



# INTRODUCTION TO TRANSLANGUAGING IN CULTURALLY AND LINGUISTICALLY DIVERSE CLASSROOMS

Activities Guide

## Abstract

This instructional material provides detailed guidance of introductory activities to translanguaging in culturally and linguistically diverse classrooms.

BranchED  
Peachtree City, GA

Contributors:

Suzanne Garcia-Mateus, Assistant Professor of Bilingual & Bicultural Education, California State University at Monterey Bay | [sgmateus@csumb.edu](mailto:sgmateus@csumb.edu)

Zhongfeng Tian, Assistant Professor of TESOL/Applied Linguistics, The University of Texas at San Antonio | [zhongfeng.tian@utsa.edu](mailto:zhongfeng.tian@utsa.edu)



*Introduction to Translanguaging in Culturally and Linguistically Diverse Classrooms, Activities Guide: August 2022*

Published by Branch Alliance for Educator Diversity, an imprint of M.E.B. Alliance for Educator Diversity, Inc., 100 World Drive, Suite 101, Peachtree City, GA 30269 (<https://www.educatordiversity.org>).

*\*This resource was authored by the BranchED Team. The content herein is licensed CC-BY-NC-SA. It can be shared and remixed for noncommercial purposes with attribution to the authors.*

## Table of Contents

Introduction Activity: My Language Repertoire .....	3
Naming Your Translanguaging Stance .....	3
Raciolinguistic Collage.....	4
Translanguaging Opportunities .....	4
Self-Reflection Activities Rubric .....	5
Self-Reflection Understanding of Translanguaging Theory and Pedagogy .....	6
Appendix A: Translanguaging Jigsaw .....	7
Appendix B: Books, Blogs, & Videos .....	8
Appendix C: Bilingual Children’s Books .....	10

## Introduction Activity: My Language Repertoire

**Objective:** Describe how their language practices are reflective of social norms, cultural nuances, etc. The facilitator will use a platform such as Jamboard for students' responses to promote conversation about developing language awareness both personally and in the larger community.

**Directions:** Using an online platform like Jamboard describe (with examples) your various language practices in different contexts (e.g., school, party, community & home)

- Create a quadrant for each context (e.g., school, party, community & home).
- In each quadrant include a quote for each name language (e.g., “Mi hermana esta chupping eso/My sister is sucking on that” - Spanglish/Home).
- Share and discuss the language practices with peers/colleagues.
- Describe how their language practices are reflective of social norms, cultural nuances, etc.

## Naming Your Translanguaging Stance

**Objective:** This activity builds on the *language repertoire activity* as it allows for reflection on languaging and its connection to the ways in which they promote languaging in their own classroom.

**Directions:**

- Reflect on your responses in the “language repertoires” activity.
- Model how to use their language repertoire activity to name their translanguaging stance.
- Discuss/brainstorm about your reflections in breakout rooms in order to then name/create their individual translanguaging stance.
- Share your translanguaging stance with your peers/colleagues.

**Example:** Suzanne’s current translanguaging stance

“I believe everyone has a unitary linguistic repertoire that they draw from to communicate and co-construct meaning. It also includes the idea that language use in the classroom affirms an individual’s identity.”

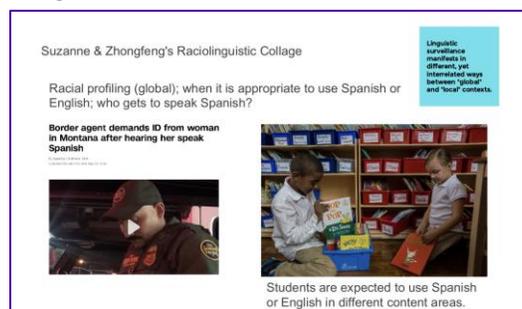
## Raciolinguistic Collage

**Objective:** This activity shifts the lens from the local/personal to the global. After reflecting on their own language repertoires (1<sup>st</sup> activity) and connecting to their classroom (2<sup>nd</sup> activity), we move to consider a broader lens/perspective about translanguageing. We then identify moments in society where individuals/communities experience a linguistic inequity because they speak a language other than English or the dominant language. After selecting an image/event where an individual or community from a language minoritized background experienced a social inequity, we ask participants to connect how that experience has the potential to be connected to the ways in which multilingual children experience language learning in the classroom.

**Directions:** Create a raciolinguistic collage as a way to co-construct meaning about how “global” social inequities (society) are connected/related to “local” social inequities (classroom).

