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IMPLEMENTING TRANSLANGUAGING PEDAGOGIES TO PROMOTE
ACADEMIC SUCCESS OF ENGLISH LEARNERS IN AN EIGHTH GRADE
ENGLISH LANGUAGE ARTS CLASSROOM

by

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A capstone project submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Teaching English to Speakers of Other Languages.

Hamline University

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TABLE OF CONTENTS

CHAPTER ONE: Introduction.....	4
Why Translanguaging?.....	5
Personal and Professional Significance.....	6
Conclusion.....	10
CHAPTER TWO: Literature Review.....	12
Introduction.....	12
Language Separation and Its Implications.....	13
Translanguaging.....	14
Code-Switching vs. Translanguaging.....	15
Language and Identity.....	16
Development of Linguistic Repertoire.....	18
Translanguaging Pedagogies.....	20
Easing Students into Translanguaging.....	22
Transliteration.....	25
Vocabulary Inquiry.....	26
Discussions in Response to Read-Alouds.....	28
Translanguaging through Writing.....	30
The Gap in Literature.....	32
Conclusion.....	33
CHAPTER THREE: Project Description.....	35
Introduction.....	35

Project Description.....36

Theoretical Framework.....40

Conclusion.....43

CHAPTER FOUR: Conclusion.....45

Introduction.....45

Project Findings.....46

Revisiting the Literature Review.....47

Future Research.....48

Professional Relevance.....49

Implications and Limitations.....50

Conclusion.....51

REFERENCES.....53

CHAPTER ONE

Introduction

I have been passionate about language learning and teaching ever since I took my first year of French in high school. My high school French teacher inspired me to become an English and French teacher who pushes her students to take risks in language learning. Beyond high school, I was taught my second language through immersion. I was instructed that I needed to choose one language when speaking and that being immersed in the target language was the only way to develop fluency. My experiences of teaching English in France and teaching French to middle schoolers in Michigan motivated me to research translanguaging pedagogies. Translanguaging is a practice that encourages the use of students' entire linguistic repertoire and provides teachers with more opportunities to incorporate students' culturally and linguistically diverse backgrounds into everyday content. Translanguaging is the discourse practice of bilinguals and multilinguals who use their entire linguistic repertoires to negotiate meaning (Menken & Sanchez, 2019). Teachers can promote English Learners (ELs) to practice translanguaging in the classroom to support the continued development of their home languages, as well as the target language, and to honor students' full linguistic repertoires and cultural identities. My capstone will outline effective translanguaging practices and answer the following question: *What are effective translanguaging pedagogies that middle school ELA teachers can implement in the mainstream classroom to support the linguistic and academic growth of ELs?*

The goal of my project is to create supplemental curricular materials to an existing 8th grade English Language Arts (ELA) unit to support ELs in understanding

and making personal connections to the science fiction novel, *The Giver* by Lois Lowry (1993). While I am not a middle school ELA teacher, I have decided to use a mainstream ELA classroom as an example of what creating opportunities for translanguaging in a mainstream classroom would look like, especially where ELs are required to engage in reading, writing, and discussing a novel in English. I look forward to sharing relevant research as well as curricular materials that educators may adapt and apply to their own classroom environments. The supplemental materials will be based on translanguaging pedagogies, which will encourage the use of ELs' home languages while engaging with the text to scaffold their learning of the L1.

In this chapter, I will elaborate on my research question and discuss the benefits of translanguaging practices for ELs in mainstream classrooms. Along with a summary of my research findings, my use of personal anecdotes will provide a clear picture of my motivation for researching translanguaging pedagogies and creating a capstone project centered around supplemental curricular materials geared towards 8th grade ELs in a mainstream ELA class. I will include the goals of my curricular activities, as well as how each activity aligns with the unit's standards and objectives. Before transitioning to the next chapter, I will outline Chapter Two's purpose and the topics of its subsections.

Why Translanguaging?

The literature on the benefits of translanguaging pedagogies for linguistically and culturally diverse students has been growing as educators realize how students' skills in their native languages reinforce their academic and linguistic development. Many mainstream educators in the United States are under the impression that immersing students in English is the best practice in helping students excel academically. Language

separation and monoglossic ideologies hold the principle that if students are speaking their native languages in the classroom, they will not be able to maximize their English skills and they may mix or confuse grammatical rules or words in the first language (L1) and the second language (L2). Monoglossic ideologies, which only place prominence on one language in the classroom, can send ELs the message that their cultural and linguistic funds of knowledge are not accepted or valued in the school community. As educators, it must be our mission to create a safe space where learners feel tolerated and eager to share about their unique backgrounds and experiences. When teachers foster a multicultural environment, they are maximizing the amount of learning that can occur in the classroom. Through welcoming ELs to share about their home languages and cultures, teachers can expose all students to the authentic cultural experiences and knowledge that their peers bring to the classroom every day. I hope to inspire middle school mainstream educators to explore the endeavor of incorporating translanguaging pedagogies into their classrooms to demonstrate that learners' home languages are an asset to their progression of the target language. Learning about other cultures and languages should be a part of the everyday classroom conversation.

Personal and Professional Significance

My journey in researching translanguaging practices began when I wanted to learn how to appropriately incorporate students' home languages into instruction. My goal was to promote metalinguistic discussions, grow students' entire linguistic repertoires, and empower students' multicultural identities through appreciation of their diverse home languages. Translanguaging practices have captured my interest because they compete with the common misconception that only the target language should be

tolerated in the classroom. Throughout my experiences as an English teacher in France, I was told that my students were not to know that I speak French and to discourage them from using French during English class. In fact, my colleagues and supervisor promoted an “English Only” policy for English language teachers and their pupils. I have additionally observed and learned of experiences where educators in both France and the United States reprimanded and threatened consequences for students who were using their native languages in the classroom. I understand and value the reasoning behind nudging students to search for their words in the target language because it is important that students are not solely relying on their native language to communicate in the classroom. However, disciplining learners for relying on parts of their linguistic repertoires that they have mastered conflicts with my teaching philosophy.

While I delivered the majority of my instruction in France in the target language, I additionally welcomed students to inquire about the English language in French to promote metalinguistic discussions, a practice that welcomes translanguaging. Metalinguistic discussions are conversations where students are encouraged to notice and inquire about the similarities and differences between the target language and other languages within a speaker’s linguistic repertoire (Velasco & Fialais, 2018). It was promising to see that my students in France were curious and often inquired about similarities and differences between English, thus strengthening their knowledge in both the L1 and L2. Students were additionally humbled when they saw that I was a language learner myself and was using my familiarity with their native language to scaffold their learning. I would sometimes ask questions about French, inviting them to teach me, which demonstrated how there are always new skills to add to one’s linguistic repertoire.

Language teachers should use knowledge of students' L1s to scaffold learning, demonstrate appreciation of their cultural and linguistic differences, and to promote metalinguistic discussions. My experience in engaging students in metalinguistic discussions pushed me to develop my research question which explores effective translanguaging pedagogies that teachers can introduce in their classes to promote the academic and linguistic growth of language learners.

In my current practice as a middle school French teacher in Michigan, it is crucial for my students to gain comprehensible input in French for extended periods of time, as well as ample opportunities to practice speaking in the target language to achieve proficiency. Comprehensible input, the theory coined by Krashen (1985) is exposure to the target language at a level that is intelligible but slightly advanced to push listeners to understand the meaning of the messages communicated by the speaker (Richter & Lesley, 2021, June 25). While teachers should deliver a high amount of comprehensible input to train their learners' ears in understanding and communicating in the target language, this does not mean that we cannot additionally acknowledge students' native languages and perceive them as an asset within the language classroom. After reviewing research regarding best practices in teaching languages, I find that my development as a French speaker was aided by my knowledge and experiences in my first language, English, dispelling the "one language only" ideology that many language teaching institutions hold. I believe that I need to deliver a high amount of comprehensible input and encourage my middle school students to take risks in communicating in the target language with one another. However, I do not feel that I would be creating a positive and culturally inclusive learning community if I were to present consequences to learners who

are appropriately using their prior knowledge of English and other languages that they speak at home to comprehend the target language. Through studying translanguaging pedagogies, as educators, we can develop our skills in teaching English, or in my case, the target language of French while placing focus on students' funds of knowledge that they bring to the classroom.

