

Bridging Voices

Embracing
Translanguaging
for Emergent
Bilingual Students

Judyta Pawliszko

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WYDAWNICTWO
UNIwersytetu Rzeszowskiego
Rzeszów 2026

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Wydawnictwo Uniwersytetu Rzeszowskiego
Rzeszów 2026

DOI: 10.15584/978-83-8277-323-1

ISBN 978-83-8277-323-1 (online)

2246

RZESZÓW UNIVERSITY PRESS

35-959 Rzeszów, ul. prof. Stanisława Pigoń 6, tel. 17 872 13 69, tel./fax 17 872 14 26

e-mail: wydawnictwo@ur.edu.pl; <https://wydawnictwo.ur.edu.pl>

First edition; B5 size; 10 publishing sheets; 12,75 printing sheets; order no. 92/2024

Acknowledgements

I would like to extend my deepest gratitude to **Dr. hab. Piotr Romanowski**, whose invaluable insights, thoughtful critiques, and generous investment of time have been of the greatest importance to this book.

My sincere thanks also go to **Dr. hab. prof. UMCS Jarosław Krajka**, whose perspectives and comments have significantly enriched this work.

I am equally grateful to **Dr. hab. prof. UR Agnieszka Uberman** for her unwavering support and faith in this project.

Finally, to my mum:

Your presence has elevated every paragraph of this journey.

Thank you.

Dla Mamy:

Twoja obecność wznosiła każdy akapit tej podróży.

Dziękuję.

List of Contents

Abstract	9
Abbreviations	11
Introduction	13
Rationale for the topic.....	13
Aims and scope.....	15
Author’s note on AI use.....	17
Methodology and subjects.....	17
Chapter 1	
Theoretical Foundations of Translanguaging	19
Introduction.....	19
1.1. Definition and conceptual framework.....	19
1.1.1. Historical context and development.....	21
1.1.2. Theoretical foundations and assumptions.....	23
1.1.3. Debates in the field.....	26
1.2. Language acquisition and identity.....	27
1.2.1. Impact of translanguaging on language development.....	28
1.2.2. Co-construction and co-learning.....	33
1.2.3. Toward transpositioning.....	36
1.2.4. Navigating challenges and overcoming resistance.....	37
Summary.....	40
Chapter 2	
Methodology	41
Introduction.....	41
2.1. Purpose of the study.....	41
2.2. Research phases.....	41
2.2.1. Phase 1: Preparing the study.....	42
2.2.2. Phase 2: Conducting the activities.....	44
2.2.3. Phase 3: Analyzing results.....	45
2.3. Ethical considerations.....	46
Summary.....	47
Chapter 3	
Practical Applications of Translanguaging	49
Introduction.....	49
3.1. Setting the stage for translanguaging.....	49
3.2. Addressing students’ FAQs.....	50
3.3. Assessment in translanguaging framework.....	56
3.4. In-class activities and strategies.....	61
3.4.1. Oral activities that promote translanguaging.....	61
3.4.1.1. Multilingual research and presentations.....	61
3.4.1.2. Multilingual reading groups.....	67
3.4.1.3. Collaborative speaking and listening tasks.....	74

3.4.2. Written activities	80
3.4.2.1. Multilingual journal writing.....	80
3.4.2.2. Translanguaging in essays and reports.....	88
3.4.3. Creative writing across languages	95
3.4.4. Vocabulary inquiry across languages.....	107
3.4.4.1. Exploring cross-linguistic vocabulary connections.....	107
3.4.4.2. Building a multilingual word bank.....	113
3.4.4.3. Games and activities for vocabulary exploration.....	117
Summary.....	128
Chapter 4	
Results and Insights.....	131
Introduction.....	131
4.1. Impact of translanguaging on student engagement and learning.....	131
4.1.1. Building linguistic confidence through translanguaging.....	131
4.1.2. Demographic variations in translanguaging engagement	133
4.1.2. Effectiveness of translanguaging activities.....	134
4.1.3. Academic benefits of translanguaging	136
4.2. Case studies of translanguaging in action	138
4.2.1. Case study 1: Enhancing vocabulary retention	139
4.2.2. Case study 2: Multilingual storytelling	142
4.2.3. Case Study 3: Multilingual text exploration.....	145
4.3. Opportunities for growth and practical solutions.....	148
4.3.1. Strengthening teacher collaboration and professional development	149
4.3.2. Curriculum and assessment reform.....	150
4.3.3. Expanding multilingual teaching resources	151
4.3.4. Gradual implementation and scaffolding translanguaging practices.....	152
4.3.5. Engaging families and addressing parental concerns.....	152
4.4. Long-term benefits and implications	153
4.4.1. Academic benefits	154
4.4.2. Social and emotional benefits.....	155
4.4.3. Broader implications	157
Summary.....	158
Conclusions.....	161
Appendices	165
Appendix 1. Checklist: Teacher facilitation of translanguaging strategies.....	165
Appendix 2. Observational rubric: Student engagement, participation, and language use ...	166
Appendix 3. Teacher and researcher reflection journal.....	167
Appendix 4. Teacher interview protocol.....	168
Appendix 5. Student survey.....	168
Appendix 6. Student work sample analysis framework	169
References.....	171
List of Tables	181
List of Figures	183
Annex: Matrix of exercises	185
Photocopiables.....	191

Abstract

This book situates emergent bilinguals within the evolving educational landscape, highlighting the limitations of monolingual approaches and offering translanguaging classrooms as an inclusive and empowering alternative. It introduces transpositioning and co-learning as innovative frameworks that foster dynamic, reciprocal relationships between students and educators. These methodologies challenge monolingual ideologies and address the cognitive and socio-emotional dimensions of bilingual identity formation. Drawing on case studies, teacher reflections, and research data, the book provides practical strategies to address systemic inequities and equips educators with tools for fostering inclusive learning environment. By positioning translanguaging as a critical framework for multilingual literacy, academic engagement, and social justice, this work advances the discourse on linguistic equity and transformative pedagogy.

Keywords: translanguaging, emergent bilinguals, EBs, home language, inclusion, co-learning, transpositioning

Abbreviations

CALP	Cognitive Academic Language Proficiency
CEFR	Common European Framework of Reference for Languages
cf.	compare
CLIL	Content and Language Integrated Learning
e.g.	for example
EB	Emergent Bilingual
ESL	English as a Second Language
etc.	et cetera (and others; and so forth)
FAQ	frequently asked questions
i.e.	id est (that is)
L1	first/primary language
L2	second/other language
SUP	Separate Underlying Proficiency

Introduction

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Lau v. Nichols, 1974

Bilingual individuals navigate their lives by employing languages to understand the world, communicate with others, and express their identities. At times, they use one language or another, and occasionally, they blend features from multiple languages when speaking or writing. Regardless of the words spoken or written, when they interact with the world, they do so as bilinguals, ready to engage with all their languages.

Yet, when emergent bilinguals (EBs) enter our schools, we, as teachers, often overlook the fact that they are in the process of becoming bilingual. Students are instructed to set aside any language knowledge beyond the language of instruction (typically English) and to exclusively focus on that language for comprehension, communication, and expression. Instead, shouldn't students be supported in realizing their potential as proficient bilinguals? Shouldn't we encourage our students to leverage all their language knowledge to enhance the learning process?

In this context, translanguaging emerges as a timely and necessary intervention that dismantles systemic barriers and fosters educational equity. This book advances the field by presenting co-learning and transpositioning as key frameworks that reshape classroom dynamics and empower educators to tap into the full linguistic repertoire of students. Such approaches transcend traditional conceptualizations of bilingual education through their emphasis on collaboration, mutual adaptation, and the co-construction of knowledge. By bringing these frameworks together, the book provides a transformative roadmap for fostering both equity and innovation in multilingual education.

Rationale for the topic

A translanguaging approach to the education of emergent bilinguals offers a promising pathway toward creating inclusive and equitable classrooms. Informed by long-term work with EBs, the persistent challenges these stu-

dents face–stigma, limited academic progress, and systemic neglect of their linguistic assets–underscore the urgent need for alternatives to traditional monolingual approaches.

Pull-out ESL programs place EBs outside of mainstream instruction, positioning them as outliers in their school environment. García and Kleifgen (2018) point out that not only does such isolation disrupt students' access to grade-level content but also reinforces a deficit-based understanding of their linguistic abilities, framing them as learners who need to *catch up* rather than valuing their multilingual repertoire. As a result, EBs usually assume subordinate roles in the lessons and later experience difficulties in keeping pace with lessons once back in mainstream classrooms after ESL sessions. The long-term consequence is disengagement and resignation due to limited educational opportunities.

Though push-in ESL models try to alleviate some of the social isolation associated with pull-out programs, Palmer and Henderson (2016) note that ESL teachers are usually spread out trying to support various grade levels and content areas at a time, which dampens the quality of their teaching. In addition, where ESL teachers support only a few students in the classroom at any given time, this actually stigmatizes them as less competent than their classmates. The authors indicate that such stigmatization harms not only EBs' self-esteem but also perpetuates systemic inequities within the classroom, hindering students from perceiving themselves as fully integrated members of the school community.

Transitional bilingual programs are also well intentioned, but like immersion programs, often exhibit similar problems. According to Palmer (2011), such programs are frequently framed as remedial rather than enriching; both teachers and students tend to devalue the use of the home language in schools. The student may internalize society's prejudices against their linguistic and cultural backgrounds, even leading to shame regarding home languages. Moreover, DeNicolò (2019) points out that the scarcity of adequately prepared bilingual teachers exacerbates these problems, since schools can hardly provide consistent, high-quality teaching in more than one language. Therefore, bilingual programs have the potential to alienate rather than develop students' linguistic and cultural strengths socially and academically.

In a strict language separation class, EBs are rarely allowed to use their full linguistic repertoire. Thomas and Collier (2002) provide critical evidence that it takes between 5–7 years, and up to 10 years, for students to fully develop academic language proficiency. During this time, EBs are expected to function in English-only environments, which limits their ability to access and engage with complex academic content. As the authors underline, such policies not only delay EBs' academic progress but also create significant achievement gaps

due to students being pitched into competition with already English-proficient peers while still acquiring foundational skills.

Although transitional bilingual programs aim to empower students by providing instruction in their home languages, sometimes they may result in creating a linguistic divide. Abedi et al. (2004) argue that bilingual instruction may lead to isolation from English-dominant peers and wider academic networks if it is not complemented by opportunities for meaningful engagement in English. This isolation can cause students to perceive their home-language instruction as irrelevant to the broader educational context, leading to disengagement. García and Kleifgen (2018) further emphasize that a lack of connection between home-language instruction and mainstream curricula often leaves students feeling as though their educational experiences are fragmented and undervalued.

These systemic barriers underscore the critical need for a translanguaging framework, which embraces the full linguistic resources of EBs as tools for learning. Unlike traditional models, translanguaging allows students to fluidly integrate their home languages with English in meaningful ways, bridging the divide between linguistic and academic development. By validating students' diverse linguistic practices, translanguaging not only empowers them academically and socially but also addresses the broader inequities perpetuated by monolingual ideologies in education. It positions EBs as active participants in their learning journey, fostering a sense of belonging and equipping them with the skills necessary to succeed in a globalized, plurilingual society.

Aims and scope

The primary aim of this book is to support teachers, researchers, and educators in understanding and implementing translanguaging as a pedagogical tool to empower bilingual learners. It seeks to challenge monolingual ideologies and promote inclusive teaching practices that recognize and celebrate linguistic diversity. By doing so, the book addresses the following objectives:

- 1) equip educators with theoretical and practical knowledge of translanguaging;
- 2) demonstrate the benefits of translanguaging for literacy development and educational equity;
- 3) provide actionable strategies and classroom examples to facilitate the integration of translanguaging into diverse educational settings.

Given the increasing linguistic diversity in classrooms worldwide, this study contributes to the growing body of research advocating for translanguaging as a pedagogical strategy. While prior studies (e.g., García & Lin, 2017; Cenoz & Gorter, 2020) have explored the cognitive and linguistic benefits of

translanguaging, the present study extends the discussion by examining its impact on student engagement, confidence, and academic performance in a secondary school context.

This book is intended for a broad audience, including primary and secondary school teachers, teacher-methodologists, academics, and students of philology and education. It also offers practical insights that may benefit learners themselves, particularly those interested in translanguaging as an educational concept.

The book consists of four chapters, each exploring different aspects of translanguaging in education. Chapter One presents the conceptual framework underpinning this research study. It explores the co-construction of identity through linguistic interaction and the transformative concept of transpositioning. It demonstrates how language is used to negotiate social positions and identities, introducing the concept of investment in language acquisition. Furthermore, this chapter examines how co-learning transforms traditional roles in the classroom into dynamic and participatory engagements that foster inclusivity and collaboration.

Chapter Two outlines the research methodology used to examine translanguaging practices in multilingual classrooms. It details the qualitative and quantitative approaches, research tools, frameworks, and participant dynamics that shape the study's findings and insights.

Chapter Three expands on practical strategies for translanguaging in the classroom, including linguistic inclusion, setting expectations, and fostering a student-centered approach. It describes activities and strategies, such as oral exercises, written projects, and group work, that support emergent bilinguals and enhance classroom engagement.

Chapter Four presents the findings and insights from the research, including student participation, teacher reflections, and case studies of successful implementations. It provides a comprehensive analysis of how translanguaging impacts teaching practices and student outcomes in linguistically diverse classroom.

The book is finalized with a summary, which synthesizes the key takeaways from previous chapters, reflecting on the broader implications of translanguaging in education. It underscores its transformative potential to empower emergent bilinguals, challenge traditional norms, and foster inclusive learning environments. Additionally, the summary outlines future directions for translanguaging research and practice, emphasizing its role in preparing students for a globalized, multilingual society.

By integrating theory, practice, and research, this book aims to equip educators with the tools and knowledge needed to transform traditional approaches to bilingual education and foster equitable, inclusive learning environments.

Author's note on AI use

In the preparation of this book, Artificial Intelligence (AI) was used exclusively for proofreading and language-editing purposes. All theoretical framing, interpretations, analyses, and conclusions presented herein remain entirely the responsibility of the author.

Methodology and subjects

This research adopts a mixed-methods approach to explore the impacts of translanguaging practices in multilingual classrooms in Poland, particularly in the Podkarpacie region. The study was conducted in three stages: preparation, implementation, and analysis.

During the preparation phase, ninety emergent bilingual students were selected based on their linguistic diversity: Polish (20%), Ukrainian (40%), Kazakh (30%), and other backgrounds (10%). These students represented a range of linguistic and cultural backgrounds and varied levels of English proficiency. The study also included six teachers working in ESL, bilingual, and mainstream classrooms who played a key role in implementing translanguaging practices. Their participation provided critical reflective insights into the effectiveness of these practices.

During the implementation phase, translanguaging activities were conducted over six weeks, twice a week, for 45-minute sessions. Students engaged in custom-designed teaching materials, including multilingual word walls, bilingual writing prompts, and culturally relevant texts, which were carefully developed and reviewed by both linguists and educators. Additionally, observation tools, such as rubrics and reflective journals, were designed to track student engagement and learning outcomes. To support implementation, teachers received professional development training on integrating translanguaging practices into their classrooms.

During the analysis phase, data collection combined qualitative and quantitative methods, including classroom observations, student work samples, teacher reflections, and language proficiency assessments. The results provided insights into student engagement, challenges in implementation, and the transformative potential of translanguaging.

This study adhered to strict ethical guidelines, ensuring voluntary participation, informed consent, and confidentiality. Teachers' input was incorporated into the research to ensure alignment with classroom realities, fostering a respectful and inclusive research environment.

Chapter 1

Theoretical Foundations of Translanguaging

Introduction

This chapter delves into the theoretical foundations of translanguaging, challenging traditional monolingual and segregated bilingual approaches in education. It defines translanguaging as a dynamic framework that leverages learners' full linguistic repertoires and situates it within historical, conceptual, and global contexts.

The chapter also explores how translanguaging fosters identity co-construction, inclusive learning, and equitable educational practices. It addresses key debates in the field, including the rejection of rigid language boundaries and the critique of traditional language ideologies. A focused examination of mother-tongue practices highlights their alignment with contemporary glottodidactics and underscores their importance in connecting learners' linguistic resources with translanguaging pedagogies.

1.1. Definition and conceptual framework

Language teaching has historically prioritized monolingualism, even within educational programs aimed at fostering bilingual or multilingual competencies. Cummins (2007) refers to this phenomenon as “two solitudes,” citing the strict separation of French and English in Canadian immersion programs. This perspective represents entrenched monolingual ideologies that have shaped popular methodologies such as the Direct Method, Audiolingual Method, and Communicative Approach.

Cook (2001) criticizes these approaches, arguing that they minimize or exclude students' first language (L1) in second language (L2) classrooms. Similarly, Ellis (2015) highlights missed opportunities in leveraging learners' existing linguistic knowledge. Ortega (2019) further contends that all these methods are rooted in monolingual L1 acquisition models, which paradoxically impede the development of multilingual competencies.

The field of Second Language Acquisition (SLA) has traditionally framed L2 learning as detached from students' multilingual experiences. Grosjean (2010) critiques this narrow view, likening it to treating learners as “empty vessels” devoid of linguistic or cultural resources. Similarly, May (2014) highlights

the shortcomings of monolingual paradigms in addressing the complexities of real-world multilingual communication. This growing recognition of the limitations in traditional SLA perspectives paves the way for alternative approaches that better capture learners' lived multilingual realities.

In this context, translanguaging emerges as both a pedagogical and theoretical framework, marking a paradigmatic shift in language education. According to García (2009), translanguaging is a dynamic process in which learners fluidly employ their entire linguistic repertoire to communicate and construct meaning. Otheguy et al. (2015) extend this concept, emphasizing that translanguaging dismantles rigid language boundaries and embraces the adaptive, natural multilingual practices of learners.

European scholars provide further insights into how translanguaging enhances inclusivity and equity in multilingual classrooms. Kirsch and Mortini (2021) explore its role in Luxembourg's trilingual education system, demonstrating how allowing students to use their full linguistic repertoire enhances engagement and learning outcomes. Their research highlights teacher agency, showing that educators who embrace translanguaging create more inclusive spaces where students from diverse linguistic backgrounds can thrive. Similarly, Wedin and Straszer (2022) examine translanguaging in Swedish schools, particularly in classrooms with immigrant and refugee students. Their findings emphasize how translanguaging helps students grasp complex academic content, maintain connections to their home languages, and develop a strong bilingual identity. However, they also acknowledge institutional challenges, such as policy restrictions and limited teacher training, which can hinder its widespread adoption. Expanding on the role of educators, Wiertelwska (2011), Wąsikiewicz-Firlej and Lankiewicz (2014) connect translanguaging to ecological language learning theories, arguing that teachers serve as linguistic mediators who facilitate dynamic, interconnected language use in the classroom. Their work underscores the importance of contextually responsive teaching that leverages students' diverse linguistic resources to create equitable and enriching learning environments.

Expanding beyond Western perspectives, Asian scholars such as Lin et al. (2023) and Canagarajah (2023) explore translanguaging in postcolonial and multilingual educational settings, shedding light on its role in deconstructing linguistic hierarchies. Their research illustrates how translanguaging serves as a critical intervention against entrenched monolingual ideologies, particularly in regions where colonial language policies have historically marginalized indigenous and minority languages. Lin et al. (2023) examine how translanguaging supports linguistic equity and learner agency in Asian classrooms, where students often navigate between dominant and heritage languages. Canagarajah (2023) expands on this by investigating how translanguaging

fosters resistance against linguistic hegemony, allowing educators and students to reclaim multilingual practices as valuable assets rather than barriers.

Tai and Li Wei (2021) provide empirical evidence from Hong Kong EMI mathematics classrooms, where teachers and students actively co-construct translanguaging spaces by integrating multimodal resources and leveraging students' out-of-school knowledge, which concretely improves comprehension and inclusivity. Tai's (2024) methodological approach that combines Multimodal Conversation Analysis (MCA) with Interpretative Phenomenological Analysis (IPA) traces the micro-interactions through which translanguaging emerges moment by moment, offering a valuable tool for classroom research and pedagogy.

Australian researcher Dovchin (2022, 2024) contributes to this discourse by theorizing translanguaging as “the fluid negotiation of linguistic, cultural and semiotic resources for meaning-making” (2022, p. 15), a practice that can generate creativity and empowerment yet remains bound to precarity through systemic inequalities and social vulnerabilities. Later, Dovchin (2024) develops this argument further, emphasizing that “the very idea of ‘translingual playfulness’ should never lose sight of the subversive purpose... [which stems from] the ‘precarious’ positions of the creators of the playful” (2024, p. 610). In this way, although crossing linguistic boundaries may appear playful and liberating, such practices are inevitably shaped by structural inequalities, vulnerability, and uneven access to resources. Together, these studies highlight the adaptability of translanguaging across diverse sociocultural and geopolitical contexts. As a result, translanguaging emerges as a key framework for fostering multilingualism on a global scale.

1.1.1. Historical context and development

The dominance of structuralist language ideologies, which emerged during the colonial and modernist eras, has profoundly determined the study of language. These ideologies uphold Western European notions of “one language, one people” and legitimize the authority of state-endorsed named languages (Makoni & Pennycook, 2007). Consequently, they have influenced the 20th century models of bilingualism, which depict named languages as static, standardized competencies to be acquired.

Building on this foundation, Lambert (1974), working within modernist notions of linguistic purity and completeness, conceptualized language education for bilingual populations through a dichotomy of *subtractive* or *additive* models. The subtractive model occurs when bilingual speakers replace their minoritized language with the dominant language of society, a phenomenon imposed upon many indigenous and economically disadvantaged communities worldwide. Conversely, the additive model, more accepted among the elite

and privileged groups, allows individuals already proficient in one language to acquire a second language while maintaining. However, these models operate within a monolingual and monoglossic framework, expecting bilinguals to function as balanced entities, essentially as two monolingual speakers in one (Grosjean, 1982).

Despite this rigid context, the ancient roots of complex multilingualism in Asian and African cultures offer a contrasting perspective. Sociolinguistic studies in the West have only recently embraced a multilingual perspective, largely due to globalization and mass migration, which have revealed the *superdiverse* linguistic environments in which individuals operate (Jørgensen, 2008). As a result, the subtractive and additive models have proven insufficient in capturing the nonlinear ways in which bilinguals actually use and acquire language.

In bilingual education, the traditional practice of language separation in teaching has been increasingly challenged, particularly in contexts where language-minoritized groups seek to maintain and develop their bilingualism. The Welsh term *trawsieithu* (Eng. translanguaging) was first coined by Cen Williams in Wales to describe pedagogical practices where English and Welsh were used for different activities and purposes in the classroom environment (e.g., reading in English, writing in Welsh). This perspective is further supported by Baker (2011, p. 289), who identified several educational benefits of translanguaging, including enhancing comprehension of subject matter, supporting the development of the weaker language, facilitating home-school connections and collaboration, and integrating fluent speakers with early learners. Additionally, research on language development suggests that translanguaging practices vary based on learner age, with different applications and purposes depending on developmental stages.

Translanguaging, as defined by García (2009), describes how Spanish-English bilingual individuals fluidly utilize their linguistic resources, disregarding named language categories to construct meaning and communicate. Unlike earlier models, translanguaging is not merely a compensatory strategy for filling lexical gaps in a monolingual environment; rather, it highlights the multifaceted and dynamic nature of multilingual language practices. As a result, translanguaging in education has gained widespread recognition, with scholars examining its application across diverse educational settings, including bilingual and complementary schools.

To expand this framework, European scholars such as Straszer (2017), Toth and Paulsrud (2017), Wedin (2021) have explored translanguaging in Scandinavian schools, emphasizing its role in bridging linguistic and cultural divides in increasingly diverse classrooms. Similarly, Kirsch and Aleksić (2021) have examined translanguaging in Luxembourg's institutionalized multilingual contexts, where education systems seek to balance local, national,

and global linguistic demands. In Sweden, Paulsrud and Gheitasi (2024) have investigated the interplay between translanguaging and national language policies, illustrating how these practices challenge monolingual norms. Their work underscores translanguaging potential to foster inclusivity, particularly in contexts where national language policies often marginalize minority languages.

Moreover, Duarte (2011, 2020) has advanced this discussion through comparative research in the Netherlands and Portugal. The study of Portuguese migrant adolescents in Dutch schools (2011) demonstrates how students strategically combine Portuguese and Dutch in order to “construct meaning and to create a sense of belonging” (2011, p. 243). In later work, Duarte (2020) examines mainstream classrooms in Portugal and the Netherlands, showing how translanguaging can be deliberately adopted as a *pedagogical stance* that validates students’ linguistic repertoires, promotes equity, and enables teachers to integrate minority languages into subject learning. These findings highlight the transformative potential of translanguaging to foster social inclusion and linguistic justice in highly diverse educational contexts.

Beyond Europe, Asian researchers have examined translanguaging in post-colonial settings. Lin (2023) in Hong Kong highlights its role in challenging entrenched language hierarchies and promoting equitable educational practices. Likewise, Canagarajah (2023) has addressed translanguaging as a tool for negotiating power and agency in multilingual, postcolonial environments.

Collectively, these studies demonstrate translanguaging’s adaptability across sociopolitical and cultural contexts. In Poland and other Central and Eastern European countries, where multilingualism intersects with national identity and historical legacies, translanguaging presents a promising approach or navigating linguistic and cultural complexities.

1.1.2. Theoretical foundations and assumptions

The theory of translanguaging is built on three fundamental principles that challenge traditional models of bilingualism and reframe how language is conceptualized both academically and pedagogically. First, it asserts that bilingual individuals do not operate with distinct, separate language systems, but rather rely on a unified linguistic repertoire that enables them to fluidly navigate between linguistic resources (García & Li, 2014). This perspective contradicts conventional bilingual education models that treat languages as isolated entities, emphasizing instead that speakers engage in a continuous interplay of linguistic features based on context and communication needs. Rather than switching between two predefined linguistic codes (see subsections 1.1.3, 3.3), bilingual individuals leverage their entire linguistic capacity dynamically, making choices that reflect social, cultural, and cognitive factors.

This conceptualization is particularly relevant in educational settings, where emergent bilingual students should be encouraged to draw from their full range of linguistic resources rather than being restricted by rigid language policies that enforce monolingual norms.

Second, translanguaging theory highlights the fluid and dynamic nature of linguistic practices, rejecting the notion that languages exist as static, clearly delineated structures. Otheguy et al. (2015) argue that traditional understandings of language are shaped by nationalist ideologies that artificially impose boundaries between languages. These ideological constructs, rooted in historical language standardization and nation-building processes, reinforce the belief that languages belong to specific communities, geographies, and state institutions. Translanguaging disrupts these assumptions by demonstrating that language use is inherently adaptive and context-dependent. Speakers do not adhere to fixed grammatical or lexical rules dictated by named languages but instead blend linguistic elements in ways that serve their communicative and social objectives. This dynamic approach aligns with sociolinguistic research on language hybridity, which shows that multilingual individuals routinely mix features from different linguistic systems to create meaning, express identity, and negotiate social belonging (Blommaert & Rampton, 2011).

The third principle of translanguaging theory acknowledges that while named languages are socially constructed categories, they have real material consequences for language users. Despite the fluidity of language in practice, society enforces linguistic hierarchies that privilege certain languages over others, determining access to resources, education, and social mobility. García and Li (2014) emphasize that translanguaging not only describes linguistic behavior but also serves as a framework for challenging the systemic inequalities perpetuated by monolingual ideologies. The concept of raciolinguistics, as discussed by Flores and Rosa (2015), further extends this critique by illustrating how language is entangled with race, class, and power. In many contexts, speakers of minoritized languages are not only linguistically marginalized but also racialized in ways that devalue their linguistic practices. Translanguaging, therefore, functions as an act of resistance, empowering speakers to reclaim linguistic agency in the face of institutional constraints and discrimination.

At its core, translanguaging theory also challenges the long-standing Separate Underlying Proficiency (SUP) model, which has traditionally framed bilingualism as two independent linguistic systems operating within an individual's mind. The SUP model, rooted in early cognitive theories of language acquisition, suggested that bilingual speakers have distinct mental compartments for each language, leading to concerns that developing proficiency in one language could diminish proficiency in the other. This model reinforced monolingual educational policies that promoted strict language separation, discouraging the use of home languages in school settings. Translanguaging

theory directly refutes this assumption by proposing that bilinguals do not maintain separate linguistic systems but instead possess an integrated semiotic system that combines linguistic, social, and embodied elements (García, 2009; Otheguy et al., 2015). This integrated approach enables fluid language usage beyond the artificial constraints imposed by traditional language ideologies, demonstrating that bilingualism is an expansive and dynamic process rather than a zero-sum cognitive struggle.

