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The Power Of Translanguaging In American Schools

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A capstone 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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CHAPTER 1

Introduction

Linguistic diversity is rising in America at an increased rate, leaving teachers and schools at a juncture where they are struggling to meet the needs of all students. This has led me to my research question: *How can a general education teacher effectively use translanguaging in the classroom in order to promote English language acquisition for multilingual learners?* In this chapter, I will touch on why translanguaging is important in supporting multilingual students in the classrooms, my personal and professional background that led me to my passion around translanguaging, and my rationale behind choosing this project.

Personal and Professional Background

Rich language exposure is something that has been around me my whole life; however, it was not something that was valued until later in my life. I was born in England to parents who immigrated from Tanzania, East Africa. Many generations ago, our family relocated there from Gujarat in India. I have been around speakers of Gujarati, Khachi, Swahili and English my whole life. The only language I am able to fully communicate in, in all four domains, (reading, speaking, writing and listening) is English. I can speak and understand Gujarati, Khachi and Swahili. I am able to read and write in Arabic and have learned French and German at school in England.

My parents first realized that their children's heritage language was seen as a detriment to their English learning in the public school system when my older brother started school. He spoke more Gujarati than English. As parents, they were told by the school teachers that they needed to only speak English with their children, to ensure

success at school. My parents swiftly took the advice of the monolingual school system and reduced the amount of Gujarati they spoke with us. As we got older, we slowly lost our heritage language and spoke more English. I always felt speaking another language was a negative thing, almost embarrassing that my culture was so different and that my parents pronounced words differently than my friends' parents. My parents even went to the extent of putting us into elocution classes in an attempt to rectify our accent. Essentially, in doing so, our heritage would be drowned by the power of English perfection as assimilation equated to a higher chance of success. They had been drilled with the message that they were not accepted as they were, and so they had to change something. However, they did not change their fundamental identity, nor ours, but we learned to code switch depending on the situation. Even today, my accent switches depending on who I am talking to. It sounds odd, but it is so natural I don't even realize I am doing this. Thankfully, we all understood the importance of our heritage language and with the help of our parents we were able to raise our children speaking Gujarati.

To understand how intertwined our languages are, I will share another example of my personal experience with code switching. (This is a term that will be explained more in chapter two as a means to differentiate between translanguaging). When I say, "Can I have a mchenjah?" I am using "can I have" in English and the word "mchenjah" for a "tangerine" in Swahili. This is something that naturally occurs when I am speaking to someone in my family or community who speaks English, Swahili or Gujarati. Using the word, "Mchenja" in an expression of solidarity with other speakers of Swahili; however, if I were speaking Gujarati with someone, I would still use the Swahili word for

“tangerine” because I do not have the vocabulary for it in Gujarati. Growing up, I thought mchenja was Gujarati, so from what I understand, we have our own language.

During my eight years of teaching, I’ve held various positions, starting with my education in London, England and then transferring to Chicago, Illinois, where I completed my Bachelor of Arts in Elementary Education with a Middle School Biology Endorsement. I am currently working at a Northwestern suburban public elementary school in Minnesota. I can say the equity work that we as a staff have done and are continuing to do at our school, gives me so much validation. This work allows me to feel comfortable, to the point that I can almost fully be my whole self in an environment that is not representative of me. I have gained confidence in my ability to connect with students of color, immigrant families, and students who have never felt that they belonged. I have made the effort to ensure they have always felt welcomed and know that they have me rooting for them. I truly believe that when students are in an environment where they feel accepted, they thrive.

As a Title 1 teacher, I would often have multilingual learners in my groups, but I was not sure how to fully meet their needs, as I had students who were below grade level in reading and/or math and learning English. This really fueled my passion to work with our multilingual students and pursue my Masters in Teaching English As A Second Language. I wanted to learn the skills and strategies needed, and combine them with culturally inclusive practices, as well as wanting to gain more of an understanding of how language identity impacted students. As I went through the sociolinguistics class at Hamline University, I learned about the idea of translanguaging and linguistic landscapes. My heart felt every feeling I have ever had after encountering unacceptance from people

at school; finally I felt validated. I knew that my experience was not unique and that this pedagogy was one that would make a difference to the students I serve.

Rationale

Our school district shows data confirming our multilingual learners (ML's) are scoring lower than our other students. This has led our equity department to focus on ML these last two school years, incorporating professional development on translanguageing at our school, which has been very exciting.

As our school staff explored more about translanguageing, I saw teachers getting excited about it and wanting to implement it; however, they quickly felt deflated, as staff did not have the knowledge and professional development to use translanguageing in the classrooms. They felt that it was out of their area of expertise, since the teachers knew one language and did not have groups of students speaking the same languages. Typically, there are multilingual students from three or four language groups within one class.

My project will be used to support staff at our school, as they implement translanguageing in the classroom, in order to make a positive impact on students' language learning. Staff will be introduced to my website containing information on translanguageing with resources to use in the classroom. They will work collaboratively with their grade level teams and make lesson plans while being supported by the leads, including myself and the multilingual teachers at the school and fellow coworkers. In turn, the website promotes a concept that enables staff to gain an understanding of the students they teach and their families, as to execute translanguageing effectively, teachers need to learn about their students' languages, their family and their culture. Staff will feel

equipped with resources and feel supported to try out translanguaging within their classroom. Going through this process will allow for better relationships between staff and families and provide an environment for students where their language and culture is accepted and understood. Students will feel comfortable and thrive, positively impacting their language learning, rather than lacking confidence, motivation and feeling anxiety which hinders language learning, known as the affective filter. (Krashen, 1988). With translanguaging, learners will have the opportunity to use their full linguistic repertoire to aid their language learning and work collaboratively with teachers and families to achieve their goals. Using translanguaging in the classroom can be part of a larger shift in ideology by making the information and resources more accessible to the staff. This could become part of a larger movement within the district, shifting to a more multilingual perspective of teaching and learning.

We see a pattern from history where measures are put in place that are detrimental to students, restricting them from a meaningful education because of their native languages. The more dominant groups (native English speakers) however, are thriving with the access they have. Despite our classrooms in the United States having students with a variety of native languages, monolingual ideology is put on a pedestal and used as a means to force our raciolinguistic students to perform as monolinguals (MacSwan, (2017). This devalues multilingual students and all they bring to the classroom, as it views them as a subtractive element rather than assets whose linguistic knowledge and rich culture can further language learning.

Translanguaging came about in an effort to disrupt this subtractive academic view (Valenzuela, 1999). From a monolingual perspective, multilinguals possess separate

language systems where each language is a separate entity, with their English skills being inadequately developed. This brings about terminology such as “Limited English proficient” or “English language learners” (Grosjean, 1982; Heller, 1999). Throughout this project I will be using the term multilingual learners (ML). From a translanguaging perspective, multilingual students have one language system where they use all the linguistic resources they have to formulate meaning. Translanguaging allows students to use their full linguistic repertoire (Garcia, 2009). This concept brings an asset-based approach to English learning.

Our responsibility as educators to meet the needs of our students includes creating an environment where they are able to use their whole language system. By doing so, we view students as a resource for learning and allow them to make meaning by discussing their ideas with their readings and learning in their preferred language, helping them to be better readers, writers and thinkers.