During my two years of teaching English in France and my one year of teaching French in Michigan, I have realized that my knowledge of French and my ability to utilize my bilingual repertoire in the classroom helped me cater to my learners' needs. I was able to anticipate difficulties that both my French elementary students and American middle schoolers might encounter based on my prior experiences as a language learner. While not every teacher can learn and thoroughly research each EL's native language, my experience taught me that I must arm myself with as much knowledge of students' home languages as possible to support them throughout their language learning journeys. I was fortunate to have an expansive background of my students' native language while teaching in France. Additionally, being a native speaker of English helped me structure my middle school French lessons in a way that builds upon their L1 background knowledge. While I have the advantage of using my native language to design instruction for my French learners, in many classrooms with ELs in the United States, teachers may have a variety of students with diverse linguistic backgrounds. A common question that I asked myself when researching translanguaging pedagogies was: "How do I make translanguaging pedagogies accessible to mainstream teachers who do not possess extensive background knowledge of their ELs' home languages?" While it is impossible for teachers to become proficient in every student's home language and to naturally

incorporate several of these languages during instruction, there are ways for teachers to implement translanguaging practices that will scaffold learners to utilize both their home languages and the target language while engaging with content. In Chapter Two, I will address specific translanguaging pedagogies that cater to the needs of mainstream teachers considering their possible limitations of their proficiencies or lack thereof in students' home languages.

Conclusion

In this chapter, I discussed my personal experiences, which led me to my research question. I explained the importance of finding effective instructional practices that invite culturally and linguistically diverse students to utilize their funds of knowledge. My interest in promoting metalinguistic discussions with my elementary English learners in France and my middle school French learners in Michigan caused me to inquire about other strategies that can lead learners to translanguage in the classroom and develop their full linguistic repertoires. Educating myself and others about translanguaging pedagogies will help foster culturally and linguistically learning environments for ELs. Throughout Chapters Two and Three of my capstone project, I will continue to address my research question: *What are effective translanguaging pedagogies that middle school ELA teachers can implement in the mainstream classroom to support the linguistic and academic growth of ELs?*

The following chapter is a literature review consisting of research that will provide an in-depth understanding of translanguaging, its importance and benefits for ELs, as well as pedagogies that are conducive to a multicultural mainstream educational learning environment. In the review of literature, I will address the definition and

significance of translanguaging in educational contexts where bilinguals and multilinguals are present. I will additionally discuss various translanguaging practices that my supplemental curricular materials will utilize, as well as practices that educators can implement in their classrooms on a regular basis. In Chapter Three, I will outline my project through discussing the goals of the supplemental curricular materials, the setting in which the activities will be implemented, the population of students who will benefit from the curricular materials, and the guiding principles of translanguaging that supported the creation of these materials. In Chapter Four, I will reflect on the process of creating curricular materials that encourage translanguaging in the classroom. I will additionally discuss the benefits and possible limitations of these curricular materials.

CHAPTER TWO

Literature Review

Introduction

The literature on translinguaging pedagogies and their benefits for linguistically and culturally diverse students has been growing as educators realize how the use of students' prior knowledge and skills in their native languages supports their academic and linguistic development. As a language learner, I have always been taught my second language, French, through immersion. After reviewing research regarding best practices in teaching languages, I find that my development as a French speaker was aided by my knowledge and experiences in my first language, English. This literature review will highlight effective translinguaging practices and answer the question: *What are effective translinguaging pedagogies that middle school ELA teachers can implement in the mainstream classroom to support the linguistic and academic growth of ELs?*

The first section will outline the definition of translinguaging and how translinguaging practices benefit multilinguals. The second section will discuss how mainstream teachers should introduce the method of translinguaging into their classrooms while connecting to students' community values. Lastly, the third section will present research-based translinguaging pedagogies that are proven to support the linguistic and academic growth of language learners. The translinguaging pedagogies in the third section cater to the needs of mainstream teachers considering their possible limitations of their proficiencies or lack thereof in students' home languages. The goal of this chapter is to include research that will provide an in-depth understanding of translinguaging, its importance and benefits for ELs, and pedagogies that are conducive

to a multicultural mainstream educational learning environment. The research will additionally address the gap of knowledge that many mainstream educators have on multilingual practices. The literature will support my capstone project in addressing this gap through providing mainstream teachers, particularly those with limited proficiencies in students' native languages, information on the effective implementation of appropriate translanguaging practices that fit their multilinguals' needs.

Language Separation and Its Implications

As schools are becoming increasingly diverse, educators are seeking ways to effectively prepare culturally and linguistically diverse students to be successful in their future endeavors in English-speaking communities. Historically, teachers in mainstream and English as a Second Language (ESL) classroom settings have followed the ideology of language separation: If students are in an English-speaking community and school, the faculty believe that the English language should be the sole language to be tolerated in these settings. Though language separation has been the accepted theory of how educational institutions should teach their language learners, there is a significant amount of literature proving otherwise. Many scholars would argue that prohibiting the use of the native language (the L1) or neglecting the linguistic skills that students bring into the classroom will in fact “undermine the potential of immigrant-background and minoritized students to develop multilingual abilities” (Cummins, 2019, p.1). Ortega (2019) agrees with Cummins (2019) and suggests that the validation of students' native languages and cultural backgrounds helps remove barriers to learning. Educators must engage in culturally relevant teaching, which, according to Ladson-Billings (1994), is the pedagogical practice that empowers learners on an intellectual, emotional, and political

level through the recognition and use of students' cultural backgrounds while teaching various concepts, skills, and attitudes. Discouraging students to use their L1s can equate to denying non-English parts of their identity. Language and culture are closely intertwined, making the home language a carrier of an ELs' traditions, values, and personality. Teachers must incorporate students' home language practices not only to support multicultural students academically, but also to create a school community that emulates all students' values (Menken & Sanchez, 2019).

Translanguaging

While educators are aware of the increase in multilingual students in American schools, many are not well-versed on recent research regarding effective practices that inspire multilingualism in the mainstream classroom environment. Over the last decade, research on the practice of translanguaging has provided scholars with a pedagogical practice that incorporates students' native languages into the content and daily routines of the classroom. This practice is called translanguaging. "Translanguaging refers to the discourse practices of bilinguals, as well as to pedagogical practices that use the entire complex linguistic repertoire of bilingual students flexibly in order to teach rigorous content and develop language practices for academic use" (Garcia as cited in Menken & Sanchez, 2019, p. 744). When a speaker is translanguaging, she is using her full linguistic repertoire to convey or negotiate meaning. This speaker is drawing on her knowledge of more than one language and is using it to improve the quality of the exchange. García and Sylvan (2011) add that translanguaging is a complex, multi-directional meaning-making process where the borders between languages blend together, challenging Western, monoglossic perspectives. Translanguaging opens speakers up to the possibility of using

their entire linguistic repertoires. Welcoming students' L1s into the classroom can only positively affect their development of English (Cummins, 2019).