A key distinction within translanguaging theory is its differentiation between external and internal perspectives on bilingual language use. Externally, translanguaging may resemble code-switching, where speakers alternate between named languages based on context. However, internally, translanguaging represents a holistic linguistic practice that transcends the boundaries of named languages altogether. Unlike code-switching, which presumes that languages exist as discrete systems, translanguaging operates within a unified framework where linguistic features interact freely. Li et al. (2023) reinforce this distinction by arguing that translanguaging is not merely a linguistic phenomenon but also a socio-political act that challenges dominant language ideologies (see subsections 1.1.3, 3.3).

This perspective aligns with García and Li's (2014) broader critique of named language categories, which they argue are rooted in colonial and structuralist ideologies designed to reinforce linguistic purity and monolingual dominance. Historically, monolingualism has been positioned as the normative ideal, with multilingualism framed as an anomaly or deficiency. Translanguaging directly counters this narrative by illustrating that multilingual individuals naturally engage in fluid and flexible language practices that defy rigid linguistic classifications. In doing so, translanguaging serves as both a theoretical lens and a pedagogical tool for deconstructing linguistic hierarchies, promoting equitable educational practices, and affirming the linguistic identities of bilingual learners.

While translanguaging theory disrupts the notion of named languages, it also grapples with the material realities dictated by socially constructed language categories. The structural inequalities embedded in language policies, standardized assessments, and classroom practices continue to shape educational outcomes for multilingual students. As Canagarajah (2023) observes, translanguaging offers a means of addressing these broader societal inequities by advocating for educational models that embrace linguistic diversity rather than suppress it. By recognizing translanguaging as both a natural linguistic process and a tool for social justice, educators and policymakers can move toward more inclusive approaches that validate the full linguistic repertoires of all learners.

1.1.3. Debates in the field

Within translanguaging theory, ongoing debates continue as scholars explore its concepts, comparing and contrasting them with other bilingualism theories. For instance, in Central and Eastern Europe, Polish researchers (Gajek, 2019; Romanowski & Wąsikiewicz-Firlej, 2024) have identified translanguaging as a tool to address linguistic hierarchies in post-communist societies. These debates mirror global discussions surrounding the epistemological foundations of bilingualism and the challenges of integrating translanguaging into education.

A significant point of contention is the linguistic reality and specific grammars of named languages. On one hand, proponents of named languages argue for the distinctness of grammatical systems, supporting concepts such as code-switching, which presumes the existence of separate linguistic frameworks. Code-switching, according to these scholars, involves switching between grammatically distinct systems, governed by complex sociolinguistic norms (Lewis et al., 2013). On the other hand, translanguaging challenges this dichotomy. Scholars like Otheguy et al. (2015) posit that bilinguals operate within a unified linguistic repertoire, selecting features based not on distinct grammars but on social and contextual factors. This unified perspective, supported by newer analyzes from Lin et al. (2023), allows greater flexibility in understanding language use and challenges rigid linguistic categorizations.

García and Li (2014) underscore the differences between translanguaging and code-switching by emphasizing that translanguaging is not merely about alternation between languages but about deploying a single linguistic system fluidly. Unlike code-switching, which is often analyzed for its linguistic interference and transfer, translanguaging investigates how bilingual speakers utilize their entire repertoire to construct meaning and facilitate learning (Cahyani et al., 2018). For example, recent studies by Paulsrud (2022) demonstrate how translanguaging enables deeper integration of knowledge across linguistic systems, fostering both academic and cognitive development in multilingual classrooms. While code-switching may serve to build metacognitive awareness, translanguaging enables deeper integration of knowledge across linguistic systems, enhancing academic and linguistic development simultaneously (Saunders et al., 2012). This distinction is further elaborated in subsections 1.1.3 and 3.3.

Another line of debate questions the necessity of the translanguaging concept itself. Makoni and Pennycook (2007) suggest that if the rigid boundaries of named languages are abandoned, terms like *bilingualism* and *multilingualism* might also become obsolete. They propose adopting the broader term *linguaging* to capture dynamic linguistic practices. However, García and Li (2014) argue for retaining the *trans* in translanguaging, emphasizing its value

in addressing educational and societal bilingual realities. This argument is reinforced by recent critiques, such as Canagarajah (2023), who highlights translanguaging's role in addressing systemic inequities and empowering marginalized speakers. Thus, translanguaging acknowledges the hybrid linguistic practices of bilinguals while resisting reductive views of language use.

Translanguaging exists alongside other frameworks, such as polylingualism, metrolingualism, and translanguing practices, which also aim to describe the multifaceted nature of language use. While these theories share similarities, García and Li (2014) distinguish translanguaging as a moral and political act that links alternative linguistic practices to transformative social action. Translanguaging advocates for equitable participation and challenges the dominance of named language ideologies, making it a powerful tool for addressing educational inequalities (Wedin & Straszer, 2022; Kirsch & Aleksić, 2021)

However, a critical discussion in the field considers whether translanguaging inadvertently aligns with neoliberal agendas, framing multilingualism as a marketable skill for globalization and labor flexibility. This critique suggests that translanguaging, like other multilingual paradigms, risks being co-opted by Euro-American systems of coloniality. Lin et al. (2023) and Canagarajah (2017) stress the need for sociolinguists to engage critically with power dynamics and inequality, ensuring that translanguaging serves as a tool for dismantling rather than reinforcing hegemonic structures. García and Li (2014) emphasize translanguaging's potential to not only transform speaker identities but also challenge and reconfigure sociopolitical hierarchies, adding further complexity to its application in education.

Overall, these debates demonstrate the richness of translanguaging as both a theoretical and practical framework. By addressing issues such as the validity of named languages, the integration of bilingual repertoires, and the sociopolitical implications of language use, translanguaging continues to evolve as a dynamic and globally relevant framework.

1.2. Language acquisition and identity

Language acquisition is not merely a cognitive process; it is deeply intertwined with social, cultural, and personal identity formation. As bilingual and multilingual individuals navigate linguistic landscapes, they develop complex associations between language use and their sense of self.

Traditional language learning theories have often emphasized structured models of language acquisition, such as the input-output paradigm, without fully considering the dynamic, fluid nature of bilingual language use (García & Li, 2014). However, contemporary perspectives, particularly

within the framework of translanguaging, highlight the agency of learners in shaping their own linguistic development by drawing on their entire linguistic repertoire.

1.2.1. Impact of translanguaging on language development

The study of language in society, covering all its facets, has expanded to incorporate a range of perspectives, including an uncritical poststructuralist lens that foregrounds translanguaging (e.g., García et al., 2017). However, it is within the realm of education that translanguaging theory has proved most fertile, and perhaps the most contentious.

Formal educational environments worldwide often adhere to structuralist concepts of language usage. Globally, educators, school administrators, and policymakers persist in perceiving bilingualism through either subtractive or additive lenses. Nevertheless, with the increasing impact of globalization and the growing presence of bilingual students in schools, translanguaging is gaining recognition as a prevalent practice in classrooms across the globe. In Europe, the effort to foster *plurilingualism* for European unity, defined as “the ability to use several languages to varying degrees and for distinct purposes” (Coste et al., 2009), further adds to the growing enthusiasm for translanguaging.

This growing recognition extends beyond Europe to diverse educational settings worldwide. Translanguaging is increasingly recognized as a practice in both classrooms with immigrant or refugee students and in traditional language-learning environments for acquiring additional languages. García and Lin (2016) distinguish between a strong and weak version of translanguaging in education. The weak version supports the preservation of national languages but advocates for a more flexible approach in education, encouraging bilingual instructional strategies that make use of what society identifies as the students’ L1 (cf. Cummins, 2007). On the other hand, in the strong version of translanguaging, as linguistic theory asserts, bilinguals construct a unified linguistic repertoire, from which they learn to choose appropriate features (Otheguy et al., 2015). This perspective also underscores the role of schools in creating exclusionary language categories, regulating language usage, and perpetuating the idea of standard languages. By adopting a strong version of translanguaging theory, educators can critically examine the construction of standard languages. This approach enables them to access their students’ entire linguistic repertoire, promote bilingualism, and aid students in selecting features appropriate for diverse purposes, including academic contexts (García & Kleyn, 2020).

Without such critical engagement, language education remains limited in its ability to foster true bilingual competence. Unless all language educators

adopt a critical perspective on established standardized languages, achieving universal bilingualism will remain elusive, irrespective of whether instruction is directed at individuals using minoritized or standard language practices. The acquisition of what society recognizes as another named language depends on acknowledging students' translanguaging, as they incorporate new features into the unified linguistic repertoire that they learn to employ in social interactions with others, much of which is student-directed (cf. Saunders et al., 2012). For instance, in many bilingual kindergartens (Pawliszko, 2022; Sánchez & García, 2022) students use translanguaging to mediate understanding, construct meaning within themselves, include and exclude others, and demonstrate knowledge, among other meta-functions.

The transformative potential of translanguaging is evident in diverse educational contexts. Scholars worldwide recognize translanguaging as a transformative practice in schools, demonstrating its adaptability and effectiveness across diverse educational contexts. For example, Gort (2015) demonstrates how translanguaging fosters collaboration among students in Nordic classrooms, while Krause and Prinsloo (2016) illustrate its ability to address systemic language inequities in South Africa. In these cases, translanguaging is not only a linguistic practice but also a tool for social inclusion.

Similarly, in South Africa, Krause and Prinsloo (2016) illustrate how translanguaging addresses systemic language inequities, particularly in regions where colonial language policies have historically marginalized indigenous languages. By integrating students' home languages into instruction, educators empower learners to engage meaningfully with academic content while preserving their cultural identities. This highlights translanguaging's role as a countermeasure to the dominance of monolingual education systems in postcolonial settings.

Beyond Africa, translanguaging has been instrumental in preserving indigenous languages. In Peru, Zavala (2015) demonstrates the potential of translanguaging in revitalizing Quechua, an indigenous language often undervalued in educational settings. By incorporating Quechua into classroom practices alongside Spanish, educators not only affirm students' linguistic and cultural heritage but also challenge the hegemony of dominant languages. This fosters a more inclusive learning environment that respects and celebrates linguistic diversity.

Building on this global perspective, edited volumes and journal articles further explore the global applications of translanguaging. Blackledge and Creese (2014) delve into how translanguaging practices can disrupt monolingual norms and empower students in multilingual communities. Similarly, Cenoz and Gorter (2020) advocate for integrating translanguaging into curriculum design, emphasizing its role in promoting plurilingual competence. Building on these insights, Cenoz and Gorter (2022) provide detailed frame-

works for implementing translanguaging in diverse educational contexts, highlighting its potential to bridge linguistic divides.

In recent years, translanguaging theory has inspired the development of explicit teacher-directed pedagogical practices that integrate students' linguistic resources into instruction. For instance, Celic and Seltzer (2013) provide practical tools for educators, such as multilingual word walls and bilingual writing prompts, to create inclusive and engaging classrooms. Building on this foundation, García et al. (2017) emphasize the importance of designing lessons that encourage students to fluidly use all their linguistic resources. In a similar vein, García and Kleyn (2020) advocate for translanguaging as a strategy for fostering critical thinking and academic literacy, while Sánchez and García (2022) explore its application in fostering bilingual students' socioemotional development.

Expanding the scope of translanguaging pedagogy, Mazak and Carroll (2016) investigate its application in higher education, while Cenoz and Gorter (2017) have been actively developing translanguaging instructional materials for a trilingual school. Related literacy approaches proposed by Fu (2009) and Escamilla et al. (2013), as well as Canagarajah's (2023) approach to translanguaging writing, although not labelled as translanguaging, can also be considered part of translanguaging pedagogy.

Within this pedagogical approach, educators aim to leverage students' diverse linguistic practices to help them expand their linguistic repertoires by integrating features essential for cultivating diverse literacies, subject-matter knowledge, and academic performance (García & Li, 2014). Importantly, whether teachers are familiar with or unfamiliar with their students' language practices, they have the ability to establish opportunities for students to engage in discursive and semiotic practices that respond to their cognitive and social intentions (García & Li, 2014, p. 93).

Educators have successfully harnessed students' translanguaging practices to contextualize keywords and concepts, enhancing students' comprehension by drawing on their full linguistic repertoires. For example, García et al. (2012) highlight how translanguaging allows students to relate new academic terminology to familiar concepts in their home languages, thereby deepening understanding and retention. This approach not only bridges linguistic gaps but also encourages students to see their linguistic resources as valuable assets in their educational journey.

In addition, translanguaging fosters metalinguistic awareness, helping students recognize and analyze the structural and functional similarities and differences between languages. García and Leiva (2014) argue that this reflective process enhances cognitive flexibility and problem-solving skills, enabling students to navigate complex academic tasks more effectively. By engaging with multiple languages, students become more adept at making

connections across linguistic systems, benefiting both language acquisition and overall academic performance.

Beyond academics, translanguaging is a powerful tool for building socio-emotional connections between students and educators. Garrity et al. (2017) demonstrate how translanguaging creates inclusive classroom environments where students feel valued and supported. These connections are particularly important for emerging bilinguals, who often face social and cultural barriers in monolingual settings. Through translanguaging, educators affirm students' identities, fostering a sense of belonging and emotional well-being.

Moreover, translanguaging provides opportunities for students to challenge language hierarchies and inequalities. Gort and Sembiante (2015), along with Sayer (2013), emphasize that by integrating students' home languages into the curriculum, educators disrupt the dominance of monolingual ideologies and promote linguistic equity. This practice not only validates the cultural and linguistic backgrounds of bilingual students but also empowers them to take ownership of their learning, positioning them as active contributors rather than passive participants.

Gort (2015) adds that translanguaging fosters collaborative learning, as students use their diverse linguistic resources to support one another in group activities. This collaboration mirrors real-world multilingual interactions, preparing students for global citizenship. By encouraging students to draw on all their linguistic resources, educators can create dynamic and equitable learning environments that celebrate diversity and promote academic success.

To implement translanguaging effectively, educators must adopt specific pedagogical strategies that support these dynamic multilingual interactions. The key elements of teachers' translanguaging pedagogy have been outlined by García, Johnson, and Seltzer (2017) as follows:

1. **Stance:** A belief in the value of students' diverse linguistic practices as valuable resources to be embraced and utilized in their education.
2. **Design:** A strategic plan that incorporates students' in-school and out-of-school (or community) language practices; the design of instructional units, lesson plans, and assessments is guided by students' language practices and ways of knowing, ensuring they receive sufficient exposure and practice with the language features required for different academic tasks.
3. **Shifts:** The ability to make moment-by-moment adjustments to an instructional plan based on student feedback.

Translanguaging pedagogy holds the potential to reshape relationships among students, teachers, and the curriculum. By acknowledging that students bring linguistic knowledge that teachers may not possess, translanguaging requires the establishment of a co-learning space (Li, 2014) in which both teachers and students engage in mutual learning and all language practices are equally esteemed.

García et al. (2017) outline four purposes for the strategic application of translanguaging in education to advance social justice:

1. Assisting students in engaging with and comprehending complex content and texts.
2. Creating opportunities for students to cultivate linguistic practices suitable for academic contexts.
3. Establishing room for students' bilingualism and ways of knowing.
4. Supporting students' bilingual identities and socioemotional development.

Furthermore, translanguaging is gaining recognition as a promising approach in traditional language learning methods, including foreign language education (Turnbull, 2016), and Content and Language Integrated Learning (CLIL) (e.g., Moore & Nikula, 2016; García et al., 2017; García & Kleyn, 2020). Scholars are increasingly recognizing that, despite the conventional perspective advocating for the exclusive use of the target language in language education programs, students' language practices have always been incorporated into teaching methodologies and students' learning strategies.

Educators and researchers working with all types of bilingual immersion education programs have been the most reluctant to accept translanguaging pedagogical approaches. However, scholars studying these programs are also increasingly documenting the use and value of translanguaging pedagogy in dual language immersion programs (e.g., Palmer et al., 2014; Esquinca et al., 2014).

It is perhaps in the education of the deaf where translanguaging emerges as particularly promising. The multimodal aspect of deaf communication has drawn growing scholarly interest in translanguaging theory, exploring how the deaf actively shape meaning through their hands (Bauman & Murray, 2017). Swanwick (2017) provides examples of how deaf children engage in translanguaging in their daily lives, suggesting it as a pertinent framework to enrich pedagogical strategies for educating and assessing bimodal-bilingual deaf children.

However, translanguaging pedagogy is not without its share of controversy, as previously mentioned in subsection 1.1.3. Educators dedicated to eliminating bilingualism perceive translanguaging pedagogy as a threat, viewing it as a method of subtly introducing bilingualism into education. On the other hand, those committed to fostering bilingualism are concerned that translanguaging might dismantle the diglossic arrangements previously considered the sole means for preserving and cultivating two languages (Fishman, 1966).

Nevertheless, critical sociolinguists have increasingly challenged diglossic arrangements, viewing them as a way to naturalize the hierarchies dictated by the dominant power of languages, as upheld by nation-states (Woolard & Schieffelin, 1994; Williams, 2002). In her works, García repeatedly emphasizes the importance of safeguarding minoritized language practices in education

to prevent the majority language from extinguishing these practices and promoting language shift. However, the researcher underscores that isolating the minoritized language is not the solution; the distinction between protection and isolation is what holds significance. Just as bilinguals' use of the majority language often incorporates features from the other language, their use of the so-called "minority language" also reflects traces of the majority language. Even bilingual educators exhibit intricate language ideologies, occasionally expressing preferences for presumed proper or academic varieties of the non-dominant language over the translanguaging practices of local communities (Ek et al., 2013). At the same time, they may hold or enact counter-hegemonic ideologies in their classrooms (Martínez et al., 2015).

Unless educators recognize that students are constantly translanguaging, that is, selecting appropriate features from their language repertoire in functional interrelationship with each other, they risk fostering linguistic insecurity. This approach leaves students in a state of uncertainty as they assess their practices against isolated monolingual standards and practices. Insisting on isolating named languages in all language education classrooms will hinder students from acquiring new linguistic features and impede the development of their bilingualism. Translanguaging pedagogy, on the other hand, can effectively cultivate both named languages targeted in bilingual instruction. This is possible precisely because it views these languages as a part of a horizontal continuum, integral parts of learners' linguistic repertoire, rather than as separate compartments in a hierarchical relationship. As Haugen (1972) wisely advised long ago, if we are concerned about protecting language, it is better to bend than to break.

1.2.2. Co-construction and co-learning

Bucholtz and Hall (2005) define identity broadly as the social positioning of oneself and others. They highlight the co-construction of identity through language, emphasizing that this process occurs in intersubjective relations rather than within individuals. Language serves as a tool, or a linguistic resource, for negotiating social positions and emerging identities.

Peirce (1995) delves into students' investment in becoming bilingual, influenced by factors like home language use, attitudes toward bilingual programs, teachers' positioning, and peer group dynamics. According to Potowski (2004), learners take linguistic risks to position themselves based on their investment in acquiring the target language.

Drawing on Bourdieu's notion of cultural capital, Peirce (1995) explores linguistic knowledge and variety as resources used by different classes and groups in relation to social forms. Language, similar to cultural capital, becomes a tool or cultural artefact for asserting one's position in a given con-

text. Contrary to traditional views that focus on motivation in L2 acquisition, the author introduces the concept of *investment*. This multifaceted notion is crucial to language learning and involves learners not just exchanging information but constantly organizing and reorganizing their sense of self and social relations. *Investing* in the target language becomes an *investment* in one's evolving social identity across time and space. In other words, when language learners speak, they navigate multiple goals. On the surface, they exchange information in their second language with target language speakers. Simultaneously, they engage in the co-construction of their identity and positionality within a specific context.

Yet, the concept of translanguaging as a pedagogical tool for promoting inclusion and social justice requires a profound shift in mindset among educators and a distinct discourse within both researchers and practitioners. In my perspective, this alternative mindset is best captured through the concept of co-learning (cf. May, 2014; Li, 2023).

May first introduced the model of co-learning in 2014 within the context of heritage language education in U.K. complementary schools, drawing inspiration from Brantmeier's work (2013). The notion itself originated not from the field of education but from diverse disciplines such as artificial intelligence, computer simulation, global security systems, and business information management.

In its essence, co-learning involves multiple agents concurrently adapting to each other's behaviors to generate desirable global outcomes shared by all contributing agents. In the classroom setting, the introduction of co-learning transforms the traditional roles of teachers and learners, shifting from what Brantmeier and McKenna (2020, p. 97) referred to as "dispensers and receptacles of knowledge to joint sojourners embarking on a quest for knowledge, understanding, and wisdom." Specifically, the teacher's role evolves into that of a *learning facilitator* (who serves as a guide in the learning process, steering without imposing information), *scaffolder* (who evaluates the learner's knowledge and constructs scaffolding to extend it to a broader and deeper understanding), and *critical reflection enhancer* (who prompts the learner to reflect on what is being learned and the process of learning, encouraging meta-reflection), while the learner takes on the roles of an *empowered explorer* (an independent or collective seeker of knowledge through disciplined means), *meaning maker*, and *responsible knowledge constructor* (both of whom engage in meaningful knowledge construction that holds relevance to their own lives).

In the co-learning framework, the key lies in the mutual adaptation of behavior. To attain desirable learning outcomes, all participants must continually monitor and adjust their actions, learning from one another.

It is crucial to highlight that co-learning in the classroom does not simply involve implementing strategies to ensure equal participation among

students in the classroom. Co-learning requires significant unlearning of cultural norms and conditioning, as noted by Brantmeier and McKenna, as it challenges the traditional dominant, authoritative, and subordinate roles and power dynamics in both educational settings and broader societal spheres (Brantmeier, in: Li, 2023, p. 6). The goal is to foster a genuine community of practice, by transcending the conventional teacher-learner dichotomy or divide, moving toward a more interactive, dynamic and participatory engagement in knowledge construction.

According to Brantmeier and McKenna (2020) the characteristics of a co-learning relationship include value of *all* knowledge, reciprocal value of knowledge sharers, care for each other as people and co-learners, trust, and learning from one another.

The authors further characterize the attributes of a co-learning classroom environment, including shared power among co-learners, social and individualized learning, collective and individual meaning making and identity exploration, community of practice with situated learning, and real-world engagement and action.

In fact, co-learning and translanguaging align closely in their shared values. Both underscore the importance of respecting all knowledge, regardless of the language or cultural context in which it is acquired. As an example, refugee children who bring knowledge from languages other than English into U.K. schools, or children from socially disadvantaged backgrounds who possess valuable knowledge in their own communities, often communicate in non-standard English (Li, 2023, p. 5).

In an inclusive classroom, co-learning aims to demonstrate reciprocal appreciation for knowledge contributors and foster a sense of care among individuals as both people and co-learners. Mutual trust is foundational for effective learning from one another. Brantmeier's (2013) concept of the *pedagogy of vulnerability* encourages instructors to be open and expose themselves to societal constructs and systems. Co-learning, according to the author, involves acknowledging one's limitations, embracing humanity, and taking risks—risks of self-disclosure, change, not knowing, and even failing.

Similarly, while translanguaging focuses on respecting all languages and encouraging the learning of each other's languages and perspectives, co-learning advocates for respect for the knowledge, values, and insights of all participants. Both approaches advocate for creating opportunities for diverse learning methods and discussions about learning, emphasizing the necessity to unlearn cultural conditioning and dismantle asymmetrical power relationships.

As some researchers confirm in their studies, it is a common scenario for language classes, as well as all other classes, to comprise learners with diverse linguistic, cultural, and educational backgrounds. Many have intricate migra-

tion and language-learning experiences. These individuals bring with them what is referred to as *funds of knowledge*—the accumulated and culturally developed reservoirs of knowledge and skills crucial for household and individual functioning and well-being (e.g., Moll et al., 1992; Moll & González, 1994).

These funds of knowledge harbor rich cultural and cognitive resources that can be effectively utilized in the classroom, fostering culturally responsive, meaningful, and effective teaching. Both teachers and learners stand to benefit significantly by embracing these bodies of knowledge and skills as co-learners in the classroom. This not only enhances inclusivity but also facilitates real-world meaning-making and identity exploration—essential, yet often overlooked, facets of the learning process.

1.2.3. Toward transpositioning

Li and García (2022) highlight that translanguaging, particularly the concept of pedagogical translanguaging, is often misunderstood due to a dual monolingual and monoglossic ideology prevalent in much of multilingualism scholarship. While acknowledging and naming multiple languages in recognizing learners' multilingualism is a crucial initial step in supporting individuals with diverse linguistic and cultural backgrounds, it may not be sufficient to challenge the prevailing monolingual ethos that still dominates schools and education systems worldwide.

This approach, while beneficial, might not fully address the raciolinguistic ideologies ingrained in the monolingual and monoglossic ethos, policies, and practices. There is a need for further efforts to dismantle these beliefs and foster a more inclusive and linguistically diverse educational environment. Recognizing the significance of named languages for identity and social purposes is crucial. However, it is equally important to grasp that treating them as distinct entities can exclude bilingual students whose lives unfold in the borderlands, i.e., spaces that exist neither entirely in one world nor the other (Li & García, 2022, p. 317).

Here, the concept of *transpositioning* emerges as an idea to foster a more inclusive and linguistically diverse educational environment. This process involves participants breaking away from their current or prescribed roles and adopting different perspectives, facilitated through communicative practices like translanguaging, transmodalities, and co-learning. It encourages a departure from conventions, cultivating a sense of possibility, breaking free from habitual thinking, and nurturing empathy for others involved in the educational process. Hawkins (2021, back cover) describes it as “the multiple and interwoven layers of emplacements and positionings that are entailed in communications which cross and transcend the boundaries that have historically shaped our thinking about the world and its inhabitants.”

In this context, teachers undergo transpositioning by moving beyond simplistic views of translanguaging as merely allowing the mixing of named languages in the classroom. They embrace a *translanguaging juntos stance*, a perspective advocated by García et al. (2017), which considers bilingual learners' linguistic practices and their racial/ethnic identities together. This shift in perspective leads to viewing teaching as co-learning, recognizing the intertwined nature of the teaching and learning processes. In this way, teachers may appreciate the importance of understanding students from their own lived experiences and positions rather than through the lens of a given country's education system.

1.2.4. Navigating challenges and overcoming resistance

The teacher and learner may face numerous challenges in the process of teaching and learning using translanguaging practices. One primary obstacle is the mismatch in the language of instruction as some communities resist learning in languages other than their first language.

Lundazi exemplifies this challenge, with distinct lexical and semantic variations between the community language and the regional language of instruction. In this case, according to Nyimbili and Mwanza's (2021, p. 22) studies, Chichewa (Cinyanja), the classroom language of instruction, does not align with the learners' familiar language (i.e., Tumbuka), leading to difficulties in achieving standardized literacy acquisition. For instance, Cinyanja words used in textbooks are not mutually intelligible with Tumbuka, causing challenges in comprehension and writing. Similarly, Cummins (2019) argues that skilled teachers recognize that learners may hesitate to use a language other than their own in educational settings. This challenge highlights the potential for translanguaging (e.g., in Zambian communities), given the lack of mutual intelligibility among more than seventy languages, hindering literacy instruction in multilingual settings. It also suggests that language zoning is arbitrary and fails to accurately represent the sociolinguistic complexity across regions.

Yet another possible problem that may arise is the rigidity of language policy (predominantly monolingual throughout the learners' educational journey). Despite recognizing the importance of multilingual literacy instruction, the policy mainly emphasizes literacy in the official language of instruction, neglecting learners' languages. This monolingual view restricts teachers and classroom practices to favor monolingual instruction and thus hinders effective learning. Numerous studies suggest that the lack of a clear multilingual policy in schools and inadequate support for multiple community languages affect literacy practices in multilingual communities.

Nyimbili and Mwanza (2021) highlight how Zambia's national language policy prioritizes regional languages of instruction while sidelining local

languages, thereby disadvantaging learners whose home languages differ from the regional standard. There is a need for multilingual instructional approaches to bridge the gap between home and school languages, arguing that this gap perpetuates literacy challenges in diverse communities (Pawliszko, 2022). Similarly, Cenoz and Gorter (2017) advocate for multilingual education policies that promote translanguaging practices, enabling learners to draw from their full linguistic repertoire rather than being confined to the official language of instruction. Panda and Mohanty (2017) discuss how India's monolingual policies in education marginalize indigenous languages, contributing to lower literacy outcomes among children from tribal communities. King and Bigelow (2018) focus on immigrant and refugee learners in the United States, demonstrating how restrictive language policies undermine students' academic success by ignoring the value of their home languages. Finally, García and Kleyn (2020) argue that translanguaging pedagogy not only supports bilingual learners' literacy development but also challenges the monoglossic ideologies embedded in school policies.

An additional challenge that may be identified is the perceived time-consuming aspect of translanguaging in classrooms, which arises when teachers believe that incorporating learners' local languages extends knowledge delivery processes, leading to longer lessons and potential confusion. It is crucial to recognize that these perspectives are deeply rooted in monolingual ideologies, which prioritize silence over learner participation through translanguaging. A study by Nyimbili and Mwanza (2021, p. 24) concluded that scholars who perceive multilingualism as a challenge often advocate for monolingualism and see learners' languages as disruptive in educational settings.