Teachers can benefit from having a positive understanding of multilingualism and knowing that they can learn from their students about their languages and cultures. Having multilingual resources for learning and translanguaging lesson objectives, we provide a space that is conducive for translanguaging. Students will use the language information they already have, to formulate meaning, which is needed in order to learn in school. As translanguaging is still a new concept to most general education teachers, we still find ourselves in schools where staff do not feel fully prepared to use translanguaging. They may feel like they do not have adequate resources or information to utilize translanguaging pedagogy in their classrooms. This has led me to my project

question: *How can a general education teacher effectively use translanguaging in the classroom in order to promote English language acquisition for multilingual learners?*

Chapter Summary

In this chapter I presented my guiding question that led me to this capstone project. I wrote about my personal and professional journey that brought about the passion behind exploring translanguaging further. I explained my rationale for this project. The question had me analyze research in chapter two about translanguaging and how it is used in the classroom. I look into what translanguaging is and what it is not, the benefits and issues with it and the different resources that teachers have used to implement it.

Chapter three describes the project I created and the rationale for the different sections. Using the research from chapter two, I explained each component of the website and the staff professional development support sessions that would go along with it. The aim of this was to provide staff at my local school with translanguaging resources that they could use in their classrooms. The research helps guide how translanguaging is beneficial to the students who have the opportunity to use it in their classrooms by empowering them with the use of their first language. The website was set up using guided research and the timeline for this project is explained. I write about the participants, setting and how the data is collected and analyzed.

In chapter four, I reflect on how the literature review brought the project to life and the benefits and limitations of implementing this project in the classroom using translanguaging resources. I look into how starting to implement translanguaging can be part of a larger shift in ideology, by making the information and resources more

accessible to the staff and whether it could become part of a larger movement within the district, shifting to a more multilingual perspective of learning.

CHAPTER 2

Literature Review

Introduction

This literature review explores research on translanguaging, especially in the context of multilingual learners (ML). This is done in an effort to create a website that will provide the staff at a local elementary school in the northwest suburb of the Twin Cities Metropolitan area, with the necessary tools to positively impact their students' language learning. This literature review examines the question: *How can a general education teacher effectively use translanguaging in the classroom in order to promote English language acquisition for multilingual learners?*

It is important to first understand what translanguaging is and what it is not, hence delving deeper into the components that explain translanguaging and all it entails gives us further clarity. This brings us to explore the concept of code switching, which is often compared to or misunderstood as translanguaging, enhancing the importance of gaining a clearer understanding of the two linguistic concepts. With any research, it is important to look at what is effective and what is not effective as a methodology. Studies and researchers who believe translanguaging makes a positive impact on multilingual learners will be explored. We will do this by looking at examples of how translanguaging has been successfully implemented in the classroom. We will also explore the limitations associated with translanguaging pedagogy. This is important to do as translanguaging is a relatively new concept that has only very recently been given more exposure to the American educational systems.

The second part of this literature review will give the reader more understanding of why having a pro-translanguaging mindset can be so important, especially when we look at the history of ML education in the U.S. We will dig deeper and discuss the monolingual school system that has been promoted and the hierarchy of power among the languages. When we understand the reasoning behind a system it can help drive our passion and pull us in a certain direction.

The third part of this chapter will gather research-based strategies and needed provisions that contribute to successful implementation of translanguaging. This will form the basis of the resources given to staff as part of this capstone project. Staff at our local elementary school are at various places with their understanding of meeting the needs of our multilingual learners.

Translanguaging reaches far beyond the scope of just a methodology. It is a belief and value in a population of people, which inadvertently can also be beneficial to monolingual learners, making this an important learning session to have (MacSwan, 2017). There are teachers who understand and are invested in the need, but do not have the knowledge to implement translanguaging practices. This information will be that bridge that helps make that transition.

Translanguaging

Understanding Translanguaging

Translanguaging is a term that has been gaining a lot of traction in recent years due to the changes in political and public perception of multilingual education (Garcia & Wei, 2014). Around the 1980s, there was fear of language loss and a struggle to ensure the survival of the Welsh language in Wales, as Welsh was competing with the dominant

English language. This brought about the development of the concept of translanguaging. There was an ideology in the early 1920s that associated bilingualism with a psychological state of confusion (Saer, 1923); however, as research progressed, this was contradicted by multiple studies conducted by W. Jones (1960), who discovered that bilingualism was not detrimental to language learning. By the 1980s, a more inclusive ideology was starting to form and the combination of English and Welsh was seen as an asset, coining this concept named by Cen Williams as translanguaging (Lewis, Jones & Baker, 2012).

“Translanguaging means that you receive information through the medium of one language, (e.g. English) and use it yourself through the medium of the other language (e.g. Welsh). Before you can use that information successfully, you must have fully understood it” (Williams, 1996, p. 64). The term has also been examined and deeply explored in other parts of the world. Rather than looking at languages as two separate entities, multilingual learners make meaning by using everything they know linguistically (Garcia, 2017). Translanguaging takes us away from the concept of using one language to learn two or three more languages. Essentially the learner is using all of their linguistic resources to make meaning, rather than using the different languages they know as separate entities. Research has shown that using students’ heritage language in the classroom can be of benefit to the student and not a detriment which has been a prominent misconception in the past (Garcia, 2017). Translanguaging focuses on how people produce and make sense of their social worlds using language. Through translanguaging students can use multiple languages in a fluid manner. This reduces the current proposed individuality of each language to aid learning. Translanguaging is an

asset-based concept that is a heteroglossic ideology holding bilingualism to a high esteem (Garcia, 2017).

Giving defining names and separating languages into different entities, due to social, cultural and political realities, has given rise to a power hierarchy between some languages and minoritized other languages and people (MacSwan, 2017). This confirms that there is power in language. The concept of translanguaging equalizes that power hierarchy by seeing the different languages as one (Garcia, 2014). Translanguaging has moved forward as a pedagogical theory and focuses on how the learner uses the two languages, making translanguaging a learner-focused strategy. However, it is also a cognitive process that uses the learner's ability to move between languages in reading and listening and then using that information to help them speak and write. This shows us that translanguaging goes far beyond the simplicity of translating the language and towards a need to understand and make meaning of information (Williams, 1996). Essentially, translanguaging allows teachers to present teaching in one language and students to process and make meaning in another language.

Code Switching

Translanguaging is often compared to or mistaken for code switching, however, translanguaging differs from code switching. The concept of code-switching was developed in the 1950's, as more interest was garnered in the language of African Americans and Latino students, as the academic data for bilingual students showed a gap between English speakers and multilingual learners. This led to analysing students' language and a realization that there was an actual system within their use of language that had rules, leading to the development of the term code switching (MacSwan,2017).

In sociolinguistics the word “code” is used to describe an assortment of languages. The assortment could be “language, dialect, register, genre and style,” while code switching is defined as using two or more of these codes in one sentence (Wardahaugh & Fuller, 2015, p.400). An example of this within a sentence can be drawn from Wardahaugh et al (2015), where they highlight two people having a conversation about setting up a chess board which is followed by a conversation of a student talking to his teacher. Both sentences are spoken in Spanish but some of the nouns and verbs are replaced with English. The example given by Wardahaugh (2015) is as follows:

“D: Me faltan mi **King** y mi **queen**. (I am missing my king and my queen)”

“S: es que **kicko**, maestra. (What happened is that he kicked me, teacher)”

(Wardahaugh et al, 2015, p. 97).

Words can be switched out due to a lack of vocabulary or simply using a different way of expressing information, and for the purpose of highlighting a sense of solidarity (Lightbrown and Spada, 2013). This can be shown in the next example where the speaker switches between French and English:

S: “I’m playing with **le chateau**” (“I am playing with my castle”)

(Lightbown & Spada, 2013).

Here the speaker speaks most of the sentence in English and replaces the noun with French. Code switching can also occur when speakers are in different situations and they choose to use one variety over the other depending on what they are doing and who they are speaking to, which shows us that there can be different reasons for code switching.

