

Integrating Translanguaging into the Classroom: A Professional Development for
Primary Elementary Teachers

by

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PROJECT SUMMARY

Overview

The project is a professional development series, carried out over three 40- to 60-minute sessions held throughout the school year. The focus of the professional development series is that mainstream teachers gain comfort in implementing translanguaging strategies into the general education and ESL classroom. Another goal is that the teachers involved will shift their attitudes towards language learners in their classroom, from a deficit approach to an asset approach.

The workshop takes into account that all teachers in the community come to the workshop at a different level of understanding on what translanguaging is and what the benefits can be for students in each session. Through three sessions the professional development series introduces the definition of translanguaging, why it is important to implement, and provides effective modeling of the strategies. Between each session, teachers will be able to observe ESL teachers modeling the strategies along with being observed and have feedback provided on their translanguaging strategies. After the series is completed, the goal is that teachers participating will continue to think about how their students' native languages can be brought into the classroom daily.

Structure

The professional development series has a few working components throughout the year. There are three in person professional development sessions throughout the year, with modeling and observations in between the sessions. There will be a pre-survey and a follow up survey. The pre-survey is to gauge participants' preconceived notions towards translanguaging along with defining the areas where they wish to find support. There will also be a survey that facilitators will help carry out for the students that will be

participating. The student survey will be focused on the students' identity connected to language. It will include how they currently feel their native language and whole identity are included in the classroom environment. It is important to record how the students feel and adapt to the differences through having translanguaging strategies made available to access in the classroom. Students and teachers will be given the surveys again at the end of session to see how their feelings around translanguaging have changed throughout the process.

There will be ongoing modeling and feedback from the facilitators throughout the year, between the sessions. ESL teachers that are comfortable with translanguaging strategies and the facilitator will observe teachers using the strategies and offer feedback between sessions. If the teachers wish, ESL teachers and facilitators will be available to model the strategy.

The first professional development session, given in person, introduces what translanguaging is and why it is important for the general education classroom. It discusses the benefits of bilingualism and translanguaging. Strategies of how to build a translanguaging classroom environment are introduced. At the end of the session, participants are given time to plan how translanguaging can be integrated into their classroom before the next session. The second session includes time to reflect on the translanguaging practices that have taken place inside the classrooms. Translanguaging as a tool for social justice is introduced, in that it accepts and includes the whole student and all their knowledge not defined by a single language. Content and literacy strategies for translanguaging are introduced, along with planning time to integrate the strategy before the following session. The last session includes another time for reflection, along with

introducing more translanguaging strategies to help with literacy development. The third session includes resources that have been compiled throughout the sessions. The last session ends with retaking the survey from the beginning. It includes time to reflect on the shift that has occurred and reflect on the student responses to their feelings in the classroom.

Assessment of Project

The intended goal of the project is to answer the following question: *What does effective, beneficial use of translanguaging look like inside the general education and English Language Learner primary elementary (K-2) classroom setting and how do we achieve it?* Through researching the question, a professional development was created to help other teachers use translanguaging to benefit the students' language proficiency in their classrooms.

The effectiveness of the project is assessed through the surveys of the teachers and the students. The surveys given to the teachers before the professional development series begins, are given back to the teachers at the end of the session, after they have completed the post survey. The survey includes questions about the knowledge teachers have around translanguaging practices in the classroom. It includes questions on their comfort level in integrating these frameworks in the classroom. The survey also includes questions regarding the attitude towards language learners and their knowledge that they bring to the classroom. This will help the facilitator identify how much growth throughout the sessions the participants have in knowledge surrounding translanguaging, comfort in implementing translanguaging practices, and the attitudes that the participants are carrying towards their multilingual learners in their classrooms.