The monolingual-based assessment is a further challenge, as it primarily focuses on testing first language skills, overlooking learners' proficiency in their various languages, thereby disadvantaging the multilingual class and undermining the purpose of translanguaging. Even though translanguaging is evident and contributes to the improvement of learners' literacy skills, assessments are specifically crafted to gauge proficiency solely in the language of instruction, disregarding the literacy skills of learners in their diverse languages—a clear manifestation of a monolingual approach (see subsection 3.3).

Lopez et al. (2017) also note the presence of this challenge, highlighting that the majority of current initial content assessments administered within schools are based on a monoglossic perspective, assuming all students are monolingual. This monolingual-based assessment practice extends across the curriculum, wherein only learners proficient in the language of instruction are deemed worthy of advancing to higher education. In addition, this perspective within the education system considers individuals literate if they

can operate effectively in the regional and standard language, marginalizing those with proficiency in local languages and undermining their educational achievements. In contrast, a translanguaging approach fosters literacy development in learners' individual languages, and the assessment of these literacies should ideally focus on their practical application within both classroom settings and beyond.

Moreover, Nyimbili (2017) points out a shortage of teaching and learning materials for effective language instruction using learner-centered techniques. Similarly, Mwanza (2020) attributes consistent illiteracy levels in Zambia (with its 72 languages) to the lack of literacy teaching and learning materials, underscoring the urgent need for the government to provide linguistically appropriate resources. Baker (2011) also notes that the monolingual policy perpetuates dominance, discrimination, power, and control, evident in the languages used by teachers in the classroom. This creates a hostile environment for children whose first languages are not among the designated languages, as they are not supported by the teacher's linguistic practices. The policy discourages translanguaging, denying learners the opportunity to use their languages for educational benefits. Consequently, addressing these challenges requires policy interventions to align with the evolving needs of today's classrooms (Mwanza, 2020; Mwanza & Bwalya, 2019).

Another issue faced by teachers and learners pertains to the sociolinguistic environment, which does not favor multilingual development. The school setting, aligning with monolingual instruction, lacks support for translanguaging due to the policy's discouragement. According to the Ministry of Education (2023), the policy theoretically recognizes familiar languages but practically reinforces the monolingual regionalization of language teaching. In essence, the policy statement fails to endorse learners' local languages, redirecting focus to the regional language used for instruction. Consequently, the social environment required for translanguaging is not promoted in schools endorsing a monolingual policy.

Zentella (2003) notes that monolingual-prone teachers disdain translanguaging as code-switching, perceiving it as a departure from the language of instruction and the use of an inferior language. The prevailing monolingual policy aligns with teachers' communication preferences, supporting the use of the language of instruction to wield control over classroom and social activities. Moreover, this negative attitude toward unofficial languages in the classroom leads teachers to uphold monolingual teaching practices, neglecting the potential of available languages as valuable resources for learning the target language. Therefore, for the education system to foster multiliteracy development, literacy initiatives must cultivate a sociolinguistic environment that supports learners and their local languages.

Summary

Despite the problems that teachers and learners may encounter when using translanguaging, it is crucial to recognize its potential benefits when implemented thoughtfully. Converting the classroom into transformative translanguaging spaces is a powerful way to address practical concerns about challenges in schools for EBs outlined at the beginning of this book. By creating these spaces, educators aim to counter institutionalized monolingualism in linguistically diverse classrooms. This involves integrating translanguaging practices and prioritizing learners by incorporating their experiences, perspectives, and voices into classroom activities.

Adopting this approach yields numerous advantages (cf. García et al., 2021): the classroom becomes socially responsive to the diverse histories of the students, fostering an environment where everyone is engaged in learning, teaching, and growing together—*juntos/together*; opening the classroom to students' backgrounds and out-of-class lives transforms the curriculum into a rich space where every history and identity are presented and celebrated; embracing the recognition of students as agents of their own learning (teachers trust that students will take responsibility for their learning based on their unique backgrounds and knowledge systems); and finally, jointly setting teaching and learning objectives between teachers and learners fosters a collaborative and inclusive educational experience.

To achieve the above, teachers, following the notion of vulnerability in Brantmeier's (2013) framework, need to unlearn and become co-learners, embarking on a transformative journey that shapes their own lives, subjectivities, and positions. Co-learning and transpositioning emerge as driving forces for a more inclusive and socially just educational environment.

Chapter 2

Methodology

Introduction

The methodology section describes the systemic approach followed in investigating the impacts of translanguaging activities on EBs in secondary school settings in Podkarpacie. The study utilized a mixed-methods approach, combining qualitative and quantitative methods through teacher interviews, student surveys, and analysis of student work samples to capture the full nature of the effects of translanguaging. Tools and processes, including pilot testing, were refined throughout to ensure alignment with the study objectives and ethical rigor (van Teijlingen & Hundley, 2001).

2.1. Purpose of the study

This study explores how the use of translanguaging activities shapes emergent bilingual students' academic and linguistic development, particularly in relation to their new language acquisition, construction of cultural identity, and sustained engagement in learning. Focusing specifically on emergent bilinguals, the study aimed to shed light on how these strategies address the challenges students face when they have limited English proficiency. The findings are intended to assist educators, policymakers, and researchers in developing equitable and inclusive practices. Additionally, the study examines how translanguaging fosters linguistic creativity, enhances cross-cultural understanding, and promotes academic success.

2.2. Research phases

To examine the implementation and impact of translanguaging practices in multilingual classrooms, the research was structured into three distinct phases: preparation, implementation, and analysis. Each phase was designed to capture different aspects of the study—from the careful selection of participants and development of pedagogical tools to the hands-on application of multilingual activities in real classroom settings. The final phase focused on assessing the outcomes, drawing insights from both qualitative and quantitative data sources. The following subsections provide a detailed breakdown of each phase.

2.2.1. Phase 1: Preparing the study

The preparation stage involved the selection of participants, development of materials, and observation tools necessary for the implementation and evaluation processes of translanguaging practices.

Participants

The study involved ninety emergent bilingual students selected from three secondary schools in urban and suburban areas of Podkarpacie region, along with six English teachers. These schools were chosen based on the significant number of emergent bilinguals present and their willingness to implement innovative translanguaging practices. Thus, participants from diverse socioeconomic and linguistic backgrounds offered valuable insights into how a translanguaging approach can mitigate educational inequities (García et al., 2017; Cenoz & Gorter, 2017).

Seventy-five percent of the students came from low-income backgrounds and qualified for subsidized or free school lunches. Most were from working-class or lower-middle-class families. Their linguistic experiences included Polish (20%), Ukrainian (40%), Kazakh (30%), and other languages (10%), such as Tajik, Malay, Kirghiz, Turkish, Afrikaans. This multilingual environment provided a strong rationale for implementing translanguaging strategies, highlighting the benefits of linguistic diversity.

Participants' language proficiency ranged from the CEFR Level A1 (minimal proficiency) to the CEFR Level B1 (intermediate proficiency), offering insights into how translanguaging can support learners at different stages of language development. Participants were selected based on teacher recommendations, language proficiency assessments, and self-reported language surveys, ensuring a diverse and regionally representative sample.

The six English teachers varied in teaching experience and linguistic proficiency. They had from 3 to 15 years of teaching experience, with a median of 8 years. All were proficient in both English and Polish, and two had a conversational level of Ukrainian. These multilingual skills allowed some teachers to engage more deeply with their students on both cultural and linguistic levels. While all teachers had general teaching experience, only two had prior exposure to translanguaging pedagogy, underscoring the need for further professional training in multilingual education.

Materials development

The study materials were designed to align with the translanguaging activities outlined in Chapter 3 (see subsection 3.4). These included multilingual writing prompts for creative writing, media analysis, and collaborative translation activities; multilingual word walls featuring translations, definitions, and contextual

examples in students' home language and English; and culturally relevant texts and visual aids designed to engage learners from diverse backgrounds.

All materials were reviewed by linguists and educators to ensure cultural and linguistic appropriateness. Each material was piloted in one classroom per school to assess its effectiveness. Teacher and student feedback led to several modifications to enhance clarity, engagement, and accessibility. For instance, additional visual prompts were incorporated to support students with lower proficiency levels, and teachers received more detailed guidance for facilitating collaborative activities.

Preparation of observation tools

Observation tools were developed to systematically track the implementation and outcomes of translanguaging practices. These tools were explicitly aligned with the research goals of the study by capturing specific translanguaging behaviors, instances of linguistic creativity, and patterns of student engagement:

1. **Checklists:** Designed to track how teachers facilitated translanguaging strategies, these included the use of multilingual resources and the encouragement of students to share ideas in their home languages (see Appendix 1) (Boud & Falchikov, 2007).
2. **Observational rubrics:** These rubrics were created to assess students' participation, engagement, and the use of language (see Appendix 2). Criteria were developed to evaluate not only students' academic performance but also the integration of their linguistic repertoires into classroom activities (Braun & Clarke, 2006).
3. **Teachers' journals:** Throughout the experiment, reflective journals were maintained by teachers (see Appendix 3) to document observations, challenges, and successes. This tool allowed for the real-time recording of insights and adjustments during the study (Schön, 1983).

These tools were pilot-tested in two classrooms to gauge their effectiveness in capturing data. Pilot testing was crucial in ensuring the reliability and validity of research instruments, especially in innovative educational contexts (van Teijlingen & Hundley, 2001). The piloting process revealed that some checklist items were too broad to capture specific behaviors, prompting revisions. For example, broad items were refined into more specific actions, such as "student-initiated use of home language during discussions" or "teacher modelling of translanguaging practices." Similarly, the rubrics were revised to provide a more detailed breakdown of student engagement categories, such as "partial use of home language" versus "consistent integration of home and target languages." These refinements ensured that the tools aligned closely with the study's objectives, setting a strong foundation for the implementation phase.

2.2.2. Phase 2: Conducting the activities

The implementation phase was designed to last six weeks to scaffold students' engagement with translanguaging, aligning with the specified learning outcomes. The activities were implemented in six classrooms (two per school). Each week included two 45-minute sessions with approximately 15 students per class.

Six-week program

Overall, the structure of the program was outlined as follows:

1. Week 1: Orientation and confidence building: Activities introduced the concept of translanguaging, emphasizing the value of students' home languages and cultural identities. Students participated in icebreaker activities including sharing words or phrases in their home languages and collaboratively building a multilingual word wall (see subsection 3.4.3.2; activity 2).
2. Weeks 2–4: Competence development and integration (skills workshops): The students were involved in activities that allowed them to practically integrate their home languages with English. These included creative writing through languages, translation in pairs or groups, and media analysis in more than one language. The emphasis here was on linguistic creativity, critical thinking, and collaboration (see 3.4.2.2 Translanguaging in essays and reports; activity 3).
3. Weeks 5–6: Creative, student-led projects: The course concluded with student-led projects in which students created bilingual presentations, multilingual posters or reflective essays incorporating linguistic and cultural aspects. These projects allowed students to apply their linguistic repertoires and translanguaging practices in authentic situations (see subsection 3.4.1).

Before implementation, teachers participated in professional development sessions designed to familiarize them with translanguaging principles, equip them with strategies to facilitate activities effectively, and address potential challenges, such as managing multiple languages in a classroom setting (see subsections 3.1, 3.2, 3.3).

Data collection

Data collection occurred throughout the six-week program through classroom observations, student work samples, and teacher journals. The observations focused on real-time language use, student interactions, and levels of engagement during activities. Teacher maintained journals to document reflections on the implementation process, including successes, challenges, and notable student responses.

The data collection process adhered strictly to ethical standards to ensure privacy and integrity, including the anonymization of student data, obtaining informed consent, and maintaining a culturally sensitive approach throughout the research process.

2.2.3. Phase 3: Analyzing results

The analysis phase focused on synthesizing data from teacher interviews, student surveys, and student work samples. Drawing on foundational works on mixed-methods research, such as Creswell (2014), Teddlie and Tashakkori (2009), both qualitative and quantitative methods were employed to provide a robust evaluation of the study's outcomes.

Six semi-structured interviews with teachers who implemented the translanguaging activities provided in-depth information about how translanguaging strategies were applied in practice and the impact of this approach on students (see Appendix 4).

Thematic analysis of the interview transcripts highlighted several recurring themes, including:

1. Inclusive practices: Teachers discussed strategies for creating an inclusive classroom environment, such as encouraging peer collaboration in multiple languages.
2. Challenges of multilingual classrooms: These involved managing a range of language levels and responding to parental concerns about prioritizing English.
3. Changes in student confidence: Teachers observed notable increases in students' willingness to participate and use home languages within academic contexts.

The interview data were cross-checked with students' survey responses and work samples to verify and expand the findings. For instance, the observation of increased confidence by teachers was supported by survey responses and examples of students' creative use of language in their work.

To gather student perspectives, ninety emergent bilinguals completed surveys designed to measure their experiences with translanguaging practices (see Appendix 5). Surveys used both closed- and open-ended questions to target the following three main areas:

1. Confidence and identity in using languages: Students were asked to reflect on whether the translanguaging activities helped them feel more comfortable and confident using their home languages alongside English.
2. Engagement and interest in the translanguaging activity: Questions assessed the extent to which students found these activities engaging and relevant to their learning needs.
3. Beliefs regarding translanguaging as a learning tool: The students provided suggestions on how the practices supported their academic learning needs.

These surveys were translated into students' home languages to ensure accessibility, completeness, and to encourage honest, reflective responses. Quantitative data from closed-ended questions were analyzed using descriptive statistics, while qualitative responses to open-ended questions were thematically coded to capture students' voices and experiences.

Thematic analysis was applied to the collected student work samples (see Appendix 6), which consisted of essays, posters, and translations produced during translanguaging activities (Braun & Clarke, 2006).

Researchers categorized the students' outputs using the following coding categories:

1. Integration of languages: Instances where students directly translated concepts from their home language into English.
2. Linguistic creativity: Examples of students' use of a blend of linguistic and cultural elements, such as using proverbs to argue a point academically.
3. Cultural representation: Cases in which students made particular reference to cultural traditions, family experiences, or community values.

A second coding process conducted by two independent coders for 20% of the samples achieved an agreement rate of 90%. Discrepancies were resolved through discussion to refine the thematic categories, ensuring that the data were reliably categorized and the interpretations were accurate.

2.3. Ethical considerations

Ethical considerations were central to this study. Written consent forms in students' home languages were distributed to participants and their guardians, outlining the purpose of the study, procedures, and emphasizing that participation was strictly voluntary. Culturally sensitive materials and activities were designed to respect students' diverse backgrounds. Additionally, teachers were trained on inclusivity to ensure culturally responsive practices (BERA, 2018; AERA, 2011)

The research anonymized all data related to students, including questionnaires, samples of work, and observation notes to maintain confidentiality and privacy for all participants. All participants were given alphanumeric codes, instead of actual names. For example, students were identified as "S" followed by a number (e.g., S1, S2), while teachers were identified by "T" followed by a number (e.g., T1, T2).

Finally, the results were shared in a summary report on the benefits of translanguaging activities to enhance students' engagement in learning and were disseminated to participating schools, teachers, and families.

Summary

The methodological framework of this study was carefully designed to capture the complexity of translanguaging practices in multilingual classrooms. The sequential phases of data collection–preparation, implementation, and analysis–are designed to ensure a structured yet flexible exploration of translanguaging strategies, allowing for both theoretical rigor and practical insights.

As the study moves into the next stage, Chapter 3 shifts the focus from methodological considerations to practical applications. Having established the empirical foundation for translanguaging as an educational tool, the discussion now turns to concrete strategies for implementation. The following chapter explores how educators can integrate translanguaging into daily classroom activities, fostering environments where linguistic diversity is not only acknowledged but actively leveraged for deeper learning.

Practical Applications of Translanguaging

Introduction

While the previous chapter outlined the research methodology and its role in investigating the effects of translanguaging in multilingual classrooms, this chapter shifts the focus to practical applications. Translanguaging is not merely a theoretical concept but a transformative teaching approach that reconfigures traditional classroom dynamics, fostering inclusivity, student engagement, and deeper academic learning.

This chapter provides educators with concrete strategies for integrating translanguaging into daily teaching practices. Drawing from research insights and real classroom experiences, it explores how teachers can create an environment where emergent bilinguals are encouraged to use their full linguistic repertoire. The discussion will highlight key aspects such as setting up a translanguaging-friendly classroom, addressing common student concerns, implementing assessment strategies within a multilingual framework, and designing interactive activities that promote bilingual literacy and cognitive flexibility.

3.1. Setting the stage for translanguaging

To create an inclusive and linguistically diverse learning environment, the effective implementation of translanguaging strategies plays a pivotal role (García & Wei, 2014). Educators can begin by introducing the concept of translanguaging, providing a clear and concise definition that highlights the significance of utilizing multiple languages as resources for learning. Before engaging students in translanguaging activities, it is important to communicate intentions, expectations, and goals clearly (WIDA, 2025). Setting the tone for an inclusive linguistic space encourages students to feel comfortable expressing themselves through their diverse repertoires, while reminders about available tools and resources help them to participate effectively.

A crucial step is modelling translanguaging in the classroom. Demonstrating how different languages can be integrated to enhance understanding and communication not only clarifies the concept for students unfamiliar with it but also provides a powerful guide for navigating multilingual practices. At the same time, teachers should maintain flexibility in their approach, remaining attentive to students' individual needs and preferences (Hamman-Ortiz, 2018).

Recognizing that each learner engages with multiple languages differently allows educators to adjust expectations based on observation, avoiding reliance on assumptions, and instead empowering students to use translanguaging as a tool for communication and learning.

Equally important is maintaining a dual focus on both language and content. Lessons can incorporate language objectives alongside content objectives, with opportunities for explicit comparison and discussion of grammatical structures, thereby fostering a deeper understanding of language nuances (Cenoz & Gorter, 2022). Such practices work best when embedded within a student-centered approach. Pairing students for collaborative assignments, encouraging group work that supports bilingual collaboration, and allowing learners to work at their own pace create a supportive environment where emerging bilinguals are given sufficient time to master both language and subject matter.

Opportunities for discussion and reflection further strengthen the learning process. Rather than relying on traditional lecture-based instruction, teachers can promote small-group discussions and partner dialogues about lesson content, allowing students to pose clarifying questions or exchange ideas in multiple languages. In addition, rigorous instruction can be supported through differentiation and scaffolding. Lessons may be designed to address varied language proficiencies, for example by using guided reading groups, providing opportunities for writing in multiple languages, and integrating time for drafting and revising. The use of stations with different linguistic demands, supported by visuals, videos, and audio materials, helps to build both content knowledge and listening skills (Cummins, 2017).

Finally, the classroom environment itself can reinforce translanguaging practices. A visual space that displays students' photos, bilingual biographies, welcome signs in multiple languages, and artefacts from home creates a sense of belonging. Showcasing student work in different languages and providing bilingual resources prominently further supports inclusivity. Organizing students into small groups, using thematic charts with translations, and creating multilingual word walls or online resource hubs helps to ensure that learners have access to the tools they need. In this way, the classroom becomes an interactive and multilingual environment where translanguaging is normalized as a pedagogical practice (Hamman-Ortiz, 2018; WIDA, 2025).

3.2. Addressing students' FAQs

1. What is translanguaging?

Imagine that you are visiting the home of a family where different languages are used on a daily basis. Picture this: children speak in one language, while their parents speak another language (even when talking to each other!). Sometimes both languages are used together to include everyone, for example

friends and family members who might not fully understand one language very well. This way of using different languages together in one family is called *translanguaging*. It means that family members use all their language skills to understand and share information in their lives. Translanguaging is the way bilingual people naturally use language.

2. But isn't translanguaging just another term for *code switching*?

Translanguaging is not code-switching! Translanguaging and code-switching may seem similar, but they are two different concepts:

- A. Code-switching is when bilingual people switch back and forth between two languages. It's like having two separate languages in mind and shifting between them depending on the person you are talking to.
- B. Translanguaging involves using all of one's language skills together. Instead of treating each language separately (two independent linguistic systems), bilinguals use elements from both languages at the same time to communicate effectively. It's like mixing different colors of paint to create a new shade—you are combining various parts to make something unique.

3. What does translanguaging mean for language?

In translanguaging, language is not just a fixed set of rules or separate skills, but rather an active process of using language. That's why we use the *-ing* form when referring to translanguaging—it highlights that using language bilingually is a dynamic and evolving process that is always happening.

4. How can translanguaging help me in school?

Translanguaging offers many advantages, especially if you are proficient in more than one language. It helps you express yourself more efficiently: you can use all your language skills to understand and to be understood. Translanguaging can also help you learn new things and connect with classmates who speak different languages.

5. Will people think I don't know my languages well if I use translanguaging?

No, not at all! Using translanguaging doesn't mean you don't know your languages. In fact, it shows that you're really good at using them in different situations. Nowadays, one of the most significant skills for people who speak more than one language is their ability to use these languages in a flexible way. By mixing languages, translanguaging enables you to create meaning across multiple languages and might even encourage you to learn more languages! And remember, using translanguaging is not a sign of ignorance and it doesn't mean you don't know your languages well. On the contrary, it is a really sophisticated and natural way of using them, just like many bilingual students around the world.

6. Isn't it better to teach each language separately?

In the past, many people believed it was best to keep languages separate when teaching them—they used English for English lessons and Spanish for Spanish lessons. This practice influenced numerous language school programs. Yet, recent research has shown us something different. We now know that

language learning isn't as simple as just focusing on one language at a time because our brains benefit from using all the languages we know together. So, by mixing languages, it is easier to become fluent in both our home language and the language we are learning.

7. What if I'm not sure when to use translanguaging?

Use translanguaging when it feels natural and helps you express yourself better. Over time, you'll get better at knowing when to use it.

8. Isn't translanguaging something people only do temporarily until they're fully bilingual?

Absolutely not. Even people who are really proficient in both languages don't use them exactly the same way. Instead, they change how they speak depending on who they're talking to and what they are discussing. In this way, it is easier for them to communicate more effectively. It is normal for bilingual people to mix languages, and they keep doing it even as they master both languages.

9. Who would benefit from using translanguaging as a teaching strategy?

All students can benefit from translanguaging methods:

- 1) students who primarily speak one language at home can use translanguaging as a tool to explore language diversity and develop linguistic tolerance and flexibility, which are important for learning multiple languages throughout their lives;
- 2) students who speak languages other than English at home may use translanguaging to validate their home language practices and expand opportunities for using their home language academically for reading and writing;
- 3) emergent bilinguals just beginning to learn a new language can use translanguaging to learn complex academic content and develop language skills;
- 4) students in bilingual education programs may become more aware of their languages while using translanguaging, which may lead to the development of metacognitive skills to regulate their bilingualism.

10. Who is an *emergent bilingual*?

An emergent bilingual is someone who is in the process of learning a new language while still using their home language. Instead of learning a new language in isolation, emergent bilinguals blend elements of this new language into their existing language skills. This means that as they learn English, for example, they are also becoming bilingual. Recognizing this helps all teachers, not just those who teach bilingual students, to understand the importance of bilingualism and how to help students who are learning multiple languages. The term *emergent bilingual* highlights the developing language skills of these students, whereas terms like *Limited English Proficient* or *English language learner* only emphasize what they haven't learned yet in English.

11. When do people stop being emergent bilinguals?

People never really stop being emergent bilinguals. This means that they are always learning and using languages, especially as their life experiences constantly change. Even if we become proficient in a language, we still continue to learn and adapt our linguistic skills over time. So, in a way, everyone is continually growing and developing in their language abilities.

12. Why is translanguaging especially important in teaching emergent bilinguals?

Emergent bilinguals are just starting to learn how to be bilingual and they might face difficulties succeeding in school subjects taught in a language that they are still learning. Using both languages together allows them to understand content better and to tackle challenging academic tasks.

13. Should translanguaging, as a teaching method, be taken away once students are no longer categorized as English Language Learners?

No, it shouldn't. Translanguaging is a pedagogical method that should continue to be used even with bilingual students. It helps students build on their strengths, use language and literacy in more academic ways, understand difficult material, recognize differences between languages, and develop their bilingual and biliterate skills.

14. How does using translanguaging help us, bilingual students, learn language for academic purposes?

All teachers use language to communicate concepts and to develop academic uses of language. Very often the language used at school (language of instruction) is similar to that of the students' home, and although there are some differences, there is continuity. Yet, for bilingual students, the language used in programs that focus on just one language can feel very different from how they normally use language. Moreover, some bilingual programs strictly separate languages all the time, which doesn't match how bilingual students naturally use language. Translanguaging allows bilingual students to use their home language patterns to understand school subjects better and to see differences and similarities between their home language and the school language. This makes students better at using language for academic purposes. In other words, if they can't use school language in a way that feels natural, it's difficult to learn it well.

15. How does using translanguaging as a teaching method support the identities of bilingual students?

Translanguaging helps bilingual students because it recognizes that they are not just two separate people speaking two different languages, but one individual with many different linguistic and cultural practices that adapt depending on the situation. Translanguaging supports bilingual students in embracing their multiple and flexible identities, which may not fit into traditional monolingual or foreign language contexts.

16. How does translanguaging help bilingual students to understand language better?

Translanguaging helps bilingual students pay attention to language details by presenting different language practices together. This practice allows students to develop their metalinguistic awareness.

17. Who can use translanguaging in teaching?

Just as translanguaging strategies are beneficial for all students, they can be used by all teachers. However, their use may vary among teachers as strategies are adapted to the types of students they teach and their own strengths. Translanguaging can be used by teachers in different classroom settings, including both bilingual and monolingual educators, those teaching general subjects, English as a second language, bilingual classes, and even foreign language classes. All it takes is a willingness to try new things, let go of complete control, and be open to learning from students.

18. What is the connection between translanguaging and the development of students' literacy?

Literacy involves all communication related to written text. When bilingual students use their language skills to analyze and discuss a text in any language, it helps them understand the text better. Reading in two languages also improves bilinguals' understanding of texts in both the target and home language. Also, using translanguaging in writing supports students in discovering their own expression and developing their thinking and organization skills, which are important for writing effectively in new linguistic contexts.

19. How can teachers use translanguaging in assessment?

Translanguaging allows bilingual students to use any linguistic system they know to express their knowledge. It helps teachers understand what a student has actually learned. Using translanguaging is especially helpful in assessing how students are progressing throughout their learning journey.

20. How does translanguaging help make things fairer for bilingual students in schools that usually only use one language?

Translanguaging helps bilingual students in many situations in which one language is seen as more important than the other. By separating the languages we always make one language seem stronger than the other, yet when we use translanguaging, we can use all our language skills freely. This allows students to speak up in ways they couldn't before. When these new voices are heard, it helps bring attention to unfair treatment and contributes to building a future of equity and social justice for everyone.

21. How does translanguaging help keep a minority language alive?

Translanguaging is important because it respects and celebrates various languages that are used within a community. It allows students to speak in their home language and use literacy skills freely. Translanguaging isn't just about keeping a language the same—it's all about using it actively in everyday situations, as well as in economic or political contexts. This ensures that the language stays relevant and adapts to the changing world, instead of just staying the same without any context.

22. Why do we not use first/native language while talking about translanguaging?

Translanguaging challenges the concept of having a *first, native* or *second* language because it does not see students as having one main language and learning another. Instead, translanguaging sees language as a spectrum—a broad range, where everyone fits somewhere along the line, depending on which languages they use most. Moreover, while translanguaging, we use all languages freely, not focusing on any specific language, which undermines the idea that one language is superior to others. With translanguaging, bilinguals can use all language practices, including academic ones and their own, regardless of which language was learned first.

23. In what kind of school program would translanguaging be most useful?

Translanguaging is most suitable for any education program with bilingual students. Since the core concept behind translanguaging is how bilingual students naturally communicate, it makes sense to use it in their education. However, its application might vary depending on the program type.

24. Can translanguaging be used in classrooms where only one language is used?

Yes, definitely! There is a place for translanguaging practices, even in classrooms where only one language, such as English, is used. There are many students who communicate in another language at home. Teachers can recognize and use students' other language skills to help them feel confident. It shows students that their home languages are useful and valuable not just at home, but also at school. Furthermore, even for students speaking the same language at home and school, being involved in translanguaging activities can make them curious about other languages and cultures. In this way, they will expand their learning and experiences.

25. Aren't English as a Second Language (ESL) programs supposed to be taught only in English?

Actually, the very idea that there are English as a Second Language programs means that they are not in English only, as the students speak languages other than English. Even if the teacher uses only English, the students should still be given the opportunity to understand and learn a new language through their own home language practices. This means teachers should set up ways for students who use the same language to discuss what they are learning in their own languages, even if they are supposed to write or speak in English. Even though the teacher may not speak all the languages of the students in the class, they should create a translanguaging space in which all students can understand and engage with the lesson using their languages. Therefore, translanguaging means that ESL programs can also use bilingualism as a tool for learning.

