated and equitable to
               English
               i. Resources are available in languages other than
                  English
         2. The roots of translanguaging classroom
            a. Each factor is rooted in an aspect of language that
               empowers the students
            b. Where are bilingual students most often found?
               i. Use as a transition to the body of the professional development
                  1. Have the attendants shout out different places in schools that
                     bilingual students are most often found
                     a. Once someone states ESL or ELL move on to the body

2. Body
   a. Examining limitations of “traditional” ELL environments
      i. Examining pull-out ELL classroom environments
1. Engage in a whole group discussion regarding the limitations and even some benefits of this environment

ii. Examining co-teaching/push-in classroom environments
   1. Engage in a whole group discussion regarding the limitations and even some benefits of this environment

iii. Examining dual language classroom environments
   1. Engage in a whole group discussion regarding the limitations and even some benefits of this environment

iv. Examining heritage language classroom environments
   1. Engage in a whole group discussion regarding the limitations and even some benefits of this environment

b. What does translanguaging look like in a classroom?
   i. Materials
      1. Having materials listed available in languages other than English for the students to access in the room

   ii. Resources
      1. Guest speakers who are bilingual coming to the class and speaking in their native language
      2. Decor around the classroom in languages other than English that promote education and rigor in the classroom

   iii. Expectations
      1. Examining how language is used in the classroom
         a. Delving into the “why”
      2. Input and Output
         a. What language do you expect for your student to take in language versus what language would you like them to produce information in

   c. Translanguaging Classroom
      i. Examine how languages are leveraged in the classroom
         1. How this affects the academic and social identity of the bilingual students in the classroom
      ii. Using multiple languages in the classroom as the norm and valid
         1. Expand on how normalizing diverse languages in the classroom empowers the bilingual speakers in the classroom
         2. This also expands the language equity view for monolingual students in the classroom
      iii. Interacting with grade level work
         1. Expand on the importance of grade level work in the native languages of the students in the classroom
iv. Linguistic Flexibility
   1. Provides the students with linguistic autonomy in the classroom
   2. Empowers the native language of the student within an academic setting

3. Conclusion
   a. Discussion and personal reflection
      i. Have professional development attendants discuss in small groups after reflecting about each question
      ii. After discussing in small groups have 3-5 volunteers share out the information that they found in their group
Appendix D

Professional Development Day 2

Translanguaging in the Classroom

Kelly Miller

Translanguaging Refresher: What is it again?
Participants will be able to create a translanguaging lesson or environment for their students by the end of this professional development.

Now, how do we implement translanguaging into the classroom?
Translanguaging Classroom

- Has the ability to look differently depending on any classroom
  - If a teacher is bilingual they may feel that might use their own bilingualism when interacting with their students
  - If a teacher is not bilingual they can still encourage translanguaging in their classroom by being supportive of the bilingualism of their students
- There is no one-size-fits all for a translanguaging classroom
- However, there are resources and guidelines

Translanguaging Classroom

- Translanguaging requires participation from both students and educators
- Based on planned and structured activities - classroom should not feel or appear chaotic
- Translanguaging classrooms have been constructed by combining the language abilities of the student and the teacher’s lesson plans
  - This makes the classroom fluid and ever changing
Students’ Translanguaging Performances

“General linguistic performance
Language-specific performance
Dynamic translanguaging progressions”

The Translanguaging Classroom: Leveraging Student Bilingualism for Learning (García, Ibarra Johnson, Seltzer, 2017)

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Teacher’s Translanguaging Pedagogy

“Stance Design Shifts”

The Translanguaging Classroom: Leveraging Student Bilingualism for Learning (García, Ibarra Johnson, Seltzer, 2017)

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Student Language Profile

- Include useful linguistic information on the student such as...
  - Home language of the student
  - Who the student uses that language with in their everyday life
    - Family
    - Friends
    - People in their community
  - If they know how to read and write in their home language
  - If the student was educated in their home language
  - Where the student has attended school
Student Language Profile

- Creating a student language profile helps with assessing the needs and strengths of each student
  - This allows the teacher to meet the student where they are at on a linguistic level
- Can be shared with other educators in the school
- Gives a snapshot of the student and their language complexity
  - This can give a more well rounded view of the student in regards to academics as well as a social profile of the student

Structuring Lessons
Keeping Students as Your Number One Priority

- Keep in mind that at the core of translanguaging are the bilingual students.
- Make sure that the students always have the ability to use their native language skills as an advantage in their academic life.

