

IMPLEMENT TRANSLANGUAGING:  
TOOLS FOR MONOLINGUAL TEACHERS

by

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## **Project Summary**

This Capstone project, “Implement Translanguaging: A Resource for Teachers”, has been developed in response to the research question: How can monolingual ELD teachers and content teachers use translanguaging (TL) strategies competently and effectively in the classroom to help their students capitalize on their full linguistic repertoire? To answer this question a set of three professional development modules have been created to introduce teachers to the topic of translanguaging and share strategies and tools for how monolingual classroom teachers can implement TL to better serve the needs of their multilingual students. The target audience for this project is monolingual elementary school teachers in a large midwestern suburban school district. It is intended for both classroom and English Language Development (ELD) settings. These teachers operate in traditional monolingual, English-focused schools. To clarify, ELD is the acronym used in this district. Other districts may use ESL (English as a Second Language) or EL (English Language) to describe this teaching role.

Each module is about 45 minutes long and uses readings, interactive discussion activities, google slides, and short videos from CUNY-NYSIEB. The goal is to provide information about and share the rationale for translanguaging, both as a multilingual practice and as a pedagogical tool. The modules may be used during Professional Learning Community (PLC) meeting times or in coaching sessions with grade-level teams. This school district has trained coaches within their ELD staff to provide support for classroom teachers. Teachers may opt in to these sessions. They may choose to participate because they have larger numbers of multilingual students in

their classrooms or because they want to better serve the linguistic needs of their multilingual students.

The first module is titled LEARN: “What is Translanguaging and Why Do I Need to Know About It?” Through readings, a google slide presentation, and discussion, teachers will learn about TL, its use in the classroom and why it is so valuable for multilingual students. At the end a take-home reading will be provided, along with a question to help teachers imagine TL in their own setting. The second session is titled EXPLORE: “Characteristics of a TL Classroom” and will offer opportunities for teachers to share ways they work with multilingual students in their classroom and learn about the characteristics of a successful TL classroom. Readings are provided as “homework” to supplement the information of the module. This reading will introduce various TL strategies and prepare teachers for the third and final session.

The last module is “APPLY: TL Resources and Strategies”. Through a jigsaw activity, teachers will teach one another about strategies used in the City University of New York-New York State Initiative on Emergent Bilinguals manual for educators. Their website is also a resource for several videos used throughout the sessions. At the end of the session, teachers will have a chance to look over resources and gather more ideas.

Before the first module, attendees will fill out a three-point survey to gauge their level of awareness and understanding of the topic of translanguaging. At the end of the third module, the survey will be repeated. In addition, coaching support will be provided to teachers who want to engage in further conversation and learning about their TL teaching practice. This district utilizes the SWEL (School-Wide English Learning) coaching model with classroom teachers to support their work with multilingual learners.

The rationale behind this project is the recognition that providing best practice opportunities for students to make use of their full linguistic repertoire in the classroom is an equity issue. Translanguaging allows students to bring all of their knowledge and skills to the task of learning, and supporting this practice gives them better opportunities to share in the community of the classroom. Pedagogical translanguaging is the practice of incorporating home language use into classroom instruction in ways that support and enhance learning. This project provides resources to support teacher understanding of the equity issues and educational rationale, as well as information about strategies for use in the classroom.

Listed below are the overviews for each module, as well as links to the google slide presentation, speaker notes, hand-outs used during the sessions, and a reference list. At the beginning is the prior knowledge assessment to be completed before the first session begins.

## Implement Translanguaging: A Resource for Teachers

**Research Question:** How can monolingual ELD teachers and content teachers use TL strategies competently and effectively in the classroom to help their multilingual students capitalize on their full linguistic repertoires?

Three 45 minute sessions:

Here is the link to the slide set for presentation:

 [Hodel Copy of Teaching Methods: Visual Thinking Thesis | by Slidesgo](#)

**A. Prior Knowledge assessment:** 3-question survey on a Likert scale of 1-5

1. I understand what the term translanguaging means.
2. I know why translanguaging is important for multilingual learners.
3. I can use translanguaging supports and practices in my classroom.