26. What about dual language bilingual education classrooms? Aren't they supposed to strictly allocate languages?

In dual language bilingual education classes, having space for translanguaging doesn't mean ignoring the need for separate spaces where students

use one language or the other. Actually, these separate spaces are still there and teachers decide which language should be used so that students can learn to communicate with monolingual speakers. This concept is similar to the way teachers link various subjects like science and math—they also connect different language practices. Translanguaging spaces enable students to use different languages for different purposes, compare the languages, understand multilingual audiences, represent their home languages, and use all their linguistic skills to study and be creative.

27. Is translanguaging appropriate practice in classrooms with students at risk, including those with disabilities, slower-than-usual new language/literacy development, or those with interrupted formal education?

Absolutely yes! Using translanguaging to teach students with interrupted formal education enables them to understand key concepts, details, and text structures as well as to connect ideas using oral and visual communication first, before transitioning to written texts in their home language and eventually in the target language. Similarly, for students with advanced oral English skills but slower literacy development, translanguaging creates opportunities for more English literacy practice while serving as oral models for newcomers in ESL or bilingual classes. Additionally, students with disabilities may benefit from using translanguaging due to their varying abilities. The flexibility of translanguaging allows teachers to adjust language and literacy tasks to meet individual students' needs and strong points, thus modifying both language and cognitive demands accordingly.

In essence, translanguaging is important for bilingual students across various educational settings as it builds on their natural discursive practices. It enables them to successfully use their evolving linguistic abilities to comprehend and participate in learning activities, while also fostering the development of academic language skills.

3.3. Assessment in translanguaging framework

Assessment within a translanguaging framework requires a nuanced understanding of multilingual practices, particularly the distinctions between code-switching, code-mixing, and translanguaging. To begin with, code-switching refers to the deliberate alternation between languages, reflecting communicative intent and sociolinguistic awareness (Poplack, 1980). For instance, students may switch languages to address specific audiences, clarify ideas, or adapt to varying communicative contexts. Similarly, code-mixing, on the other hand, involves the blending of linguistic elements from different languages within a single utterance, showcasing linguistic creativity and spontaneity (Muysken, 2000). Both practices are

natural expressions of bilingual students' linguistic repertoires, yet traditional assessment models often misinterpret them as errors, influenced by monolingual ideologies.

Translanguaging goes beyond these practices, challenging the boundaries of named languages and emphasizing the holistic use of an integrated linguistic repertoire (García & Li, 2014). This broader perspective of translanguaging carries significant implications for assessment, allowing bilingual students to utilize their full range of linguistic resources when demonstrating their knowledge, even as they develop proficiency in individual languages (Lopez et al., 2017). Consequently, the goal is to allow students to draw on multiple languages interactively, promoting student-to-student and student-to-teacher interactions that mediate understanding and co-construct meaning in assessments. The approach aligns with Universal Design principles in assessment, aiming to maximize accessibility by valuing all linguistic contributions and creating inclusive, interactive spaces (Ho & Tai, 2021).

To clearly differentiate these concepts, Table 1 presents a comparative analysis of code-switching, code-mixing, and translanguaging.

Table 1. A comparative analysis of code-switching, code-mixing, and translanguaging

Aspect	Code-switching	Code-mixing	Translanguaging
Definition	Alternation between distinct languages within a conversation (Poplack, 1980; Myers-Scotton, 1993)	Blending linguistic elements from multiple languages within a single utterance (Muysken, 2000)	Using a unified linguistic repertoire fluidly, transcending the boundaries of named languages (García & Li, 2014)
Grammatical rules	Adheres to the grammatical rules of each language (Poplack, 1980; Lewis et al., 2013)	May not fully conform to grammatical rules (Muysken, 2000; Gumperz, 1982)	Breaks away from the separation of languages; focuses on functional meaning-making (García & Li, 2014; Otheguy et al., 2015)
Context	Often formal or semi-formal (Romaine, 1995; Myers-Scotton, 1993)	Frequently occurs in informal settings (Muysken, 2000; Gumperz, 1982)	Applicable in all contexts, particularly in education to integrate linguistic resources (Lewis et al., 2013; García & Li, 2014)
Cognitive load	Requires advanced linguistic competence (Lewis et al., 2013; MacSwan, 2017)	Reflects spontaneous, less structured linguistic use (Muysken, 2000; García & Li, 2014)	Encourages a dynamic cognitive process engaging multiple languages simultaneously (Treffers-Daller et al., 2020)
Function	Strategic and intentional language choice based on audience or context (Poplack, 1980; Lewis et al., 2013)	Spontaneous and creative blending of languages to enhance meaning (Muysken, 2000; Myers-Scotton, 1993)	Facilitates holistic meaning-making and integrated learning by drawing on the full range of linguistic resources (García & Li, 2014; Lin et al., 2023)

As the table illustrates, although code-switching and code-mixing acknowledge bilingual communication within separate language systems, translanguaging foregrounds the seamless integration of linguistic repertoires, which directly informs how assessments should be designed.

Assessment practices within a translanguaging framework should recognize multilingual practices as valuable assets rather than deficits (Lopez et al., 2017). Building on this, one of the first concrete strategies for implementation is the development of holistic rubrics that evaluate students’ ability to convey meaning effectively without penalizing them for using multiple languages. Such rubrics may include criteria like “creative use of linguistic resources” and “adaptation to the communicative context,” as demonstrated in Table 2. Building on this understanding, assessment within a translanguaging framework must shift from viewing multilingual practices as deficits to valuing them as strengths, a shift reflected in the adoption of holistic rubrics tailored to recognize linguistic creativity and adaptability.

Table 2. Example of a translanguaging-friendly writing rubric

Criteria	Emerging	Developing	Proficient
Clarity of ideas	Somewhat clear but language use is limited.	Conveys meaning effectively using multiple linguistic resources.	Strategically integrates different languages to enhance meaning and demonstrate deeper understanding.
Creative use of linguistic resources	Uses one language but struggles to express full meaning.	Mixes languages to express ideas but with some inconsistencies.	Seamlessly integrates multiple languages to communicate effectively.
Audience awareness	Limited awareness of audience and context.	Adjusts language use for clarity depending on the audience.	Intentionally switches languages to engage the audience effectively.

In addition to rubrics, encouraging students to compile multilingual portfolios is a valuable assessment strategy within a translanguaging framework. These portfolios allow educators to observe patterns in code-switching and code-mixing, thereby emphasizing their communicative and functional value. Effective portfolios typically include writing samples, recordings of oral presentations, and reflective journal entries. Students are encouraged to explain their language choices in short reflections accompanying each sample. This approach not only provides a comprehensive view of each student’s linguistic capabilities but also enables tracking progress beyond isolated assessment moments, highlighting strengths in multilingual communication (National Capital Language Resource Center, 2001; CAL, 2022). Implementing portfolios

involves establishing clear assessment goals, selecting representative tasks, setting criteria for evaluation, and scheduling regular analysis to provide ongoing instructional feedback (National Capital Language Resource Center, 2001). This continuous cycle of reflection and feedback helps tailor instruction to students' evolving needs and supports the holistic development of their bilingual and multilingual competencies.

To deepen understanding, contextual analysis examines the circumstances and motivations behind students' engagement in code-switching and code-mixing during learning tasks. Educators observe and note patterns such as whether students switch languages to clarify ideas or use their home language to connect with peers or explain complex concepts. Reflective tools like exit tickets with prompts such as "When did you use another language today? Why?" or "Did using multiple languages help you understand better?" encourage students to think critically about their language choices and learning processes. This approach aligns with multimodal conversation analysis and interpretative phenomenological analysis methodologies, which focus on the nuanced, moment-by-moment use of multiple languages and semiotic resources in classroom interactions (Tai, 2023; Cenoz & Gorter, 2022). Such qualitative analyses provide valuable insights into how students purposefully manage their language use as part of meaning-making and adaptation to social and learning contexts, offering an emic perspective that respects their lived experiences and agency in translanguaging practices. These methods support teachers in tailoring instruction and assessments that recognize multilingualism as a cognitive and communicative strength (García & Li, 2014; Tai, 2023).

Complementing these methods, self-reflection activities within translanguaging assessment encourage students to explain their language choices, fostering metacognitive awareness and authenticity. After completing a writing or speaking task, teachers can provide reflective questions such as "Why did you choose to use your home language for this part of the task?" and "How did switching languages help you express your ideas?" Students are allowed to respond in any language, which promotes genuine expression and respects their full linguistic repertoire. This reflective practice not only supports student agency but also provides educators with rich data to adjust future instruction and assessment criteria effectively (WIDA, 2025; Pacific Learning, 2025). By embedding self-reflection regularly in assessment, educators help learners become more conscious of their translanguaging strategies and linguistic strengths, supporting deeper engagement and growth (García & Wei, 2014). Self-reflection exercises further empower students to articulate their language choices, fostering metacognitive awareness and providing educators with qualitative data to adjust instruction and assessment strategies effectively.

In addition, collaborative assessments involve designing group tasks that emphasize peer-to-peer communication and allow students to demonstrate their ability to navigate multiple languages collaboratively. Such tasks highlight the practical application of translanguaging in real-world contexts. Effective implementation includes designing peer discussions where students explain concepts using multiple languages, assessing not only the final product but also how students use language to co-construct knowledge. For example, educators can have students create multilingual posters or presentations explaining a concept in more than one language. Research shows that translanguaging pedagogy in collaborative writing enhances student engagement, dialogue quality, and writing outcomes, fostering inclusive and productive learning environments (Kareem & Adams, 2024). Teachers are encouraged to systematically plan translanguaging strategies for collaborative tasks to maximize these benefits and support the development of bilingual literacy skills (Pacific Learning, 2025; Kareem & Adams, 2024).

Finally, incorporating technology-enhanced assessments leverages digital tools that facilitate fluid multilingual expression and multimodal composing, enhancing accessibility and engagement. Examples of such tools include Google Docs, where students can annotate texts in different languages; Flipgrid or Padlet, which enable recording of multilingual explanations of concepts; and Quizlet, which offers multilingual flashcards to aid vocabulary acquisition and comprehension. These technologies facilitate multimodal composing and diverse language use, enhancing student engagement and providing richer assessment data on bilingual learners' content knowledge and language skills (WIDA, 2025; Pacific Learning, 2025; Ahlström, 2023). Effective implementation involves training educators to incorporate these digital supports seamlessly into their assessment practices, reducing teacher workload through user-friendly interfaces and making learning more accessible and equitable for emergent bilingual students. Digital translanguaging also empowers students as flexible, critical users of language technology to showcase their evolving academic identities across languages (Ahlström, 2023; Pacific Learning, 2025). Central to these transformative assessment approaches is the role of teachers who play a critical role in shifting perceptions of multilingual practices from errors to indicators of linguistic competence. To foster this shift, professional development should focus on understanding the sociolinguistic nuances of code-switching and code-mixing, designing assessments aligned with translanguaging pedagogy, and reflecting on their own language ideologies to avoid perpetuating linguistic hierarchies (Dougherty, 2021; Meyer, 2022; Karlberg & Eriksson, 2022).

By integrating assessments that celebrate and value multilingual practices, educators can create inclusive environments that empower emergent bilinguals. These strategies highlight students' linguistic agility and their ability to adapt to complex communicative demands. Assessment within

a translanguaging framework promotes equity, affirms students’ cultural and linguistic identities, and fosters the holistic development of bilingual competencies (Cenoz & Gorter, 2022; García, 2009).

3.4. In-class activities and strategies

Implementing translanguaging in the classroom requires structured yet flexible activities that encourage students to utilize their full linguistic repertoire. This section provides a range of in-class strategies designed to foster an inclusive, multilingual learning environment. By engaging in oral, written, and collaborative tasks, students can strengthen their language skills while deepening their subject knowledge.

These activities align with translanguaging pedagogy by integrating students’ home languages into academic learning, thus promoting both cognitive development and linguistic confidence. Educators can adopt and adapt these strategies based on their classroom demographics, learning objectives, and available resources. Each activity emphasizes student agency, cultural responsiveness, and meaningful language use in different contexts.

3.4.1. Oral activities that promote translanguaging

3.4.1.1. Multilingual research and presentations

1. Multilingual research

Activity: Students engage in researching a given unit topic across multiple languages, by investigating informational texts, graphics, multimedia, legends, and historical fiction stories (if applicable). Students collaborate in small, linguistically diversified groups to prepare oral presentations based on their findings.

Note: Exploring a single topic in various languages enhances students’ understanding of the subject matter by providing complex information while enhancing their students’ additional language skills.

Example:

Activity title: Exploring Cherokee culture through translanguaging

Objective: To encourage a diverse group of students to explore and exchange information on Cherokee culture with the use of translanguaging as a bridge between languages.

Expected duration: 45 minutes (single lesson) or extended to 2–3 lessons for research, preparation, and presentations

Materials needed:

- 1) research materials including books, articles and online resources about various aspects of Cherokee culture in students’ home language(s) and English;

- 2) language dictionaries or online translation tools for various languages represented in the group;
- 3) presentation tools such as PowerPoint or Google Slides.

Procedure:

Introduction

- A. Provide a brief introduction to the Cherokee people, their language, history, and culture.
- B. Emphasize the significance of diversity and the multitude of languages spoken by the students in the classroom.

Research phase

- A. Divide students into small groups, ensuring linguistic diversity.
- B. Assign each group specific aspects of Cherokee culture to investigate, such as art, language, dance, music, traditions, social structure, and governance.
- C. Encourage the use of translanguaging, allowing students to translate and discuss concepts in their preferred language.

Translanguaging discussion

- A. Arrange a class discussion session.
- B. Encourage students to share interesting findings using a combination of languages.
- C. Facilitate an open dialogue, allowing students to translate and explain concepts to each other.

Collaborative presentation

- A. Instruct each group to prepare a collaborative presentation focusing on their assigned aspect of Cherokee culture.
- B. Encourage the use of multiple languages in the presentation, enabling each student to contribute in their preferred language.
- C. Offer guidance on how to incorporate translanguaging seamlessly.

Presentation sharing

- A. Each group presents their findings, with members using a mixture of languages.
- B. Encourage audience questions and discussions in various languages.

Homework/Extension activity

- A. Assign a reflective essay or journal entry where students can describe personal insights on the topic and the use of translanguaging.

Assessment criteria:

- A. Accuracy and depth of research.
- B. Effective utilization of translanguaging.
- C. Collaboration and contribution within the group.
- D. Quality and creativity of the presentation.

2. Expert interview

Activity: Students select a community-based or global problem or concern they aim to address. Following this, they will identify someone regarded as an authority on this matter, who can offer insights or support for their argument.

Students will actively seek out this individual, whether in person or through virtual means, and conduct an interview to gain insights into perspectives, personal experiences, and recommendations for driving change.

Note: Write interview questions collaboratively as a whole class or in small groups, depending on the range of topics selected by students. Local experts may be identified in advance, or students can independently research online, send emails, make phone calls, or visit community experts. The information gathered from the interviews will then be synthesized. Ensure all students are actively involved in the entire process, from crafting questions to presenting their findings, while embracing linguistic diversity in both the research and communication phases:

- 1) develop questions that seek specific information;
- 2) pose questions during interviews, attentively listening for details, and take notes to serve as a reference for students;
- 3) encourage students to write interview questions in their home languages;
- 4) during interviews, students should take notes in their home languages;
- 5) create multilingual posters incorporating visuals and texts to effectively communicate interview findings;
- 6) share interview findings through multilingual conversations or presentations.

Example:

Activity title: Empowering voices for change

Objective: Cultivate students' advocacy skills by encouraging them to select a community or global issue, identify an authority on the matter, and conduct interviews while using translanguaging to gain insights, perspectives, and recommendations for positive change.

Expected duration: 90 minutes (2 lessons): one lesson for problem selection and interview preparation; additional lesson for data synthesis and presentations (interviews may be conducted outside class time)

Materials needed:

- 1) research materials on chosen issues;
- 2) access to experts in the field (local or virtual);
- 3) interview guides or questionnaires;
- 4) notebooks or recording devices for interviews;
- 5) presentation materials for sharing findings.

Procedure:

Introduction

- A. Introduce the concept of *translanguaging advocacy*, emphasizing the power of utilizing multiple languages in addressing community or global issues.

Problem selection

- A. Guide students in selecting a community or global issue they are passionate about addressing, allowing them to express the importance of the issue in their home languages.

Expert identification

- A. Instruct students to identify an authority or expert related to their chosen issue who can offer valuable ideas and support for their arguments, incorporating translanguaging.

Translanguaging interview preparation

- A. Provide guidance on preparing interview questions, emphasizing the use of translanguaging to ensure effective communication with the expert. Encourage students to collaboratively develop questions in both their home languages and the target language.

Expert interview

- A. Students actively seek out and conduct interviews with the identified expert, utilizing translanguaging as needed to facilitate understanding and convey nuanced thoughts. This may involve the translation of questions, responses, and the use of home languages during the interview.

Translanguaging data synthesis

- A. Encourage students to synthesize their interview findings, organizing perspectives, experiences, and recommendations using a blend of languages.

Multilingual presentation development

- A. Guide students in developing presentations that effectively communicate their findings, utilizing translanguaging in written, visual, or spoken presentations.

Sharing insights

- A. Students present their findings to the class, highlighting the expert's insights and their own perspectives on how to instigate positive change. This should seamlessly incorporate translanguaging, allowing each student to express themselves in their preferred language.

Assessment criteria:

- A. Participation and engagement in selecting a problem and conducting expert interviews using translanguaging.
- B. Effective formulation of interview questions and gathering of insights in multiple languages.
- C. Quality of presentation, including clarity and creativity in sharing findings while using translanguaging.
- D. Integration of expert perspectives into students' arguments for change, using a blend of languages.
- E. Reflection on the impact of translanguaging in addressing community-based or global issues and conveying nuanced thoughts.

3. Class debate

Activity: Students conduct research on websites in their home languages or in books and articles for background knowledge to support their class debate topic.

Note: This activity encourages students to embrace linguistic diversity in researching and presenting their arguments, fostering a more inclusive and nuanced debate environment:

- 1) during the debate, students can provide translations for each other, ensuring clarity of meaning and facilitating robust rebuttals;
- 2) throughout the debate, certain students may articulate their ideas in their home languages, with teammates translating;
- 3) home languages can also be used as persuasive devices strategically during the debate;
- 4) students use their home languages as strategic tools in their writing, employing them in situations where a particular word cannot be fully expressed in target language, for emphasis, within interview quotations, etc.

Example:

Activity title: Multilingual debate preparation

Objective: Develop students' research and debate skills by exploring a specific class debate topic, "The impact of climate change on global biodiversity," using home language resources and embracing translanguaging during debates.

Expected duration: 90 minutes (2 lessons): one lesson for research and preparation; one lesson for the debate

Materials needed:

- 1) home-language websites, books, and articles for research;
- 2) access to translation tools or bilingual peers;
- 3) writing materials for note-taking during debates;
- 4) resources for exploring political cartoons in home languages.

Procedure:

Introduction

- A. Introduce the concept of translanguaging in debates, emphasizing the value of using multiple languages to express complex thoughts effectively.
- B. Provide an example scenario, such as discussing the complexities of climate change impacts.

Research

- A. Guide students to explore the debate topic, "The impact of climate change on global biodiversity," using home language resources.
- B. Emphasize the translanguaging approach to capture nuances and depth in understanding the topic.

Dynamic debate

- A. Make sure that translanguaging is actively encouraged during the debate, where students can provide translations for each other to ensure clarity and foster stronger rebuttals.

Strategic home language articulation

- A. Encourage students to strategically articulate ideas in their home languages during the debate, leveraging translanguaging for more effective communication and persuasive impact.
- B. Provide examples of how discussing climate-related concepts may require nuanced language expression (e.g., specialised terms, proverbs, idioms, rhetorical devices).

Homework/Extension activity

- A. Explore political cartoons related to climate change impacts in the home languages of students.
- B. Apply the translanguaging concept to analyze and discuss visual representations, considering cultural nuances and diverse perspectives within the global biodiversity debate.

Assessment criteria:

- A. Active participation and engagement in translanguaging during the research and debate phases.
- B. Effective application of translanguaging strategies in articulating ideas and providing translations.
- C. Analysis and interpretation of political cartoons using translanguaging concepts.
- D. Reflection on the transformative impact of translanguaging in enhancing communication and debate skills.

4. Multilingual model creation

Activity: Students prepare a multilingual model based on technical information provided by the teacher. They then orally explain their visual representation using a digital recorder.

Note: Using digital recorders allows students to practice their speech, increasing fluency and reducing anxiety.

Example:

Activity title: The multilingual ecosystem model

Objective: Enhance students' understanding of technical information by creating a multilingual model and improving oral communication skills through recorded explanations.

Expected duration: 60–90 minutes (1–2 lessons): one lesson for model creation; an optional second lesson for oral explanations or presentations

Materials needed:

- 1) model-making materials relevant to the specified unit;
- 2) digital recorders for oral explanations.

Procedure:

Introduction

- A. Introduce the concept of creating a multilingual model as a visual representation of technical information.
- B. Highlight the use of digital recorders to improve oral communication skills.

Model creation

- A. Assign a unit topic requiring students to create a model based on technical information (e.g., ecosystems in a biology or environmental science).
- B. Instruct students to create model ecosystems demonstrating how the diversity of living things contributes to the stability of an ecosystem.
- C. Instruct students to label their models bilingually, incorporating both English and their home language.

Oral explanation

- A. Ask students to explain their models using a digital recorder.
- B. Prompt students to articulate their explanations in either language, supporting flexibility in language use.

Presentation

- A. Provide opportunities for students to present their models and oral explanations to their peers.
- B. Consider extending presentations to wider audiences, such as during school events (Earth Day) or science fairs.

Assessment criteria:

- A. Active participation in group discussions.
- B. Creativity, accuracy, and incorporation of technical information and bilingual labelling of the multilingual model.
- C. Proficiency in recorded oral explanations, focusing on clarity, fluency, and effective communication of technical concepts in both languages.
- D. Efficiency of presenting the multilingual model to the class or wider audiences (engagement, organization, and how the multilingual aspect enhance audience interaction).

3.4.1.2. Multilingual reading groups

1. Multilingual reading groups

Activity: Students participate in discussions about their reading in their home languages, utilizing evidence from a text written in the target language. Through collaborative group work, developing readers and writers combine their resources, leveraging each other's skills and ideas. With guidance from a teacher, students engage in various translanguaging activities within their reading partnerships, including:

- 1) previewing content in their home language, covering aspects such as new vocabulary, chapter or book titles, cover art, blurbs, or reviews of novels;
- 2) collaborating with peers who share the same home language to compare and contrast a target language text with its counterpart in their home language;

- 3) evaluating word choices and meanings in both versions of the text;
- 4) reading aloud together in the target language, pausing for summarizing, questioning, answering, and expressing opinions in their home language;
- 5) incorporating evidence from a target language text to reinforce ideas discussed and/or written about in their home languages;
- 6) discussing unfamiliar words in the target language, analyzing contextual clues, cognates, and word usage in their home languages.

Note: Circulate among groups and offer guidance and support if needed, while monitoring discussions to ensure students remain focused on the reading and evaluation process. Assigning roles within the multilingual read-stop-evaluate activity may enhance collaborative reading and discussions. Roles can include:

- Discussion leader:
 - 1) leading discussions either in their home language or target language;
 - 2) facilitating conversation and encouraging group members to express their thoughts.
- Recorder:
 - 1) taking notes during discussions in either the home language or target language;
 - 2) summarizing key points, significant details, and questions raised during the reading and discussion.
- Artist:
 - 1) adding a visual interpretation or representation of the group's discussion;
 - 2) creating visual aids or illustrations to improve the understanding of the topic.
- Translator:
 - 1) translating the main points of the discussion from the home language into the target language;
 - 2) ensuring insights and key ideas are accessible to the entire class, fostering inclusivity.
- Task master:
 - 1) keeping the group focused on the assigned task and ensuring adherence to the timeline;
 - 2) providing directions and support, either in the home language or target language, to keep the group organized.

Example:

Activity title: Exploring texts through translanguaging

Objective: Encourage students to discuss their reading in home languages while using evidence from a text written in English. Through collaborative group work, emerging readers and writers can combine their resources, leveraging each other's skills and ideas.

Expected duration: 45–60 minutes (single lesson); can be extended to 2 lessons for deeper discussions and collaborative analysis

Materials needed:

- 1) various texts in both English and students' home language(s);
- 2) multilingual dictionaries, translation apps, or support materials in each students' home language;
- 3) reading journals/notebooks.

Procedure:

Introduction

- A. Introduce the concept of multilingual reading partnerships, highlighting the value of discussing texts in home languages and drawing evidence from texts written in English.

Text preview and collaborative discussion

- A. Instruct students to preview the content in their home language and explore aspects such as new vocabulary, chapter titles, cover art, blurbs, or reviews of novels.
- B. Facilitate collaborative discussions within small groups, encouraging the use of both home language and English.

Comparison and evaluation

- A. Assign roles within each group (see note).
- B. Ask students to collaborate with peers who share the same home language to compare and contrast an English text with its counterpart in their home language.
- C. Evaluate word choices and meanings in both versions, incorporating translanguaging as needed.

Reading aloud and incorporating evidence

- A. Read aloud together in English and pause for summary, questions, answers, and expression of opinions in the students' home language.
- B. Incorporate evidence from the text in English to reinforce ideas discussed and/or written about in their home languages.

Unknown word discussions

- A. Engage students in discussions about unfamiliar words in English, exploring context clues, cognates, and word usage in their home languages.

Assessment criteria:

- A. Active participation and engagement in group activities.
- B. Effective use of translanguaging strategies.
- C. Quality of collaboration within the group.
- D. Integration of evidence from the target language into discussions.
- E. Reflection on the benefits of translanguaging in reading partnerships.

2. Reading partner

Activity: Students are paired with a reading partner who shares a common home language. Together, they read both the target language version of a text and its translation into their home language. Students engage in discussion about various aspects of the text using both the target language and their home language.

Note: Encourage students to identify new or difficult words and expressions as they read. Facilitate discussion of their meanings using both the target language and home language.

Example:

Activity title: Bilingual reading partners

Objective: Foster students' engagement in reading and discussing texts in English and their home language(s) to explore linguistic nuances, cultural interpretations, and the impact of translation on the reading experience.

Expected duration: 45 minutes (single lesson); optional follow-up sessions for reflective tasks or extended analysis

Procedure:

Setting

- A. Pair students who share a common home language and provide them with the English version of a text alongside their home-language translation.
- B. Offer guiding metalinguistic questions to prompt discussions, such as examining differences in the tone of the book between languages, identifying potential losses in translation, evaluating word choices or scenes, and reflecting on how bilingual reading enhances comprehension.
- C. Sample prompts can include:
 - I. How did reading both versions together enrich your overall understanding of the story and characters?
 - II. Do you perceive any losses in translation between the English and home language versions? Are there any expressions, phrases, or cultural references that do not convey the intended meaning effectively?
 - III. Are there specific words, scenes, or characters that seem more impactful in one language than the other? What factors contribute to this distinction?
 - IV. How did bilingual discussions help navigate any challenging or unfamiliar aspects of the text? How did comparing perspectives deepen your understanding?
 - V. How does the text differ when read in English versus your home language? Are there any noticeable differences in tone, style, or mood?
 - VI. Did you encounter any cognates while reading? How did recognizing these words in both languages aid comprehension?

- VII. Can you pinpoint any instances where the translation may have altered a passage's meaning? How does this influence your interpretation of the text?
- VIII. Were certain cultural nuances or references easier to grasp in one language than the other? How did this affect your comprehension of the text?
- IX. How did discussing the text with a partner who shares your home language enhance your understanding of the story? Did you notice any differences in interpretation between you and your reading partner?
- X. Reflecting on your discussions, do you feel more confident in analyzing and interpreting texts in English and your home language? What strategies did you learn from this experience?

Discussion

- A. Encourage bilingual note-taking during partner discussions and ask students to analyze their experiences of reading the book in both languages.
- B. Prompt students to identify unfamiliar or difficult words while reading and discuss their meanings with their partners in both English and their home languages.

Homework/extension activity

- A. Following the class activity, students may be assigned follow-up homework or an extension activity to deepen their understanding of the text and language, such as reflective journal entries, vocabulary review (compiling a list of key vocabulary), creative writing, comparative essay, cultural exploration (researching cultural aspects and references mentioned in the text) or blog post writing/discussion forum.

Assessment criteria:

- A. Assess students' ability to engage in meaningful discussions about the text in both English and their home languages.
- B. Evaluate their capacity to identify linguistic nuances and cultural interpretations present in the text.
- C. Consider their reflections on the impact of translation on the reading experience and their ability to draw connections between different language versions of the text.