- Select two photos and links to where you found the image that represent a “global” social inequity related to language and how that inequity is and/or has the potential to be connected to the classroom.
- Include words in your collage stating the specific inequity and how it connects to the classroom. You can add a statement or question that connects the two images.

**Example of a Raciolinguistic Collage:**



## Translanguageing Opportunities

**Objective:** Build on previous activities by now considering moments in your own classroom where they see opportunities to implement a translanguageing pedagogy.

**Directions:** Describe how you plan on inviting translanguageing into your classrooms and teaching practices. Consider what implementing a translanguageing pedagogy can look and sound like.

Participants will:

- Reflect on moments in your classroom/teaching that you have identified as opportunities for implementing a translanguageing pedagogy.
- See translanguageing resources in [Appendix A](#), [Appendix B](#), and [Appendix C](#) for ideas on how to implement translanguageing in your classroom.
- Describe moments in your classroom where you could potentially include/invite translanguageing into their classroom.
- Share your classroom examples in an online platform like Jamboard.

## Self-Reflection Activities Rubric

**Directions:** Using the rubric below, please take a moment to self-assess how you engaged with developing an understanding about translinguaging theory and pedagogy.

Criteria	3 – includes examples with in-depth reflection	2 – some indication	1 – very little to none
Evidence of reflection according to the activity.	<ul style="list-style-type: none"> <li>• Addresses most or all questions to guide thinking and writing about translinguaging.</li> <li>• Detailed description of experiences with using different types of language.</li> <li>• Detailed examples of forms of language used in different contexts and/or with different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses most questions to guide thinking and writing.</li> <li>• Provides some examples of experiences with using different types of languaging.</li> <li>• Provides some examples of forms of languaging used in different contexts and/or with different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Some to zero attempt to respond to questions and reflect on translinguaging but are undeveloped and lack examples of experiences with language in different contexts with different people.</li> </ul>

## Self-Reflection Understanding of Translanguaging Theory and Pedagogy

**Directions:** Self-reflect on your understanding of translanguaging theory and pedagogy using the rubric<sup>1</sup> below.

Strand of Translanguaging Pedagogy	Reflected in My Teaching? *	How Can I Adapt My Current Pedagogy to Make Space for Translanguaging?
<b>Stance</b>		
To what degree do I <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>		
<b>Design</b>		
To what degree do I... <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 consider various cultural and linguistic factors?</li> <li>• Design assessments so that they can be performed with or without assistance?</li> </ul>		
<b>Shifts</b>		
To what degree do I <ul style="list-style-type: none"> <li>• Allow for flexibility and changes to my design that are responsive to students' needs, interests, and language practices?</li> </ul>		
Comments		

\*1, none; 2, some; 3, a lot.

<sup>1</sup> Adapted from García, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: leveraging student bilingualism for learning* (p. 182). Caslon.<sup>1</sup>

Appendix A: Translanguaging Jigsaw

Resource 1: [Translanguaging: A CUNY-NYSIEB Guide for Educators](#)<sup>2</sup>

Resource 2: Translanguaging Resource Below

Translanguaging  
Created by Sarah Hesson

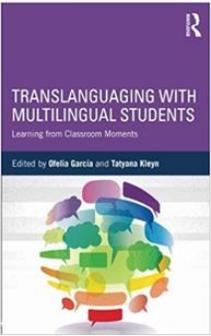
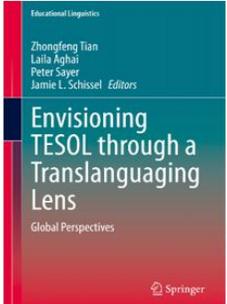
Translanguaging is the flexible and strategic use of students' languages in the classroom.
Translanguaging serves two main purposes: <ol style="list-style-type: none"><li>1. A teaching tool that helps emergent bilinguals make sense of content and develop language learning in all lessons</li><li>2. A way of valuing students' cultures, identities, and bilingualism</li></ol>
How can I incorporate translanguaging across my curriculum?
In general: <ul style="list-style-type: none"><li>• If you're not sure if translanguaging is right for that moment/lesson, ask yourself: What's my objective? What do I want this student to know or do? Will using both languages help me get there?</li><li>• Create language objectives that address the linguistic needs of students in both languages</li><li>• Reach out to families in both languages by calling, sending letters home, and conducting PTA conferences in both languages</li><li>• Be sure to display and celebrate work in both languages</li></ul>
When students are... Reading <ul style="list-style-type: none"><li>• Assign bilingual reading partners for mutual assistance</li><li>• Provide bilingual books/translations of books where possible to aid comprehension</li><li>• Provide/encourage reading material for research project in both languages</li></ul> Writing <ul style="list-style-type: none"><li>• Allow students to audio record ideas first using both languages, then transfer to writing</li><li>• Assign students bilingual writing partners for mutual assistance</li><li>• Students pre-write in both languages, then publish in one</li><li>• Design bilingual final products</li></ul>
When students are... Speaking <ul style="list-style-type: none"><li>• Assign partners: beginner speakers with intermediate speakers, intermediate speakers with any level, advanced speakers with intermediate</li><li>• Assign newcomers to a buddy to show them around school, answer questions inside and outside class, etc.</li><li>• Group students so they can use both languages in small group work, then present in target language</li><li>• Encourage students to explain an idea to you or a partner in their home language to assist their explanation in target language</li></ul>