The scale points are:

1. Very unconfident
2. Fairly unconfident
3. Fairly confident
4. Very confident

**B. SESSION #1: LEARN: What is Translanguaging and Why Do I Need to Know About It?**

**Slides 1-12**

Welcome: Introduce myself and the background of this project. Read anecdote from the reflection on p. 5 in the paper (3 min)

Open with introductory slides and video on pedagogical translanguaging to define and discuss the 4 benefits of using TL pedagogical techniques in the classroom (15 min).

Introduce the learning target for the 3 sessions:

1. To *learn* about translanguaging: What is it and how do students and teachers use it?
2. To *explore* the pedagogical practice of translanguaging and what it looks like in the classroom.

3. *Apply* your new learning: Examine specific resources and strategies that could work for you.

Watch video from CUNY-NYESIEB #1: “Teaching Bilinguals: (Even if you’re not one)  
The “WHY?”

Discuss 4 benefits.

1. Equity (p. 35 of paper) Bilingual students have an added challenge when faced with learning content and language at the same time. They, like all students, deserve the opportunity to use their linguistic and cultural assets to learn.
2. Social-Emotional Learning (p. 17 of paper) When students can share more fully, they experience solidarity and safety in the classroom. When students feel safe and accepted, they learn language more readily and their peers learn empathy in the process. Navigating differences builds empathy.
3. Developing cultural and linguistic identities (p. 18-19 of paper) Through TL in the classroom, students learn to develop and use their cultural and linguistic identities as assets in the school setting. When students learn to value their own literary heritage, they can build a stronger sense of appreciation and value for their own language capacity.
4. Accessing students’ full linguistic repertoires (p. 20) allows students to increase their metalinguistic awareness, build comprehension, and deepen their understanding of a particular topic. It also helps them build awareness of and capacity for “academic language” in both of their languages. (p. 12 TL Classroom)

Distribute copies of the WIDA bulletin on TL:

<https://wida.wisc.edu/sites/default/files/resource/Focus-Bulletin-Translanguaging.pdf>

Read p. 1-4 of the WIDA bulletin. (5 min)

Discussion: How have you seen your EBs use their language or share their linguistic and sociocultural background in the classroom? How did you respond?

What actions might you take to help your students become aware of their linguistic assets?  
(8 min)

Key Components of TL Pedagogy (8 min):

Teachers must first observe their student’s language performances. What are they capable of? How do their language skills show up in the classroom? Listen carefully to what they say to you and to their peers in and out of the classroom. Careful listening allows you to better understand what is being said and how it is being said. Once that happens, a teacher can find ways to adapt and use TL pedagogy for instruction and assessment.

There are 3 principles that guide the educators who use TL pedagogy:

1. “Bilinguals use their linguistic repertoires as resources for learning, and as identity markers that point to their innovative ways of knowing, being, and communicating.

2. Bilinguals learn language through their interaction with others within their home, social, and cultural environments.
3. Translanguaging is fluid language use that is part of bilinguals' sense-making processes.” (p. Xi, The TL Classroom)

Looking forward: Next time the focus will be on exploring the practice of Pedagogical TL and what it looks like in the classroom.

Consider as you read the take-home article: How might you expand your teaching practice to include more options for MLLs?

Read before next time: <https://tonyasinger.com/valueellanguageassets/>

## **C. SESSION #2: EXPLORE: Characteristics of a Translanguaging Classroom**

### **Slides 13-19**

Open with watching video #2 from the CUNY-NYSIEB series. (5 min)

Discuss the reading in context of the video we have watched. (10 min)

Discussion Questions: How do you already celebrate languages in your classroom and in your school? What ideas that you read about seem most workable for your classroom?

What does a TL Classroom Look Like? (25 min)

Educators who have written about TL in the classroom have identified 4 characteristics of a TL classroom. Rather than have you sit and listen while I tell you about them, we are going to teach each other. I will divide you up into 4 groups. Each group will have a reading to go over and prepare a 3-4 minute mini-lesson on the characteristic they have been assigned. You can use the reading I have given you, or any of the readings or videos we have used so far to collect information. I also have chart paper and markers if you want to make a visual to share in your “lesson”. Your lesson should include some ways you could develop the characteristic in your classroom.