3. Comparing multilingual texts

Activity: Students compare two different texts addressing the same topic or theme, one originally written in the target language and one originally written in a student's home language.

Note: Incorporate authentic community materials (e.g., maps, menus, health-care pamphlets, and brochures obtained from a field trip or local site).

Example:

Activity title: Exploring language diversity in authentic community materials

Objective: Enhance students' language comparison skills by analyzing two menus (one originally written in English and the other in a student's home language), using authentic community materials.

Expected duration: 45 minutes (single lesson); optional second lesson for extended group analysis and sharing findings

Materials needed:

- 1) two menus on the same culinary theme, one in English and one in a student's home language.

Procedure:

Introduction

- A. Introduce the concept of language diversity through menu comparison, highlighting the significance of understanding culinary information in different languages.
- B. Provide examples of how language nuances can influence interpretations of menu items and cultural expressions (e.g., translated dish names may lose their cultural significance; culinary terms in one language can convey tradition, while their translations may miss this nuance; language describing a dish might impact how customers perceive its flavors and textures).

Menu comparison

- A. Assign each student a pair of menus, ensuring that one menu is in English and the other in their home language.
- B. Guide students to compare the layout, terminology, and descriptive language of both menus.
- C. Encourage discussions within small groups, fostering a collaborative environment for language exploration related to culinary traditions and marketing strategies.

Analysis and discussion

- A. Instruct students to analyze the menus, comparing language usage and cultural nuances between the English and home language versions.
- B. Facilitate group discussions, allowing students to share insights into how cultural influences shape language choices in culinary contexts.

Assessment criteria:

- A. Active participation in menu comparison and analysis.
- B. Effective application of language comparison strategies, especially within the context of culinary expressions.
- C. Insights into cultural influences on language choices in menus from local restaurants.
- D. Reflection on the significance of language diversity in understanding and appreciating culinary information in real-world contexts.

4. Book preview

Activity: Students form multilingual reading groups based on shared home language. They preview the upcoming class novel through multilingual discussion focusing on various aspects of the book.

Note: Students can discuss aspects such as: the title, cover art, chapter titles, author's background, historical context, the book's genre, illustrations or maps included.

Example:

Activity title: Multilingual novel preview

Objective: Engage students in reading groups with diverse language backgrounds to preview a new class novel, fostering collaboration and discussion skills across languages to deepen comprehension and analysis of grade-level English texts.

Expected duration: 45 minutes (single lesson); optional second lesson for cultural research or detailed group presentations

Procedure:

Group formation

- A. Organize students into multilingual reading groups based on shared home languages.
- B. Provide each group with resources to preview the upcoming novel, including translations of key concepts, discussions on the title, cover art, chapter titles, and multilingual reviews.

Group discussion

- A. Encourage students to discuss and share their interpretations of the novel in their home languages, using strategies such as accountable talk, consensus-building, debate, questioning, and teamwork.
- B. Support students in articulating their insights and thoughts across languages.
- C. After the preview, gather the class to discuss common themes, insights, and observations from the multilingual reading groups.

Homework/extension activity

- A. Assign students to research and present cultural insights related to the novel's themes or settings in their home languages, promoting cross-cultural understanding and appreciation.

Assessment criteria:

- A. Assess students' participation and engagement in multilingual reading groups, considering their contributions to discussions and collaboration.
- B. Evaluate students' ability to express their thoughts and interpretations across languages effectively.
- C. Detect evidence of deeper comprehension and analysis of the novel as demonstrated through multilingual discussions and reflections.

3.4.1.3. Collaborative speaking and listening tasks

1. Read-stop-evaluate

Activity: Students read aloud together in the target language, but stop periodically to summarize, ask and answer any questions that arise during this activity. Students discuss opinions in their home language.

Note: Assigning specific roles to each group member allows students to take on responsibilities and share knowledge based on their expertise:

A. Discussion leader:

- 1) leading discussions either in their home language or target language;
- 2) facilitating conversation and encouraging group members to express their thoughts.

B. Recorder:

- 1) taking notes during discussions in either the home language or target language
- 2) summarizing key points, important details, and questions raised during the reading and discussion.

C. Artist:

- 1) adding a visual interpretation or representation of the group's discussion;
- 2) creating visual aids or illustrations to enhance the understanding of the topic.

D. Translator:

- 1) translating the main points of the discussion from the home language into the target language;
- 2) ensuring that insights and key ideas are accessible to the entire class, fostering inclusivity.

E. Task master:

- 1) keeping the group focused on the assigned task and ensuring adherence to the timeline;
- 2) providing directions and support, either in the home language or target language, to keep the group organized.

Example:

Activity title: Collaborative reading and discussion

Objective: Facilitate collaborative reading in English with periodic pauses for summarizing, questioning, answering, and expressing opinions in students' home languages.

Expected duration: 45 minutes (single lesson); if a larger text or more detailed group evaluations are required, extend to 90 minutes (2 lessons)

Materials needed:

- 1) selected texts in English suitable for collaborative reading;
- 2) bilingual dictionaries, translation apps, or support materials in each student's home language;
- 3) reading journals/notebooks.

Procedure:

Introduction

- A. Introduce the multilingual read-stop-evaluate activity, emphasizing the benefits of collaborative reading and discussion in both English and students' home languages.

Text selection and reading aloud

- A. Choose an appropriate text in the target language for collaborative reading.
- B. Read aloud together in English, with periodic stops for summarizing, questioning, answering, and expressing opinions.

Collaborative discussion

- A. Pause during the reading to facilitate discussions in students' home languages.
- B. Encourage students to ask and answer any questions that may arise, share opinions, and provide insights from their diverse perspectives.

Evaluation and reflection

- A. Assign roles within the group (see note).
- B. Evaluate the text as a class, considering nuances and meanings in both English and students' home languages.
- C. Prompt students to reflect on the effectiveness of discussing opinions and summarizing in home languages.

Incorporating evidence

- A. Encourage students to use evidence from the text in English to support opinions and ideas discussed in home languages.
- B. Guide students to seamlessly integrate their home languages into the evaluation process.

Unknown word discussions

- A. When encountering a difficult or unfamiliar word in English, engage in discussions about context clues, word cognates, and word usage in students' home languages.

Assessment criteria:

- A. Collaborative participation and engagement in reading and discussion.
- B. Effective use of translanguaging strategies during pauses.
- C. Quality of contributions to discussions in both English and home languages.
- D. Integration of evidence from English into opinions and reflections.
- E. Reflection on the benefits of the multilingual read-stop-evaluate approach.

2. Comparing language variations

Activity: Compare a text in target language and the same text translated into students' home language(s).

Note: Choose a culturally neutral text or one of general interest, allowing for diverse translations while maintaining the essence of the content.

Example:

Activity title: Exploring language variations in translations

Objective: Strengthen students' analytical skills by comparing a text in English with its translation into students' home language(s), nurturing an understanding of translanguaging in translation.

Expected duration: 45 minutes (single lesson); extend to 90 minutes (2 lessons) if additional texts or deeper analysis are planned.

Materials needed:

- 1) a selected text in English
- 2) translations of the same text into students' home languages
- 3) source example:
 - a) English article "How does the food you eat affect your growth and development" (English) <https://www.sciencejournalforkids.org/articles/how-does-the-food-you-eat-affect-your-growth-and-development/>;
 - b) French translation: https://www.sciencejournalforkids.org/wp-content/uploads/2022/05/nutrition_physiology_article_fr.pdf;
 - c) Spanish translation: https://www.sciencejournalforkids.org/wp-content/uploads/2022/05/nutrition_physiology_article_es.pdf.

Procedure:

Introduction

- A. Introduce the concept of language variations in translations, emphasizing the significance of maintaining meaning while embracing linguistic diversity.
- B. Provide examples of how translated texts may differ in expression, nuance, and cultural adaptations (e.g., idioms and expressions, humor and wordplay, formality and politeness, slang and colloquialisms, cultural references).

Text comparison

- A. Assign each student a short passage from the article, including the original English version and its translation.
- B. Guide students to compare and analyze the language choices, expressions, and nuances in both versions, e.g.:
 - I. How does the translated text convey the same meaning as the original English text?
 - II. Are there any differences in the interpretation of specific concepts or ideas?
 - III. How does the sentence structure differ between the English text and the translated text?
 - IV. Are there variations in grammar, syntax, or word order?
 - V. Do cultural nuances or context-specific expressions appear in the translated text that may not be present in the English version?

- VI. How does the translation adapt cultural references or idiomatic expressions?
- VII. What choices were made in translating specific words or phrases into the home language?
- VIII. Are there instances where multiple words in English are represented by a single word in the home language or vice versa?
- IX. How does the tone and style of the translated text compare to the original English text?
- X. Are there differences in formality, informality, or the overall linguistic tone?
- XI. Evaluate the clarity and fluidity of the translated text. Does it maintain the same flow and coherence as the original?

Assessment criteria:

- A. Active participation in text assessment and analysis.
- B. Effective incorporation of language comparison strategies in translations.
- C. Insights into the role of translanguaging in maintaining meaning and cultural nuances.
- D. Reflection on the significance of language variations in translations.

3. Interview exploration

Activity: Students select a family member or friend who has direct experience of immigration. Collectively as a class, students prepare a set of basic questions for their interviewees and then, individually, they create questions that are more specific to their interviewee. Students proceed to record the interview, transcribe important moments, and summarize their key takeaways from the conversation in a presentation.

Note: This immersive interview project provides students with an opportunity to delve into the diverse narratives of immigration experiences. Encourage them to approach the interviews with sensitivity, curiosity, and a genuine willingness to understand various perspectives. Consider different variations of this activity:

- 1) students may conduct interviews in either or both the home and target language, depending on the interviewee;
- 2) students can create both a target language and a home language version of all interview questions;
- 3) students may conduct interviews in one language (home/target), transcribe important moments, and then translate those moments into the other language (home/target);
- 4) students can audio or video record interviews and embed clips into their final presentations.

Example:

Activity title: Exploring immigration perspectives through interviews

Objective: Foster students' understanding of immigration by conducting interviews with family members or friends who have first-hand experience.

Expected Duration: 135 minutes (3 lessons):

- A. Lesson 1 (45 minutes): Introduction, group question preparation, and personalized question development.
- B. Lesson 2 (45 minutes): Conducting interviews (if in-class) or transcription and translation.
- C. Lesson 3 (45 minutes): Presenting findings and reflections.

Materials needed:

- a) recording devices (audio or video) for interviews;
- b) notebooks or transcription tools for summarizing important moments.

Procedure:

Introduction

- A. Introduce the significance of personal perspectives in understanding immigration.
- B. Collaboratively, as a class, create basic interview questions to ensure a well-rounded exploration of the topic.

Individualized questions

- A. Guide students to prepare a set of specific questions tailored to their chosen interviewees.
- B. Remind them of the importance of formulating questions that elicit personal experiences and policy-related insights.

Interview process

- A. Instruct students to conduct interviews, recording audio or video for a more immersive understanding.
- B. Inform students about the option for interviews to be conducted in one language (home/target), with a subsequent transcription and translation process.

Transcription and translation

- A. Encourage students to transcribe key moments from the interviews.
- B. For linguistic proficiency, students may translate these transcribed moments from one language to another.

Audio/video embedding

- A. For engaging presentations, guide students to use audio or video clips in their final presentation, showcasing significant moments from the interviews.

Assessment criteria:

- A. Effective creation of tailored interview questions.
- B. Attention to detail and depth of insights gathered from interviews.
- C. Quality of transcription and translation work.
- D. Creativity and proficiency in implementing audio/video clips in final presentations.
- E. Reflection on the influence of multilingual approaches in understanding immigration perspectives.

4. Anticipation guide

Activity: Using Google Translate, the teacher creates an anticipation guide in both students' home language and target language to preview key ideas within the unit. Students collaborate in groups, reading the statements and discussing whether they agree or disagree. They record their opinions on the anticipation guide using all their language resources. Throughout the unit, the teacher revisits students' responses.

Note: An anticipation guide serves as a pre-reading strategy to activate students' prior knowledge and to build their curiosity about a new topic. Before reading, students listen to or read several statements about essential concepts presented in the text. Tips for implementing an anticipation guide:

- 1) use anticipation guides as a comprehension strategy before reading to stimulate students' existing understanding and generate interest in a new subject;
- 2) encourage students to explore key concepts in their home languages before delving into the text, facilitating comparison with their current knowledge and enhancing comprehension;
- 3) foster an environment in which students can articulate and justify their opinions about a topic in their home language, enabling them to strengthen or challenge these perspectives when engaging with content in the target language;
- 4) utilize home languages as a tool for students to substantiate or challenge their opinions when encountering content in a different language, promoting a deeper understanding;
- 5) encourage students to compare information found in the text with findings from various sources, including personal experiences, highlighting areas of agreement or discrepancy in explanations or accounts.

Example:

Activity title: Multilingual anticipation guides for climate change

Objective: Fostering a multilingual approach to preview key ideas within the unit and activate prior knowledge.

Expected duration: 45 minutes (single lesson); revisiting students' responses throughout the unit can be integrated into ongoing lessons without needing additional dedicated sessions

Materials needed:

- A. anticipation guide statements connected to key concepts from the unit;
- B. writing materials for students' responses.

Procedure:

Introduction

- A. Emphasize the value of exploring key concepts in both home languages and English.
- B. Provide students with the following statements:

English:

- I. Climate change is solely caused by human activities.
- II. Rising global temperatures have no connection to human behaviors.

- III. Biodiversity loss is a significant consequence of climate change.
- IV. Renewable energy sources are essential in mitigating climate change.
- V. Spanish:
- VI. El cambio climático es causado únicamente por actividades humanas.
- VII. El aumento de las temperaturas globales no tiene conexión con el comportamiento humano.
- VIII. La pérdida de biodiversidad es una consecuencia significativa del cambio climático.
- IX. Las fuentes de energía renovable son esenciales para mitigar el cambio climático.

Group discussion

- A. Students read the statements in small groups and discuss whether they agree or disagree, recording their opinions using all available language resources.
- B. Encourage students to express opinions in their home languages, fostering a supportive environment for articulating thoughts.

Ongoing engagement

- A. Based on the anticipation guide, revisit students' answers throughout the unit, discussing how their understanding has evolved.
- B. Highlight the significance of comparing information from the text with findings from various sources, promoting critical thinking and language integration.

Assessment criteria:

- A. Active participation in group discussions while examining and responding to the anticipation guide statements.
- B. Effective use of home language resources in expressing opinions and facilitating a deeper understanding of key concepts.
- C. Ability to compare translations for the anticipation guide statements in different languages.
- D. Skill in identifying similarities and differences in linguistic expressions across languages.

3.4.2. Written activities

3.4.2.1. Multilingual journal writing

1. Reader-response journal

Activity: As students read assigned reading, they engage in the process of note-taking and track their thinking and understanding using the double-entry journal format. On one side of the page, students note a specific

moment or quote from the text. On the other side, they explain their reaction to that moment (summarize, agree/disagree, create connections, note confusion, etc.).

Note:

- A. The double-entry journal serves as a platform for students to evaluate text evidence that relates to a particular claim.
- B. Additionally, students can keep double-entry vocabulary journals, where they record new words they encounter and compare them to words in their home languages (i.e.: cognates, words with shared roots, etc.).
- C. Consider different learning objectives for each text or journal entry.
- D. Encourage students to use their home languages to deepen their understanding, even if the text is in the target language.
- E. Students can cite text evidence or moments from the text in their home language(s) and then respond to it in another language.

Example:

Activity title: Reader-response journal: Monitoring textual comprehension

Objective: Foster active reading and critical thinking by employing the double-entry journal format to track responses and understanding of the text.

Expected duration: 45 minutes (single lesson); additional lessons can focus on vocabulary analysis, literary device exploration, or deeper reflections.

Materials needed:

- 1) writing materials (notebooks, paper, pens);
- 2) assigned literary texts;
- 3) language dictionaries or online translation tools (for bilingual students).

Procedure:

Introduction to double-entry journals

- A. Explain the purpose of double-entry journals in monitoring textual understanding and responses.
- B. Discuss how students will use one side of the page to record specific moments or quotes from the text and the other side to articulate their response to that moment.

Taking notes and tracking thinking

- A. Instruct students to read the assigned texts and identify noteworthy moments or quotes (e.g., stories, fables, folktales, and myths from diverse cultures).
- B. Students create a double-entry journal by dividing their notebook page into two columns.

- C. In the left column, students record selected passages or quotes from the text in English.
- D. In the right column, they provide explanations of their responses, including summarizing, agreeing or disagreeing, making connections, or noting points of confusion or questions.

Exploring literary devices

- A. Students analyze literary devices used in the selected passages, such as symbolism, metaphor, or foreshadowing, in both English and their home languages.
- B. They examine how these devices contribute to the novel’s themes and character development, drawing on linguistic insights from their diverse backgrounds.

Making connections

- A. Students compare the selected passages across different chapters (or within the same chapter) to identify recurring themes or motifs.
- B. They discuss their observations in both English and their home languages.
- C. Students analyze how these themes are portrayed and explored through various narrative techniques, integrating multilingual perspectives.
- D. Template:

Table 3. Multilingual journal template

<p>Passage from “To kill a mockingbird” (English) (a quote, specific moment, or idea from the text written in English or the language of the text)</p>	<p>Student’s response (analysis, questions, connections, etc. about that moment written in the home language and/or English or the language of the text)</p>

Homework/Extension activity

- A. Integrate multilingual vocabulary analysis in students' double-entry journals, encouraging them to compare and contrast key vocabulary words in multiple languages, focusing on connotation, usage, and meaning shifts.

Assessment criteria:

- A. Completion and thoroughness of double-entry journal entries, including selected passages, reflections, and analysis.
- B. Demonstration of critical thinking skills through insightful interpretations and connections to textual themes, characters, and literary devices.
- C. Active participation in group discussions as well as their willingness to be involved in classmates' perspectives and interpretations.

2. Text excerpt

Activity: Students generate a multilingual graphic organizer by transcribing a text excerpt in the language in which it was written, followed by an explanation in their own words in both their home language and target language.

Note: Presenting a text excerpt in the home language before explaining it in the target language serves as a bridge to help students grasp unfamiliar, complex information. This practice also allows students to build their knowledge of the topic and enhances proficiency in both languages.

Employing a bilingual graphic organizer offers numerous benefits:

- 1) providing an opportunity for students to enhance their vocabulary in home language while advancing their target language proficiency;
- 2) serving as a starting point for multiple writing tasks, such as brochures or persuasive essays;
- 3) acting as a foundational tool for composing different genres in both target language and students' home languages.
- 4) facilitating the comparison of grammatical structures through side-by-side analysis;
- 5) assisting in *organizing* students' ideas before writing, fostering clarity and organization.

Example:

Activity title: Multilingual research project

Objective: Involve students in multilingual research to deepen their comprehension of a chosen topic. Students employ multilingual sources to create a graphic organizer. They record key information in their home language and provide explanations in both their home language and English to support analysis and reflection.

Expected duration: 45 minutes (single lesson); students can use the organizer for further writing tasks or presentations in additional lessons

Materials needed:

- 1) multilingual sources on the chosen topic;
- 2) writing materials;
- 3) graphic organizer templates;
- 4) access to relevant resources.

Procedure:

Introduction

- A. Introduce the aim of the activity, which is to conduct multilingual exploration to enhance understanding of a chosen topic.

Multilingual research

- A. Distribute a list of multilingual sources related to the chosen topic for students to explore.
- B. Encourage students to independently seek additional sources to broaden their understanding of the subject matter.

Creating the graphic organizer

- A. Instruct students to select key information from their research materials and transcribe it in the original language in which it was written.
- B. Ask students to explain the information in both their home language and English, facilitating analysis and reflection.
- C. Template:

Table 4. Text excerpt template

Text excerpt (English)		Write it in your own words (home language)	Write it in your own words (English)

Assessment criteria:

- A. Evaluate students based on the correctness, clarity, and coherence of their explanations in both their home language and English.
 - B. Assess students' skill in using multilingual sources efficiently and incorporating them into the graphic organizer.
 - C. Monitor students' involvement in conducting multilingual research and their progress in deepening their understanding of the chosen topic.
3. Field notes and sketches

Activity: Students take a neighborhood stroll to observe and record details about the natural surroundings. They take field notes and create drawings with labels describing plants, animals, and/or other organic material that they see.

While all notes will be prepared in their home languages, students will later (in class or at home) label their field drawings and translate key vocabulary terms into the target language.

Note: Notes can be organized using a graphic organizer (see subsection 3.4.3.3; activity 2) or a specific format provided by the teacher. Throughout this activity:

- 1) encourage cooperation to utilize multiple languages when discussing findings;
- 2) pair students strategically to provide assistance with translating vocabulary;
- 3) encourage the use of an audio recorder to capture observations for later transcription.

Example:

Activity title: Multilingual field notes and sketches

Objective: Develop observation skills and expand vocabulary development by having students record detailed field notes and create drawings of fauna and flora encountered during a neighborhood walk.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1: Neighborhood stroll for observation and note-taking (45 minutes).
- B. Lesson 2: Labelling sketches, translating vocabulary, and discussing findings (45 minutes).

Materials needed:

- 1) field journals or notebooks;
- 2) writing utensils;
- 3) English translation resources;
- 4) audio recorder (optional).

Procedure:

Introduction

- A. Clarify the purpose of the activity, emphasizing the importance of observing and documenting the natural environment.
- B. Emphasize the opportunity to build vocabulary in both the home language and English.

Observation and note-taking

- A. Instruct students to spend 10–15 minutes observing the natural environment.
- B. Encourage detailed notes and drawings focusing on plants, animals, and other organic materials.
- C. Provide guidance on including aspects such as size, color, weight, texture, and sensory observations.
- D. Instruct students to select at least one plant and one animal to describe and sketch in detail.
- E. Optional: Allow for using audio recorders to capture field sounds and observations.

Labelling and translation

- A. Following the observation session, ask students to label their field drawings with descriptions in their home language.
- B. Encourage translation of key vocabulary terms into English, using available resources.

Partner work and vocabulary support

- A. Pair students strategically to provide assistance with vocabulary translation.
- B. Foster discussion among partners using multiple languages to share their findings.

Assessment criteria:

- A. Assess the detail and accuracy of students' field notes and drawings.
- B. Consider students' ability to translate important vocabulary into English.
- C. Evaluate cooperation and communication skills during partner discussions.
- D. Assess self-evaluation by encouraging students to reflect on their language development and observation skills.

4. Sentence prompts

Activity: Teacher creates a classroom poster featuring sentence prompts for classroom use. Each student receives a copy for their binders. The prompts are written in the target language with side-by-side translations in students' home language(s). During group activities, students use their home language prompts to discuss their work and target language prompts when presenting their work to their peers.

Note: Encourage students to actively participate in debates and discussions, utilizing the sentence prompts for effective expression of their thoughts and ideas. Through these content-related conversations, they learn to articulate their understanding of new content using both their home language and target language for academic purposes.

Example:

Activity title: Multilingual sentence prompts

Objective: Foster multilingual communication and academic language development with the use of sentence prompts in English and home language(s).

Expected duration: 45 minutes (single lesson); prompts can be incorporated into regular classroom activities for ongoing practice

Materials needed:

- 1) classroom poster featuring sentence prompts in English and students' home language(s);
- 2) copies of the prompts for students to keep in their binders;
- 3) materials for group discussions (problem solving task).

Procedure:

Introduction

- A. Discuss the purpose of the multilingual sentence prompts, highlighting their role in promoting communication and language development.
- B. Explain how to use prompts during group discussions and presentations to support the use of academic language in both English and their home language(s).

Creating a classroom poster

- A. The teacher presents a poster with sentence prompts in English and provides side-by-side translations in students' home language(s).
- B. Prompts cover common phrases used during discussions, such as expressing agreement, summarizing, or seeking clarification, e.g.:

Table 5. Multilingual sentence prompts

English	Polish	Ukrainian
<i>Furthermore, it is evident that...</i>	<i>Ponadto, jest oczywiste, że...</i>	<i>Крім того, очевидно, що...</i>
<i>On the other hand...</i>	<i>Z drugiej strony...</i>	<i>З іншого боку...</i>
<i>In conclusion, ...</i>	<i>Podsumowując, ...</i>	<i>Заключно, ...</i>
<i>Also, it is important to mention that...</i>	<i>Warto również wspomnieć, że...</i>	<i>Також важливо згадати, що...</i>
<i>I see your point...</i>	<i>Widzę twój punkt widzenia...</i>	<i>Я бачу твою точку зору...</i>

Distributing copies to students

- A. Provide each student with a copy of the sentence prompts list to place in their binders or notebooks.
- B. Encourage students to use the prompts whenever they need assistance expressing themselves in either English or home language(s) during activities.

Using the prompts in group discussions

- A. Organize students into discussion groups for problem-solving activities.
- B. Encourage students to refer to the prompts when discussing their work within their groups, allowing for more comfortable communication in their home language.

Presenting work to the class

- A. Instruct students to share their work with the whole class, using the English prompts to present their ideas and findings.
- B. Students practice academic language in both English and their home language(s) contexts, promoting language development in both languages.

Assessment criteria:

- A. Evaluate students based on their participation in discussions and presentations (their use of academic language in both English and home language).
- B. Assess students' ability to successfully utilize the sentence prompts to express their perspectives and ideas.
- C. Evaluate students' self-assessment of their language development and identification of areas for improvement in using both languages during the activity.

3.4.2.2. Translanguaging in essays and reports

1. Multilingual class blog

Activity: Students independently research a community of their choice. They gather information about its traditions, customs and their integration into modern life. Based on their findings, students write a multilingual blog post.

Note: Prompt students to choose communities reflecting their interests and cultural backgrounds, and offer assistance as necessary for note-taking and research. Monitor students' progress as they categorize their notes, encouraging linguistic diversity and cultural exchange.

Example:

Task title: Multilingual community research and blogging

Objective: Students conduct independent research on the chosen community, exploring its customs and their contemporary expressions.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Research and note collection on the chosen community.
 - B. Lesson 2 (45 minutes): Writing and sharing the multilingual blog post.
- Extension: Additional sessions may be required for peer commenting or revisions.

Materials needed:

- 1) research materials on the chosen communities;
- 2) note-taking materials;
- 3) graph paper for organizing themes;
- 4) access to blogging platforms;
- 5) English translation resources.

Procedure:

Independent research and note collection

- A. Assign or allow each student to choose a community to research.
- B. Guide students in gathering information on the community's traditions and their present-day representation.
- C. Encourage varied note forms, such as written texts, interviews, photos, and videos.

Sorting notes into themes

- A. Guide students in identifying key themes related to traditions and their modern manifestations.
- B. Divide the class into small groups, assigning each a theme (e.g., cultural celebrations, family customs, religious practices).
- C. Task students with sorting notes into the designated themes and providing brief summaries for each set of notes.

Multilingual blog post writing

- A. Instruct students to write a blog post about their chosen community, focusing on one of the identified themes.
- B. Encourage students to write their blog posts in multiple languages, including the community's native language(s) and English.
- C. Provide guidelines for post structure:
 - a) an introduction to the community;
 - b) an exploration of the chosen theme;
 - c) personal reflections.

Multilingual reading and commenting

- A. Ask students to share their blog posts with classmates.
- B. Prompt readers to comment in their respective languages.
- C. Highlight the value of constructive feedback, questions, and sharing personal insights related to the topic.

Assessment criteria:

- A. Assess the depth and relevance of students' research findings on traditions and their present-day manifestations.
- B. Evaluate the coherence and organization of the blog posts, focusing on effective communication of ideas.
- C. Consider the incorporation of multiple languages into blog posts and engagement with peers' work.
- D. Monitor active participation in reading and commenting, evaluating the quality and relevance of contributions.

2. Creative representation

Activity: While reading a novel, students choose from a variety of creative tasks to represent different aspects of the story. Options include:

- 1) designing a multilingual postcard;
- 2) creating a Facebook page for a character;

- 3) engaging in role-play scenarios;
- 4) writing a book review;
- 5) crafting a letter or diary entry from a character's perspective;
- 6) planning a movie adaptation of the book;
- 7) presenting a newscast covering the novel's events;
- 8) conducting an interview with a character or the author;
- 9) creating a soundtrack to accompany the book, etc.

Note: Students may do this activity independently, with partners, or in small groups.

Example:

Activity title: Exploring a novel through creative representation

Objective: Encourage students to creatively engage with the novel by choosing various representation options, incorporating their home languages in brainstorming, and providing peer feedback through connections, questions, critiques, or creative responses.

Expected duration: 135 minutes (3 lessons):

- A. Lesson 1 (45 minutes): Introduction and brainstorming creative representation ideas.
- B. Lesson 2 (45 minutes): Creating the chosen representation.
- C. Lesson 3 (45 minutes): Peer feedback and gallery walk for sharing and critiquing representations.