Looking at the research on translanguaging and code switching, we can see that the two differ from each other. Translanguaging extends further than just switching

between languages. It is a process by which a speaker uses all of their linguistic repertoire to formulate meaning into one, without drawing clear lines between the different varieties they hold. This in itself, makes up the student's language, which is the process in which that communication happens worldwide. Translanguaging, unlike code switching, does not require the speaker to make a decision on which language they will use for the reasons discussed above; rather it is "the speakers' construction that creates the complete language repertoire" (García and Wei, 2014, p.3).

Pros And Cons Of Translanguaging

Translanguaging is one of those concepts that clearly pushes the barriers of the monolingual school system. It is a concept that has allowed multilinguals to break free and be liberated, by valuing the linguistic potential learners bring with them (MacSwan, 2017). As teachers, we need to make sure we capitalize on the way students make meaning and look at our students' assets. To do so, we must understand the historical component that gives us an awareness of who our students are, their families and the communities they have grown up in, and the influences of the languages and their cultural practices. This helps make learning more student centered, shifting away from merely teaching language. The usage of translanguaging allows students to be in their most natural form, mirroring a two-way interaction the way they would normally have in their community environment. This has a positive impact on students and their identity (MacSwan, 2017). It sees multilingual speakers' languages as one language, rather than two or three separate languages. Grosjeans, (1982) and MacSwan's, (2017) analogy using the hurdles helps us make sense of this concept further. He compares the oneness of the languages to the skills needed in the hurdles, within track and field events. The skill of

combining the high jump and running fast, melds together to form the skill needed for the hurdles. Their skills are not competent in only the high jump or only in sprinting. The athlete would not necessarily succeed in them individually. Their skill set is unique to hurdling. Looking at Vygotsky's Zone of Proximal Development Theory, translanguaging can allow students to use what they already know to make meaning of what they are trying to learn. It can lead to more meaningful learning as learners need to make sense of the information they are learning in one language and make new meaning from it. Translanguaging can also help the learner excel in both languages, as the process can help strengthen the weaker language, as the student needs to use all their resources (Lewis, Jones & Baker 2012).

Melinda Martin (2014), found in her studies of adolescents, that translanguaging was being used between peers as a tool to formulate understanding by providing a space to ponder over different ideas and bring them together to make meaning. This enhanced the students' learning and highlighted the two-way process of learning language, as learners used their whole linguistic repertoire. Opening up a way for language learners to access their wealth of knowledge, promotes a more equitable process and pushes a more pluralistic language learning ideology.

Translanguaging has shown to increase students' engagement as it gives value to their identity and shifts the teacher-centered power over to the students (Creese & Blackledge, 2015). This process smashes the social structures that have been put in place regarding language and helps to remove the hierarchical practices that have formed, leveling the playing field between the elite and those that have been oppressed. This

further leads us to believe translanguaging is a form of social justice in itself (García and Wei, 2014).

As we explore research further, it is hard to find information that suggests translanguaging is detrimental to ML student's learning English, however the positive research tends to be conducted in ideal situations with classrooms that have two main language groups. When we have classrooms that are linguistically diverse, implementing translanguaging can be problematic. We also see students who do not have a positive outlook using their heritage language in the school environment, due to a number of reasons; including social pressure and socialization, which brings about challenges (Vaish, 2019).

History Of Multilingual Education In The US

The concept of teaching English as a second language or multilingualism is something that the country has grappled with since the time of colonization. With America evolving with immigrants from several countries, there were a multitude of languages from English, French, German, Scottish, Dutch, Hungarian, Polish, Russian and of course Native American languages (Cavanaugh, 1996). In 1642 the leaders of the Massachusetts Colony were hoping to have a national language. Despite the different linguistic groups forming their own schools, they eventually assimilated to English instruction. As the colonies continued to have an influx of immigrants, special provisions had to be made to allow more language variation. This worried leaders and eventually led to the Americanization by Education policy proposed by Benjamin Franklin in 1753 which was put in place to help preserve the English language (Cavanaugh, 1996).

After the American Revolution, the pressure to have a common language heightened. Terms like “loyalty” were being linked to speaking English, which led to common language schools becoming mandated, despite the continuous influx of people from Scotland, Ireland, Germany and other countries (Cavanaugh, 1996). Formal records of immigration to the United States started in the 1820’s and an increasing number were from Germany. These German immigrants stayed clustered and were considered poor and illiterate (Cavanaugh, 1996).

The idea of a free public education was considered and by 1853 Indiana proposed a policy of Americanization in an effort to align the apparent differences. German immigrants pushed for language inclusion in schools and as a bid to win elections, officials allowed that to happen. By 1889 the Compulsory Education Law made school and English-only instruction mandatory. Propaganda was spread about other immigrant communities. They were blamed for all the problematic issues in cities, which increased negative sentiments about them. Their inability to fit the Anglo-Saxon way was challenging and education was used as a way to fix any discrepancies from the huge influx of immigrants. However, immigrants were set up for failure, as their education was assessed on the same set of standards as their non-immigrant peers (Cavanaugh, 1996).

With the onset of World War 1, English was the only accepted language. The need to assimilate to American culture was required. Sociolinguists at this time, disagreed with this, but as WW2 came about, there was much fear and concern over immigrants (Cavanaugh, 1996). This shows how much multilingual education can be influenced by the politics of the country and world events.

The fruition of a more solid English language education in the U.S. stems from the 1974 US Supreme Court decision of *Lau Vs. Nichols*, where the Supreme Court ruled that non-English speaking students were denied the chance to participate in the educational programs, mandating bilingual instruction. This came about after a lawsuit was filed by Chinese students who did not speak English, against a school district in San Francisco claiming a lack of adequate education due to being unable to understand the language they were being taught in (Steinman, 1974). This led to a recognition at both the federal and state level, that in order to be impactful, the instruction needed to be bilingual. It wasn't until 1981 that more stringent laws were made in the United States around English language services in school.

The case of *Castañeda vs Pickard* gave way to requirements for EL programs to be based on educational theory, the teachers and resources provided needed to be effective and students' progress needed to be monitored and evaluated regularly (Palma, 2017). By 2001, the need in EL education was recognized further and The No Child Left Behind Act doubled EL funding and required a formulation of EL standards and program evaluations. Despite all this progress, we still see ML students not performing and reaching a level of success, which forces us to dig deeper into the reasons why this may be the case (Palma, 2017).

To help understand why there is a deficit, we can explore the benefits of knowing how English language learners learn English. There is a significant amount of research and information on second language acquisition theories from various linguistics, much of which stems from Noam Chomsky's research and theories. His work has inspired many scholars to dive deeper and extend their own linguistic research in this field of

second language acquisition. As we have become more aware of the globalization of our world, it has become quite evident that the basis of many of the theories and research has a level of monolingual bias and is geared towards a system that is more fitting to what is known as monolingual norms. A standard has been set up that is based on that monolingual norm that bilinguals are made to adhere to, while little effort has been made in acquiring information to formulate second language acquisition theories (SLA), theories from bi/multilingual speaking parts of the world. In order to be inclusive of the research that includes the idea that multilinguals use all the linguistic resources available to them to formulate their language, we have to understand that there will be inevitable differences to the commonly proposed language acquisition theories. If the aim is to have students be bilingual, it would make sense to use what we know about our bilingual theories and bilingual learners around the world (Long, 2007).

As mentioned above, during the process of nation building and colonization, the concept of named languages were put in place. However, people all over the world have been using language in a way that goes beyond these normalized superior deemed monolingual confinements (Makoni & Pennycook, 2007). When monolinguals that are considered elite, become bilingual, they do so in a way where the language is learned in isolation to their native language and labeled as a language one (L1) and a language two (L2) where one language will be dominant. More often than not, these dominant languages are the languages of the colonising countries. This highlights the power hierarchy being formulated within language. When the languages are kept separate and effort has been made to ensure L1 does not interfere with L2, pedagogy is made to use L2 as a means to correct errors and ensure the languages do not mix. When a second

language is learned, it is often seen as prestigious, much like sending your child to a Spanish immersion school. There seems to be a discrepancy between language minority communities and the education they receive (Garcia & Otheguy, 2020). This gives us an understanding about how this system works and why it is highly complicated.