Take about 5 minutes to read your resource, and 7-10 minutes to prepare your mini-lesson.

Google Slides: Characteristics of a TL Classroom (Read/Prepare 15 min; Share 12 min)

1. Embracing and developing transnational literacies: CUNY guide p. 13-17  
<https://www.colorincolorado.org/article/12-ways-classroom-teachers-can-support-ells>  
or  
<https://www.edutopia.org/article/celebrating-students-language-diversity>
2. View students as “co-teachers” in the classroom. Students teach each other and share info with the teacher. (Garcia p. 62-63; CUNY guide p. 62-66;

<https://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource>

3. Accessible multilingual materials, including multisensory resources. (Colorin Colorado article; Carly Spina ch. 3; CUNY guide p. 20-22)  
<https://www.colorincolorado.org/article/12-ways-classroom-teachers-can-support-ells>;
4. Intentional teacher planning and training to create assignments and class activities (both spoken and written) that leverage TL as a learning tool by requiring different kinds of language and communication skills. (Wright pp 306-313; CUNY Guide p. 12-17; Colorin Colorado

Note: What to avoid: Concurrent translation (p. 305ff Wright) Please read about this in your reading selection for this session. When we provide direct translation too often, we remove the need for the student to attend to the English. Also not recommended is pointing to English instructions but saying them in a home language. When you do this, there is no correspondence between the written text and the oral language. The goal is to help them learn to attend to English instruction.

What to strive for: School-wide ethos of valuing and supporting bilingual skills. Share the Appendix A.3.1. “Promoting an Ecology of Multilingualism Checklist” p. 169 in the “The Translanguaging Classroom” book.

Exit Ticket: Appendix A.7.1 Reflecting and Planning for a Translanguaging Pedagogy (this is a checklist for teachers to use in their classroom (p. 182 in “The Translanguaging Classroom”) and the “Translanguaging Strategy Inventory” from Wright p. 324. (see below)

Before next time: Read Wright ch. 11 p. 302-313.

Distribute resource list and readings each group used to everyone.

### **D. SESSION #3: APPLY: TL Resources and Strategies**

#### **Slides 20-26**

Goal: *Apply* your new learning: Examine specific resources and strategies that could work for you.

This is our last meeting. We have learned about what translanguaging is and why it is a valuable tool for teachers and multilinguals in the classroom. Today we’re going to explore the resources and strategies you have found from previous readings and resources. We are also going to take a deeper look at the Translanguaging Guide from CUNY-NYSIEB. At the end you will have an



opportunity to look over the display of bilingual picture books and other bilingual books I have out in the back. We'll do a brief gallery walk later so you can have time to see some different resources. As we explore these resources our goal today is to discuss specific tools and teaching strategies that you can apply to your own teaching practice and use in the classroom to provide translanguaging opportunities for the emerging bilingual students in your classrooms.

Warm-up: The video we're going to watch now is the third in the CUNY-NYSIEB series on pedagogical translanguaging. It shows how a teacher used TL in a specific assignment.  
Watch video #3 from CUNY-NYSIEB (4 ½ min)

Review:

Discussion of reading from Foundations for Teaching/W Wright p. 306-313 (5 min)

What stood out to you? What can you use? What questions do you have?

How do we decide if a strategy is appropriate? (3 min)

Guidelines for determining appropriate strategies (Wright, p. 306). Highlighting 3 from this list of 5.

1. Does the strategy help ELLs to grasp a concept that was difficult for them to understand in English?
2. Does the strategy prepare ELLs to attend to instruction or print in English and receive greater amounts of comprehensible input?
3. Does the strategy lower the affective filter of ELLs and allow greater amounts of comprehensible input?