Materials needed:

- 1) copies of the novel or access to the text;
- 2) writing materials (for planning and creating representations);
- 3) audio-visual equipment (if necessary for presentations);
- 4) English translation resources.

Procedure:

Introduction

- A. Introduce the aim of the activity: to explore various aspects of the novel through creative representations, home languages and peer feedback.

Selecting and creating representations

- A. Offer a range of creative tasks inspired by the novel, such as:
 - 1) creating a Facebook profile for one of the characters, including posts, comments, and photos that reflect the character's personality and experiences;
 - 2) designing a multilingual postcard representing a scene from the book and including a message in both English and the home language;
 - 3) performing a role-play scenario featuring a key moment or dialogue from the novel, using both English and the home language.

- B. Engage students in brainstorming ideas in their home languages prior to selecting and creating their representations.

Engaging with peers’ representations

- A. Organize a *gallery walk* during which students can view each other’s creations.
- B. Encourage students to provide feedback on their peers’ work, focusing on questions, connections, critiques, or creative responses. Use the following template:

Table 6. Creative representation feedback worksheet

<p>Feedback worksheet: Peer feedback on representations of a novel <i>Provide constructive feedback using the following prompts. Consider offering both positive comments and suggestions for improvement. Use English and your home language(s) as appropriate.</i></p>
<p>Title of representation:</p>
<p>Questions: <i>(What questions do you have about the representation? Is there anything you would like to learn more about or understand better?)</i></p>
<p>Connections: <i>(How does this representation connect to elements of the novel? Can you identify any themes, characters, or events that are reflected in the work?)</i></p>
<p>Critiques: <i>(Offer constructive critiques on aspects of the representation that could be improved. This could include suggestions for enhancing clarity, creativity, or relevance to the novel.)</i></p>
<p>Creative responses: <i>(Share any creative responses or insights inspired by the representation. Did it evoke any emotions or spark new ideas for you?)</i></p>
<p>Additional comments: <i>(Use this space to provide any additional comments or observations about the representation.)</i></p>

- C. Remind students to use both English and their home languages in their feedback to promote linguistic and cultural diversity.

Assessment criteria:

- A. Evaluate the creativity, depth, and clarity of students' representations of the novel.
- B. Assess their ability to use their home languages effectively in brainstorming and planning.
- C. Monitor involvement in providing constructive peer feedback and reflections on the activity.
- D. Prompt self-evaluation by encouraging students to reflect on their contributions and learning outcomes from the activity.

3. Media exploration

Activity: Students study and analyze how various media platforms report, describe, and portray the same event or subject across multiple languages.

Note: This activity is particularly significant when analyzing coverage of conflict, taboos, controversial topics, or natural disasters. Sources of media exploration may include Al Jazeera, BBC, CNN, Daily News, Fox News, The New York Times, The New York Post, and other news outlets in a variety of languages spoken by students.

Example:

Activity title: Media analysis across languages

Objective: Students explore how various media outlets report, describe, and present the same event or subject across different languages.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Independent exploration of media reports and critical analysis.
- B. Lesson 2 (45 minutes): Group discussions and presentations of findings.

Procedure:**Critical media exploration**

- A. Ask students to individually explore and gather news articles or video clips covering a specific event or topic from different media outlets in their home languages.
- B. Prompt students to focus on the tone, language, bias, and framing used in each report, taking into account cultural and linguistic subtleties.

Comparative analysis

- A. Create language-diverse groups.
- B. Instruct students to analyze and contrast the media reports they have gathered, pinpointing similarities and differences in coverage across languages and media sources.
- C. Foster discussions where students brainstorm how cultural context and linguistic differences shape the portrayal of events or topics.

Presentation and discussion

- A. Ask each group to deliver a presentation of their findings to the class, emphasizing key observations and insights from their analysis.

- B. Initiate a classroom discussion to delve deeper into the implications of diverse media representations, prompting students to reflect on the significance of critical media literacy.

Assessment criteria:

- A. Assess students' ability to critically analyze media reports and identify differences in portrayal and perspective across different languages and sources.
- B. Evaluate communication skills during group presentations and involvement in meaningful discussions about media literacy.

4. Collaborative translation

Activity: Students translate each other's writing, moving between the target language and their home language.

Note: It is important to remind students to be mindful of cultural sensitivities and differences in language usage when translating, ensuring translations remain respectful and accurate representations of the original text.

Example:

Activity title: Writing exchange

Objective: Facilitate collaboration among students as they translate their written work.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Introduction to the task and translation process, followed by initial translations.
- B. Lesson 2 (45 minutes): Peer review and discussion of cultural nuances and linguistic clarity.

Materials needed:

- 1) an individual piece of writing (completed during previously assigned task);
- 2) translation tools.

Procedure:

Setting

- A. Pair students, ensuring that they have proficiency in the target language and each other's home language (consider pairing students with complementary language skills to foster effective collaboration and mutual learning).
- B. Use writing assignments completed by the students from previous tasks.
- C. Have students share a piece of their writing with their partner, offering context if necessary.
- D. Provide bilingual dictionaries, online translation tools, or language reference materials to aid students during the translation.

Collaborative translation

- A. Partners cooperate to translate each other's writing from English into the home language and vice versa.

- B. Prompt discussion between partners to ensure accurate and culturally sensitive translations.
- C. Students are allowed to use dictionaries, online resources, or seek clarification from the teacher.

Peer review

- A. Upon completing the translations, partners review each other's work, providing constructive feedback on language usage, cultural nuances, and overall clarity.

Assessment criteria:

- A. Evaluate ability to cooperate effectively in translating written work between English and their home language.
- B. Assess the accuracy and cultural appropriateness of their translation, considering linguistic nuances.
- C. Evaluate students' reflective insights on the translation process and its impact on language learning.

5. Multilingual poster

Activity: Students read articles and diverse texts connected to the history of protest in a variety of contexts, in both the target language and their home languages. Based on their exploration, they create visual representations of their cause utilizing their home languages in slogans and text. Students engage in a *gallery walk* to view each other's posters, leaving multilingual feedback on Post-it notes.

Note: Consider presenting posters to a wider audience (e.g., displaying them in community spaces or share in common school spaces, such as hallways and libraries).

Example:

Activity title: Multilingual poster creation

Objective: Enable students to express their causes by creating visual protest posters that incorporate slogans and text in both English and their home languages.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Research and brainstorming for poster creation.
- B. Lesson 2 (45 minutes): Creating posters and participating in the gallery walk with multilingual feedback.

Extension: Additional time for sharing posters with a wider audience or school community if required.

Materials needed:

- 1) wooden picket handles;
- 2) art supplies (markers, paint, etc.);
- 3) articles and texts about the history of protest (available in both English and students' home languages);
- 4) Post-it notes;
- 5) multilingual dictionaries or translation resources.

Procedure:**Introduction**

- A. Introduce the aim of the activity, highlighting the power of visual communication in expressing one's beliefs and causes.
- B. Emphasize the importance of using home languages in protest posters as a way to amplify various voices and messages.

Research and inspiration

- A. Distribute articles and texts about the history of protest in different contexts, available in both English and students' home languages.
- B. Ask students to read and discuss these texts to draw inspiration for their own protest posters.

Poster creation

- A. Instruct students to brainstorm their cause.
- B. When ready, students design a visual representation on a poster board.
- C. Instruct students to include slogans or text in their home languages alongside English.
- D. Offer art supplies and guidance as needed for poster creation.
- E. Attach wooden picket handles to the posters for handheld use during demonstrations.

Gallery walk and feedback

- A. Organize a *gallery walk* for students to view each other's protest posters displayed in a common space.
- B. Prompt students to leave multilingual feedback on Post-it notes, commenting on the value of the visuals, slogans, and messages.
- C. Encourage discussions about the variety of voices represented in the posters and the effect of using multiple languages in protest messaging.

Assessment criteria:

- A. Evaluate the posters' creativity, clarity, and effectiveness in conveying a given cause.
- B. Assess the use of home languages in slogans or text and its effect on the overall message.
- C. Monitor students' involvement in the gallery walk and their ability to provide constructive multilingual feedback to their peers.
- D. Foster self-assessment by asking students to reflect on their contribution to the protest poster project and their understanding of its importance in advocating for social justice.

3.4.3. Creative writing across languages**1. Multilingual creative writing**

Activity: Students are divided into small, linguistically diverse groups to collaboratively write a multilingual story.

Note: This activity promotes creativity, collaboration, and cultural exchange among students. Key guidelines include:

- 1) encourage students to experiment with diverse languages and explore the unique qualities each language brings to their writing;
- 2) provide examples of multilingual creative writing for inspiration for students and demonstrate the possibilities of linguistic diversity in storytelling.

Example:

Activity title: Multilingual creative writing

Objective: Encourage inclusive and translanguaging practices through the creation of fictional short stories that use of multilingualism as a resource.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Introduction, brainstorming, and initial drafting.
- B. Lesson 2 (45 minutes): Completion, sharing, and feedback.

Materials needed:

- 1) writing materials (notebooks, paper, pens);
- 2) optional: visual aids or prompts for inspiration.

Procedure:

Introduction

- A. Clarify the aim of the activity, highlighting the importance of inclusivity and translanguaging in creative expression.
- B. Discuss how embracing multilingualism can enhance creative writing by drawing from diverse linguistic backgrounds.

Writing fictional short stories

- A. Encourage students to include words or phrases from their home languages in their creative writing.
- B. Prompt students to explore the meanings and nuances of each lexical item they include, considering how they contribute to the narrative or poetic expression.

Creative writing prompts

- A. Prompt 1: Create a short story where characters communicate in multiple languages. Consider how linguistic diversity shapes their interactions and relationships and include words from different languages to reflect the multicultural environment of your setting.
- B. Prompt 2: Write a short story on the topic of a journey across linguistic and cultural borders. Include topics such as migration, assimilation, and adaptation as characters enter unfamiliar territories and encounter people from varied backgrounds. Incorporate multilingual dialogue and descriptions to capture the depth and richness of their experiences.
- C. Prompt 3: Write a short text about celebrating cultural diversity. Use words and phrases from various languages to present the richness

of various traditions, customs, and beliefs. Consider how language serves as a bridge between different cultures and communities.

- D. Prompt 4: Imagine a scenario in which a character meets a language barrier in a foreign country. Create a narrative detailing their struggles to communicate and navigate unfamiliar surroundings. Include phrases or words from both the character's home language and the foreign language.
- E. Prompt 5: Create a personal essay on your experiences growing up with multiple languages. Consider how being bilingual or multilingual has affected your identity, relationships, and worldview. Include anecdotes and reflections in both languages to convey the complexity of your linguistic journey.
- F. Prompt 6: Imagine a world in which each person speaks a different language. Create a speculative fiction story set in this multilingual society, where language diversity is both a source of struggle and a facilitator of innovation.
- G. Prompt 7: Compose a series of haikus or short poems drawing on your cultural heritage. Include words and images from your ancestral language(s) to present memories, traditions, and values passed down through generations.
- H. Prompt 8: Write a collection of short stories in which characters fluidly shift between languages in their daily interactions. Consider how translanguageing affects their identities, relationships, and sense of belonging. Switch between languages to reflect the dynamic nature of multilingual communication.
- I. Prompt 9: Create a series of song lyrics thematizing diversity and unity. Include words and phrases from various languages for conveying messages of love, peace, and solidarity. Consider how music transcends linguistic barriers and connects people across cultures and continents.
- J. Prompt 10: Take a walk in nature. While observing the sights, sounds, and sensations around you, note the beauty of the natural world. Based on this experience, write a short text incorporating words from different languages to describe flora, fauna, and landscapes. Consider how language enhances our connection to the environment and deepens our appreciation for its wonders.

Sharing and feedback

- A. Create opportunities for students to present their creative writing pieces to the class.
- B. Encourage a supportive atmosphere where students celebrate each other's linguistic diversity and creative expression.
- C. Foster peers to provide feedback on how successfully multilingualism was integrated into each writing piece.

Assessment criteria:

- A. Evaluate the creativity and originality of the fictional short stories or poetry, and the use of multilingual elements.
- B. Assess the effective use of translanguaging, showcasing the seamless integration of words from diverse languages to enrich the narrative or poetic expression.
- C. Consider students' collaboration and engagement in sharing and providing feedback on peers' creative writing pieces, promoting a culture of respect and appreciation for linguistic diversity.
- D. Monitor improvement in language proficiency and writing skills over time, as demonstrated by the richness and complexity of students' compositions.

2. Writing a fictional story with word wall/pockets

Activity: Students compose fictional short stories or poetry by integrating words from a multilingual word wall (see subsection 3.4.3.2; activity 2) or word pockets (see subsection 3.4.3.3; activity 1).

Note: Possible extension of this activity:

- 1) multimedia presentations—encourage students to create multimedia presentations or digital storytelling projects in which they can use writing along with visuals, audio, or video elements;
- 2) language exchange—create different language background pairs and encourage students to exchange feedback on each other's writing, promoting cross-cultural learning and language exchange;
- 3) collaborative storytelling—create a collaborative storytelling activity in which a group of students create a multilingual story, with each student contributing a segment or chapter in their chosen language;
- 4) publishing opportunity—explore opportunities for students to present their creative writing pieces to a wider audience (e.g., multilingual anthology, classroom blog or website).

Example:

Activity title: Multilingual creative writing with word wall/pockets

Objective: Encourage inclusive and translanguaging practices through the creation of fictional short stories or poetry using words from the multilingual word wall or word pockets.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Introduction to word wall/pockets and story brainstorming.
- B. Lesson 2 (45 minutes): Writing, sharing, and feedback.

Materials needed:

- 1) writing materials (notebooks, paper, pens);
- 2) multilingual word wall or word pockets;
- 3) optional: visual aids or prompts for inspiration.

Procedure:

Introduction

- A. Explain the aim of the activity, highlighting the significance of inclusivity and translanguaging in creative expression.
- B. Involve students in a discussion on how including words from the multilingual word wall or word pockets can enhance their creativity and language proficiency.

Selecting words

- A. Provide students with the multilingual word wall or word pockets.
- B. Ask students to choose a selection of words that spark their creativity and inspire them.
- C. Remind students to explore the meanings and connotations of each word they have chosen.

Writing fictional short stories or poetry

- D. Instruct students to use the selected words as inspiration for creating their own fictional short stories or poetry.
- E. Remind students to use words from their home languages.

Sharing and feedback

- A. Offer opportunities for students to share their creative writing pieces with their peers.
- B. Foster a supportive and inclusive environment for students to celebrate each other's linguistic diversity and creativity.
- C. Ensure constructive feedback on the effective use of multilingualism and inclusivity in the creative writing pieces.

Assessment criteria:

- A. Evaluate the creativity and originality of the fictional short stories/poetry, including words from the multilingual word wall or word pockets.
- B. Assess the effective use of translanguaging, showcasing the seamless integration of words from various languages to enrich the narrative or poetic expression.
- C. Consider students' collaboration and engagement in sharing and providing feedback, fostering a culture of respect and appreciation for linguistic diversity.
- D. Monitor improvement in language proficiency and creative writing skills over time, as evidenced by the richness and complexity of students' writing expression.

3. Side-by-side text/poem

Activity: Students are asked to use the target language and their home language side-by-side on the same page to create a piece of writing.

Note: Encourage students to freely shift languages as they write, focusing on effectively communicating their ideas. If needed, provide guidance and sup-

port, particularly for students who are less confident in their writing abilities in one of the languages.

Example:

Activity title: Side-by-side text writing

Objective: Enhance students' language proficiency and promote cultural exchange by creating a side-by-side piece of writing with the use of both English and their home language.

Expected duration: 45 minutes (single lesson)

Procedure:

Instructions

- A. Distribute writing materials such as paper and pens.
- B. Prompt students to choose a topic or writing prompt.
- C. Instruct students to write both English and their home languages side by side on the same page.
- D. Encourage students to express themselves freely, incorporating whichever language they feel most comfortable with for each part of their writing piece.
- E. After completing, students share and discuss their writings with their peers, discussing similarities and differences between the languages used.

Prompts

- A. Prompt 1: Create a text about your favorite holiday or celebration. Describe traditions and customs in both English and your home language.
- B. Prompt 2: Write a personal story or anecdote from your life. Reflect on its importance and meaning in both English and your home language.
- C. Prompt 3: Reflect on a memorable experience or event (e.g., a family trip or special occasion). Use your home language and English to capture various perspectives or emotions.
- D. Prompt 4: Write about a cultural tradition or aspect of your heritage. Reflect on its significance and relevance in both English and your home language.
- E. Prompt 5: Reflect on your interests and hobbies. Explain why they are important to you and how they enhance your life. Use your home language and English to express yourself fully.
- F. Prompt 6: Create a letter to a friend or family member. Share updates and news from your life in both your home language and English.
- G. Prompt 7: Describe a challenging situation or problem you have encountered. Reflect on how you overcame it and what you learned from the experience. Use your home language and English to express your thoughts and feelings.

- H. Prompt 8: Imagine your ideal future or dream career. Describe your goals and aspirations in your home language and English to convey your vision comprehensively.
- I. Prompt 9: Reflect on your language learning journey. Describe challenges, successes, and strategies for improvement in your home language and English to gain insights from bilingual experiences.
- J. Prompt 10: Describe a topic of interest or current events. Express your perspective and opinions in both English and your home language to explore different viewpoints.

Assessment criteria:

- A. Evaluate students' ability to effectively express themselves in both languages in terms of clarity, coherence, and language proficiency.
 - B. Assess students' engagement in the writing process and their willingness to experiment with translanguaging.
 - C. Consider students' insights on the experience and their understanding of how writing side-by-side texts supports their language development.
4. Two-voiced poem

Activity: Students use their home language and target language to write a two-voiced poem portraying the perspectives of two characters within a specified theme. They will then transform their poems into collaborative performances with a partner.

Note: Prior to this activity, inform students that they will perform their poems, so they should keep the purpose and audience in mind while creating their writing (considering the character's voices, facial expressions, gestures, and intonation). Depending on individual abilities and preferences, students can choose to create bilingual poems or translate them into a single language. In a bilingual classroom setting, students may write one voice in the target language and the other in their home language.

Example:

Activity title: Bilingual two-voiced poem performance

Objective: Involve students in exploring language and perspective through poetry, nurturing creativity, linguistic fluency, and empathy.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Drafting the two-voiced poem.
- B. Lesson 2 (45 minutes): Practicing performances and presenting.

Procedure:

Drafting the poem

- A. Students incorporate both languages to compose a two-voiced poem, capturing the experiences and viewpoints of two characters.
- B. Based on their proficiency and preference, students may choose to keep the bilingual nature of their poem or translate it into a single language.

Partner performance

- A. In pairs, students cooperate to create performances based on their poems, with each partner embodying one character's voice.
- B. Encourage the use of gestures, body language, facial expressions, and intonation to convey the emotions and subtleties of each character.

Reflection and sharing

- A. Following the performances, students reflect on their creative process and discuss how using their home language and English enriched their understanding of the characters and themes.
- B. Students share their poems and performances with their peers, promoting appreciation for multilingual expression and diverse perspectives.

Homework/Extension activity

- A. Prompt students to experiment with diverse poetic forms and structures (e.g., free verse, sonnets, or haikus) to expand their expressive repertoire.

Assessment criteria:

- A. Assess students' ability to compose a compelling two-voiced poem that effectively conveys the experiences and viewpoints of two characters.
 - B. Evaluate students' proficiency in using home language and English to express different ideas and emotions.
 - C. Assess effective teamwork and mutual support in developing and performing the poem.
 - D. Evaluate students' thoughtful reflection on the creative process, including insights gained and connections to the learning objectives.
5. Comic creation

Activity: Students create comics which are inspired by a novel, using multilingual dialogue to represent linguistically diverse characters.

Note: Comics should draw from students' personal experiences, identity, and fictional characters, incorporating literary elements such as character and setting development, plot structure, sequence, and theme. Comic strips may also serve as an effective tool for teaching dialogue writing, as students transform events and speech bubbles into literary prose and dialogue while applying standard punctuation.

Example:

Activity title: Multilingual comic creation and dialogue writing

Objective: Encourage students to create comics inspired by a novel with the use of multilingual dialogue to portray diverse characters.

Expected duration: 135 minutes (3 lessons):

- A. Lesson 1 (45 minutes): Introduction to comics and brainstorming.
- B. Lesson 2 (45 minutes): Creating the comic strips.
- C. Lesson 3 (45 minutes): Sharing, discussing, and providing feedback.

Materials needed:

- 1) comic strip templates or paper;
- 2) drawing materials;
- 3) writing materials;
- 4) access to the novel or relevant text excerpts;
- 5) English translation resources.

Procedure:

Introduction

- A. Explain the activity’s purpose, which is to use comics as a creative tool for exploring dialogue writing and multilingual expression inspired by a novel.

Creating multilingual comics

- A. Direct students to create comic strips based on a novel, using multilingual dialogue to capture the voices and personalities of different characters.
- B. Encourage students to draw from personal experiences, their identities, and fictional characters to enrich their comics.
- C. Example of a comic template:

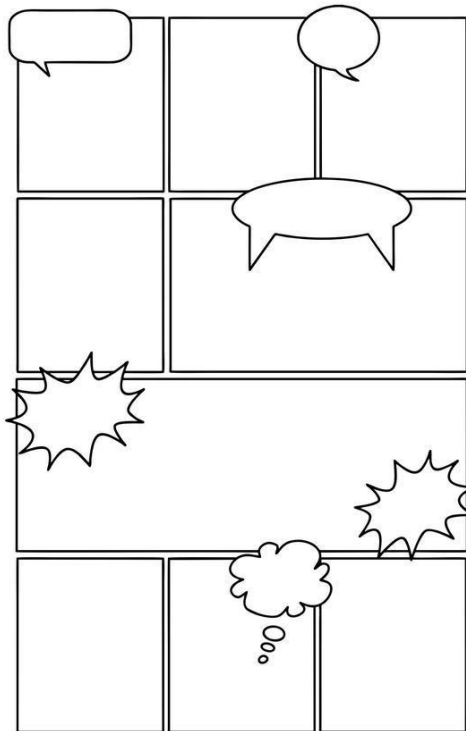


Figure 1. Multilingual comics template

Dialogue writing practice

- A. Guide students through the process of rewriting comic strip events and speech bubbles as literary prose and dialogue, ensuring adherence to standard punctuation rules.
- B. Provide examples and exercises to reinforce proper dialogue formatting and punctuation usage.

Assessment criteria:

- A. Evaluate students' comics and dialogues in terms of creativity, clarity, and coherence.
- B. Assess proficiency in integrating multilingual dialogue and applying standard punctuation rules.
- C. Monitor students' involvement in the reflection and discussion session, considering their insights and reflections on the activity.
- D. Prompt self-assessment by asking students to identify areas of improvement and growth in their language and storytelling skills.

6. Content description building

Activity: Students work together to describe various topics using multilingual sentences. They rotate between stations dedicated to various topics, adding complexity and detail to existing sentences with the use of multilingual words and phrases.

Note: As students collaboratively describe the assigned topic, they also deepen their content knowledge, build complex sentences and engage in literacy practices. This allows for the integration of subject-specific content area vocabulary in meaningful contexts.

Example:

Activity title: Multilingual content description

Objective: Engage students in collaboratively describing various subjects by means of multilingual sentences to enhance content knowledge and literacy proficiency across various topics.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Initial sentence creation and brainstorming.
- B. Lesson 2 (45 minutes): Building complexity and rotating through stations.

Materials needed:

- 1) large papers labelled with various topics or concepts;
- 2) writing materials (e.g., markers, pens);
- 3) Post-it notes.

Procedure:

Setup

- A. Prepare large sheets of paper labelled with diverse topics or concepts relevant to the curriculum or unit and distribute them around the classroom.

Sentence creation

- A. Create small groups and assign each to start at a different topic station.
- B. Direct students to write multilingual sentences describing the assigned topic on the corresponding paper, leaving space beneath each sentence.
- C. Example:
 - Topic station: Birthday celebration
 - I. Basic sentence (English): My family celebrates birthdays with a cake.
 - II. Enhanced sentence (English): In my family, we celebrate birthdays with a special and beautiful cake.
 - III. Basic sentence (Polish): W mojej rodzinie urodziny świętujemy kolacją.
 - IV. Enhanced sentence (Polish): W mojej rodzinie urodziny świętujemy przy wyjątkowej kolacji pełnej pysznych potraw.
 - V. Basic sentence (Ukrainian): У моїй родині дні народження святкуються з особливою вечерею
 - VI. Enhanced sentence (Ukrainian): У моїй родині дні народження святкуються з надзвичайною вечерею, що складається з смачних страв та теплої атмосфери родинних зустрічей.

Building complexity

- A. After a specified time, instruct each group to move to the next topic station.
- B. At the new station, students cooperate to brainstorm additional words and phrases to add complexity and detail to the existing sentences.
- C. Using Post-it notes or writing directly on the paper, students incorporate multilingual words and phrases to enrich the sentences created by the previous group.

Rotation

- A. Repeat the rotation procedure for several rounds, allowing each group to contribute to and build upon the sentences describing each topic.

Homework/extension activity

- A. Task students with creating a digital presentation or poster based on one of the topics explored during the activity. Remind students to include multilingual descriptions and explanations to demonstrate their understanding.
- B. Encourage students to conduct further research on the topics discussed and write a short essay or reflection paper in their home

language, exploring how linguistic diversity enhances their understanding of the subject matter.

Assessment criteria:

- A. Evaluate active participation in the collaborative sentence-building process and group discussions.
- B. Assess proficiency in incorporating multilingual words and phrases effectively to enhance the descriptions of each topic.
- C. Evaluate comprehension of the topics discussed through the depth and accuracy of students' contributions to the collaborative activity.
- D. Assess reflective responses, such as insights into the benefits of multilingual communication and its impact on learning experience.

7. Mind maps

Activity: Collaborating in multilingual pairs, students create mind maps illustrating connections in various contexts.

Note: Students can create mind maps to illustrate connections in:

- 1) social networks;
- 2) historical events;
- 3) literature analysis (connections between characters, themes, symbols, and plot elements);
- 4) mathematical concepts;
- 5) health and nutrition;
- 6) language learning (connections between vocabulary words, grammar rules, idiomatic expressions, and cultural contexts);
- 7) science experiments;
- 8) biomes and habitats.

Example:

Activity title: Exploring ecosystem interactions

Objective: Students demonstrate their ability to recognize and describe connections between natural elements in an ecosystem using both English and their home language.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Introduction and collaborative mapping.
- B. Lesson 2 (45 minutes): Finalizing maps and discussing insights.

Procedure:

Introduction

- A. Start with an environmental site visit to a park or wilderness area.
- B. Instruct students to focus on observing connections between various aspects of nature, such as birds eating worms, plants growing toward sunlight, the interdependence of species, etc.

Pair work

- A. In their journals, students collaborate in language-diverse pairs to represent these connections by the use of written, illustrated, and graphic representations.

- B. Offer resources such as books, online articles, or videos presenting food webs, organism roles (producers, consumers, decomposers), and ecosystem relationships in multiple languages.
- C. Encourage students to brainstorm and discuss ideas in their home language prior to translating them into English.
- D. Task students with creatively portraying their findings using diverse written, illustrated, and graphic formats in English and their home language(s).

Writing extension

- A. Prompt students to create sentences explaining observed connections within their webs, such as:
 - I. **RAIN** (provides water for) **SOIL** (where) **PLANTS** (grow and) **ANIMALS** (live).
 - II. **SUNLIGHT** (is absorbed by) **LEAVES** (which undergo) **PHOTOSYNTHESIS** (to produce) **OXYGEN**.
 - III. **BEES** (pollinate) **FLOWERS** (which produce) **FRUITS** (that contain seeds for) **PLANTS**.
- B. Assessment criteria:
 - I. Evaluate students' ability to identify and accurately link natural elements in the ecosystem.
 - II. Assess proficiency in effectively communicating in multiple languages while discussing observations and hypotheses.
 - III. Seek evidence of logical reasoning and informed speculation based on observations and prior knowledge.

3.4.4. Vocabulary inquiry across languages

3.4.4.1. Exploring cross-linguistic vocabulary connections

1. Word origins

Activity: Students explore the roots and affixes (prefixes, suffixes) of new vocabulary words.

Note: Understanding the etymology of new vocabulary and its components helps students to discern connections between languages and effectively decode unfamiliar vocabulary they may encounter in the future.

Example:

Activity title: Exploring word origins

Objective: Engage students in investigating the roots, prefixes, and suffixes of new vocabulary words to deepen their understanding of linguistic connections and facilitate future vocabulary acquisition.

Expected duration: 45 minutes (single lesson)

Materials needed:

- 1) list of new vocabulary words;
- 2) resources on word origins (dictionaries, etymology websites);
- 3) writing materials.