Resources

Some classroom teachers are starting to understand the need for translanguaging, but when the time comes to implement it in the classroom, they do not feel adequately prepared, as they are monolingual. How can teachers provide students with an environment where students feel supported to translanguage? There are six main principles that need to be in place to enhance language and literature learning (Rowe, 2018). These principles are to:

1. Value students' language and culture.

- a. This can be done in a way where students understand that they are experts and their input and culture is valued by showing interest in their heritage language. Teachers can read a variety of multilingual books and make sure they allow opportunities for family and community engagement.

Discussions can be held about language and culture. When students see and feel their language being valued, they may feel more comfortable to use it and are less likely to see English as the dominant language (p. 31).

2. Model translanguaging.

- a. It is thought that monolingual teachers can not model translanguaging if they don't speak other languages, however they can use the resources around them. Monolingual teachers can bring in family or community

members and have them read and write with students. Teachers can show a positive reaction when seeing students use different languages while speaking and learning, and use words that they have learned from their students in their class. Teachers can also help create a shared writing piece in multiple languages and show students how to make ebooks by recording audio of a writing piece in English or another language (p. 32).

3. Provide Authentic Opportunities for Multilingual Communication.

- a. Eliciting ways in which students can use their heritage language in a way that they would normally do in their lives. This can be done using meaningful engaging activities or lessons that have a connection to students' lives (p. 32).

4. Invite two way translation.

- a. By allowing students to translate in the classroom, teachers can help students process their meaning as they read and discuss. As students translate, they are given the chance to use their translanguaging skills and see that their heritage language is valued (p. 32).

5. Compose Dual-Language or Multi-language Texts.

- a. This gives students a chance to use their heritage language in their writing even if they are unfamiliar with writing in their heritage language, they can use how they speak as a guide to phonetically write the words with the assistance of the teacher (p. 32).

6. Connect Students With Bilingual or Multilingual Audiences.

- a. Providing people from a student's heritage language, from the student's family, community or school, can provide students with an audience for their work, if peers are not available. Teachers can find opportunities for students to write to authors who speak the same language or create posters in their heritage language (p. 32).

These six principles can be used to help create meaningful activities for students which shows us that we can impact learners' language in a way that equalizes the playing field.

Pacheco and Miller (2016), give us specific examples of how teachers have incorporated translinguaging pedagogies in their classrooms, that use students' heritage language. They observed elementary school teachers in their classroom that contained students that were born in many different parts of the world.

A third grade teacher, Ms. Gardner, used informational texts to teach text features, with the understanding of the importance of contextual information, using pictures and titles to help make predictions and using additional background information on the topic. The way she encouraged translinguaging was by giving students newspaper articles in different languages, such as: Spanish, English, Chinese and Arabic, that she obtained from World Food Market. Students worked in pairs to identify the text features in these articles. Not all of the students had a newspaper from the language they spoke. The text features they had to find were: title, author, picture, map and chart. Students were able to make predictions about where the title was and locate the caption beneath a picture easily. There was discussion over where to find the author's name in the Arabic article and predictions were made about the page numbers in the Chinese newspaper. At one point, Ms. Gardner had the Spanish speaking student read the title of the Spanish article, to

check if what the students hypothesized about it was right. This kind of activity connects students' lives outside of school to their lives at school. This can be done with other flyers, advertisements and photographs. Ms. Gardner used the heritage language of students in her class to help them understand how text features are used throughout all kinds of writings, understanding the usage of bolds and italics, and seeing the commonalities between the different texts. After completing this exercise, Ms. Gardener read a text in English using the text features which allowed students to see the connections.

Another example drawn from Pacheco and Miller's study comes from a second grade classroom of mainly Spanish speaking students. The students were learning comprehension skills by summarizing texts. Students used an English book and made a book report in Spanish to help other non-English speaking students. Students go through the process of reading the English text and then discussing specific questions from the text in either English or Spanish and then using a T-chart to write down the four things each character did. Students write in English and Spanish. Students then write a summary in English and Spanish using their T-charts. This integration of the heritage language allows students to access all the resources they have to mull over misunderstandings and access background knowledge and understanding. Even when students do not know how to write in their heritage language, they are encouraged to sound out how they think it would look using how they say the words. This helps alleviate that worry and allows the heritage language to be included in the instruction. Students can also feed off each other's strengths.

One of the strengths of translanguaging is that it can be inclusive of the student's family and be used at the preschool age. This is shown in another example from Pacheco and Miller's study of a preschool classroom that has all emergent bilinguals. The teacher, Ms. Camden, was part of a project where students composed dual-language e-books on their ipads. Students could draw and write on their ipad using their fingers. They could add pictures, drawings, and voice recordings using English or their heritage language. Students were also given kid friendly cameras to take photos at home. These pictures were used as a basis of conversation about the people and places in the photos, giving teachers insight and understanding of their students' homelife. It brought part of their culture and language into school. Students used variety in the language they used, as they explained their pictures and were allowed to label their pictures in a language of their choice. There was a lot of two way learning and usage of students' whole repertoire happening in this process. It also allowed the children to see and feel value in their heritage language use.

In order for translanguaging to be successful in the classroom, teachers need to provide students with opportunities to use translanguaging rather than just expecting students to take the lead without any meaningful direction. However, a mutual trust between staff and students needs to be established, making an environment that will be conducive for using translanguaging in a way that is impactful for learning language. In order to do this, teachers need adequate resources and information on how to implement translanguaging that is easily accessible to them, which leads me to my research question: *How can a general education teacher effectively use translanguaging in the classroom in order to promote English language*

acquisition for multilingual learners?

Conclusion

Chapter two explores research into translanguaging in an effort to truly understand its principles and how it is implemented. The chapter first looks at research that tells us what translanguaging is and the history behind how and why the terminology was formed. Translanguaging is often confused with code switching therefore, clarification is given about what code switching is and how it is different from translanguaging. Once pedagogy is explored, it is important to know what researchers have found works and doesn't work, which leads us to review the pros and cons of translanguaging in the classroom. Translanguaging is a pedagogy that is primarily used with our multilingual students as a way to improve language learning, so it is necessary to understand the history of English language learning in education in the US and what led us to the development of translanguaging as a pedagogy. Finally, resources are brought together to understand how teachers implement translanguaging in their classroom and how to provide an environment that is conducive to translanguaging.

Chapter three uses the information obtained from the research in chapter two to explain the project that will be a website for staff with translanguaging resources. This will give staff the tools they need to implement translanguaging in the classroom. Chapter three will also explain the research paradigm, methods, and rationale for choosing them, the setting, participants involved, data collection, and analysis process used in the proposed project.

CHAPTER 3

Project Description

Introduction:

Chapter two delves into research around what translanguaging is and highlights the pros and cons of providing much needed resources and examples of how to set up an environment that is conducive for translanguaging. The literature I reviewed leads me to my research project which will answer the question: *How can a general education teacher effectively use translanguaging in the classroom in order to promote English language acquisition for multilingual learners?*

The goal of this project is to produce a website with translanguaging resources that teachers can use and implement the strategies with ease. The goal is that it will provide sound information and teachers will receive support as they go through the professional learning sessions together as a team.

This chapter provides an overview of the project, the rationale for choosing this project, the research paradigm, the project framework, the timeline in which this project will take place, the setting, participants involved, data collection and analysis process.