Equipped with some examples and criteria for how to choose good strategies, we're going to do another jigsaw activity to give you a chance to read about a specific strategy for pedagogical translanguaging and share with each other. I have chosen 6 strategies from the CUNY-NYSIEB guide. I have several hard copies, but they are also available online. You will have a worksheet to fill out to help guide your reading and sharing. (Divide the group into 6 sections and hand out the worksheet). Take 8-12 minutes to read and take notes on the worksheet about how you might use this strategy and make it practical for your situation. Then we will take another 10-12 minutes for each group to do a whip-around mini-lesson on your strategy to share your ideas and what you have learned. I will make copies of these and make all the worksheets available after class.

Jigsaw activity using the TL Guide from CUNY-NYSIEB strategies:

1. Multilingual Language Objectives: pp. 44-50. Also give this group p. 187 as an example.
2. Integrated Instruction pp. 51-56
3. Multilingual Writing Partners p. 72-75

4. Resources: Using Multilingual Texts pp 81-86
5. Building Background with Preview-View-Review pp 100-106
6. Multilingual Word Walls pp 147-151. Also give this group p. 191 as an example.

Jigsaw Worksheet: [Jigsaw Worksheet-TL Strategies Module 3](#)

Discuss and share: What might work? What are the challenges and how can you navigate them?  
(30 min total for activity)

Revisit benefits to close. How do these strategies benefit our monolingual students? Our MLLs?  
Gallery Walk to see resources

Exit Ticket: Two parts

1. Set a personal goal for how you might further your own knowledge or incorporate what you have learned.

Two Weeks Later:

Repeat the initial survey.

(optional) Send an additional questionnaire to collect data on how they have followed through.  
Have them share one strategy they have used.

Resource list: [Resources for TL PD](#)

*OPTIONAL MATERIAL: (Distribute hard copies of blank) TL instructional design cycle: Appendix A.5.2: Explore, Evaluate, Imagine, Present, Implement. (5 min overview)*

*Language objectives (Garcia p. 72-74)*

*Explorar: Students are building background knowledge and expanding their understanding of a topic in both their home and new languages.*

*Evaluar: As students learn, they should be encouraged to raise questions, think critically, and share opinions.*

*Imaginar: Students use what they have learned to support and stimulate new thinking and new ways of using language to learn.*

*Presentar: Students engage in peer editing, conferences, rewriting, and presenting their work. This stage offers ways for students to receive feedback.*

*Implementar: Students demonstrate their content and language learning. Use language for authentic purposes.*

(Session 2 take-home)

## **Translanguaging Strategy Inventory**

What evidence can you find in your classroom?

- Bilingual/multilingual classroom labels (wall, door, desk, chair, clock, etc.)
- Bulletin boards and other wall displays that include students' home languages
- Bilingual dictionaries
- Books and other instructional materials in the students' home languages
- Bilingual computer software or use of online bilingual resources on the Internet
- Mobile apps with bilingual support
- Student writing in home languages
- Preview-review strategy in use
- Assistance in home languages provided by the teacher
- Acceptance by the teacher of home language comments and answers during classroom discussions
- Assistance provided by students for each other in their home language
- Student use of home languages when working in pairs and small groups
- Bilingual paraprofessional or classroom volunteers
- Cognate word study lessons
- Other \_\_\_\_\_

From Wayne Wright text, p. 324

<b>Strand of Translanguaging Pedagogy</b> <b>Reflected in my teaching?</b> 1, none; 2, some; 3 a lot.	<b>How can I adapt my current pedagogy to make space for translanguaging?</b>
<p><b>Stance:</b> To what degree do I</p> <ul style="list-style-type: none"> <li>● Think of students' languages and cultural practices as equally valuable and interrelated?</li> <li>● Value and include students' families and communities in their education?</li> <li>● Challenge traditional hierarchies (e.g. teacher/student, English/additional language, native/non-native speaker) and work toward a more just classroom (and society)?</li> </ul>	
<p><b>Design</b> To what degree do I</p> <ul style="list-style-type: none"> <li>● Design the physical space of the classroom for collaboration: design a multilingual and multimodal ecology?</li> <li>● Design instruction so that all learning promotes translanguaging (e.g. in unit planning, classroom activities, strategies)?</li> <li>● Design assessments that include different constituents?</li> <li>● Design assessments that differentiate between general linguistic and language-specific performances?</li> <li>● Design assessments so that they can be performed with or without assistance?</li> </ul>	
<p><b>Shifts:</b> To what degree do I</p> <ul style="list-style-type: none"> <li>● Allow for flexibility and changes to my</li> </ul>	

design that are responsive to students' needs, interests, and language practices?	
<b>Comments</b>	