Code-Switching vs. Translanguaging

On the surface, many people see translanguaging as code-switching, which is the concept of multilingual speakers alternating from two or more different languages in order to convey meaning in different ways. Code-switching is considered a tactic in which multilinguals switch from one language to another intersententially, meaning from sentence to sentence, or intrasententially, which refers to switching languages within a sentence (Cook as cited in Park, 2013). Multilinguals code-switch for a variety of reasons. These speakers may code-switch to use a word that may not exist in one of their languages, to convey a message within a cultural context, to express different emotions, or even to include or exclude a member of a group in a conversation. Translanguaging and code-switching are not interchangeable terms because the term 'code-switching' suggests that a speaker is holding two or more 'monolingual codes' that exist separately from one another (Sánchez et al., 2014). Translanguaging reflects a holistic set of language practices that "transcend named language boundaries" (Goodman & Tastanbek, 2021, p. 39) Goodman and Tastanbek (2021) additionally point out that translanguaging is a pedagogical approach to hybrid language use that emphasizes students' skills in making meaning and forming their multilingual identities. It is important to acknowledge that the practice of translanguaging is not linear, extends beyond language boundaries, and was purposefully instated as a set of pedagogical approaches (Goodman & Tastanbek, 2021). Translanguaging is purposeful, dynamic, and takes account of the

complexity of a speaker's linguistic resources that one may use in order to communicate effectively in varied social contexts inside and outside of the classroom.

Language and Identity

Language is a crucial part of one's identity. By ignoring a student's L1 or prohibiting the use of her L1, this student may feel like a part of her is not accepted by her peers and instructors. Language learners are consistently reaching a variety of goals when they speak. Beyond exchanging information, they are "co-constructing their sense of identity and their positionality within a certain context" (García-Mateus & Palmer, 2017, p. 248). Translanguaging in the classroom has opened the doors for many students to feel empowered and proud of their home languages. In certain parts of the United States, some speakers may feel that their language or language variety holds a stigma. For example, in the Westside neighborhood of San Antonio, Texas, speakers of TexMex, the local language variety, traditionally have received criticism about their dialect, which many consider to be far from the idealized, standard form of Spanish (Sayer, 2012). Speakers of TexMex habitually use a mix of both English and Spanish in their daily conversations; however, Sayer (2012) points out that this mixing of the two languages is considered inappropriate or improper in academic and formal contexts in San Antonio. Nonetheless, TexMex speakers are already accustomed to translanguaging between standard and vernacular forms of English and Spanish at home and in social contexts (Sayer, 2012). Sayer's 2012 study showed that bilingual students who used their home language, TexMex, to mediate learning of academic content in the standardized varieties of English and Spanish were able to utilize their funds of knowledge and gain access to an accepting environment in which they could continue to embrace their Latinx identities.

Translanguaging pedagogies have empowered students from minority backgrounds. García-Mateus and Palmer (2017) shine light on the fact that translanguaging pedagogies help initiate class discussions about societal issues and equity, which in turn promotes critical thinking and the use of their full linguistic repertoires. In their 2017 research study on translanguaging pedagogies in an elementary two-way dual language classroom, Garcia-Mateus and Palmer describe how translanguaging helped minority emergent bilinguals develop their bilingual identities while engaging in metalinguistic discussions with their peers. In this study, the teacher read an English-Spanish bilingual poem concerning diverse countries' traditions of addressing adults in specific roles, such as teachers or *maestras*. Students were encouraged to think about the power of naming someone through acting out scenes of the text and using their full linguistic repertoires. One student was able to draw on his experiences of speaking African American Vernacular English (AAVE), asserting his identity throughout the enactment (García-Mateus & Palmer, 2017). The topic of the poem additionally gave students the chance to discuss social issues that occur with addressing people in roles of power around the world. While the classroom was an English-dominant space, all students were drawing on the full extent of their linguistic repertoires to assert their identities and display their knowledge of the topic at hand (García-Mateus & Palmer, 2017). Additionally, Sayer (2012) highlights how teachers can skillfully employ the students' vernacular languages or regional dialects, to mediate learning the standard language variety and academic language and content. Furthermore, when instructors emphasize the functionality of students' vernaculars in the classroom, they are instilling ethnolinguistic awareness and pride (Sayer, 2012). All educators should

learn about translanguaging to help their ELs access their full linguistic repertoires, engage in productive conversations about societal issues, and positively express their identities in the classroom.

Development of Linguistic Repertoire

Many educational institutions with students of bilingual and multilingual homes contain a monoglossic school of thought, which discourages the use of more than one language in the classroom. In a classroom that reflects monoglossic ideologies, educators instruct their classes solely in English, neglecting opportunities to expand on ELs' entire linguistic repertoire (García et al., 2017). Administrators and teachers with a monoglossic mindset tend to believe that the speaker should only use one language at a time, ignoring a useful repertoire that could benefit the speaker's understanding of the new language that he is learning. Some bilingual education models suffer from double monolingualism, where both languages are accepted in the classroom; however, the two languages are viewed as two separate entities, according to García et al. In translanguaging classrooms, García et al. also mention that instruction is designed to activate all aspects of students' multilingual repertoires to grow their content and linguistic knowledge, enhance their socioemotional development, as well as develop their multilingual identities.

Translanguaging is important for teachers and students to embrace, as it helps students develop metalinguistic awareness (García-Mateus & Palmer, 2017). According to Reder et al. (2013), metalinguistic awareness is defined as a language learners' ability to focus on and analyze the structural features of languages within their linguistic repertoire. Metalinguistic awareness develops as students consistently compare and contrast each others' home languages and English. Teachers support learners' awareness of these

similarities and differences through meaningful discussions centered around cognates, similarities in sounds, expressions, idiomatic phrases, and even intonation in speakers' voices. Additionally, Palmer et al. (2014) mention that when students are switching from one language to another and actively acknowledging similarities and differences between their languages, they are “engaging in dynamic bilingualism, celebrating hybridity” (p. 743). It is important for students to use the languages they have available to make more meaning in the classroom.

As multilinguals are achieving a variety of goals as they speak, their fluid transitions between speaking their home languages and English occur for a variety of reasons. These speakers' participation in translanguaging allows them to “flexibly use their complex linguistic resources to make meaning of their lives and their complex worlds” (Sánchez et al., 2014, p. 2). Translanguaging additionally supports students in balancing their linguistic repertoires. Historically, translanguaging pedagogies were first used in Welsh schools to reinforce the growth of students' linguistic skills in Welsh, which was typically considered the weaker language amongst students (Cenoz & Gorter, 2019). Additionally, in Leonet et al.'s study of teachers in Basque Country in 2017, they found that pedagogical translanguaging practices were effective in growing and maintaining students' proficiency in Basque, a regional majority language whose speaker population is diminishing. In these two cases, translanguaging helped students grow their proficiency in their weaker languages, helping them balance and further develop their linguistic repertoires (Cenoz & Gorter, 2020a).

Educators must instill the positive mantra that developing and having knowledge of languages other than English is an advantage. Mastery or familiarity with multiple

languages gives speakers multiple access points to obtain information (Sánchez et al., 2014). In fact, by mobilizing learners' diverse funds of knowledge, as educators, we are providing an equitable education for culturally and linguistically diverse learners (Martin-Beltrán, 2014). Multilinguals not only benefit from numerous ways of acquiring knowledge, but they also have the ability to perceive the world from more than one perspective, according to Sánchez et al (2014). Languages carry more than meaning; they carry values and cultural mores that have been passed down for centuries. Languages unmistakably play a huge role in one's identity. Makalela (2015) adds that implementing translanguaging pedagogies in the classroom aids multilinguals in identity development as well as providing them the confidence to use their translanguaging techniques in their future professional careers. Educators must be aware of the benefits of linguistic development of the entirety of a multilingual speaker's linguistic repertoire. To keep the development of students' home languages alive, translanguaging pedagogies must be implemented in the mainstream classroom. It is crucial that educators provide students with the tools to gain several access points to knowledge and perspectives across languages and cultures. Translanguaging pedagogies inarguably benefit ELs academically and linguistically.