<sup>2</sup> Celic, C. M., & Seltzer, K. (2013). *Translanguaging [A CUNY-NYSIEB Guide for Educators]*. New York: Cuny-Nysieb.

<ul style="list-style-type: none"> <li>• Allow students to discuss lesson/ideas with partner in both languages</li> </ul>
<p>Listening</p> <ul style="list-style-type: none"> <li>• Create a multilingual listening center comprised of fiction and non-fiction texts in the classroom, narratives of community members, and books recorded by students(a favorite book or their own writing)</li> <li>• Allow students to explain things to each other using both languages</li> </ul>
<p>When teacher is...</p> <p>Reading</p> <ul style="list-style-type: none"> <li>• During content area reading, give partners time to discuss difficult passages or words in home language</li> <li>• Create a bilingual interactive word wall (math, Science, Social Studies)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write instructions for a small group in home language, task itself in English</li> <li>• Student(s) give ideas in both languages, teacher writes on board in target language.</li> <li>• Give comments on an assignment in home language</li> <li>• Make connections between words used in writing to build vocabulary and improve spelling (ex. felicidad --&gt; felicitous; revolución --&gt; revolution; triángulo --&gt; triangle)</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Use Preview (other language)-View (language of lesson)-Review (other language) to facilitate understanding/language learning</li> <li>• Conduct individual conferences with students using both languages to ensure understanding or to make language connections (in grammar, spelling, vocab, etc.)</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Allow students to explain/share ideas using both languages (another student can translate if you don't speak language)</li> <li>• Repeat back what a student says using correct grammar and/or the target language</li> </ul>

## Appendix B: Books, Blogs, & Videos

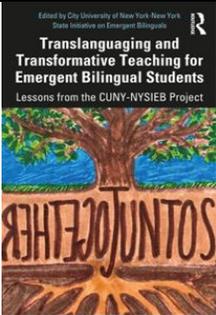
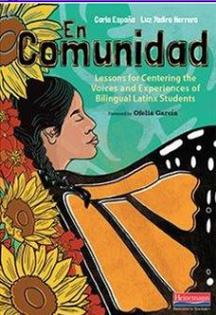
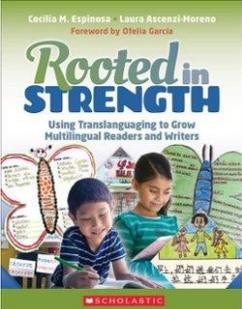
Check out these books, blogs, & videos	
Resource	Description of Resource
1. <a href="#">Social justice children's books</a>	Critically reviewed selection of multicultural and social justice books for children, young adults, and educators.
2. <a href="#">The educational linguist</a>	Blog which examines language and race in education.
3. <a href="#">The social life of language</a>	Blog from Dr. Mike Mena who is a linguistic anthropologist and academic youtuber.
4. <a href="#">Anna Mendoza Blog</a>	Blog from Dr. Anna Mendoza, Assistant Professor of Sociolinguistics and TELS in the Department of Linguistics at the University of Illinois at Urbana-Champaign. I'm interested in bi/multilingualism in K-12 schools. I have taught pre- and in-service teachers at UIUC, the University of Hong Kong, the University of Hawai'i at Mānoa, the University of British Columbia, and Simon Fraser University. My graduate students research teacher education in multilingual contexts from a critical perspective.