Procedure:**Introduction**

- A. Introduce the objective of the activity, which is to explore the roots, prefixes, and suffixes of new vocabulary words to understand their origins and linguistic connections across languages.

Word origins inquiry

- A. Provide students with a list of new vocabulary words, e.g., *happiness*, *fortunate*, *justice*, *education*.
- B. Ask students to research the roots, prefixes, and suffixes of these words using dictionaries or etymology websites.

Making connections

- A. Encourage students to identify connections between the words they are studying and words in their home languages:

Table 7. Roots, prefixes, and suffixes across languages

	Word	Language	Root/prefix/suffix	Meaning
happiness	<i>happiness</i>	English	root: –	contentment, joy
	<i>felicidad</i>	Spanish	root: felix	happiness, bliss
	<i>felix</i>	Latin	root: –	happy, fortunate
fortunate	<i>fortunate</i>	English	root: fortuna	lucky, favored by fortune
	<i>fortuna</i>	Italian	root: fortuna	fortunate, lucky
justice	<i>justice</i>	English	root: –	fairness, righteousness
	<i>justicia</i>	Spanish	root: –	fairness, righteousness
	<i>gerechtigkeit</i>	German	root: gerecht-	fairness, righteousness
education	<i>education</i>	English	root: educ-	process of teaching and learning
	<i>éducation</i>	French	root: educ-	process of teaching and learning
	<i>bildung</i>	German	root: bild-	process of teaching and learning

Assessment criteria:

- A. Evaluate students' ability to identify and analyze the roots, prefixes, and suffixes of the provided vocabulary words.
- B. Assess students' understanding of how word origins contribute to language connections and aid in deciphering unfamiliar vocabulary.
- C. Evaluate students' engagement in researching and making connections between words across languages.

2. Cognate charts

Activity: Students create a list of target language words related to the topic or unit they are studying and try to find their equivalents in their home language(s).

Note: Encourage students to share and compare cognates they have discovered in language-diverse pairs. Consider creating multiple cognate charts throughout the year for different units or themes or encourage students to add new cognates to the chart as they encounter them in their studies or daily life.

Example:

Activity title: Cognate chart integration

Objective: Use cognate charts in the classroom to facilitate word study and to serve as a continual reference point for students.

Expected duration: 45 minutes (single lesson)

Materials needed:

- 1) a large sheet of paper or poster board;
- 2) dictionaries and online resources for translation.

Introduction

- A. Discuss the concept of cognates and their significance in language learning.
- B. Present examples and encourage students to actively seek out cognates in their reading and listening activities

Chart display

- A. Introduce the key vocabulary of the unit.
- B. Instruct students to divide the paper into columns (English and their home languages) and write their cognates into the proper places.
- C. Display the completed cognate chart in the classroom where it is visible to all students.
- D. Refer to the chart during lessons and activities to reinforce vocabulary learning and language connections.
- E. Examples of cognates in English and Spanish:
 - 1) *communication–comunicación,*
 - 2) *family–familia,*
 - 3) *music–música,*
 - 4) *information–información,*
 - 5) *celebration–celebración.*
- F. Examples of cognates in English and French:
 - 1) *hotel–hôtel,*
 - 2) *television–télévision,*
 - 3) *restaurant–restaurant,*
 - 4) *animal–animal,*
 - 5) *musicianmusician.*

Cognates in reading

- A. Ask students to read short texts aloud and whenever they hear a word sounding like a word in their home language, they underline the word in their texts and annotate them by writing the corresponding word in their home language above the English word.
- B. Following the reading session, facilitate a discussion to explore the discovered words with phonetic similarities, guiding students to recognize how these connections reveal insights into word origins and meaning.

Classroom competition

- A. Create a cognate classroom competition in which students make connections between new English vocabulary and vocabulary in their home languages based on common Greek and Latin roots.
- B. Each table earns points for recognizing cognates in their home languages.
- C. Examples of affixes and roots that can be used:

Table 8. Affixes and roots across languages

Affix/root	Meaning	English	Spanish	French
tele- (Greek)	far off, distant	<i>telephone, television</i>	<i>televisión</i>	<i>téléphone</i>
astro- (Greek)	star	<i>astronomy</i>	<i>astronomía</i>	<i>astronomie</i>
port (Latin)	to carry	<i>portable, transport</i>	<i>transporte</i>	<i>porter</i>
micro- (Greek)	small	<i>microscope</i>	<i>microscopio</i>	<i>microscope</i>
bi- (Latin)	two	<i>bilingual</i>	<i>bilingüe</i>	<i>bilingue</i>
chrono- (Greek)	time	<i>chronological</i>	<i>cronológico</i>	<i>chronologique</i>
morph- (Greek)	shape, form	<i>metamorphosis</i>	<i>metamorfosis</i>	<i>métamorphose</i>

Assessment criteria:

- A. Assess students' ability to accurately identify cognates within the context of reading materials or presentations.
- B. Evaluate students' engagement in noting cognates during independent reading and collaborative activities.
- C. Assess students' reflections on the usefulness of cognates in language learning and their ability to apply this knowledge in various language contexts.

3. Word usage and expressions

Activity: Students investigate how and why different idiomatic expressions change across languages, why some languages have many words for an idea or object but others have none, or how the same word can have different uses across languages.

Note: Prompt students to conduct additional research beyond the examples provided to discover more linguistic variations. This exploration aims to enhance students' understanding of linguistic diversity and language evolution.

Example:

Activity title: Investigating cross-linguistic variations

Objective: Engage students in exploring how and why idiomatic expressions, vocabulary richness, and word usage vary across different languages.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Introduction, idiomatic expressions, and vocabulary richness exploration.
- B. Lesson 2 (45 minutes): Word usage and cross-linguistic analysis.

Procedure:**Idiomatic expressions**

- A. Ask students to compare idiomatic expressions in English with those in their home languages to analyze how cultural nuances influence language.
- B. Instruct students to investigate why certain idiomatic expressions change in meaning or structure when translated into different languages.
- C. Task example:

Compare idiomatic expression in English to its Spanish equivalent:

- 1) English: *break a leg* (meaning: good luck);
- 2) Spanish: *buena suerte* (literally: good luck):

- I. How do cultural nuances influence the form and meaning of idiomatic expressions?
- II. Example answer: Cultural nuances reflect the values, beliefs and experiences of cultures, such as in the example above: *break a leg* in English conveys a wish for good luck in a performance context; *buena suerte* in Spanish is just direct translation to good luck and it has not the theatrical context.
- III. Why do certain idiomatic expressions change in meaning or structure when translated into different languages?

Example answer: Idiomatic expressions usually are connected to cultural references and/or linguistic conventions that lack direct equivalent in other languages. When we try to translate these expression, the literal interpretation may not pass the message properly and that is why we need to change the meaning or structure.

Vocabulary richness

- A. Ask students to examine languages renowned for their extensive lexicon and explore the historical and cultural factors contributing to their linguistic richness.
- B. Instruct students to contrast languages with limited vocabulary, such as some indigenous languages, and discuss how cultural specificity affects linguistic expression.

C. Task example:

Examine:

- 1) German: *schadenfreude* (pleasure derived from others' misfortune);
- 2) Japanese: *tsundoku* (buying books and not reading them):
 - I. Investigate the historical and cultural reasons behind the lexical richness of these languages.
 - II. Contrast languages with limited vocabulary, such as certain indigenous languages, and discuss the impact of cultural specificity on linguistic expression.

Word usage

- A. Ask students to investigate instances where a single word in one language may encompass multiple meanings or concepts, while another language may lack an equivalent term altogether, e.g.: many languages lack a single word and direct equivalent for the concepts such as *saudade* from Portuguese (a complex mix of emotions such as longing and nostalgia with a bittersweet feeling), or *schadenfreude* from German (the pleasure derived from the misfortune of others).
- B. Prompt students to investigate how contextual factors shape the usage and interpretation of words across languages.
- C. Task example:
- D. Examine examples of polysemy (words with multiple meanings) and lack of lexical equivalents:
 - I. English: *run* (can mean “to move quickly,” “to manage,” “to operate,” etc.).
 - II. Portuguese: *saudade* (a complex mix of emotions such as longing and nostalgia with a bittersweet feeling).
 - III. German: *schadenfreude* (pleasure derived from the misfortune of others).
 - IV. Some languages lack direct equivalents or words like *privacy* (e.g., some indigenous Amazonian languages) or *snow* (e.g., languages spoken in tropical regions of Africa or South America).
 - V. Explore how contextual factors impact the usage and interpretation of words across languages.

Assessment criteria:

- A. Assess students' ability to compare and contrast idiomatic expressions, vocabulary richness, and word usage across languages.
- B. Evaluate students' critical thinking skills in exploring the reasons behind linguistic variations.
- C. Consider clarity, coherence, and organization in students' written and verbal communication.
- D. Assess students' curiosity and initiative in conducting additional research.

3.4.4.2. Building a multilingual word bank

1. Bilingual glossary

Activity: Students create multilingual dictionaries, glossaries, or online resources.

Note: Emergent bilinguals may keep personal dictionaries in notebooks or mobile devices containing home language translations for words of personal significance. These can be shared among classmates, serving as valuable resources for everyone. The teacher may find it beneficial to save a copy for the next year's class and newcomers. Additionally, content-specific bilingual glossaries are available free online in a variety of languages (e.g., http://www.p12.nysed.gov/biling/bilinged/bilingual_glossaries.htm).

Example:

Activity title: Creating a personal bilingual glossary

Objective: Enhance students' language skills by creating personal bilingual glossaries to facilitate comprehension and language development.

Expected duration: 45 minutes (single lesson)

Procedure:

Selection of vocabulary

A. Provide students with a selection of specific vocabulary related to a chosen unit or topic.

Compilation of personal glossary

A. Ask students to select several words from the provided list and create their own bilingual glossary entries:

I. If using notebooks, students write the English term on one side of the page and its translation in their home language on the other side.

II. If using mobile devices, students can employ note-taking apps or language-learning apps to input the vocabulary and its translations (e.g., Quizlet for flashcards).

Sharing and collaboration

A. Prompt students to share their glossaries with peers, either by exchanging notebooks or sharing digital copies.

B. Encourage teamwork by enabling students to add translations contributed by their peers to their own glossaries, expanding their vocabulary bank.

Exploring online resources

A. Direct students to online bilingual dictionaries or translation tools to validate the accuracy of their translations and to explore additional vocabulary related to the chosen topic.

B. Encourage students to bookmark useful online resources for future reference.

Extension activity:

- A. Ask students to incorporate the vocabulary from their glossaries into their class discussions, writing assignments, or presentations.

Assessment criteria:

- A. Assess the accuracy of personal glossary entries.
- B. Evaluate active participation in sharing and collaborating with peers.
- C. Assess students' effective usage of online resources for vocabulary exploration and verification.
- D. Evaluate students' integration of newly acquired vocabulary into classroom activities and assignments.

2. Multilingual word walls

Activity: Students create word cards containing target language words along with their translations in their home languages. Each card includes definitions and context sentences for each word. Then, students arrange the word cards prominently on the designated word wall space, ensuring that each card includes translations and context sentences for better understanding.

Note: Multilingual word walls serve as dynamic resources displaying multiple meanings of words for students to explore as a reference in their classroom. Students actively participate in building this resource, strengthening their understanding of new concepts. Multilingual word walls can include any combination of the following:

- 1) word cards displayed in target language and students' home language(s);
- 2) definitions;
- 3) context sentences.

Example:

Activity: Creating multilingual word walls.

Objective: Improve vocabulary acquisition and comprehension through the utilization of multilingual word walls.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Introduction, word card creation, and setup.
- B. Lesson 2 (45 minutes): Utilization, contribution, and integration during tasks.

Materials needed:

- 1) word cards in English and students' home languages;
- 2) definitions of words in English and home languages;
- 3) context sentences in English and home languages;
- 4) space for displaying word wall;
- 5) visual aids (optional).

Procedure:**Introduction**

- A. Explain the purpose of multilingual word walls in supporting students' language learning journey.

- B. Outline the benefits of having word walls incorporating both English and students' home languages.

Setting up the word wall

- A. Create word cards containing English words and their translations in students' home languages.
- B. Present the word cards prominently in the classroom or learning space.
- C. Provide definitions and context sentences for each word in both English and students' home languages.

Utilization during tasks

- A. Prompt students to approach and refer to the multilingual word wall when encountering unfamiliar words during tasks or independent work.
- B. Stress the importance of using the home language translations and visual aids for better understanding.
- C. Foster a collaborative environment where students feel comfortable discussing the word meanings wall with peers.
- D. Involve students in contributing new words, translations and context sentences to the multilingual word wall.

Variations

- A. Content and Language Integrated Learning (CLIL): Assign students a word and ask them to find translations of the word in different languages using tools such as Google Translate. Use this research to create a multilingual word wall for a specific concept, e.g.:

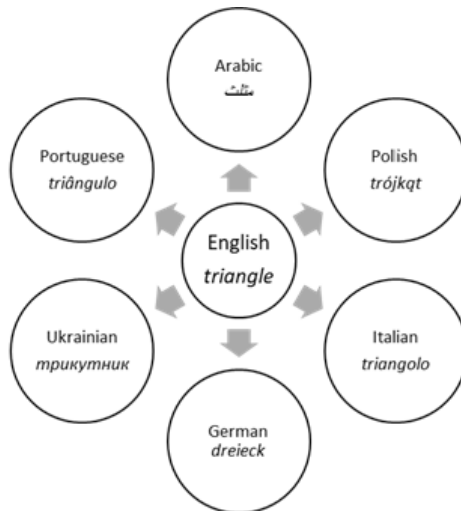


Figure 2. Multilingual word wall for the word *triangle*

- B. Reading with the multilingual word wall: While reading a novel, students create home language definition cards for each word displayed on the word wall. As students continue reading, they use the word wall as reference. They may also use the word wall in their writing as textual evidence.
- C. Reading multilingual text: Create word walls while reading a multilingual text, reflecting various meanings of individual words.

Assessment criteria:

- A. Assess students' the utilization of the multilingual word wall during tasks and independent work.
- B. Evaluate the accuracy and completeness of word cards, definitions, and context sentences.
- C. Assess students' active participation in contributing to and utilizing the multilingual word wall.

3. Vocabulary booklet

Activity: Students create bilingual vocabulary booklets containing key vocabulary from the specific unit.

Note: Vocabulary inquiry involves students in identifying linguistic similarities and differences among: word origins (roots, prefixes, and suffixes), word sounds (phonetics), word usage and expression.

Example:

Activity title: Creating a bilingual vocabulary booklet

Objective: Empower students to create bilingual vocabulary booklets to enhance vocabulary acquisition and comprehension across languages.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Gathering vocabulary and creating entries.
- B. Lesson 2 (45 minutes): Organizing, defining terms, and sharing.

Procedure:

Gathering vocabulary

- A. Instruct students to select key words encountered throughout the unit and include them in their bilingual vocabulary booklet.
- B. Have students collect translations of each word in their home languages to provide comprehensive understanding.

Defining terms

- A. Students write definitions of the selected words in English and their home languages to clarify meanings.
- B. Ensure definitions are clear and concise to support comprehension.

Providing context

- A. Students include context sentences for each word in both English and their home language to demonstrate proper usage.
- B. Ensure that context sentences illustrate how words are used in different situations, helping with understanding.

Organizing booklets

- A. Instruct students to arrange words, translations, definitions, and context sentences in their bilingual vocabulary booklet systematically.
- B. Students may use tabs or dividers to separate sections for easy reference.

Using booklets

- A. Students refer to their vocabulary booklet when encountering unfamiliar words during tasks or independent work.
- B. Encourage students to utilize both the English and home language translations, definitions, and context sentences for comprehensive understanding.
- C. Prompt students to identify linguistic similarities and differences among: word origins (roots, prefixes, and suffixes), word sounds (phonetics), word usage and expression.

Assessment criteria:

- A. Assess the accuracy and completeness of word cards, definitions, and context sentences.
- B. Evaluate active participation in contributing to and utilizing the bilingual vocabulary booklets.
- C. Assess students' reflection on the impact of the bilingual vocabulary booklets on vocabulary acquisition and comprehension.

3.4.4.3. Games and activities for vocabulary exploration

1. Word pockets

Activity: Students create pockets featuring the target word on the front and place several word cards inside in each pocket.

Note: Inside the pocket, students can include:

- 1) synonyms or stronger words in both target language and home languages;
- 2) definitions or translations in home languages;
- 3) cognates or word friends in home languages;
- 4) target word with a context sentence in home languages;
- 5) target word with definitions in home languages.

Example:

Activity title: Creating translanguaging word pockets

Objective: Facilitate vocabulary acquisition and comprehension by creating interactive word pockets including target words and related materials.

Expected duration: 45 minutes (single lesson)

Materials needed:

- 1) index cards or small pieces of paper;
- 2) markers or pens;
- 3) pockets or envelopes.

Procedure:

Introduction

- Offer students index cards or small pieces of paper.
- Ask students to write a target word on the front of each card in English and their home languages.
- Instruct students to include synonyms, cognates, definitions, and context sentences related to the target word on the back of each card (in both English and their home languages).

Organizing materials

- Once the cards are completed, ask students to place them into pockets or envelopes.
- Ensure each pocket includes a variety of supporting materials related to the target word in English and students' home languages.

Using translanguaging word pockets

- Prompt students to explore the word pockets during vocabulary activities or independent study sessions (use both English and their home languages for reference).
- Ask students to refer to the cards when encountering the target word in texts or discussions, and to use the provided materials to deepen their understanding of the target word and its usage across languages.

Example translanguaging word pocket

- Target word: courage (English) / عاچش (Arabic).
- Synonyms: bravery, fearlessness, valor / عاچش (Arabic synonym).
- Cognates: (home language equivalent) / عاچش (Arabic cognate).
- Definitions: The ability to do something even when you feel afraid.
/ فوخلاب رعشت ام دنع یتح ءي ش ب مایقلا یلع ءردقلا : ءعاچشلا (Arabic definition).
- Context sentence: He had courage to speak in front of the class.
/ فصلام أمأ ثدحت لل ءعاچش هیدل ناک : ءعاچشلا (Arabic context sentence).



Figure 3. Word pockets

Assessment criteria:

- A. Assess the completeness and accuracy of the word pockets in both English and students' home language(s).
- B. Evaluate active participation and the use of the word pockets during vocabulary activities or independent study sessions.
- C. Assess students' improvement in vocabulary acquisition and comprehension skills over time (evidenced by reflections and class participation).

2. Four-box graphic organizer

Activity: Students are tasked to create a four-box graphic organizer for a specific word or phrase. In extension activity, students can collaborate to create a comprehensive multilingual glossary for key vocabulary words related to a given unit.

Note: This activity facilitates cooperation, language proficiency, and a deeper understanding of the terms from a given unit. The boxes can include:

- 1) vocabulary word;
- 2) visual representation;
- 3) student-friendly definition;
- 4) synonym;
- 5) antonym;
- 6) sentence using the word;
- 7) personal connection.

Example:

Activity title: Multilingual four-box glossary

Objective: Create a four-box graphic organizer to enhance comprehension of vocabulary words and their context within a specific unit.

Expected duration: 45 minutes (single lesson)

Instructions

- A. Create small groups, assigning each a list of vocabulary words.
- B. Instruct each group to create a four-box graphic organizer, with each box including the following elements in all the languages spoken in the classroom:
 - I. Box 1 (vocabulary word): a key vocabulary word connected to the chosen topic.
 - II. Box 2 (visual representation): a visual representation (e.g., picture, symbol, diagram) illustrating the meaning of the vocabulary word (may be drawn or found online).
 - III. Box 3 (student-friendly definition): a clear and concise definition of the vocabulary word in language that is easy for students to understand.
 - IV. Box 4 (sentence using the word): a sentence with the vocabulary word demonstrating its meaning within the context of the chosen topic.

Research and definitions

- A. In groups, students explore the meanings of their assigned vocabulary list in different languages spoken by classmates.

- B. They collect student-friendly definitions for each word in each language represented in the class.

Visual representations

- A. Students create visual representations or illustrations for each vocabulary word to accompany the definitions. These visuals can be drawings, diagrams, or symbols that help convey the meaning of the word.


Sentence examples

- A. Each group writes sentences demonstrating the proper usage of the words and reflecting real-life contexts.

Class compilation

- A. Following research and preparations, each group presents their findings to the class.
- B. Collaboratively, the class compiles all the definitions, visuals, synonyms, antonyms, and sentence examples into a comprehensive multilingual glossary.
- C. Four-word graphic organizer for *diversity*:

Table 9. Four-box graphic organizer of the word diversity

diversity diversidad diversité	
difference diferencia difference mixture mezcla mélange variety variedad variété assimilation asimilación assimilation	
Diversity means being different from each other. Diversidad significa ser diferentes entre sí. La diversité , c'est être différent les uns des autres.	A wide diversity of wildlife can be found in the national park. Se puede encontrar una amplia diversidad de vida silvestre en el parque nacional. Une grande diversité de faune peut être trouvée dans le parc national.

Homework/Extension activity

- A. Students identify synonyms and antonyms for each vocabulary item in various languages used in the class, adding depth to the glossary.

Assessment criteria:

- A. Assess the relevance and correctness of chosen vocabulary word for the topic.
- B. Evaluate the clarity and effectiveness of the visual representation in conveying the meaning of a given word or expression.
- C. Assess the accuracy and accessibility of the student-friendly definition.
- D. Evaluate the accurate usage of the vocabulary word in the sentence, demonstrating understanding within the context of the topic.

3. The Frayer Model

Activity: The Frayer Model helps students to understand and engage with central themes that anchor a unit or complex concepts essential to meet con-

tent standards. As with the four-box graphic organizer, the model consists of four boxes with the word written in a middle circle: word definition, examples, non-examples, and characteristics.

Note: The boxes can also include:

- 1) visual representation;
- 2) sentence using the word;
- 3) synonym (is...);
- 4) antonym (is not...);
- 5) personal connection;
- 6) examples of the word or concept;
- 7) content-specific prompts;
- 8) student-friendly definition.

Example:

Activity title: The multilingual Frayer Model

Objective: Foster students' understanding and engagement with important vocabulary.

Expected duration: 45 minutes (single lesson)

Materials needed:

- 1) whiteboards or paper for modelling the Frayer Model;
- 2) markers or pens for writing.

Procedure:

Introduction

- A. Explain the Frayer Model as a tool used to deepen understanding of essential vocabulary.
- B. Discuss how it can help students to understand central themes and complex concepts in various subjects.
- C. Provide an example, e.g., the multilingual Frayer Model for *democracy*:

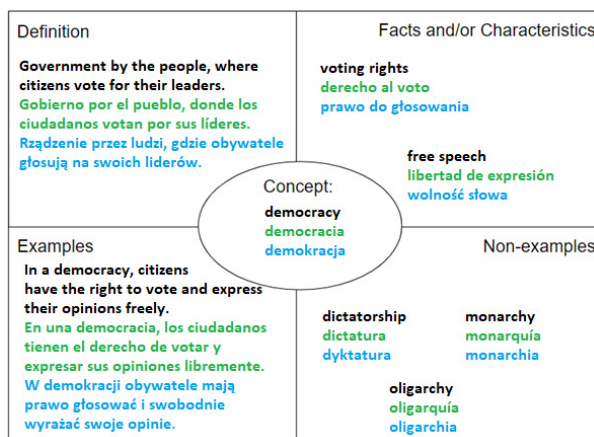


Figure 4. The Frayer Model for the word *democracy*

Modelling the Frayer Model

- A. Present the Frayer Model on the board or on paper using a vocabulary related to the current lesson or unit.
- B. Instruct students on how to fill in each section of the Frayer Model, encouraging them to help each other and use their home languages and English.
- C. Prompt students to fill in each box with you: word definition, examples, non-examples, and characteristics.

Guided practice

- A. Ask students to complete their own Frayer Models using vocabulary relevant to the lesson or unit, encouraging them to incorporate the translations in their home languages.
- B. Provide support as needed to ensure understanding.

Independent practice

- A. Instruct students to work independently or in pairs to create Frayer Models for additional vocabulary words, encouraging them to use their home languages as needed.
- B. Encourage creativity and thoroughness in their representations of each word.

Variation

- A. Use the Frayer Model as a preview for vocabulary:
 - I. Create a large graphic organizer with the word in the middle (boxes should include: is, is not, picture, home language).
 - II. Ask students to pair-share in their home language(s) and English about what they think the word is and is not.
 - III. Ask students to share ideas with the class and fill in the boxes, allowing students to come up to the graphic organizer and fill in the *home language* box on their own.
 - IV. Display the poster for several weeks as students continue to read and apply this word to their writing and speech.

Assessment criteria:

- A. Evaluate the completion and accuracy of the Frayer Models for selected vocabulary words.
- B. Assess the depth of understanding demonstrated in the examples, non-examples, and characteristics sections.
- C. Evaluate active participation and engagement during the modelling and practice activities.
- D. Assess students' reflections on the effectiveness of the Frayer Model in supporting vocabulary comprehension.

4. Word sounds

Activity: Students recognize phonetic similarities across languages.

Note: Comparing visually and audibly can be a powerful way for students to make connections across their languages and acquire new vocabulary.

Example:

Activity title: Exploring phonetic similarities across languages

Objective: Engage students in identifying phonetic similarities across different languages (their home languages and English) to enhance language acquisition and vocabulary expansion. By comparing words side-by-side and listening to their pronunciation, students can strengthen their understanding of linguistic correlations and acquire new vocabulary effectively.

Expected duration: 45 minutes (single lesson)

Materials needed:

- 1) list of words with phonetic similarities across languages;
- 2) audio recordings of word pronunciations;
- 3) writing materials.

Procedure:

Word comparison

- A. Distribute a list of words exhibiting phonetic similarities across languages.
- B. Present the words side-by-side in different languages, highlighting their phonetic resemblance.

Phonetic analysis

- A. Assist students in listening to audio recordings of word pronunciations in various languages.
- B. Encourage students to identify the similarities in sound patterns and pronunciation across languages.

Making connections

- A. Ask students to make connections between the words they hear and their meanings in different languages:

Table 10. Multilingual phonetic analysis

English word	Spanish equivalent	Phonetic resemblance	Meaning
<i>chocolate</i>	<i>chocolate</i>	[chaw-kuh-layt]	chocolate
<i>hospital</i>	<i>hospital</i>	[hos-pee-tal]	hospital
<i>television</i>	<i>televisión</i>	[tel-uh-vizh-uhn]	television
<i>computer</i>	<i>computadora</i>	[kuhm-pyoo-tur]	computer
<i>telephone</i>	<i>teléfono</i>	[tel-uh-fohn]	telephone
<i>restaurant</i>	<i>restaurante</i>	[res-tuh-rawnt]	restaurant

Assessment criteria:

- A. Evaluate students' ability to recognize and analyze phonetic similarities across languages.
- B. Assess students' understanding of how recognizing phonetic patterns can help in language acquisition and vocabulary expansion.

- C. Monitor students' engagement in making connections between words and their pronunciation in different languages.
- D. Prompt self-assessment by asking students to reflect on their ability to identify phonetic similarities and apply this knowledge to acquiring new vocabulary in English.

5. Syntax transfer

Activity: Students compare the word order and typical patterns of their home languages with the syntax of a target language as a prewriting task. They use sentence starters to brainstorm ideas in two languages.

Note: Exploring syntax across languages develops metalinguistic awareness and increases ability to recognize and understand the mistakes students tend to make in the target language based on the syntax of their home language. Syntax discussions may be planned within lessons to address issues observed in writing or speech, or can emerge spontaneously during instruction.

Example:

Activity title: Multilingual syntax comparison

Objective: Encourage students to compare the syntax of their home languages with English to improve metalinguistic awareness and understanding of language errors.

Expected duration: 45 minutes (single lesson)

Materials needed:

- 1) sentence starters in students' home languages and English;
- 2) writing materials (pens, pencils, paper);
- 3) examples of sentences in both students' home languages and English for comparison.

Procedure:

Setup

- A. Provide sentence starters for students to brainstorm ideas, e.g.:

Table 11. Sentence starters for syntax comparison

English	Spanish	Polish
<i>I like...</i>	<i>Me gusta...</i>	<i>Ja lubię...</i>
<i>We will...</i>	<i>Nosotros vamos a...</i>	<i>Będziemy...</i>
<i>He enjoys...</i>	<i>A él le gusta...</i>	<i>On lubi...</i>
<i>I have...</i>	<i>Yo tengo...</i>	<i>Ja mam...</i>
<i>They are...</i>	<i>Ellos están...</i>	<i>Oni są...</i>

Syntax comparison

- A. Ask students to contrast the word order and typical patterns of their home languages with English.
- B. Instruct students to identify differences and similarities in syntax between the languages.

Prewriting activity

- A. Guide students to use sentence starters for brainstorming ideas in their home languages and target language.
- B. Use students' prewriting tasks to discuss syntax, highlighting language features and potential improvements.