Project Overview and Rationale

In an effort to provide the staff of a local elementary school in the northwest suburbs of the Twin Cities metropolitan area, with the necessary tools to positively impact their students' language learning, I will address the question: *How can a general education teacher effectively use translanguaging in the classroom in order to promote English language acquisition for multilingual learners?*

Translanguaging is a pedagogy that has been gaining a lot of traction in the current district I am working in. Teachers have a surface level understanding of translanguaging and want to try encompassing the methodology in their everyday teaching, but don't have the resources or tools to do this. The concept seems overwhelming and farfetched on top of all the other areas they are trying to conquer. Teachers need the tools to be presented to them in an explicit way, so they are accessible and easy to implement. To achieve this, I will create a website as a valuable resource for staff at the school, with some professional development support sessions, in an effort to meet the needs of the staff and students they serve.

(<https://sites.google.com/hamline.edu/translanguagingresources-ratta/home>)

The website includes background information on what translanguaging is and why it is important. It is necessary for staff to have this understanding and to buy into the concept so they are motivated to implement it. If staff understand how valuable it is for students, they will be more motivated and have a passionate drive to try something new. It is not easy shifting a systemic ideology that has been rooted in monolingualism, so this will help staff take that next step. I believe making a website without including a video of Ofelia Garcia's (2017) passion for translanguaging, would not do justice to this project, as she really is one of the huge driving forces in translanguaging research. See (appendix A). I will include a section with visuals and examples of translanguaging in the classroom and tools that will be easy for teachers to extract. As staff go through the website they will have activities to complete and end with an exit slip activity to show how they have implemented translanguaging and a post test. Staff will be given an in-person

introduction session, time to plan and collaborate with other staff and a debriefing session at the end of the project to share their process with their peers.

Research Paradigm

The research I will be conducting in order to answer my research question is a quasi experimental pre and post test professional development series. A quasi-experimental design has a control group and uses a pre-test and post-test to gather evidence (Wiley, 2014). In this research project I will be giving staff access to a translanguaging resource website with support sessions. This will be the independent variable, with the goal that it will be an impactful way for teachers to access and use translanguaging strategies in the classroom. The dependent variable will be the impact these resources will have on teachers using the resources (Mackay & Gass, 2016). This study will use a mixed methods research paradigm (Creswell, 2014), as I will be collecting a combination of quantitative and qualitative data which will be used to amend and extend the website and understand the process of using translanguaging strategies further.

I will be cognizant of the school district policy on conducting research with human participants, and therefore will need to complete a Research Application & Applicant Agreement with the Department of Learning and Achievement and seek approval from the necessary personnel. While conducting my research, I will be respectful in maintaining teacher confidentiality, balancing their need to collaborate and share resources. Once the steps needed to make sure my project is ethical and adheres to the school policy and Hamline University policies, I will carry out my research project.

The aim of my research is to find resources on translanguaging that can be gathered and put together in a way that is accessible for teachers to implement in an impactful way. I will do this by making a website, so staff have a central location to access information, receive support and provide a means of collaboration. The website will be set up in a way that includes Knowles's (1984) principles of andragogy in an effort to provide meaningful resources that will be user-friendly.

Participants and Setting

The participants in this study will be the teaching staff at a K-5 elementary school in the north western suburbs of Minneapolis, Minnesota. This will include K-5 classroom teachers, specialists consisting of ML teachers, Title 1 teachers, special education teachers, the principal, behavior intervention teacher, physical education and music teachers as well as our school social worker, speech therapist, and psychologists. I believe the more staff that have information and tools to use translanguaging, the more hope there is that it will become a schoolwide practice and eventually district wide initiative.

This study will take place in a public elementary school located in the northwest suburb of the Twin Cities metropolitan area. The city is the sixth largest city in the U.S. state of Minnesota. This school consists of 295 students; with 57% African American students, 16% Hispanic students and 15% Asian students. 79 % of our students are receiving free/reduced lunch. There are over 13 different languages spoken by families in our school. The district is Minnesota's fifth-largest school district, where students reflect the global community, coming from homes where more than 80 dialects or languages other than English are spoken. The district serves approximately 21,000 students,

pre-kindergarten through grade 12, in 17 elementary schools (PreK-5), four middle schools (6-8), three senior highs (9-12), an area learning center, two early childhood centers, two special program sites, and an adult education/enrollment center. Community education classes serve lifelong learners from birth through senior citizens. The majority of the staff who will be participants in this study are white females teaching grades K- 5. The district mission is to “*inspire and prepare all students with the confidence, courage and competence to achieve their dreams; contribute to the community; and engage in a lifetime of learning*”. This mission seems supportive of the principles of translanguaging (Osseo Area Schools ISD 279, 2021).

Project Framework

The first section of the website will follow the principal highlighting the need for relevance or a connection to students’ personal lives. Here I will define translanguaging and include general information so participants gain a true understanding of what it entails. I will also have a video of Ofelia Garcia explaining the concept, so teachers have an audio and visual providing an additional way of presenting information (See Appendix A). It is important to know the history of ML education here in the U.S. as it contains some hard truths combined with some of the pros and cons behind using translanguaging. This will open the doors for understanding and conversation which I hope will result in teachers driving motivation behind using translanguaging as they see its relevance to students.

The next guiding principle is teacher experience. It is important I allow teachers to connect what they already know to the new information learned. This will go along with adult learners needing to be involved in planning and evaluation. Teachers will have

the opportunity to use their expertise to plan lessons and incorporate newly learned translanguaging strategies in their lessons. It will be a collaborative effort, so teachers can use each other as teammates. The lessons will be shared on the website and be used as a resource for other teachers too, as in this shared folder: (See Appendix B)

Before staff have the opportunity to view the website, I will give them a pretest to gain an understanding of what the staff currently know about translanguaging. This will be done using a Likert scale developed by the psychologist Rensis Likert. It is basically a survey or questionnaire that asks you to rate something on a 1-5 scale (Emerson, 2017). The questions will ask staff how familiar they are with translanguaging and if they have used it in their classrooms (See Appendix B). I chose to use a combination of closed and open ended questions. The close ended questions help focus on more important ideas. as I determine the possible answers while, the open ended questions allow for the responder to answer the questions in a way that suits them, gaining rich variety in the answers (Mackey & Gass, 2016).

I will also create a Jamboard on the website to allow a space for teachers to collaborate and reflect further by noting down what has worked well, struggles they have had and what they need support with, as they have tried new strategies. Collaboration is important because it “moves professionals and families from the deficit model to one that affirms and is responsive to students' strengths, backgrounds, beliefs, and values” (Risko & Bromley, 2001, p. 11). They also say that collaboration “reduces role differentiation among teachers and specialists, resulting in shared expertise for problem solving that yields multiple solutions to dilemmas about literacy and learning” (p. 12). (See Appendix D-F for the Jamboard)

Staff will be given an exit slip post-test at the end of the school year that will be similar to the pretest that was conducted before staff viewed the website. This will yield qualitative results that will give me an understanding of what teachers learned through the process and whether it helped students with language learning. We will use this information and work with the equity team at our school, to present the information to staff and have a debrief session on how we can move forward with implementing translanguaging, making it more common practice. My goal is to have staff find the resources and collaboration useful and easy to implement and see the benefit for our students, families and staff. (See Appendix G for the Post-test)

Timeline

It would not make sense to simply hand over a website to staff without any support or introduction to what they will be doing with it. Therefore, staff will be a part of a year-long process where translanguaging pedagogy will be incorporated into staff professional development support sessions. During the first week of the 2022/2023 school year, teachers meet for staff professional development and planning. One of the sessions during that week in August will be set aside for an introductory session on what is involved in this translanguaging project process.