Translanguaging Pedagogies

Pedagogical translanguaging is a term that can be described as “intentional instructional strategies that integrate two or more languages and aim at the development of the multilingual repertoire as well as metalinguistic and language awareness” (Cenoz, 2020b, p. 300). Many students translanguage with their peers and family members on a daily basis, which is considered spontaneous translanguaging. However, pedagogical

translanguaging is always planned and implemented carefully by the teacher. There are many ways in which translanguaging pedagogies benefit ELs. Translanguaging pedagogies open students to the possibility of using prior knowledge of their native languages in the classroom, which supports them in positively constructing their identity in a community in which they may be the minority. In Wei's (2011) study, he found that the group of bilingual Chinese students attending school in Britain used translanguaging as a way to express their multilingual identities. In an interview, one student said, "I really want to be treated like a bilingual. I don't speak Chinese only; I don't speak English only; I speak both! That's who I am. That's who we are" (Wei, 2011, p. 1,228). Kim and Song (2019) add that communities who translanguage form a collective identity to express themselves, understand one another, and define the world around them. The research clearly shows that translanguaging extends beyond linguistic and academic development. Translanguaging is instrumental in the development of multilingual identities.

When teachers encourage multilingualism in the classroom, they are empowering students' by placing importance on their culture and language in front of their peers. This act sends the message that while English is the prominent language in the community, this does not mean that their home languages are any less significant. When educators acknowledge that students have an advantage because they speak another language, the confidence and mindsets of ELs can change to become more positive and proud of their linguistic and cultural backgrounds. According to Cenoz and Gorter (2020b), translanguaging is a 'bottom-up' approach where the speaker is being acknowledged for his role and how he communicates opposed to comparing his English skills to those of a

native counterpart. Through implementing translanguaging in the classroom, the linguistic gap between native English speakers and ELs will feel less intimidating because the language learners will know that they have extra tools in their toolbox to excel academically.

Easing Students into Translanguaging

There are several translanguaging pedagogies that teachers can implement in the mainstream classroom. Before incorporating translanguaging practices in the classroom, it is important that teachers are aware that each pedagogical approach cannot be implemented to its full extent on day one. Students must be eased into these practices by becoming familiar with what it means to translanguage, how translanguaging is relevant to their daily lives, and how continuing this practice in school and at home will expand their linguistic repertoires. Daniel et al. (2019) mention that teachers should slowly introduce translanguaging into the classroom and avoid inserting translanguaging as disconnected activities or moments. For example, the extent of a teacher welcoming multilingual moments into the classroom should exceed closed-ended questions, such as, “How do you say ____ in Spanish?” Teachers must move beyond simple, closed-ended translation questions as they do not promote profound metalinguistic discussions (Daniel et al., 2019). Translation should be supplemented with negotiation of meaning and the development of an in-depth understanding of the verbal or written texts. Students need to see translanguaging pedagogies as routine in order to fully benefit from them. As instructors build up to including open-ended, metalinguistic discussions while working with multiple verbal and written texts in various languages, they must provide scaffolds, such as forming small groups of students to support one another, chunking activities into

smaller pieces so that they maintain interest, and explicit modeling (Daniel et al., 2019). Similar to how teachers launch a new unit in writing or social studies, translanguaging needs to be launched in the classroom as well.

Translanguaging practices, such as pedagogical translanguaging can be applied to everyday classroom routines and infused into instructional goals even for teachers with developing proficiencies in students' native languages (Jimenez et al., 2015). While educators of all backgrounds agree that it is crucial to ease into any unit and scaffold learning of new strategies, many are unsure of how to launch the practice of translanguaging, especially if the mainstream teacher is not proficient in students' home languages. Ways in which monolingual mainstream educators may introduce translanguaging are role-plays where students can see why people translanguage and how natural and common translanguaging may be in their everyday lives. For example, mainstream teachers can prompt students to act out a situation in which they are switching between English and their native languages. In her study of pedagogical translanguaging in a multilingual English program at a Canadian university, Galante (2020) discusses how professors had their students analyze why people translanguage through engaging in role-plays to demonstrate familiar situations in which multilinguals transition from one language to another. Metalinguistic discussions following students' translingual role-plays supported their understanding about how multilinguals translanguage to express a more accurate meaning or emotion through using the word or expression in its original language. Students used the role-plays to compare discourse markers, idiomatic phrases, and communication styles across students' native languages and English. (Galante, 2020).

In Galante's study, while students were engaging in translanguaging, some found that some words and expressions did not accurately and easily translate from one language to another. Another student described how certain words have emotions attached to them and how he could not find the correct words to communicate "the feeling that he gets from his language" (Galante, 2020, p. 7). Velasco and Fialais's 2018 study shows a similar example of where French students in the region of Alsace, France engaged in metalinguistic discussions when learning a word, such as 'escalier', which means 'stairs'. Students used the meaning of 'escalier' and connected it to the German word, 'eskalieren', which means "to grow" or "to increase" (Velasco & Fialais, 2018). The French-German bilingual teacher acknowledged students' observation of how 'escalier' and 'eskalieren' look similar and then pointed out that 'eine Treppe' is the correct term for 'stairs' in German (Velasco & Fialais, 2018). Through this brief translanguaging interaction, Velasco and Fialais's 2018 study displayed how students made metalinguistic connections and discussed consistencies and inconsistencies between German and French, thus extending their working knowledge of both languages.

Students eased into translingual discussions become more aware of why this practice is important to employ in the classroom, the relevance it has to their lives, and how people can use translanguaging techniques to effectively communicate. When mainstream teachers introduce translanguaging in a holistic manner, they use strategies such as engaging students in role-plays, hosting open-ended discussions about their personal connections to translanguaging, and discussing similarities and differences between the languages within their linguistic repertoires. Through these tactics, students

will feel that the practice of translanguaging is relevant and important to their classroom community.

Transliteration

Once teachers have launched translanguaging through introducing students to the idea and importance of the practice, they have the opportunity to infuse these practices into their classroom activities. One way that many instructors employ translanguaging into all subject matters is the method of transliteration. Transliteration, which can be described as writing words or sentences using the alphabet or script of another language, is a common approach to supporting students in using their full linguistic repertoires (Daniel et al., 2019). Transliteration is an important practice for students who speak languages such as Arabic and Greek, where the alphabet significantly contrasts the English script. Before transliteration was introduced to students in Daniel et al.'s study, it was important for teachers to initiate a discussion about students' prior experiences in translating and why people translate. The class discussed and made an anchor chart about how translation not only supports students' learning in the classroom, but how it also helps community and family members communicate and connect with the teachers, principals, and students (Daniel et al., 2019). Through the use of transliteration, the value of students' language practices was emphasized in the classroom.

Once teachers have made it apparent that the translanguaging practices that students engage in outside of the classroom are valued in the classroom, they can begin to incorporate this method into writing activities across the core subjects. Transliteration, an essential translanguaging practice, encompasses strategies such as describing, borrowing, finding antonyms, and using cognates, which are words that resemble one another due to

their common linguistic origins (Daniel et al., 2019). Describing is when students simply elaborate on the definition of the word that they are trying to write. For example, a gate would be described as a part of a fence that opens and allows people in the yard. Another way that students use their linguistic repertoire is by borrowing words. English borrows words from many languages. A common example is the name of foods, such as “burrito” or “gyro”. Multilinguals may also navigate their linguistic repertoires through the use of antonyms or opposites. A speaker may say “not young” to express and search for the word, “old” (Daniel et al., 2019). Lastly, teachers should encourage their multilinguals to find cognates, which are words that have common linguistic roots and therefore resemble one another. Examples of cognates between Spanish and English are “academic” and “académico” and “organic” and “orgánico”. These strategies not only support students’ translating practices, but they additionally support translingual, verbal discussions. Translanguaging strategies such as transliteration heighten learners’ awareness of differences in grammatical structures and word order between languages, therefore extending their metalinguistic knowledge and giving them the tools to expand their linguistic repertoires (Al-Azami et al., 2010).