The goal is that participating teachers come away with more strategies to engage their language learners in the classroom, along with shifting towards an asset based approach. The project intends to help teachers look at the language learners in their classroom as having a whole set of language skills that can be beneficially used in the classroom. Along with assisting teachers in this shift in the classroom, the project intends to help students shift their belief in their own identity within the classroom and extend that beyond the walls of the school. By allowing students to use their native language in the classroom and treat it with respect, it intends to help students value their whole identity within their community surrounding them.

Translanguaging in the Classroom: Project Guide

Final Project: Translanguaging in the Classroom

*Observation form and ESL feedback form (found in the project folder and at the end of the guide) can be used for the observations in between sessions. They are useful in guiding what to look for during an observation to be most helpful to both the ESL and general education teachers.

*Before the session:

- Students will take a survey- ask teachers to administer. The survey is about how they feel their native language is viewed and valued in the classroom.
- English Language teachers will be onboarded to translanguaging strategies if they aren't already aware. They will also go through the presentation to make sure they understand their responsibilities of assisting and guiding the modeling and observation between sessions.
- Teachers' surveys will need to be printed. Teachers will complete the survey in the first session.

Session 1		Time
Slide 2	Discussion Question: How would you define translanguaging? (allow for a partner discussion for 2 minutes, then ask for a share out) Describe how throughout this professional development a stronger understanding of translanguaging will be developed. Lay out what will come in the session today.	4 minutes
Slide 3	Survey- After teachers finish the survey, let them see the results from their class. Take some time to reflect on the environment of the class that allows students to feel comfortable to use their native language to help them grow in their learning. Explain how the kids took a pre-survey. Hand out the students surveys and give teachers time to reflect on their students' responses. How does it make them feel about implementing translanguaging in their classroom? What is your comfort level with this practice?	8 minutes (4 minutes for survey and 4 for discussion)
Slide 4	Explain how this session will build a deeper understanding of translanguaging alongside ultimately learning a strategy to implement into the classroom.	1 minute

Slide 5	Ask for participants to relate to their own classroom when watching the video. Play the video. Discussion: What did the video make you think of in regards to your own classroom?	3 minutes
Slide 6	Go through the image. Ask if there are any questions after.	2 minutes
Slide 7	Translanguaging is more than codeswitching. It is purposeful and built to create connections between languages to help proficiency grow in languages. It helps the brain when you go back and forth mentally translating as you're working through a conversation or for students, the work they are doing in class.	1 minute
Slide 8	This slide shows the growing population of EL learners in MN. It is important our teachers are equipped with the tools to help our students thrive. EL teachers are there to help support teachers, but in reality every teacher is a language teacher when they have language learners in their classrooms. Better tools will make it easier for the teachers to be more successful in helping our students achieve success inside and outside the classroom.	1 minute
Slide 9	This graph shows how the number of EL learners is ultimately heavier in the lower grades. Some could say this is because students exit EL services. Even if that is the case, it is important we put our best tools in the classrooms where the students would benefit the most. By implementing translanguaging in the lower grades, students can become comfortable in the practice of translanguaging in their beginning school experiences. This practice will then hopefully stay with them as they continue their education journey. By introducing tools and strategies when students are young, it helps them develop strategies that can be used life-long to help continually growing proficiency in both languages.	2 minutes
Slide 10	Think pair share. Give participants time to think through and share responses.	3 minutes
Slide 11	Translanguaging helps build confidence in the classroom. It helps a student feel accepted for their whole true identity. It is known to help students be able to also then build strong connections at home as their proficiency grows in both languages. Bilingualism has so many benefits on our brains. (list those given in slide) It helps also create a power balance in the classroom by looking at the language learners with an asset based approach rather than a deficit.	2 minutes