We will start by having a brief introduction session, where teachers will learn about the website and be given time to explore the background information about translanguaging. This will also set the stage for motivating teachers to implement new strategies. Staff will be given an overview of the expectations and the timeline for this project. During this time staff will get into their teams and start looking at the resources available to them. They will be able to process the new information they have learned and

start thinking about ways in which they could implement these strategies in their own classrooms.

During the next professional development session in November, staff will get the afternoon to collaborate and plan together with their teammates and specialist teachers. A shared space on the website will be available for teachers to share their lesson plans, which all the staff will have access to. This will be a space for the whole staff to build a variety of translanguaging resources.

The aim is to start implementing translanguaging strategies in January, during trimester two. As teachers are looking at the strategies and planning and implementing together, they will have access to a Jamboard, where they will be able to share their struggles and successes with the rest of the school teachers. This will be a collaborative effort, where school staff will work to support each other. At the end of the trimester, staff will come together for one last professional development session, where they will share their translanguaging journey with each other. This will give staff time to reflect and teachers can learn through the process of experiencing new ideas and practices as they reflect on them (Finlay, 2008). At the end of the session, staff will complete the post-test, which will have similar questions to the pre-test. We will also be taking notes as teachers share their learning journey.

Data analysis methods

I will be using both quantitative and qualitative data during the quasi experimental research. The quantitative data will be obtained by giving teachers a pre and post-test using the Likert scale, which is numerical (See Appendix B and Appendix G). Teachers will rate their current understanding of translanguaging on a 1-5 scale before and after

viewing the website. I will use the information from the pretest to understand where the staff are in their journey with translanguaging and as data to compare with information from the post-test. The post-test will tell me how successful the website was in providing impactful translanguaging resources for the teacher to use in their classroom. It will guide any additions or omissions needed in the site to make it more beneficial to the group and help us understand if the website was useful for its purpose in providing a meaningful resource to help staff implement translanguaging in the classroom. Anything above 3 in the Likert scale post test will tell me that staff found the website beneficial.

The research I conduct will also yield qualitative data, as teachers will reflect on the experiences they had while implementing translanguaging strategies. The staff will answer questions in the Jam Board where they will reflect on what they have been struggling with, where they are seeing success, and talk about what they need help with. This information lets me know the biggest hurdles the staff are facing with translanguaging and gives us key information on how I can support them. It helps me assess the information on the website and what I can add or change. This also gives other staff the opportunity to help problem-solve situations and use the successes as a model in their own work. The pre and post-tests also have an open-ended question at the end of it, which will give me further information on the process staff went through during the website professional development series.

This is an example of the pre and post-test.

Translanguaging Staff Pretest

* Required

What is your understanding of translanguaging *

1: I don't know what it is.

2: I have heard of it.

3: I have a brief understanding of what it is.

4: I understand what translanguaging is but haven't used it.

5: I understand what translanguaging is and have implemented it in my teaching.

What support do you need to implement translanguaging?

Your answer _____

Appendix C: Pre test

Translanguaging Staff Post-test

trattansi01@hamline.edu (not shared) [Switch account](#)

Do you have a better understanding of what translanguaging is and feel more comfortable using it in your classroom?

Yes

No

In what ways did you see it benefitting your students?

Students felt valued.

Increased parent involvement

You saw student's using all of their linguistic repertoires.

You saw language learning.

All of the above

Appendix G: Post Test

Conclusion

This chapter went into detail about how this project will be executed. It starts by addressing the research question and gives the rationale behind choosing it and how it will be answered using a website professional support series. It highlights the research method involved to make this project a reality and the research that guided the development of the website. The timeline is clearly laid out and the chapter addresses the participants and the setting involved in this project. Lastly, the methods for analysing the data are explained.

Chapter four is the conclusion of this capstone project and will dive into what I have learned through this capstone process as a researcher, writer, and learner. I write about the most important aspect of the literature review and the new connections and understandings I have made. This project is part of a shift in ideology and has potential for change in a school district with how we view ML learning. I will also look at the limitations of this project and recommended findings. It is my goal that this work will not be contained to only our school, but make waves throughout the district.

Chapter Four

Reflection

Introduction

With the hope of providing an inclusive environments for multilingual learners to thrive, and wondering how elementary general education teachers can do that using translanguaging in an impactful way, I set out to answer the research question: *How can a general education teacher effectively use translanguaging in the classroom in order to promote English language acquisition for multilingual learners?* This question led me to research on translanguaging, how it has been used in classrooms, and the history of teaching multilingual learners in the United States. Using this information, the designing of the website with resources, aimed for elementary school teachers at a north western suburb in Minnesota was started.

In chapter 1: Introduction, I presented my guiding question that led me to this capstone project, and wrote about my personal and professional journey that brought about the passion behind exploring translanguaging further. My rationale behind this project is also explained.

The question had me analyze research in chapter 2: Literature Review. I researched translanguaging and how it is used in the classroom. I looked into what translanguaging is and what it is not, the benefits and issues with it and the different resources that teachers have used to implement it.

Chapter three: Project Methodology, describes the project I created and the rationale for the different sections. Using the research from chapter two, I explained each component of the website and the staff professional development support sessions that

would go along with it. The aim of this was to provide staff at my local school with translanguaging resources that they could use in their classrooms. The research helps guide how translanguaging is beneficial to the students who have the opportunity to use it in their classrooms by empowering them with the use of their first language. The website was set up using guided research and the timeline for this project is explained. I write about the participants, setting and how the data is collected and analyzed.

Lastly, in this chapter, I have reflected on the capstone project process and how the literature review brought the project to life. I write about the benefits and limitations of implementing this project in the classroom using translanguaging resources and how starting to implement translanguaging can be part of a larger shift in ideology, by making the information and resources more accessible to the staff and whether it could become part of a larger movement within the district, shifting to a more multilingual perspective of learning.

Reflection On The Capstone Process

As I reviewed literature on translanguaging it was evident that the momentum behind this pedagogy was and still is rising. There is passion and excitement, and the numerous studies and research from Ofelia Garcia, really drew my attention towards translanguaging. The reason this pedagogy was so impactful for me was because it hit home on a personal level and made me realize that I was ok being who I was as a child in school that spoke a different language, and who's culture and family was different to everyone else in the class. That wasn't something I had always felt in the school system as a child, so as a teacher I took pride in making sure that I always made all my students feel loved and welcomed in their school environment for who they were and the culture

they brought with them. Then I learned that there was pedagogy that advocated for that through translanguaging, and so I had to dive in deeper and learn more about how to make it beneficial for all students. I have also been lucky to work in a school where the principal and a great number of the staff are invested in advocating for our multilingual students and are adamant to provide an environment where all our students can thrive. As a staff we had been introduced to translanguaging, but like so many other things, it was another idea we had that we knew was good, but had little direction on what to do with it. Seeing the combination of the will from staff, and the need for resources on translanguaging, I knew this would be a perfect project for our school. I knew staff would be happy to work together and grateful for resources to help them implement translanguaging in a meaningful way, so this combined with my personal experience was my driving force.

I believe I had a lot of time to be more introspective about my teaching as I went through the process of writing this Capstone paper and project. I was able to reflect on what I had included in my classroom and what I was missing. How was I making my students feel welcome and whether it was what they needed? What was missing from my rooms? What was missing in my own understandings? What was I being open to and what wasn't I being open to? I became more intentional in what I was doing and why, as I was gaining more clarity in the fog and muddle in my head about what I needed to be doing, always bringing it back to my why, the students. I was learning that there was so much more I needed to be doing.

This reflection was guided by the new learnings I had from the research I studied over the last couple of years which I talk about in the next section.