Vocabulary Inquiry

Translanguaging pedagogies additionally give speakers the chance to participate in the important practice of vocabulary inquiry across languages (Sánchez et al., 2014). Teachers might put two academic vocabulary words on the board, one in English, and one in Spanish, for example. Students then would have the chance to analyze the meanings of each word, how they are connected and how they are used. It is possible that though these two words have the same meaning in each language, they may be used for different

purposes by speakers of each language. Sánchez et al. (2014) suggest that students use vocabulary journals, graphic organizers, and semantic maps when engaging in vocabulary inquiry. Kim and Song (2019) also found that encouraging learners to draw visual representations of oral and written texts can help build a growing inventory of the vocabulary in their learned and native languages. Vocabulary inquiry stretches beyond simply looking at the words, their meanings and how they are used. Teachers should also prompt their multilinguals to discuss roots, prefixes, suffixes, and phonetic similarities (Sánchez et al., 2014). Through understanding the origins of words, commonalities between affixes, and similarities in pronunciation, students are building the skills needed to decode new vocabulary words in both the L1 and L2 in the future (Sánchez et al., 2014). Kim and Song (2019) additionally discovered that learners benefitted from asking family members who speak their native language about how certain vocabulary words may be translated and used in appropriate contexts. While students can rely on translation and dictionary applications for isolated translations, students' family members are a wealth of knowledge regarding cultural nuances in words and expressions (Kim & Song, 2019). Translanguaging techniques, such as vocabulary inquiry, support students in growing their academic vocabulary and give them the skills to independently interpret future high-level vocabulary words.

In "Translanguaging and Positioning in Two-Way Dual Language Classrooms: A Case for Criticality", many teachers implemented a cognate chart between English and students' native languages that the students continued to build on throughout the school year (Hamman, 2018). The charts were inclusive of academic content vocabulary and everyday vocabulary to help develop both the Basic Interpersonal Communication Skills

(BICS) and Cognitive Academic Language Proficiency (CALP) of emergent bilingual learners in the classroom. Instruction that targets the identification of cognates between students' L1s and English improved English reading levels and academic vocabulary (Arteagoitia & Howard, as cited in Cenoz & Gorter, 2020b). Teachers might use cognate charts to introduce content-specific vocabulary or root words that are related to the unit of study (Sánchez et al., 2014). Cognate charts encourage students to look for similarities and differences across languages even if they do not speak the same L1 as other students in the class. Through analyzing the similarities and differences between English and students' native languages' vocabulary, multilinguals are forming metalinguistic awareness and dynamically building their linguistic repertoires.

Discussions in Response to Read-Alouds

Another translanguaging pedagogical practice that proves to be beneficial for multilinguals in the classroom is engaging in discussions that involve the use of their home languages and English in response to read-alouds. Translanguaging during whole-group discussions facilitates student participation in meaningful conversations. For example, in Hamman's 2018 study of a two-way dual language classroom's translanguaging practices, the classroom teacher, Maestra Gabriela, read a non-fiction text about pumpkins to her emergent bilingual students. When she asked questions concerning ways in which the growth of a pumpkin could be stunted, a student whose dominant language is English began to express himself in Spanish. When he added words in English, Maestra Gabriel supported him in translating his responses into Spanish. Maestra Gabriela avoided excessively prompting students to translate their English utterances into Spanish, but continued to speak Spanish in order to draw attention to the

target content and academic vocabulary that they were concentrating on (Hamman, 2018). Maestra Gabriela's consistent encouragement of students' use of their full linguistic repertoires throughout read-aloud discussions proved to help her check for comprehension and support students in translation techniques, which are effective scaffolds in meaningfully guiding students as they navigate new academic content and language.

Along with translanguaging in response to read-alouds, it is important to showcase books where the author herself translanguages. For example, in Durán and Henderson's 2018 research study of how translanguaging in elementary school classes enhances students' ELA content knowledge, Ms Barry, a teacher that was observed throughout the study, frequently used books written by Latinx authors who translanguaged in their writing. Latinx authors like Carmen Tafolla publish their books in parallel translation while infusing many Spanish words and phrases in the English translation (Durán & Henderson, 2018). Reading books where authors showcase their translanguaging expands students' ideas of what is considered 'literary' and can inspire students to translanguage in their own writing (Durán & Henderson, 2018).

In addition to educators engaging their pupils in translanguaging during whole-group discussions, they can also utilize these practices during guided reading, which are small-group reading lessons where students can engage in profound conversations about texts. In guided reading lessons where teachers implement translanguaging practices, teachers can provide students with texts in their native languages and in English. However, it is important to note that educators must gather information on students' home language practices to assess whether offering texts in their

native languages would be appropriate, as many students might not be literate in their home languages. If ELs are shown to be literate in their home language, teachers can then instruct learners to highlight words between texts in the target and home languages that look similar or share the same root. Once the ELs identify words that resemble one another in English and their native language, they can discuss the similarities and differences between the words (David et al., 2019). Instructors may additionally ask students to translate words, sentences, or parts of an English text into their L1s and discuss the differences in the grammatical forms and meanings, thus engaging in metacognition (David et al., 2019). In “Translanguaging in Curriculum and Instruction: A Cuny-Nysieb Guide for Educators”, Sánchez et al. (2014), suggest the Preview-View-Review technique. In the Preview-View-Review technique, students preview the text and share prior knowledge in their home languages, view the same text in English and participate in a mini-lesson and activities, and finally, review the text through summarizing, analyzing, and solidifying their understanding through translingual discussions. Students can effectively grow their linguistic skills across languages through translation, metalinguistic discussions in guided reading groups about texts in multiple languages, and the Preview-View-Review technique.

Translanguaging through Writing

While the teacher scaffolds most translingual practices in the classroom, one way that ELs can translanguage independently is through writing. ELs can use their prior knowledge in their native languages to write texts in both their home languages and English. For example, students may write two stories side by side in both their home language and target language (Back, 2020). Another example of translanguaging through

independent writing is engaging in the pre-writing process in the home language, and then drafting, revising, editing, and publishing in English (Sánchez et al., 2014). The student might also write a text using a mixture of home languages and English (Sánchez et al., 2014). Students can use their home languages as a scaffold in their own writing. Back (2020) also found that encouraging ELs to write about their personal, cultural experiences increases the cultural relevance of their writing while building important skills in genre and vocabulary. Students may temporarily use their home language when creating outlines and writing notes, but as they progress, they can begin to use more English in their writing as they receive feedback from the teacher and peers and gain access to resources such as bilingual dictionaries, translation applications, and through asking family members at home (Kim & Song, 2019). Encouraging students to translanguage in their independent writing supports their writing development in English and their native languages, benefitting “the whole student”.

Teachers can also scaffold translanguaging in writing through sentence building. According to Sánchez et al. (2014), “Sentence building teaches all bilingual students how to construct increasingly complex sentences and can be a valuable entry-point to help emergent bilinguals understand the sentence structure of the additional language” (p. 141). When teachers introduce the concept of sentence building, they begin by prompting students to write simple sentences in the L1 and L2 such as “She was a happy child.” Slowly over the course of a few lessons, the students are advised to add more complex grammatical structures into the sentences in both English and the home language. For example, students could add a relative clause, changing the sentence to read: “She was a happy child who enjoyed reading fiction novels.” Sentence building is a tool for students

to translanguaging in writing and explore the similarities and differences between their home language and English (Sánchez et al., 2014). Sentence building is an effective way for teachers to scaffold translanguaging through writing in the mainstream classroom.

There is a wide variety of ways in which teachers can implement translanguaging pedagogies into the mainstream classroom. While translanguaging is relevant to multilinguals' everyday lives outside of school, it is not always evident for teachers to infuse translingual practices in everyday academic content and classroom routines. Ways in which teachers can find ease in incorporating students' home languages into the curriculum is scaffolding transliteration methods where students translate texts through borrowing words from other languages, describing a vocabulary term using a mixture of words from her linguistic repertoire, using antonyms, and exploring common root words across languages. Teachers may also develop cognate charts that students can refer to and add onto throughout the year. Additionally, participation in whole-group and small-group discussions after reading multicultural literature supports students' development of metalinguistic skills. The Preview-View-Review technique, translanguaging in independent writing, and sentence building are additional ways that teachers can push students to utilize and develop their proficiencies in their home languages and English. While many teachers may view the implementation of translanguaging strategies in the classroom as another separate entity to add to the curriculum, the literature enforces the fact that this is not the case. Translanguaging can be infused into every subject through the pedagogical practices mentioned in this section.