Slide 12	<p>CUNY is a GREAT resource for teachers looking for a translanguaging framework or strategies to implement into the classroom.</p> <p>Each session will come with a different strategy for the translanguaging classroom. This session will include the first part. Part one will set the stage for a translanguaging classroom. It will build the environment that will welcome a translanguaging practice. Part 2 will focus on translanguaging strategies that will help in academic content and literacy practices. Part 3 will focus on how translanguaging can help guide teaching around certain specific language practices.</p>	1 minute
Slide 13	<p>Before watching, ask participants to pay attention to resources that Ofelia lists to help with translanguaging. Why does Ofelia say it is so important to allow and encourage translanguaging? We are going to focus on our first strategy which is building the translanguaging classroom- a resource by CUNY.</p> <p>** Play video first before clicking through the whole slide.</p> <p>After the video- ask for answers to the focus questions.</p> <p>-Think about a time in your day you could bring the students' language into your classroom. It could be a morning meeting; let your students greet each other in their native language. * Brainstorm with a colleague, where else could you implement translanguaging in the classroom? -Share out 2 to 3 responses. Click through the list for strategies to create a translanguaging classroom through CUNY resources.</p> <p>Examples for when translanguaging could be implemented: It could be work time; play music that has lyrics with the native languages of the student represented in your classrooms. It could be labels around your classroom. (I personally have my drawers labeled in English, Somali and Ahmeric for students to see when they look for supplies) The rules in your classroom could also be translated. As teachers we use simple commands in transition times. Could you ask your students to teach you those transition commands in their language? Another idea is to have students help you create table names in their native languages. All of these are great strategies to bring our students' native languages into the classroom.</p>	8 minutes

Slide 14	<p>Time to plan. We talked about a lot of ideas. What is one thing you plan to bring to your classroom? This is also a time to set up a meeting with your EL teacher. Can they come help you in a way to bring these languages into your classroom? Is there something you'd like to see them do? Help students create table names or a time to learn a transition command? Plan with your grade level team. EL teachers will show the forms for observations that will be used, both by the EL teachers and the observation forms teachers can use when they are watching the strategy being modeled. It would be beneficial to plan through a lesson that could have translanguaging integrated, both for modeling, and observing where translanguaging would be present. This could be a morning meeting, or displaying how it can be integrated into the classroom rules.</p>	15-20 minutes
Slide 15	<p>Discuss expectations before next session-Questions? -Now that you have identified and planned out where translanguaging can be implemented into your classroom and when that will happen, take time to reflect as the process begins. It is a big change that can and will take place in your classroom. It may not feel easy at the beginning, but notice how your students react while the translanguaging is taking place.</p>	2-3 minutes
Session 2		
Slide 16	Outline for session 2: What will we go over?	1 minute
Slide 17	Objectives: Ask if there are any questions about the expectations for session 2.	1 minute
Slide 18	<p>Time to reflect. How has your classroom changed with the shift to a multilingual classroom? -Teachers can reflect personally or turn and talk with someone near them. Push them to discuss what felt hard, what felt easy? If they struggle producing, bring up examples that you as the facilitator have seen while observing.</p>	5 minutes
Slide 19	<p>Video by Garcia. (16 minutes-it is beneficial to be able to use the whole video, however if you don't have time, these areas are the most beneficial) 8:48 stop and discuss. Why do you think students translanguage at home in their community, but we don't allow it at school? 10:06- Pause- How can we shift our testing to help assess their FULL repertoire? 11:00 DRUMMER metaphor is so strong. How can we evaluate someone with 1 arm the same as with 2 arms? We need to look at students with their full linguistic repertoire.</p>	20 minutes