Connection To literature

As I went through the process of finding studies and research on translanguaging, I learned that there was a good amount of information. As intimidating as the process was, the more I read, the more I learned and the more I wanted to learn. The research focussed more on what translanguaging is and how it differed to other concepts, but the hardest part was deciding what information to include in the paper. The depth of knowledge I gained built the foundation behind this project and allowed me to grow as an educator. Through the process of learning about translanguaging I wanted to understand how different ML teaching was and how it progressed through the years. This was vital due to the inequality of power between people in the US and how language was used to perpetuate that in and out of the school systems. Translanguaging came as a way to equalize that power hierarchy that Garcia, (2018) and MacSwan, (2017), so often talks about in their research and so to me that was a necessary piece to the puzzle. I had always heard that translanguaging was a relatively new concept, but was surprised to learn that its origins dated back to the 1980's and a Welsh gentleman by the name of Cen Williams coined the term translanguaging.

These amazing studies helped formulate the capstone project I have today, which I will write about in the next section.

My Project

The final result of my project is a website I designed with translanguaging resources for general education teachers at my local school, with a guide to help teachers navigate through the website. This website has been designed with the research from the literature review being the backbone of the end product. It includes a video of Ofelia

Garcia explaining the idea of translanguaging and many hands-on ideas presented by Lindsey Rowe, (2018), including her six guiding principles that help enhance language and literature learning. She used these principles to formulate lessons with her second grade classroom which gives a variety of ways in which teachers can use in their classrooms. The website also draws from the studies conducted by Pacheco and Miller, (2016) who give us specific examples of how teachers have incorporated translanguaging pedagogies in their classrooms, that use students' heritage language. These are important research based examples that can help guide the general education staff incorporate and make their own lessons that meet the needs of their students.

The project that included the website, a guide and support sessions will be implemented in the 2022/2023 school year and I write about why I believe this will be the best time to deliver the project in the section below.

Implications

I believe the timing for this project is ideal as staff are looking for ways to be more inclusive in their practices and have started to look at their teaching through an equity lens. They have some background knowledge on the subject of translanguaging but are looking for some tools to help them implement them in their classroom. We currently have districtwide support and a principal who is eager to try new exposures with staff. The way this website is set up with a guide and support from our multilingual teachers at school, professional development time reserved for this throughout the year, time for teachers to collaborate and lesson plan together in their grade level teams and a shared school drive where all grade teachers can be used as a resource, I hope this is going to be a valuable resource for our staff and in turn for our students.

With that being said I know there are always places where you can improve things and learn through processes you go through. I will write about these in the next section.

Limitations

The research is rich in gaining an understanding of what translanguaging is and why it is important, however there weren't as many examples of how translanguaging is implemented in the classroom. My belief is that as time goes on and teachers collaborate, they will make new lessons and this website will be used as a place to store and continue working on new ideas. I also am cognizant that this website does not include all the possible examples of translanguaging teachers can use and that there is more out there than is included in this website.

As the years go by, there will be more ideas generated and hopefully this effort continues as an ongoing process at school in an effort to meet the needs of all our ML students. I write about how I feel this project will hopefully be used in the future.

Future Use

My hope is for this project to be used by teachers at my school and that they have success with implementing translanguaging in a meaningful way that meets the needs of their ML's. I want to hear staff feedback on what their needs are through this process and am excited for them to become leaders in this field in their classroom. I will use the information gained from the teachers to make improvements to the website and support staff where needed. I will have an idea of what they learned and their struggles and successes along the way. I will be transparent with the information gained and debrief staff at the last sessions they have. I also believe that the staff could be role models for other schools in the district and rather than translanguaging just being a schoolwide

initiative it will become districtwide. I do believe our district is ready for this shift in ideology when it comes to teaching ML's.

Summary

In this chapter I reflected on my own thoughts and reflections as I went through the process of compiling this capstone project and how it impacted me. I drew on connections I made through the literature I read and included in my literature review and touched on specific researchers that helped shape my views and guided the formulation of the website I have presented. I also wrote about what the project entailed and how it would be used in the K-5 school setting. I noticed some limitations as I reflected on the research and wrote about how that impacted the project. I have many hopes and dreams for the usage of this capstone project as mentioned in the last section of this chapter. I think about how I have evolved as a teacher from when I started in the field in 2005 and what I thought about teaching multilingual learners. I knew my experiences shaped my will to be culturally responsive in my teaching practices and provide students with an environment where they feel included and accepted. I know I am still evolving as a teacher and learning new things but I know that through obtaining my MATESOL and writing this capstone project, I have been making great strides as an educator and hope to continue advocating for students to ensure that they are seen, heard and represented in an inclusive environment.

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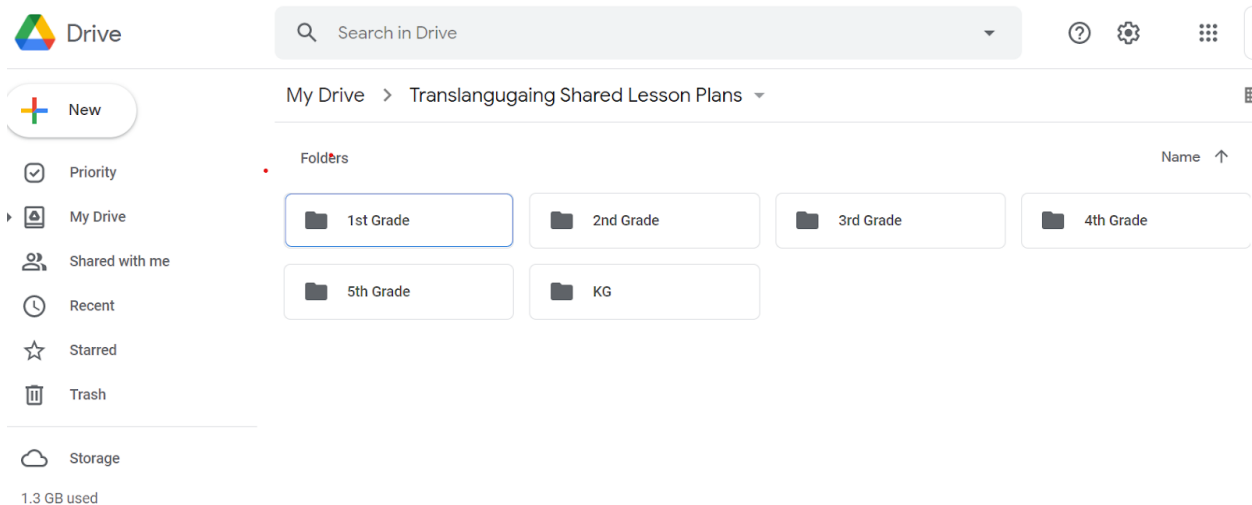
<https://doi.org/10.1080/13803611.2012.718488>