The Gap in Literature

Despite the copious amount of literature proving the positive benefits of translanguaging pedagogies for ELs, the data of long-term benefits of ELs learning through translanguaging pedagogies was deficient. While translanguaging pedagogies undoubtedly support the growth of students' linguistic repertoires, promote identity growth, help ELs develop high-level vocabulary, and encourage acceptance and continual education about other languages and cultures, the literature lacks long-term, data in how translanguaging has boosted students' state-wide and/or district assessment scores. Along with quantitative data regarding the possible improvement of ELs' test scores, it would be beneficial to read qualitative data, such as interviews and questionnaires completed by students over time to see how a translinguistic environment positively affected their identity growth and confidence in a school and classroom setting where English was the dominant language.

Conclusion

The literature review thoroughly addressed the question: *What are effective translanguaging pedagogies that middle school ELA teachers can implement in the mainstream classroom to support the linguistic and academic growth of ELs?* A review of literature proved widespread agreement on the benefits of translingual pedagogical practices in classrooms populated by culturally and linguistically diverse pupils. In the literature, there was agreement among researchers that translanguaging pedagogies highly support students' academic, linguistic, and social growth. When multilinguals are communicated the message that they are to embrace their diverse backgrounds, as well as their abilities to teach peers and educators more about their home languages and cultural traditions, they feel valued and comfortable in the classroom, affording them the

confidence needed to take risks as learners. Furthermore, the review of literature found that translanguaging pedagogies are not limited to language learning classroom contexts such as ESL classes. In fact, there are many strategies in which mainstream educators can make translanguaging the classroom norm through infusing translingual practices into everyday academic content. Mainstream educators can promote metalinguistic discussions based on role-plays or bilingual texts that students read or write. General education teachers may also use cognate charts or multilingual word walls, sentence building techniques, and translation methods, such as transliteration. Though many mainstream educators are not familiar with each of their students' home languages at a proficient level, they can capitalize on students' funds of knowledge of their native languages and direct them in exploring and expanding their full linguistic repertoires as they navigate academic content and vocabulary. This chapter highlighted how mainstream teachers can implement essential translanguaging pedagogies, and how these practices effectively support ELs' linguistic and academic prosperity. Chapter Three will outline my supplemental curricular materials that are aimed to support all teachers in incorporating translanguaging pedagogies into their classrooms.

CHAPTER THREE

Project Description

Introduction

Many mainstream educators are under the impression that “English Only” policies are conducive to the success of ELs excelling academically. These monoglossic ideologies hold the principle that if students are permitted to speak their native languages in the classroom, they may mix or confuse words or grammatical rules in their first and second languages (L1 and L2). In Chapter Two, the literature discussed how monoglossic ideologies send ELs the message that their cultural and linguistic funds of knowledge are not accepted or valued in the school community. As educators, we must always find a way to create a safe space where learners feel valued and eager to share about their unique experiences. When teachers foster a multicultural environment, they are maximizing the amount of learning that can happen in the classroom. Instead of learning about one language and disconnected fragments of popular cultures, teachers can expose their students to the authentic cultural experiences and knowledge that their peers bring to the classroom every day.

In this chapter, I describe how I created supplemental curricular materials that reflect a variety of translanguaging pedagogies to support ELs in the middle school general education classroom. These materials supplement a mainstream eighth grade ELA unit through a variety of interactive small group and individual activities that encourage ELs to use their home languages and the target language to understand and reflect on the unit’s text, *The Giver* by Lois Lowry (1993). Infusing ELs’ home languages into classroom instruction positively impacts their growth as learners in a context where

they are closing the academic achievement gap between their English-speaking counterparts and themselves. I will outline the objectives of the existing ELA unit and how certain translanguaging strategies will support ELs and non-ELs alike in understanding and connecting to the content. I will additionally provide the order of activities and assessments in the ELA unit, how the supplemental materials align with the unit activities, as well as an overview of Chapter Four. Through exploring the literature surrounding effective translanguaging pedagogies and creating supplemental curricular materials, I addressed the question: *What are effective translanguaging pedagogies that middle school ELA teachers can implement in the mainstream classroom to support the linguistic and academic growth of ELs?*

Project Description

For my project, I created supplemental curricular materials geared towards eighth grade ELs in the mainstream ELA class. The supplemental materials help deepen ELs' understanding of the text, *The Giver*, as well as support them in making personal connections as they reflect on the motifs and symbols of the text. The curricular materials act as extra support and enrichment that reflect translanguaging pedagogical practices. The materials reinforce an existing ELA mainstream middle school curriculum created and used by the colleagues in my school. The supplemental materials that I provided involve small group and individual supports that scaffold ELs' learning of the content objectives. The activities push ELs to use the skills that they have already developed in the target language as well as in their native languages to expand on their knowledge of the concepts being taught in the mainstream classroom. The supplemental curricular materials can be led by ESL teachers who accompany ELs in the general education

classroom or who pull students out of the classroom for additional support. However, mainstream ELA teachers can facilitate the small group and individual activities for ELs in the classroom if additional support from ESL teachers is not available.

The intended setting for my supplemental curricular materials is mainstream middle school ELA classes where ELs are present. Middle school ELs from my school are the targeted participants of the unit and supplemental materials. My school is located in the Metro-Detroit area of Michigan. The ESL population at the school consists mostly of Spanish, Albanian, Arabic, and Chaldean speakers. The formative and summative assessments include bilingual notes that students take throughout the unit, teacher observations of language group discussions of the text in multiple languages, student-created multilingual dictionaries, and exit tickets to check for comprehension of symbols, story timelines, and character development in the text. These assessments and activities help measure ELs' success throughout the implementation of the curriculum and supplemental activities. I did not collect data; however, my activities, such as the small group multilingual discussions, multilingual reading notes, and student-made multilingual dictionaries provide teachers with several examples of student learning. In the unit, students create visual representations, translations, multilingual dictionaries, and notes from in-depth multilingual discussions to leverage a complex, culturally relevant understanding of the content.

Before *The Giver* unit, students participated in a literary analysis unit based on a science fiction text. After writing essays to analyze science fiction, they transitioned to a unit on *The Giver*, which is also a science fiction text. The ELA unit follows the Middle Years Programme (MYP) from the International Baccalaureate (IB) Program. The IB

program is a set of curricula and principles that encourage inquiry, critical thinking, open-mindedness, and risk-taking skills (International Baccalaureate Organization, 2005).

In the Language and Literature program of the MYP, the standards are divided into four categories: analyzing, organizing, producing text, and using language. The standards that are addressed in this unit are:

A. Analyzing: Justify opinions and ideas, using examples, explanations and terminology.

B: Organizing:

- Employ organizational structures that serve the context and intention.
- Organize opinions and ideas in a logical manner.
- Use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text:

- Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process.
- Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
- Select relevant details and examples to support ideas.

D: Using Language:

- Identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts.
- Justify opinions and ideas, using examples, explanations and terminology.

- Interpret similarities and differences in features within and between genres and texts

(International Baccalaureate Organization, 2014, pp. 7-8).

A crucial component of the IB Program is inquiry. The ELA unit is based on the following inquiry questions:

Factual:

- What elements make up the setting?
- What is perspective?
- What is symbolism?

Conceptual:

- How does perspective affect moral reasoning?
- How is character perspective determined?
- How can objects symbolize character and enrich understanding?

Debatable:

- Should morals be a deciding factor in making decisions?
- Who should decide the morals of a society?

(Arcari et al., 2019).