Slide 20	Discuss how translanguaging is a step beyond a culturally responsive classroom. It gives an extra acceptance of a students true whole identity and gives value to all their knowledge that they hold.	2 minutes
Slide 21	<p>Preview-view-review: This strategy can be used to build information. A student must be able to construct meaning in a language that is comfortable to them. Therefore, this would mean building background information in their native language (<i>preview</i>), then transferring that knowledge into English (<i>view</i>) the information in English after. Then (<i>review</i>) the information with a partner, building the background knowledge through knowledge in both languages. - Model this one. ** Get a non-fiction text in Spanish (or other language), have the same topic non-fiction text in English. First you would look at the native language, then read the English. Last, the student would discuss the background knowledge with a partner. “I learned...” or “I know....”</p> <p>Multilingual research: Students are using their entire linguistic repertoire to research a topic.</p> <p>Multilingual texts: Have students look at the same information in texts in their native language along with English. It helps build connections between both languages and build a stronger foundation of knowledge. *Show multiple texts (for instance, pick a fairy tale- 3 little pigs) have the texts in multiple languages.</p> <p>Reading and responses: This strategy provides experiences of reading multilingual texts along with responding using translanguaging practices. The more students use this strategy the more comfortable they will become with it, along with your comfort will grow in allowing students to use this strategy.</p> <p>Interactive writing: This strategy allows students to access knowledge at a higher level than is most available to them by working through the context together. After reading a text, or researching a topic, write as a class. Interactive writing is done as a whole group activity. So for instance, if we read the 3 Little Pigs and want to write beginning, middle and end as a class, we could start by writing “First, the ___” ask the class, how many pigs? Encourage students to answer in their native language. “Tres pigs went out to build casas.” You can interweave the languages to create a whole class writing together. Students can come up and write the word they add, or the teacher ask for assistance in beginning sounds.</p> <p>Language experience approach: Write as a class about a shared experience. It helps the students build the knowledge around what you are writing about, since they have experienced it. This approach can teach grammar, word choice and transitions through translating information that students give.</p>	8 minutes

	<p>Independent writing: This strategy has students use both languages to complete their writing. Another option is to have students attach an oral component to their writing.</p> <p>Multi-genre: This strategy allows students to connect ideas across genres. Students can write a non-fiction (again in whatever language is comfortable, adding oral or translations to the work). Then have a student write a fairy tale or other work of writing surrounding the similar topic that was in the non-fiction. For example- if you are focusing on the ocean habitat, have students write a non-fiction story about the facts they learned about the ocean habitat. Then have students either write a narrative, if they have an experience with the ocean, or a creative writing story about a character that lives in the ocean.</p>	
Slide 22	Where can you fit content and literacy translanguageing strategies into your upcoming lessons? What would make it most successful in your classroom? What tools do you need? What supports? Meet with an EL mentor to plan modeling and observations. Plan which lessons will be modeled and observed. Go over the observation forms so participants know what is expected. Is there anything different that participants would like to see modeled or a specific content and literacy strategy?	15-20 minutes
Slide 23	Go over expectations for before session 3. What questions or concerns do you have going forward? Planning should be completed. Make sure you have a scheduled observation with your EL teacher, along with a time they can observe you. Take time before the next session to just reflect on the process. Come back to these questions in your reflection.	2-3 Minutes
Session 3		
Slide 24	Outline for this session. Reminder, this session will be shorter with more of an extended time to finish the post-questionnaire along with plan time to continue incorporating translanguageing into daily practice. *The questions under the session will be addressed throughout the session.	1 minute
Slide 25	Objectives- We are nearing the end! We are going to introduce another translanguageing strategy today that can be implemented. Today is also a day of reflection on the translanguageing process so far.	1 minute
Slide 26	Give tables time to reflect. This is a great time to share videos that were created during observations. Give groups time to discuss their glows and areas of growth. (5-10 minutes, notice when the chatter either diminishes or switches to different topics)	5-10 minutes