<p>5. <a href="#">En Comunidad Collective</a></p>	<p>En Comunidad Collective seeks to be in community with educators, education leaders, and children’s book publishers to reimagine the education of bilingual and multilingual children.</p>
<p>6. <a href="#">Translanguaging resource</a></p>	<p>Resources compiled by Dr. Zhongfeng Tian</p>
<p>7. <a href="#">Translanguaging with Multilingual Students: learning from Classroom Moments</a><sup>3</sup></p> 	<p>Book Description: Looking closely at what happens when translanguaging is actively taken up to teach emergent bilingual students across different contexts, this book focuses on how it is already happening in classrooms as well as how it can be implemented as a pedagogical orientation. It extends theoretical understandings of the concept and highlights its promises and challenges. Using a Transformative Action Research design, six empirically grounded ethnographic case studies describe how translanguaging is used in lesson designs and in the spontaneous moves made by teachers and students during specific teaching moments. The cases shed light on two questions: How, when, and why is translanguaging taken up or resisted by students and teachers? What does its use mean for them? Although grounded in a U.S. context, and specifically in classrooms in New York State, <i>Translanguaging with Multilingual Students</i> links findings and theories to different global contexts to offer important lessons for educators worldwide.</p>
<p>8. <a href="#">Envisioning TESOL through a Translanguaging Lens</a><sup>4</sup></p> 	<p>Book Description: The first volume to apply a translanguaging lens to TESOL from an array of learning contexts across the lifespan. A must read for researchers, educators, teachers, and students in TESOL and applied linguistics. Unites scholars from 5 continents offering global perspectives on theorizing and implementing translanguaging in TESOL.</p>
<p>9. <a href="#">Translanguaging and Transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project</a><sup>5</sup></p>	<p>Book Description: A critical and accessible text, this book provides a foundation for translanguaging theory and practice with educating emergent bilingual students. The product of the internationally renowned and trailblazing City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), this book draws on a common vision of translanguaging to present different perspectives of its practice and outcomes in real schools. It tells the story of the collaborative project’s positive impact on instruction and assessment in different contexts, and explores the potential for transformation in</p>

<sup>3</sup> García, O., & Kleyn, T. (Eds.). (2016). *Translanguaging with multilingual students: Learning from classroom moments*. New York: Routledge.

<sup>4</sup> Tian, Z., Aghai, L., Sayer, P., & Schissel, J. L. (Eds.) (2020). *Envisioning TESOL through a Translanguaging Lens: Global Perspectives*. Switzerland: Springer International Publishing.

<sup>5</sup> CUNY-NYSIEB (Eds.). (2020). *Translanguaging and Transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project*. New York: Routledge.

	<p>teacher education. Acknowledging oppressive traditions and obstacles facing language minoritized students, this book provides a pathway for combatting racism, monolingualism, classism and colonialism in the classroom and offers narratives, strategies and pedagogical practices to liberate and engage emergent bilingual students. This book is an essential text for all teacher educators, researchers, scholars, and students in TESOL and bilingual education, as well as educators working with language minoritized students.</p>
<p>10. <a href="#">En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students</a><sup>6</sup></p> 	<p>Book Description: Drs. Carla España and Luz Yadira Herrera’s schooling and teaching journey reveal the power of educators to create either liberating or dehumanizing spaces and experiences for bilingual Latinx students.</p> <p><i>En Comunidad</i> brings bilingual Latinx students’ perspectives to the center of our classrooms. Its culturally and linguistically sustaining lessons begin with a study of language practices in students’ lives and texts, helping both children and teachers think about their ideas on language. These lessons then lay out a path for students’ and families’ storytelling, a critical analysis of historical narratives impacting current realities, ways to develop a social justice stance, and the use of poetry in sustaining the community.</p>
<p>11. <a href="#">Rooted in Strength: Using Translanguaging to Grow Multilingual Readers and Writers</a><sup>7</sup></p> 	<p>Book Description: Espinosa and Ascenzi-Moreno demonstrate how our emergent bilingual students who speak two or more languages in their daily lives- thrive when they are able to use “translanguaging” to tap the power of their entire linguistic and sociocultural repertoires. Additionally, the authors present rich and thoughtful literacy practices that propel emergent bilinguals into reading and writing success. The core of this approach is honoring and leveraging the language and cultural resources emergent bilinguals bring to school- and rooting instruction in their strengths. Knowing more than one language is, indeed, a gift to the classroom! Includes a foreword by Ofelia Garcia.</p>

## Appendix C: Bilingual Children’s Books

Check out these bilingual children’s books.

<sup>6</sup> España, C. & Herrera, L. Y. (2020). *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*. Heinemann.

<sup>7</sup> Espinosa, C. & Ascenzi-Moreno, L. (2021). *Rooted in Strength: Using Translanguaging to Grow Multilingual Readers and Writers*. Scholastic.