To meet these standards and respond to these inquiry questions, students perform three summative assessment tasks where they discuss the characters and their development using evidence of symbols that are alluded to in the text. They then describe and analyze the setting by creating a map of the community to prove that Jonas, the main character, is not living in a utopia. Finally, the students organize a timeline of Jonas's memories to demonstrate how Jonas's perspective changes throughout the story.

The ELA unit lasts a total of twenty hours, which takes approximately four weeks, as the daily ELA class period is an hour-long. Throughout the unit, students take active reading notes, engage in full-class discussions, compare elements of utopian and dystopian societies, and discuss the meanings of logical order, types of timelines, perspective, and symbols in *The Giver*. Activities include: creating posters of their own utopian societies, examining sets of directions that are in the wrong order and re-ordering them in a logical way, and organizing a list of events in different orders and discussing why certain organizations might be more appropriate than others. Additionally, students learn about perspective through the “Zoom In” method, where students interpret information and form hypotheses while teachers reveal the information or photographs one section at a time (Knox & Mainero, n.d.). As teachers reveal more information, students’ hypotheses change, symbolizing the process of one’s change in perspective after gathering more knowledge on a subject. Students then reflect on a time where their perspectives changed after learning something new. In my Project Description section, I addressed my target audience and setting, the ELA unit’s standards, essential inquiry questions, timeline, and the overall goals of my supplemental materials. In the next section, I will describe guiding principles of translanguaging in relation to my curricular materials goals and the translanguaging strategies that I intend on incorporating to support ELs in meeting the unit objectives and leveraging their full linguistic repertoires.

Theoretical Framework

As someone who has worked in ESL and mainstream classroom settings, I have observed ELs who are limited to monoglossic, “English only” policies that many schools strongly encourage. While the initial intention of monoglossic policies are to immerse

ELs in the English language throughout the school day, these policies can communicate that students' home languages and cultures are not welcome in the classroom. In this case, many students may find that they are expected to hide part of their identity from their teachers and peers. Teachers historically struggle with the amount of material that they need to cover in a short period of time. While the increasing diversity of American classrooms demands more culturally and linguistically responsive instructional practices, many mainstream instructors struggle with the "how" of consistently and effectively incorporating students' linguistic and cultural experiences into rigid curricula.

Translanguaging pedagogies can aid teachers in showing value to the diversity in their classrooms while addressing the curricular topics that need to be covered during a school year.

An important principle of translanguaging in the classroom is allowing students to participate in multilingual collaborative work, which are daily opportunities during work time for ELs to communicate in multiple languages while making sense of complex content and texts in small groups with peers who speak the same languages (Sánchez et al., 2014). Regardless of students' English proficiency, collaboration in small groups allows students to make sense of the new information together and gives bilingual students "the opportunity to contribute to their group in multiple languages, increasing the amount and the complexity of their participation" (Sánchez et al., 2014, p. 116). Students work in language groups consistently throughout the unit when they are expected to complete written tasks. Language groups or partners act as support for students to brainstorm in multiple languages, write deeper analyses of characters and their perspectives in their home languages, define vocabulary words in multiple

languages to create their own bilingual glossaries, and share ideas orally in multiple languages with group members. Students use these translanguaging strategies while participating in the unit's logical ordering activity, creating their timelines of Jonas's memories, taking reading notes, and discussing the meaning of perspective in the Zoom-In activity.

An additional way that multilingual collaborative work is implemented is putting students in reading groups after reading chapters or sections of *The Giver*. In reading groups, students are placed in their language groups and given roles such as, discussion leader, recorder, artist, translator, and taskmaster (Sánchez et al., 2014). Discussion leaders pose comprehension and reflection questions to the group in any language, the recorder takes notes in the home or target language, the artist gives a visual representation of what was discussed, the translator translates any of the notes into the target language to prepare to share with the class, and the taskmaster monitors the group's time, focus, and involvement (Sánchez et al., 2014). This translanguaging strategy increases the amount of participation and confidence in ELs while writing and orally discussing the text in the classroom.

Translanguaging is a natural practice in which students communicate within their communities using their entire linguistic repertoire. By accepting and learning about translanguaging pedagogical practices in the classroom, educators may create an environment in which students engage in their normal linguistic practices, making them feel more at ease knowing that they can use the tools they are familiar with to make English learning more accessible. Encouraging students to share about their cultural backgrounds and use their home language skills will even help ELs feel a sense of pride

for their cultural and linguistic identities (Sayer, 2012). While many teachers, ESL and mainstream alike, may not have the background knowledge of certain students' home languages, they can certainly utilize the translanguaging strategies outlined in my supplemental materials to help incorporate students' home languages into daily classroom activities.

In my Theoretical Framework section, I have discussed my research paradigm and the guiding principle and framework for the translanguaging activities of my supplemental materials, which allows students to collaborate multilingually with students who speak the same languages as them. If students are unable to be matched with classmates who speak the same language as them, it is still important to allow them to take multilingual notes, fill out multilingual graphic organizers, and utilize multilingual resources such as dictionaries or translation tools. The main principle of translanguaging is using one's entire linguistic repertoire. By encouraging students to translanguage, students are given the opportunity to connect to their linguistic and cultural backgrounds, compare languages, ask in-depth questions, and practice and play with the language (Garcia, et al., 2017). As teachers, we want to see students leveraging all of their linguistic skills and resources in the classroom.

Conclusion

In Chapter Two, the literature review addressed the academic, linguistic, and social benefits of educators incorporating translanguaging practices in the classroom. The literature proved universal agreement regarding the linguistic and academic growth ELs make when they are allowed to use their native languages in the classrooms to scaffold their learning of academic content and high-level English vocabulary. The literature

demonstrated that multilinguals felt valued and comfortable in environments where peers and instructors acknowledged their cultural backgrounds and encouraged them to teach others about their home languages. This chapter held the purpose of outlining the timeline, setting, participants, and goals of my supplemental materials. The goal of the unit is to enhance ELs' learning in the eighth grade ELA classroom through the implementation of translanguaging pedagogies that work alongside a mainstream curriculum. My hope is that these supplemental materials will not only be used by ESL teachers, but that with exposure to translanguaging activities being implemented in their classrooms, mainstream teachers will feel inclined to incorporate these strategies in their classroom to differentiate for ELs and encourage multilingualism in the classroom. In Chapter Four, I will share my reflections regarding the structure and goals of my translanguaging activities and revisit the journey in answering my research question.

CHAPTER FOUR

Introduction

To achieve the objectives of my project, I studied translanguaging pedagogies that encourage ELs to use their home languages in the English-dominant classroom to benefit their proficiencies in the target language. The research shows that incorporating students' cultural and linguistic funds of knowledge through translanguaging pedagogies creates an accepting and comfortable classroom environment that fosters their academic and linguistic growth (Sayer, 2012). My capstone project addressed the research question: *What are effective translanguaging pedagogies that middle school ELA teachers can implement in the mainstream classroom to support the linguistic and academic growth of ELs?* To respond to this research question, I provided supplemental curricular materials for an eighth grade ELA unit based on the novel, *The Giver* by Lois Lowry (1993).

While the supplemental materials of my project are geared towards ELs who are studying the unit, *The Giver* in an eighth grade ELA classroom, the objective of my project is to give educators a framework in which they can adapt translanguaging pedagogies to fit the needs of their students in various classroom environments. The translanguaging methods in my project allow teachers the flexibility to choose and adapt various visible thinking protocols, small-group activities, graphic organizers, note-taking strategies, and scaffolds for reading comprehension. I additionally provide examples and suggestions of how teachers might encourage ELs and native English speakers to utilize their home or second languages in everyday classroom activities. When educators read my paper and project, I aim to inspire them to adapt at least one activity or strategy into a

unit or lesson that they are planning. It is my hope to show teachers the benefits and ease of adopting translanguaging practices in their everyday classroom practices.