Calculated Planning

Essential Question(s)

- Examine and put to words what the essential questions are.
Standards
State Level Standards

- Examine the standards that need to be taught
- Incorporate them into the lesson to make it meaningful

Objectives

- Include a content objective as well as a language objective
  - In order to fully incorporate translanguaging English language as well as native languages of students need to be acknowledged and highlighted in the lesson
    - Translanguaging objectives could be an entirely other objective
Assessing the Work

Choosing the assessment and justifying the mode of assessment at will most benefit the student

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Materials

Identify the materials that the students will use in class

- Materials in English
- Materials in the students’ native languages

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Moving towards a translanguaging classroom environment

Create a space of openness and collaboration
Differentiate in order to empower all students in the classroom

Make sure that all students’ languages and cultures are equitable and valued
Challenge traditional norms that typically play out in classrooms

Next Steps

• Create a translanguage lesson/experience for you and your students
  ○ Take a survey for your students to fill out after you have given your translanguage lesson

• Mindfully reflect on the experience
  ○ What went well?
  ○ What needs improvement
  ○ What can I do as the educator in the room to change what needs to be changed?
Appendix E

Professional Development Day 2 Outline

1. Introduction
   a. Attention-getter
      i. What is translanguaging? Refresh question
         1. Have professional development attendants write down a piece of 
            paper what they remember translanguaging to be
         2. Have attendants share with small groups and then share out to the 
            whole group
            a. When sharing out to the whole group ask for 3-5 volunteers 
               to share their answers and discussions with their small 
               groups
   b. Objective

2. Body
   a. Implementing Translanguaging in the classroom
      i. What a translanguaging classroom looks like
         1. Teachers who are bilingual using languages other than English in 
            class to communicate with students
         2. Teachers who are not bilingual can still create a positive 
            translanguaging environment
      ii. Basis of translanguaging classrooms
         1. Structure
         2. Design
         3. Linguistic abilities
            a. English abilities
            b. Native language abilities
      iii. Students’ Translanguaging Performances
         1. Basis of this is rooted in the quote
            a. Expand on the ideas that general
      iv. Teacher’s Translanguaging Pedagogy
         1. Basis of translanguaging is rooted in the ability to adapt and 
            change
            a. However in order to enact a translanguaging pedagogy in 
               the classroom stance, design and shifts need to function 
               properly
      v. Student Language Profile
         1. Gives basis of the language performance of the student
a. Allows the educator to meet the student at their linguistic level in an academic environment
b. This also gives a sociolinguistic profile of the student

2. Student Language Profile Inclusion
   a. Including each of these linguistic aspects of the student in the language profil
      i. Home language
         1. Ability to read and write in home language
      ii. Communicate aspect
         1. Who the student interacts with regularly in their home language
      iii. Education
         1. If the student went to school in a place outside of the United States
         2. If the student was educated in a language other than English

vi. Structuring Lessons
   1. Students at the core of each lesson
      a. The lessons should be a response to the content standards as well as the linguistic needs of the students
      b. Ensuring that always have the ability to use their native or home language in the classroom when processing information
         i. Gives the student autonomy over their language as well as autonomy over how they best process academic information

   2. Planning
      a. Rooting the lessons in the essential question of the content
         i. This is essential because the translanguaging lessons and pedagogy cannot lose any rigor that monolingual lesson plans and encounters

   3. Standards
      a. Lesson need to be rooted in the content standards
         i. Help guide the lesson and ensure that it is rooted in the standards that the student needs to know

   4. Objective
      a. Content/Lesson Objective
         i. Given to the students to guide the lesson and set them up to anticipate the lesson content wise
b. Language Objective
   i. Given to the students to guide the lesson in a linguistic realm
      1. Allows the students to know what the language of the lesson will look or sound like

5. Assessments
   a. Ensuring that the assessments best fit the content and language objectives

6. Materials
   a. Materials should reflect the content and language objectives
      i. The materials should be available not only in English but also the native language(s) of the students

3. Conclusion
   a. Moving towards a translanguaging classroom
      i. Keeping a classroom an open and collaborative space
         1. Allowing students of all linguistic backgrounds to flourish in the classroom
            a. Discussion as a whole group how this can be enabled in the classroom
      ii. Differentiating for all students
         1. Differentiating the materials based on the linguistic performances of the students
         2. Differentiate based on the IEP status of students
         3. Differentiate based on the ELL status of students
         4. Differentiate based on gifted/talented status of students
            a. Discussion as a whole group how this can be enabled in the classroom
      iii. Keeping all languages equitable
         1. Allowing for all languages to be viewed as valid and academic within the classroom
            a. Empowers students when their languages are seen as important and valid
            b. Exposes students who are monolingual or do not communicate in the minority languages to a broader perspective of language in the classroom
i. Discussion as a whole group how this can be enabled in the classroom

iv. Challenging traditional norms
   1. Translanguaging classrooms are inherently pushing against the norms that schools are built to uphold
      a. Understand that having a translanguaging classroom is not a classroom that every educator, parent, administrator, community member, or student will automatically be open to a translanguaging classroom
         i. Make sure to inform, show, educate, and lead with kindness
            1. Discussion as a whole group how this can be enabled in the classroom

4. Transition to wrap up
   a. Enable teachers to implement a translanguaging lesson in their classroom before the next meeting
      i. Have the professional development attendants discuss in small groups how they might do this in their classrooms
   b. Reflection question
      i. Have the professional development attendants discuss the questions in small groups
         1. After discussing in small groups have at least 3 participants share out their answers
Appendix F

Professional Development Day 2 Survey

Name of your teacher: ____________________________

Your Grade:__________________________________________

Your Class: _________________________________________

Circle either yes or no

1. My teacher presented class materials to me and my classmates using a language other than English, in speaking, reading, writing, or listening.
   
   a. Yes
   
   b. No

Please write a short response

2. If you chose yes what did your teacher do that used another language other than English during class?

________________________________________________________________________________________

________________________________________________________________________________________

Circle either yes or no

3. Did you understand the language that your teacher used in class?

   a. Yes

   b. No
Please write a short response

4. If you did not know the language that was used do you think that the lesson was not effective? Did your understanding of the material change?