Slide 27	<p>Before we watch the video, ask “How have you connected with your student’s languages when you do not speak their native language?”</p> <p>While we watch, I want you to think about how these teachers interacted with the students, without using or knowing the student’s native language. Notice what ways students take responsibility in implementing translanguaging into their learning. What strategies from a bilingual classroom can you take to your classroom?</p> <p>Discuss the findings after the video.</p> <p>There are a whole series of these videos located on the CUNY website, listed on a slide at the end with other resources. Our classrooms may not be bilingual, however, it is still important to give students opportunities to use their total language repertoire to access their knowledge. Using language to leverage their knowledge.</p>	10 minutes
Slide 28	<p>Language development through translanguaging can include: (Use the visuals to help guide the understanding)</p> <p>Multilingual Word Walls: Wherever the word wall is present in the classroom, allow students to add words in their native language. Especially content language that will help students make connections between languages.</p> <p>Cognate Charts: This can be a list of words, academic content language words, that are cognates to help students make the connections. For example, Spanish has a cognate for class (clase). Both could be written on a chart inside the classroom regarding the content language that is currently being learned.</p> <p>Four box graphic organizer: The top left box is for the vocabulary word. It can be translated to the languages represented in the room. The right top box is for pictures of the word. The bottom left is for the description, again listed in the languages represented. Bottom right box is for using the word in a sentence, again listed in the different languages.</p> <p>Sentence Building: This strategy specifically helps emergent students understand the structure of a sentence. You can gradually build in complexity. The sentences can be translated to help see how the different structures are connected.</p>	5 minutes

Slide 29	<p>The CUNY website is an amazing resource. Linked here are the guides where the strategies that were introduced are from. There is extensive information and even more strategies available to be implemented into the classroom. Take 2-3 minutes to just search around the site to see everything that is available to help your translanguaging classroom.</p> <p>The website has many videos of examples of teachers modeling different strategies along with many more testimonies as to why it is so important to allow and implement translanguaging strategies daily into the classroom.</p>	4 minutes
Slide 30	<p>We have reached the end! It is time to retake the survey from the beginning of the PD series. How has your view point shifted? How comfortable do you feel using translanguaging strategies in the classroom? How do you think your students' mindsets have shifted? (Now is the time to pass back the post student survey as well.) Give participants time to reflect and discuss what positive shifts have taken place and discuss what can be done to continue propelling this shift forward.</p>	10 minutes
Slide 31 & 32	<p>This is the references to images and videos in the slides.</p>	1 minute
Slide 33	<p>These are the references that were used in information to create this PD session.</p>	1 minute

Teacher Survey

Name: _____

*This survey will be used to assess the growth of your comfort level with transanguaging throughout this PD series.

Use this scale in responding to the following prompts:

Strongly disagree	Disagree	Somewhat disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6

1. I feel comfortable in environments where different languages are spoken.
2. I feel comfortable in allowing students to speak languages other than English in my classroom.
3. I enjoy when my students speak their native language to other students in the classroom.
4. I feel comfortable in allowing students to speak their native language during a lesson.
5. I feel comfortable having students translate information I don't understand due to my lack of language proficiency in their native language.
6. I feel comfortable in allowing students to use their native language to assist themselves in accessing their knowledge and growing in their proficiency during a task.
7. I feel comfortable in allowing students to use their native language to assist in accessing their knowledge during an assessment.

8. Allowing my students to use their native language in the classroom will benefit their English language proficiency.

9. I feel comfortable when students use their L1 to assist another student.

List any concerns you have in allowing translanguaging into your classroom:

Student Survey

Name: _____

*Answer the following questions according to how you currently feel inside your classroom.

1. I feel comfortable speaking my native language at school with friends.



2. I feel comfortable speaking my native language during a lesson.



3. My teacher likes to hear when I speak my native language.



4. I feel comfortable using my native language during an assessment.



5. I think using my native language will help me learn more at school.



6. I feel comfortable using my native language during group work.



ESL Teacher Feedback Form

Teacher:

Lesson description:

Translanguaging strategies used:

GROW (an area that can be improved):

GLOW (an area that is exceeding expectations):

Translanguaging Observations (Participant observation of EL model teacher)

Lesson Description:

What do you notice about the teacher's use of translanguaging? What strategies were used?

When do you notice the teacher implementing translanguaging?

What are the student's reactions?

What do you wonder about how you can implement these strategies on your own?

Questions or concerns before you implement on your own?

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