In this chapter, I will include the conclusions that I have drawn as I developed the supplemental curricular materials. Additionally, I will highlight important findings of my literature review and my plans for future research and development of translanguaging curricular materials. Furthermore, I will discuss the positive implications for teachers who implement translanguaging practices in their classrooms, as well as the possible limitations of my project. As I conclude Chapter Four, I will revisit my research question and discuss my expectation for teachers to take advantage of the recommendations and resources that I provide throughout my paper and project.

Project Findings

Throughout the process of researching effective translanguaging pedagogies and writing supplemental curricular materials for a mainstream eighth grade ELA unit, I have learned that translanguaging pedagogies are beneficial to all students. While my project mainly focused on promoting translanguaging strategies as scaffolds for ELs in the mainstream classroom, I discovered that these methods additionally support native English speakers in making cross-linguistic connections, learning about the origins and structures of other languages, and engaging in second language learning opportunities. Translanguaging welcomes the consistent growth of a speaker's entire linguistic repertoire and is not a practice limited to ELs.

Through translanguaging strategies, we want to urge students to make connections between their home language practices and/or second language courses to the content courses at school. For example, it is possible that students adding Albanian

cognates that they find in the novel of study to a class cognate chart could establish an environment of inquiry concerning not only the academic content, but also the cultural capital existing within the classroom community. When teachers provide opportunities for students to share and respond to others' curiosities about their cultural and linguistic backgrounds, they are demonstrating that diversity is valued and crucial to the learning in the classroom. As educators, we are not only teaching students academic concepts, we are teaching them to be inquisitive and open-minded global citizens. When we as teachers normalize and celebrate diversity in our classrooms, we are training students to form communities and ideologies outside of the classroom that reflect tolerance and inclusivity. Translanguaging is a way to promote equity in the classroom and change the world one student at a time.

Revisiting the Literature Review

Many research studies contributed to my comprehensive understanding of existing translanguaging pedagogies, how to implement translanguaging pedagogies, and the benefits that researchers found in students who practiced translanguaging in educational settings. Wei's 2011 study brought my attention to the multilingual identity development that translanguaging practices foster. Wei (2011) observed and interviewed several Chinese youths living in Britain and drew attention to how translanguaging practices allowed these students to embrace their creativity in communication, form meaningful relationships, and construct unique and honest multilingual identities in diverse social and educational spaces. It is also worth noting that translanguaging is not only transitioning from one language to another while communicating, but it is a dynamic practice where students use their linguistic resources to search for meaning and "make

sense of their bilingual worlds” (Garcia, 2009, as cited in Goodman & Tastanbek, 2021). Translanguaging practices undoubtedly promote equity among minority populations in educational settings through offering multiple entry points while learning academic content and supporting their development of metalinguistic awareness (Garcia-Mateus & Palmer, 2017). Goodman and Tastanbek (2021), Wei (2011), and Garcia-Mateus and Palmer (2017) all agree on the positive benefits that translanguaging practices have on the development of language learners’ multilingual identities, which tend to be undervalued in settings where English is the dominant language.

In addition to the research mentioned in my literature review, a beneficial resource that I referenced as I developed my project was *Translanguaging in Curriculum and Instruction: A Cuny-Nysieb Guide for Educators* by Sánchez et al. (2014). In the Cuny-Nysieb translanguaging guide, I was able to view how schools who have adapted translanguaging pedagogies in New York organized their curricular materials. Many capstone projects consist of the development of an entire curricular unit, whereas I took an existing mainstream eighth grade ELA unit and incorporated resources, recommendations, and highly adaptive strategies for educators to incorporate translanguaging strategies into their units of study. Sánchez et al.’s 2014 guide displayed several sample units with suggestions on how to include translanguaging practices, which aligned with my project objectives. It was beneficial to read about how other teachers have included translanguaging methods in their units of study. With this guide, I was able to create original ideas and examples while also citing strategies that proved to help teachers in New York.

Future Research

I would be interested to observe mainstream eighth grade ELA teachers as they implement the translanguaging strategies that I have suggested for the unit on *The Giver*. I could then gather further data regarding how the methods were implemented, how the strategies could be adjusted based on my observations and teacher input, and finally, how the translanguaging pedagogies benefited the students. I would additionally enjoy interviewing EL and mainstream students regarding how translanguaging aided their comprehension of the book and furthered their abilities to connect to their native and/or learned languages. In the future, I would also enjoy creating a professional development seminar on how to implement translanguaging strategies in various grade level and subject disciplines. While my supplemental materials guide teachers in adapting various translanguaging pedagogies to their grade levels and subject matters, I would enjoy hosting a seminar where teachers could ask questions and share ideas of how they are planning to adapt the strategies that I mentioned in my literature review and project materials.

Professional Relevance

At my middle school, I plan to communicate my results to teachers across grade levels and departments. The ESL coordinator of my district has additionally invited me to discuss my project and the benefits of translanguaging in a future staff professional development seminar. I look forward to the opportunities to educate my colleagues about simple translanguaging pedagogies that can be transferred to their everyday classroom practices. I plan to emphasize the ease in applying visible thinking strategies, such as a multilingual Frayer Model or Semantic Map, which help students make cross-linguistic and cross-curricular connections. Welcoming conversations about other languages

through class cognate charts or pairing students in language groups to discuss the main ideas of a chapter in their home languages can go a long way for ELs. Implementing translanguaging pedagogies in one's classroom is a great way for teachers to show value to students' diverse linguistic and cultural backgrounds while helping all students excel in the classroom.

Implications and Limitations

Implications

For teachers who adapt the supplemental curricular materials in my project to fit the needs of their classroom community, the implications are positive. As I have mentioned throughout my paper and project, the supplemental materials provided for the eighth grade ELA unit based on *The Giver* serve as a model and template for teachers of all grade levels and expertises to flexibly use and adapt to their advantage. I encourage instructors to employ translanguaging practices such as class cognate charts and multilingual dictionaries in the beginning. Then, as teachers become more familiar with the concept and immediate benefits of translanguaging, they can begin to implement more strategies suggested in my project and literature review.

Limitations

While there would not be any policy changes, one of the limitations of my project is the possibility of educators claiming that they do not have the time to implement translanguaging practices in their classrooms. As a teacher myself, I understand the common sentiment of not having the time to cover the amount of content that is expected to be taught in one school year. To combat this common frustration among educators, I would suggest taking a few minutes out of the day to encourage students to add to the

class cognate chart after reading a chapter, pairing them in language groups for mini-discussions in their L1, or instructing them to add important vocabulary words in a chapter to their bilingual dictionaries in their notebooks. These tasks can become routine for all students and do not demand a high amount of preparatory work on the part of the instructor.

In the future, I would like to add more supplemental materials to other existing units of various grade levels and subjects. While the materials listed in my project are highly adaptive and can be applied to diverse classroom environments, I would like to provide more examples for educators to observe. The more examples of translanguaging materials across subject matters and grade levels that educators can observe, the more likely they will find ease in comfortably applying these techniques to their own classroom routines. Overall, my project has positive implications for teachers who are willing to adapt and use the translanguaging strategies and resources that I have provided throughout my paper and project. While I am unable to control the reluctance among educators who feel that they do not have the time to implement these strategies, I can certainly continue to provide more resources and recommendations for those who are hesitant to employ translanguaging pedagogies.

Conclusion

For the past two years, I have developed a literature review and supplemental curricular materials to answer the question: *What are effective translanguaging pedagogies that middle school ELA teachers can implement in the mainstream classroom to support the linguistic and academic growth of ELs?* Throughout this process, I have found that translanguaging practices can be implemented in all educational settings to

benefit all learners, ELs and non-ELs alike. In this chapter, I have revisited crucial findings from my literature review, my takeaways following the development of my project, my plans for future research and further development of translanguaging pedagogical materials, and the implications and limitations of my project. I am humbled to provide my capstone project and paper as a resource for all educators to introduce translanguaging practices into their classrooms, motivate all students to learn languages and celebrate linguistic and cultural diversity, and lastly, to support students' development of their multilingual identities.

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