Please write a short response

5. If you did understand the language that was used what did you think of it? Did your understanding of the material change?

Please write a short response

6. What do you think of your teacher using another language in the classroom? Did you like it why or why not?

Please write any additional comments about your teacher using another language in the classroom
Appendix G

Professional Development Day 3

Translanguaging in the Classroom

Kelly Miller

Does translanguaging work?
Participants will be able to reflect on the translanguaging process in their classroom by collaborating with their peers in discussion.

Reflect on your translanguaging experience in your classroom

- What did you notice in your classrooms?
- Did anything shift?
- What can you take from translanguaging?
Students’ Emotional Supports, Prosperity, and Social Justice within Translanguaging

Student Translanguaging Identities

- Allows the students to have a bilingual identity that is not only social but also academic
- Allows students to see their native or home languages as valid and worthy
- Enriches the personal identity of the students as well as enriching the classroom and community cultures that the students partake in
Students and Social Justice

- Translanguaging and social justice are inherently tied together
- Teaching and enacting social justice in a translanguaging classroom allows for the students to learn about and see a more just world
- When incorporating that into translanguaging that looks at the inequities that people of non-English speaking backgrounds face

“Within our own boundaries are many cultural groups that historically have been viewed and treated as inferior to the dominant culture that has been the basis for most of our institutions.” (Multicultural Education in a Pluralistic Society, Gollnick, Chinn, 2013, p. 8)
Always listen
Translanguaging is an act against the cultural norms in the traditional American classroom.

Moving Forward...

- Continue to incorporate translanguaging
- Challenge yourself to find materials available in the native languages of your students
- Advocate for translanguaging to your administration
- Advocate for all languages to be equitable with English
Appendix H

Professional Development Day 3 Outline

1. Introduction
   a. Attention-getter
      i. Does translanguaging work?
         1. Have the professional development attendants discuss their opinions from their own observations
         2. Then have at least three people share out what they had discussed in their small groups
         3. Have professional development attendants discuss the results of the survey that their students filled out
   b. Objective
      i. Present objective slide

2. Body
   a. Reach back to personal translanguaging experience
      i. Engage professional development attendants in small group discussion
      ii. Have attendants then share out with the whole group
   b. Translanguaging Identities
      i. Empowering students to have a bilingual academic identity
         1. Enriches not only the social-emotional identity of the student but also the academic identity of the student
            a. Allows the student and the community around the student to see their native language as valid and on an equitable level as English
         2. Enriches the overall literacy in the classroom
            a. Allows for other students to be exposed to other languages in the classroom
               i. Has the ability to open up discussion about grammar, syntax, semantics, as well as the political system that surrounds certain languages versus other languages
      ii. Students and Social Justice
         1. Translanguaging is an act of social justice in a standard American classroom
            a. Historically in American classrooms only English was seen as valid and allowed
i. We can look back to the Native Americans in the public school system as a reference and see how they were not only physically abused but also lost an entire language and an aspect of their unique culture
   1. This was under the ideology of assimilation and an English only classroom
b. Allows all students to look at a world bigger than their own
c. Allows students to confront head on the inequities that people who speak languages other than English face
   i. While in a translanguaging classroom there will predictably be quite a few bilingual students there will be monolingual students and bilingual students who will benefit from this realization
iii. Understanding dominance
   1. “Within our own boundaries are many cultural groups that historically have been viewed and treated as inferior to the dominant culture that has been the basis for most of our institutions.” (Multicultural Education in a Pluralistic Society, Gollnick, Chinn, 2013, p. 8)
      a. For educators that grew up communicating in English, having the American school system values echoed in their home, and that are white need to fully understand their own privilege going into the translanguaging classroom
         i. Without looking that this aspect of inherent privilege a translanguaging classroom cannot thrive
   1. In order to empower our students we need to take a deep look at ourselves
      a. We need to look at our behaviors, our socio-economic status, familial relations, friends, privilege, everything that impacts our life everyday
   2. Listen
      a. Always listen to your students in your translanguaging classroom- they are the one that drive the lesson
      b. Always listen to their families they hold the language and cultural resources of the students in the classroom
3. Conclusion
a. Translanguaging pushes against ingrained norms
   i. Keeping this in mind as you move forward will help you understand the response of others whether those are positive or negative
   ii. Lead with empathy and understanding
      1. The only way to learn and grow is to have an open mind and a willingness to listen

b. Moving forward
   i. Allow the professional development attendants to discuss the statements in their small groups
      1. After discussing provide each small group with a scenario of conflict and have them discuss what they would do
         a. Each small group has a different conflict as it pertains to translanguaging
      2. Then have the groups share out to the whole group what their conflict was and what they talked about as a resolution to that conflict