Appendix A.7.1 from "The Translanguaging Classroom: Leveraging Student Bilingualism for Learning"

### **Creating a Multilingual Ecology**

From "The Translanguaging Classroom: Leveraging Student Bilingualism for Learning"

By García, Ibarra Johnson, & Seltzer

- Hang bilingual posters and signs
- Put up student work in English and in the students' home languages
- Create multilingual word walls or cognate charts
- Project or give out notes in English and in the students' home languages
- Include books/magazines/newspapers in all students' home languages
- Give students access to bilingual dictionaries, bilingual picture dictionaries, and iPads or laptops
- Encourage students to use both English and their home languages in conversation and in writing
- Set up a listening center where students can hear the content in both languages
- Use video clips with subtitles in English and in the students' home languages

**Implement Translanguaging: A Resource for Teachers**  
**A Resource List from the Professional Development sessions**

**Colorin Colorado articles:**

An article on teaching reading to ELLs by Kristina Robertson:

<https://www.colorincolorado.org/article/reading-101-english-language-learners>

An article by Fred Genesee on accessing home language in the classroom:

<https://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource>

Another article by Kristina Robertson on how classroom teachers can support ELLs:

See #9 in particular

<https://www.colorincolorado.org/article/12-ways-classroom-teachers-can-support-ells>

Video resource for multilingual families:

<https://www.colorincolorado.org/videos/being-bilingual-superpower-multilingual-tips-support-language-and-literacy-home>

**Strategies for ELL Success**

<https://www.colorincolorado.org/ell-strategies-best-practices>

**CUNY-NYSIEB:**

The video series used in the presentation: “How to Teach Bilinguals (Even If You’re Not One)” - a CUNY-NYSIEB Webseries

<https://www.cuny-nysieb.org/teaching-bilinguals-webseries/>

Their translanguaging guide:

<https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>

Website:

<https://www.cuny-nysieb.org/>

An earlier packet:

[https://www.cde.state.co.us/cde\\_english/translangpacket](https://www.cde.state.co.us/cde_english/translangpacket)

## **OTHER ARTICLES:**

An article from

Courageous Literacy (reading after session #1 and use for session #2)

<https://tonyasinger.com/valueellanguageassets/>

<https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/translanguaging/>

WIDA Consortium bulletin on translanguaging:

<https://wida.wisc.edu/resources/translanguaging>

Edutopia article on celebrating diversity in the classroom:

<https://www.edutopia.org/article/celebrating-students-language-diversity>

## **BOOKS:**

City University of New York-New York State Initiative on Emergent Bilinguals, (2021).

*Translanguaging and Transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project.* Routledge, 2021.

Fu, D., Hadjioannou, X., & Zhou, X. (2019). *Translanguaging for Emergent Bilinguals: Inclusive*

*Teaching in the Linguistically Diverse Classroom.* Teachers College Press.

Garcia, O., Johnson, S., Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging*

*Student Bilingualism for Learning.* Caslon.

Spina, Carly. (2021). *Moving Beyond for Multilingual Learners*. EduMatch.

Wright, Wayne E. (2019). *Foundations for Teaching English Language Learners: Research Theory, Policy, and Practice*, Caslon. Especially chapter 11.

**Picture Books:**

How to choose:

<https://www.colorincolorado.org/article/choosing-childrens-books-cultural-relevance-rubric>

<https://www.colorincolorado.org/booklist/bilingual-picture-books-english-and-spanish-hispanic-heritage>