APPENDIX

Appendix A: Youtube video on translanguaging by Ofelia Garcia

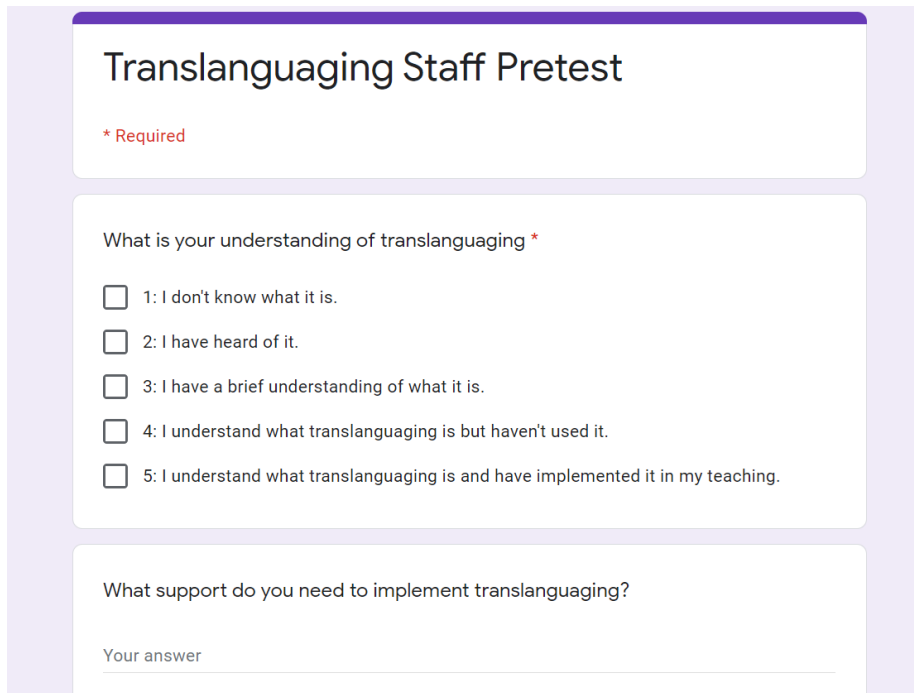
<https://www.youtube.com/watch?v=511CcrRck0>

Appendix B: Translanguaging Shared Lesson Plans



https://docs.google.com/forms/d/e/1FAIpQLSct46SWEQ1RcfsG6SHJY6PLSdLGGtoegpkdoCB0mQm0cfh86Q/viewform?usp=sf_link

Appendix C: Translanguaging Staff Pretest



The image shows a screenshot of a Google Form titled "Translanguaging Staff Pretest". The form has a purple header bar. Below the title, there is a red asterisk and the word "Required". The first question is "What is your understanding of translanguaging *". It has five radio button options: 1: I don't know what it is., 2: I have heard of it., 3: I have a brief understanding of what it is., 4: I understand what translanguaging is but haven't used it., and 5: I understand what translanguaging is and have implemented it in my teaching. The second question is "What support do you need to implement translanguaging?". Below this question is a text input field with the placeholder text "Your answer".

Translanguaging Staff Pretest

* Required

What is your understanding of translanguaging *

1: I don't know what it is.

2: I have heard of it.

3: I have a brief understanding of what it is.

4: I understand what translanguaging is but haven't used it.

5: I understand what translanguaging is and have implemented it in my teaching.

What support do you need to implement translanguaging?

Your answer

https://docs.google.com/forms/d/e/1FAIpQLSct46SWEQ1RcfsG6SHJY6PLSdLGGtoegpkdoCB0mQm0cfh86Q/viewform?usp=sf_link

Appendix D: Translanguaging Jamboard:1

The screenshot shows a Google Jamboard interface. At the top, the title 'Translanguaging Support' is visible on the left, and navigation arrows and a '1/3' indicator are on the right. Below the title bar, there are icons for undo, redo, search, and options, along with the text 'Set background' and 'Clear frame'. The main content area features a white slide with a light blue header question: 'WHAT ARE SOME THINGS YOU HAVE TRIED THAT ARE WORKING WELL?'. Four text boxes provide responses:

- Pink box:** I have tried the lesson teaching text features using articles from different language newspapers. It brought about rich conversation and learning.
- Light blue box:** Students who were familiar with some of the languages became experts. It was a great way for all students to identify the different text features.
- Light green box:** Having the time set aside to read the information and work with my teammate to plan a way we could incorporate translanguaging into our lesson was really helpful.
- Orange box:** It is also really useful to have access to other teachers plans to get ideas from.

A vertical toolbar on the left side of the slide contains icons for drawing, erasing, moving, adding text, adding images, adding shapes, and adding a link.

https://jamboard.google.com/d/1v3BvNjd8sD2Lm4nQozKZVInxfbIGtSp9XWebX_M966I/edit?usp=sharing.

Appendix E: Translanguaging Jamboard: 2

The screenshot shows a Jamboard interface with the title "Translanguaging Support" and a page indicator "2/3". The main content area contains the following text:

WHAT ARE SOEME THINGS YOU ARE STRUGGLING WITH?

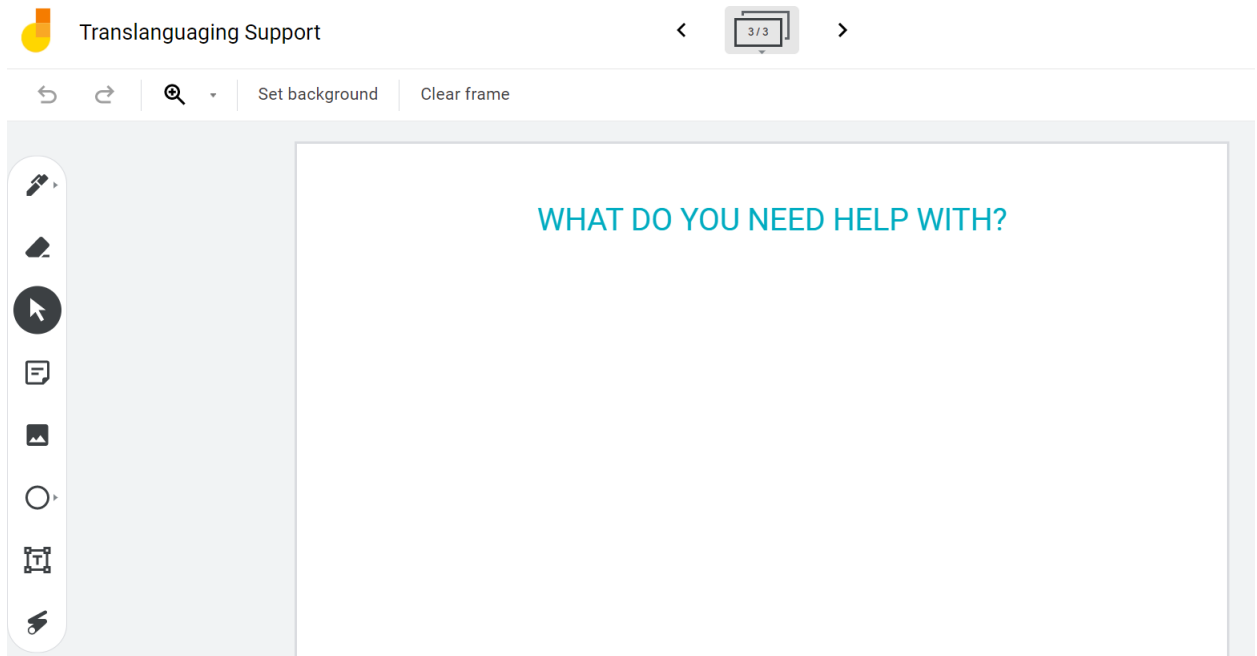
There are so many good ideas I don't know where to start?

I have a student who speaks Kisi which is a tribal language from Africa. He is the only student that speaks it and I don't know much about it.

Have you tried reaching out to the family? we also have a district resource center that might be able to help.

The Jamboard interface includes a toolbar on the left with icons for drawing, erasing, pointing, adding notes, images, shapes, and text. The top navigation bar includes a search icon, "Set background", and "Clear frame" options.

Appendix F: Translanguaging Jamboard: 3



Appendix G: Translanguaging Staff Posttest

Translanguaging Staff Post-test

1. Do you have a better understanding of what translanguaging is and feel more comfortable using it in your classroom?

Check all that apply.

- Yes
- No
- Slightly

2. In what ways did you see it benefitting your students?

Check all that apply.

- Students felt valued.
- Increased parent involvement
- You saw student's using all of their linguistic repertoires.
- You saw language learning.
- All of the above

—

Please Describe what you witnessed during this process in more detail.

Your answer

Submit

Clear form