Syntax discussions

- A. Facilitate syntax discussions on observed issues in writing or speech in small groups or individual conferences.
- B. Organize syntax discussions during lessons based on identified writing or speech issues, or allow them to emerge spontaneously during instruction.

Assessment criteria:

- A. Evaluate students' ability to contrast the word order and patterns of students' home languages and target language accurately.
- B. Assess students' active participation and contribution to syntax discussions, including ability to identify and discuss language features.
- C. Evaluate students' ability to apply understanding of syntax to prewriting tasks and making proper adjustments to language use.
- D. Assess the depth and insightfulness of students' reflections on their experience in comparing syntax across languages and its impact on their language acquisition.

6. Sentence building

Activity: Students engage in constructing complex sentences in their home languages and target language by adding grammatical structures, such as adjectives, to basic sentences.

Note: This activity allows students to analyze and contrast sentence structures between the target language and their home language while improving their comprehension and ability to create more complex sentences in both languages. When learning sentence building, students can:

- 1) compare and contrast sentence structure in both home and target languages;
- 2) cut out each word of a sentence and physically build a sentence, rearranging and expanding sentences in the target language and/or home languages, using multiple languages to discuss the process as sentences are built;
- 3) think-aloud in multiple languages about the sentence construction process;
- 4) act out a sentence being built—within a group, each student is a word (tape the word onto the students' shirt) or punctuation mark, and they must physically move and order themselves to build a complete sentence.

Example:

Activity title: Constructing sentences across languages

Objective: Engage students in building complex sentences in both their home language(s) and target language to improve their understanding of sentence structures and linguistic transfer between languages.

Expected duration: 90 minutes (2 lessons):

- A. Lesson 1 (45 minutes): Comparing and constructing sentences in home and target languages.
- B. Lesson 2 (45 minutes): Physical sentence-building and reflection.

Procedure:

Comparative sentence construction

- A. Ask students to compare and contrast sentence structures in their home language(s) and English.
- B. Prompt students to verbalize their thoughts in multiple languages while constructing sentences, discussing the process and linguistic nuances.
- C. Students add one or more adjectives to basic sentences, e.g.:
 - I. I live in a city. (English)
I live in a busy city.
 - II. J'habite dans une ville. (French)
J'habite dans une ville occupée.
- D. Students combine two short sentences into one
 - I. She lives in the Bronx. She was born in Bangladesh. (English)
Elle habite au Bronx. Elle était née au Bangladesh. (French)
 - II. She lives in the Bronx, but was born in Bangladesh.
Elle habite au Bronx, mais était née au Bangladesh.
- E. Students insert an embedded clause in a sentence:
 - I. His cousin works in a hospital. (English)
Sa cousine travaille dans un hôpital. (French)
 - II. His cousin, a nurse, works in a hospital.
Sa cousine, une infirmière, travaille dans un hôpital.

Note: Sentence building teaches students how to construct increasingly complex sentences. It is also a valuable entry point to help understand the sentence structure of the additional language. First, students use a basic sentence and add a specific grammatical structure to make it more complex, interesting, or detailed. The ages and languages of students in the classroom can shape the challenge level of the sentence. Complexity can be built incrementally through scaffolding, either across multiple steps within one lesson or over several lessons. This scaffolded approach supports emergent bilinguals (EBs), helping them recognize similarities and differences in sentence structure across languages. This improves their understanding of grammar components and supports their ability to create more complex sentences.

Physical sentence building

- A. Distribute multicolor sentence strips and assign each color a word type (adjectives or “descriptive words,” verbs or “actions,” noun or subject, etc.).

- B. Instruct students to build and discuss complex sentences in groups in both their home and target languages.
- C. Display sentences around the room and ask students to walk around and read each other's sentences and reflect on the differences between the sentences in the two languages.
- D. Ask each student to place an additional word or phrase to build the complexity of their classmates' original sentences.

Note: This activity provides crucial support for EBs as they recognize linguistic patterns between their home language and target language. Through side-by-side comparison of sentence structures, students enhance their understanding of grammatical components and their capacity to formulate complex sentences in both languages. Additionally, they can incrementally construct sentences, utilizing them as practice opportunities for various grammar conventions like subject-verb agreement, syntax, and more.

Building blocks

- A. Explain to students the aim of the activity which is to construct sentences, likening them to constructing buildings.
- B. Distribute multi-colored paper blocks to represent different language elements.
- C. Ask each student to write a 3–5-word sentence in their home language and English on the blocks.
- D. Provide additional blocks for students to contribute a word in any language to a classmate's sentence building, focusing on words for colors, numbers, and adjectives.

Note: Using word blocks enables students to visualize sentence components and the construction process, offering a hands-on method for building sentences in various languages. This kinaesthetic approach supports both sentence formation and writing development.

Assessment criteria:

- A. Evaluate students' ability to compare sentence structures across languages.
- B. Assess their understanding of linguistic nuances.
- C. Determine students' proficiency in applying sentence construction strategies.
- D. Evaluate their ability to articulate similarities and differences between languages.
- E. Assess students' participation in group discussions and activities.

7. Word study exercise

Activity: Students recognize and list typical prefixes and suffixes in the target language and their home language for various parts of speech.

Note: Exploring similarities between prefixes and suffixes across different languages enhances students' language flexibility, enabling them to grasp corresponding patterns based on part of speech.

Example:

Activity title: Exploring prefixes and suffixes across languages

Objective: Students recognize and utilize patterns of word changes that indicate different meanings or parts of speech, fostering language flexibility and understanding.

Expected duration: 75 minutes (1–2 lessons):

A. Lesson 1 (45 minutes): Exploring prefixes and suffixes.

B. Lesson 2 (30 minutes, optional): Sharing and reflecting on findings.

Procedure:**Prefixes and suffixes comparison**

- A. Ask students to list common prefixes and suffixes, in English and their home language(s), for adjectives, adverbs, gerunds, nouns, etc. (e.g., for English: *-ing, -tion, -ful, -ly, -er, -ble, in-, un-, pre-*).
- B. Instruct students to note correspondences between languages, e.g.
 - 1) English: *un-* (e.g., *unlock, unaware*) ↔ Spanish: *un-* (e.g., *unir, unido*);
 - 2) English: *-able* (e.g., *manageable, likable*) ↔ Spanish: *-able* (e.g., *aceptable, comprensible*);
 - 3) English: *-tion* (e.g., *organization, completion*) ↔ Spanish: *-ción* (e.g., *organización, completación*).

Pattern recognition and usage

- A. Prompt students to identify and correctly use patterns of word changes that indicate different meanings or parts of speech, e.g.:
 - 1) *conceive* (verb) → *conception* (noun) → *conceivable* (adjective);
 - 2) *develop* (verb) → *development* (noun) → *developmental* (adjective);
 - 3) *operate* (verb) → *operation* (noun) → *operational* (adjective);
 - 4) *educate* (verb) → *education* (noun) → *educational* (adjective);
 - 5) *explore* (verb) → *exploration* (noun) → *exploratory* (adjective).

Assessment criteria:

- A. Evaluate students' ability to identify and list common prefixes and suffixes in both English and students' home language(s).
- B. Assess students' proficiency in identifying and using patterns of word changes to indicate different meanings or parts of speech.
- C. Evaluate the depth and insightfulness of students' reflections on the significance of prefix and suffix exploration in multiple languages.

Summary

Chapter 3 bridges the gap between theory and practice, offering a comprehensive look at how translanguaging can be implemented in the classroom to support multilingual learners. A key insight from this chapter is that

translanguaging is not a one-size-fits-all approach but rather a flexible, adaptive strategy that must be tailored to the needs of diverse learners.

The activities outlined, such as multilingual discussions, collaborative writing, and vocabulary-building exercises, demonstrate how translanguaging can serve as both a scaffold for language development and a means of fostering deeper subject-matter engagement. Importantly, the chapter also acknowledges the challenges educators may face, including institutional resistance, assessment concerns, and the need for teacher training.

Ultimately, this chapter reinforces the idea that translanguaging is not just about language—it is about access, equity, and empowerment. By allowing students to draw from all their linguistic resources, educators create a learning environment where multilingualism is an asset rather than a barrier. As the discussion moves into Chapter 4, the focus shifts to evaluating the impact of these strategies, examining how translanguaging affects student engagement, learning outcomes, and overall classroom dynamics.

Chapter 4

Results and Insights

Introduction

This chapter presents an in-depth analysis of the findings and insights gained from the six-week study into the introduction and use of translanguaging pedagogy in secondary school classrooms. By incorporating students' home languages into academic activities, this research explores how this impacts students' levels of engagement, confidence, and academic engagement.

The key domains in which translanguaging had a measurable impact are discussed; namely, student interest, growth of confidence, and demographic differences across participation and academic benefit. Particular emphasis is placed on how translanguaging provides students with the means and ability to elaborate ideas, engage deeply in a concept, or participate more confidently in academic debates. The chapter then highlights teacher reflections, systemic barriers to implementation, and practical strategies to overcome such challenges. Case studies further illustrate how translanguaging is utilized in real classrooms and reinforce its role in creating an inclusive, academically enriching learning environment.

4.1. Impact of translanguaging on student engagement and learning

This section explores the impact of translanguaging on student engagement and learning by analyzing how translanguaging practices influence students' confidence, participation, and academic performance. Drawing on classroom observations, student reflections, and teacher feedback, this analysis highlights how translanguaging fosters linguistic agency, strengthens comprehension, and enhances overall classroom dynamics.

4.1.1. Building linguistic confidence through translanguaging

The six-week research program demonstrated that confidence in using home languages for academic tasks increased significantly over time, rising from 34% in week 1 to 67% in week 6, as shown in Table 12. Students who initially hesitated to use their home language found that drawing on their full linguistic repertoire enhanced their ability to articulate ideas in English. This

also supports García and Li’s (2014) Translanguaging Theory, which posits that multilingual speakers do not separate languages into rigid compartments but fluidly navigate between them to construct meaning.

Table 12. Confidence in language use

Week	% of students confident in using home language in academic tasks	Representative quotes from Students
1	34	“I was scared to speak my language in practical English lesson. It was always bad to use my home language during foreign language classes.” (S22, Kazakh student)
2	45	“I felt way better when the teacher asked us to put a word from our language on the wall. That was fun!” (S3, Polish student)
3	52	“At first, I thought using my home language would be confusing, but then I realized it helped me understand English words better.” (S9, Ukrainian student)
4	58	“I was happy to use Ukrainian to explain hard word in English. It made more sense to me.” (S6, Ukrainian student)
5	63	“I started using words from my home language in my writing. It actually made my essays more interesting!” (S14, Kazakh student)
6	67	“I have never thought my first language could help me write better in English. I was very proud of myself.” (S8, Ukrainian student)

At first, students were reluctant; for instance, one Kazakh student (S1) expressed the following: “I was very nervous to speak in my Kazakh language. I thought it is wrong to do so in English class.” However, through structured activities, such as multilingual word walls and creative writing exercises, participation and self-confidence gradually increased. Vygotsky’s (1978) sociocultural theory of learning provides further explanation of why these activities were successful. His concept of the Zone of Proximal Development suggests that learners do better when they are provided with strategic scaffolding which bridges prior knowledge with new content.

By the final week, over two-thirds of participants (67%) reported feeling confident using their home languages at school. For example, one Ukrainian student (S8) noticed, “I never thought my first language could help me to write better in English. I was so proud of myself.” These findings indicate that translanguaging can create dynamic learning spaces where students feel both linguistically affirmed and academically capable.

4.1.2. Demographic variations in translanguaging engagement

A key finding of the study is that confidence growth in translanguaging varied across demographic groups, with notable differences based on gender, nationality, and age.

Table 13. Confidence growth in using home language (by gender, nationality, and age group)

Week	Overall confidence (%)	Male (%)	Female (%)	Kazakh Students (%)	Polish Students (%)	Ukrainian Students (%)	Ages 11–13 (%)	Ages 14–16 (%)
1	34	30	37	25	40	35	28	38
2	45	41	48	35	50	47	36	50
3	52	49	55	42	58	53	45	57
4	58	54	62	54	65	60	53	63
5	63	60	66	60	70	64	59	68
6	67	64	70	66	74	69	65	71

As shown in Table 13, female students consistently exhibited higher confidence levels than their male counterparts, starting at 37% in week 1 and reaching 70% by week 6, while male students' confidence increased from 30% to 64%. Research suggests that female learners often demonstrate a greater willingness to experiment with language (Oxford, 1993), higher levels of metalinguistic awareness (Pavlenko & Piller, 2008), and greater motivation in collaborative settings (Dörnyei, 2005).

Teachers participating in the study observed that female students were more likely to engage in group discussions and use their home languages voluntarily in writing tasks, whereas male students participated more actively in structured, interactive activities such as the multilingual word wall and collaborative translation exercises.

Polish students demonstrated the highest initial confidence (40% in week 1) and reached 74% by week 6. This rapid adoption of translanguaging practices may be attributed to Poland's well-established bilingual education programs, which provide students with early exposure to English (Komorowska, 2016). Teachers noted that Polish students often assisted peers in bridging home and academic languages, suggesting that structured peer mentoring could be leveraged as a pedagogical strategy.

In contrast, Kazakh students started with the lowest confidence (25% in week 1) but exhibited the highest growth (+41%), reaching 66% by week 6. Kazakhstan's education system has traditionally promoted a strict separation between Kazakh, Russian, and English (Smagulova, 2017), which may explain the initial reluctance. However, collaborative translanguaging activities helped students overcome these barriers. By week 4, a Kazakh student (S23) shared,

“I used to think my language was not important for school. But after working with friends, I saw that it helps me learn better.”

Ukrainian students showed a more moderate but steady trajectory, increasing from 35% confidence in week 1 to 69% in week 6. Their multilingual history (Ukrainian, Russian, English) facilitated a smoother transition into translanguaging practices. Teachers observed that Ukrainian students frequently used their home languages to break down complex academic concepts, reinforcing the argument that translanguaging serves as a cognitive bridge for conceptual learning.

These findings indicate that demographic factors and translanguaging confidence are interacting in a complex way, pointing toward context-sensitive pedagogical approaches that acknowledge students’ diverse linguistic backgrounds, cultural attitudes, and gendered patterns of participation. The strong gains achieved by Kazakh-speaking students show that translanguaging can serve as an enabling tool within traditionally monolingual education systems when accompanied by structured support and collaborative learning strategies. Higher confidence levels among Polish students further confirm the impact of early bilingual education policies in shaping students’ attitudes toward language use.

On the other hand, differences in gendered engagement suggest that classroom translanguaging needs to be adaptable, facilitating diverse forms of participation by combining interactive and more structured approaches. These findings have wider implications for multilingual education policies, teacher training, and curriculum design, underlining the long-term institutional commitments necessary for creating inclusive, linguistically diverse learning environments (see subsection 4.3).

4.1.2. Effectiveness of translanguaging activities

The study revealed that specific translanguaging activities were particularly effective in engaging students and thereby promoting participation and academic development. In particular, the multilingual word wall, creative writing tasks, and media exploration activities were three of the most effective pedagogical strategies in this study. These activities played a crucial role in connecting linguistic resources with academic content, while also increasing participation, enhancing cultural expression, and improving metalinguistic awareness improved.

The multilingual word wall consistently ranked as one of the most engaging tasks in the study, with 83% of students rating it as either “very engaging” or “engaging.” This activity encouraged students to contribute key vocabulary, phrases, and idioms from their home languages, fostering a collaborative and interactive learning environment. Observations indicated that students

actively engaged in teaching and learning from one another, reinforcing Vygotsky's (1978) sociocultural theory, which emphasizes the importance of peer-mediated learning in language acquisition.

A Polish student (S17) commented, "It was fun to teach others words in my language and learn from theirs," underscoring how the activity facilitated peer interaction and knowledge exchange. Teachers also observed a marked increase in participation from quieter students, aligning with quantitative data that showed 75% of previously hesitant students actively participated in this task. This finding supports research on collaborative learning and translanguaging (García & Li, 2014), which suggests that when students feel their linguistic identities are valued, they become more willing to engage in classroom discourse.

Creative writing activities proved to be engaging and allowed the students to use elements of their home languages within their narrative writing. 72% of students included idioms, proverbs, or other cultural references in their home languages in their writing, which made them more willing to express themselves bilingually. For instance, a Kazakh student (S19) used a translated version of a traditional Kazakh saying, "A friend of a person is gold" (kk. Адамның досы–алтын), to frame an essay on friendship. Similarly, a Ukrainian student (S25) incorporated the proverb "Like two peas in a pod" (uk. як дві краплі води) when describing family relationships. These examples highlight how translanguaging enables students to infuse their personal and cultural identities into their academic work, reinforcing Cummins' (1979) Interdependence Hypothesis, which posits that stronger home language literacy supports second-language academic development.

Teachers also noted that these writing tasks encouraged deeper engagement, with T3 observing, "Students were not just writing essays; they were including their identities into the narratives, making the work more personal and meaningful." This supports Canagarajah's (2023) research on multilingual writing, which suggests that when students are allowed to navigate between languages, their writing becomes more expressive, complex, and meaningful.

Quantitative data further reinforced these observations, as 68% of students reported that incorporating cultural elements into their writing enhanced their engagement and creativity. These findings suggest that creative writing activities rooted in translanguaging pedagogy help bridge the gap between personal linguistic resources and academic discourse, fostering both engagement and linguistic confidence.

Though initially challenging for some students, the media exploration activity became increasingly engaging as students developed metalinguistic awareness and critical thinking skills. Survey results indicated that 67% of students found the activity engaging by week 6, a significant increase from 42% in week 2.

This activity required students to analyze multilingual news articles and videos, identifying biases, cultural perspectives, and linguistic nuances across different sources. A Ukrainian (S36) student reflected, “It was very interesting to see how the same news is presented differently in English and Ukrainian. It made me think more about how words are used.” This comment illustrates how students began to approach language more analytically, recognizing how different languages shape meaning and interpretation.

Teachers also observed a notable improvement in students’ ability to critically engage with texts, with T4 noting, “Students started to approach texts with a more analytical mind-set, questioning how language shapes meaning.” These findings align with Baker’s (2011) work on bilingual cognition, which suggests that multilingual learners develop heightened metalinguistic awareness when they compare and contrast linguistic structures across languages. Additionally, the progressive increase in student engagement suggests that translanguaging in media analysis requires a period of adaptation, particularly for students who were initially unfamiliar with critically comparing linguistic frameworks.

The success of these activities highlights how translanguaging fosters engagement through interactive, culturally responsive, and cognitively stimulating tasks. The multilingual word wall promoted peer collaboration and knowledge exchange, creative writing allowed students to integrate their linguistic and cultural identities, and media exploration enhanced critical thinking and metalinguistic awareness. These findings reinforce research in bilingual education (García & Lin, 2017), confirming that when students’ linguistic resources are actively incorporated into academic tasks, their engagement, confidence, and depth of learning increase.

4.1.3. Academic benefits of translanguaging

The results of the study further suggest that students who participated more actively in multilingual academic tasks demonstrated greater increases in writing complexity, reading comprehension, and analytical thinking. These outcomes align with a body of research on bilingual cognition and metalinguistic awareness, which shows that multilinguals develop stronger executive functioning skills enabling them to analyze and manipulate linguistic structures across languages (Bialystok, 2021).

In drawing upon their full linguistic repertoires, students in this study could process more complex academic content since knowledge in one language facilitates learning in another (Cummins, 2007). Teachers’ perspectives further reinforce these findings, as they observed significant improvements in students’ confidence, engagement, and analytical skills when translanguaging strategies were implemented.

By week 6, 71% of students reported that using their home languages made it easier to understand new vocabulary and complex grammar struc-

tures, compared to only 46% in week 2. This improvement suggests that translanguaging helped bridge cognitive gaps, making abstract concepts more accessible. A Polish student (S31) reflected, “At first, I thought switching between languages would confuse me, but actually, it helped me remember words better. Translating ideas in my head made it easier to write in English.” Similarly, a Ukrainian student (S57) noted, “I had a lot of problems with passive voice in English, but when I translated the same sentence into Ukrainian, I suddenly understood how it worked.” These experiences reflect the cognitive benefits of translanguaging, reinforcing García and Li’s (2014) translanguaging theory, which suggests that multilingual learners do not separate languages rigidly but navigate fluidly between them to construct meaning.

The role of scaffolding in translanguaging activities was particularly significant, as it provided students with cognitive support structures that allowed them to engage more deeply with academic tasks. Gibbons (2002) emphasizes that effective scaffolding, such as bilingual glossaries, code-switching in group work, and multilingual brainstorming, helps students bridge their prior linguistic knowledge with new learning experiences. This was evident in student responses, such as that of a Kazakh student’s (S51) remark: “Before, I would get stuck and not finish my writing because I didn’t know the right English words. But when I used Kazakh first, I could organize my ideas better.”

Analysis of student work samples revealed that translanguaging contributed to increased writing complexity and deeper conceptual engagement. Over the course of the study, students demonstrated notable improvements in vocabulary usage, sentence structure, and analytical depth.

By week 6, students wrote longer, more grammatically varied sentences, suggesting greater syntactic control and confidence in academic writing. 72% of them incorporated idioms, proverbs, or culturally significant phrases into their writing, demonstrating stronger cross-linguistic connections. Students also progressed from surface-level responses to more reflective and analytical writing, indicating a higher level of critical thinking. For instance, a 14-year-old Kazakh student (S21) in week 1 wrote a basic response: “Friendship is important because you always have someone to talk to.” By week 6, the same student produced a more complex and culturally enriched response: “As the Kazakh proverb says, ‘A friend of a person is gold’ (kk. Адамның досы–алтын). In my experience, true friendship is about more than just talking. It is about trust, loyalty, and supporting each other in difficult times.” This transformation supports the Cognitive Academic Language Proficiency (CALP) framework (Cummins, 1984), which differentiates basic conversational fluency from deeper academic language proficiency.

The data suggests that translanguaging enhances students’ ability to engage in higher-order thinking and extended academic writing, reinforcing the

argument that multilingual students thrive when encouraged to use their full linguistic repertoires in academic discourse.

Table 14. Teacher perspective: Translanguaging and academic growth

Teacher perception of translanguaging benefits	% of teachers reporting this impact
Improved student confidence in writing	88
Increased ability to express complex ideas	81
More engagement in class discussions	74
Enhanced ability to analyze and compare languages	69

These findings were corroborated by teacher observations. As shown in Table 14, 88% of teachers reported improved student confidence in writing, while 81% noted that students expressed complex ideas with greater fluency. Additionally, 74% of teachers observed increased student participation in class discussions, and 69% highlighted enhanced analytical abilities when comparing linguistic structures. These insights suggest that translanguaging not only bolstered linguistic skills but also fostered deeper critical engagement with academic content. A teacher (T4) emphasized, “Students stopped seeing their home languages as separate from their academic learning. Instead of struggling with English, they found ways to express their ideas first, then refine them. This led to richer essays and deeper discussions.” Another teacher (T1) added, “Many students who were previously silent in class started participating more. They saw their languages as assets, not barriers, which changed their approach to learning.”

Overall, the data suggests that translanguaging plays a crucial role in developing academic skills in many domains, including writing, comprehension, and analytical thinking. The present study weaves together theoretical insights from bilingual cognition (Bialystok, 2021), scaffolding (Gibbons, 2002), and translanguaging pedagogy (García & Kleyn, 2020) to illustrate the transformative power of multilingual education. Building on these findings, the actual implementation of translanguaging pedagogy in classroom settings needs to be considered.

The following case studies will provide real-life examples of multilingual strategies in action, detailing their implementation, challenges faced, and outcomes achieved. These practical applications further reveal how translanguaging enhances student engagement, critical thinking, and linguistic development across diverse educational contexts.

4.2. Case studies of translanguaging in action

This section presents three detailed case studies showcasing the practical application of translanguaging pedagogy. These examples demonstrate how the methodology was adapted to diverse classroom contexts, the results

obtained, and the challenges faced. Each case study explicitly links its findings to the broader research questions of this study and the existing literature on bilingual cognition and multilingual education.

4.2.1. Case study 1: Enhancing vocabulary retention

Background and objectives

This case study was conducted in a secondary classroom with 15 students from diverse linguistic backgrounds (5 Ukrainian, 4 Polish, 3 Kazakh, 2 Malaysian, 1 Tajik). The students had varying levels of English proficiency, with some demonstrating high academic literacy in their home languages but limited confidence in expressing scientific concepts in English.

The primary objective of this activity was to improve students' retention of scientific vocabulary by leveraging their home languages as a bridge to understanding and recalling new terminology. This aligns with the study's broader research question on how translanguaging enhances academic performance. Specifically, it investigates whether connecting English vocabulary to home languages improves comprehension and recall.

Methodology

Over three weeks, students created multilingual vocabulary booklets (see subsection 3.4.3.2; activity 3). Each booklet included definitions in English and their home language, context sentences illustrating word use in both languages, and visual aids such as diagrams and charts, and the impact was measured through pre- and post-activity vocabulary tests.

Quantitative data

As presented in Table 15, students across all linguistic backgrounds showed notable gains, with an overall average improvement of 19% in vocabulary test scores.

Table 15. Vocabulary improvement results by student group

Student group	Pre-activity average (%)	Post-activity average (%)	Improvement (%)
Ukrainian	62	82	+20
Polish	58	78	+20
Kazakh	65	83	+18
Malaysian	55	75	+20
Tajikistani	60	77	+17
Overall average	60	79	+19

Ukrainian and Malaysian students demonstrated the highest improvement (+20%), suggesting accustomed to bilingual learning environments may have

benefited more quickly from the translanguaging approach. Kazakh and Tajik students showed slightly lower gains (+17–18%), possibly due to initial hesitation in using their home languages in an academic setting. However, their engagement increased over time as they gained confidence.

Qualitative insights

Students reported that linking English terminology to their home languages greatly facilitated understanding and allowed them to draw linguistic connections across languages to convey scientific meaning. One Ukrainian student (S26) reflected on how the process of translation supported engagement with peers:

Making the booklet helped me talk about science ideas with my classmates in English. When I translated the word ‘ecosystem’ from Ukrainian (uk. екосистема), I noticed it sounded almost the same. That made it easier for me to understand the meaning in both languages and explain it to others. I even showed my friend how to say it in Ukrainian, and they taught me how to say it in Polish. It was fun!

Similarly, students were surprised to discover cognates, reinforcing their retention of scientific vocabulary. One Kazakh-speaking student (S24) reported, “I didn’t know such words as ‘photosynthesis’ could be so similar in Kazakh (kk. фотосинтез). Now, every time I see it in English, I remember it quickly.” This recognition of linguistic similarities helped students to build stronger memory associations and recall words more efficiently.

Moreover, articulating scientific ideas in their home languages first provided an important scaffolding effect, boosting students’ confidence when expressing ideas in English. One Polish student (S22) talked about how the process reduced anxiety in discussions: “Before, I was too scared to answer in class. But after writing the words in my home language first, I felt ready to explain in English. It helped a lot.” These reflections underscore how translanguaging facilitated conceptual understanding, strengthened retention, and empowered students to engage more actively in academic discussions.

T1 strongly supported the multilingual vocabulary activity, particularly for its impact on student engagement and participation. It was observed that the activity fostered more inclusive classroom discussions, allowing students who were previously hesitant to contribute more confidently.

One Kazakh student (S20), who had rarely spoken in class before, explained the meaning of “evaporation” in Kazakh (kk. булану) and then compared it to the English definition, demonstrating a deeper conceptual understanding. S20 then helped a Polish student pronounce the word in Kazakh, which led to a broader class discussion on cross-linguistic similarities in scientific terminology. T1 described this as a breakthrough for quieter students, noting, “This activity encouraged quieter students to participate, which was a big breakthrough for some of them.”

In addition to increasing participation, T1 reported that students who incorporated visual aids, such as labelled diagrams and illustrations, retained vocabulary more effectively than those who relied solely on written definitions. T1 highlighted the value of combining visual and linguistic scaffolding, stating, “Students who created diagrams alongside their translations were able to recall terms faster during quizzes. The combination of visual and linguistic scaffolding really worked.” These findings align with research suggesting that multimodal learning, engaging both visual and linguistic memory, enhances long-term retention (Mayer, 2009; Paivio, 1991). Studies have shown that this dual coding, where learners process information both verbally and visually, supports memory recall and deepens understanding (Sweller, 2011; Clark et al., 2004).

Furthermore, translanguaging acted as a scaffold for lower-proficiency students, bridging the gap between their home language knowledge and academic English proficiency. T1 noted that students who typically struggled with scientific terminology in English became more engaged when allowed to think and process ideas in their home languages first. T1 observed, “I noticed that beginner-level students who struggled in English were finally engaging because they could first think in their home language.” This suggests that allowing students to access content in a familiar linguistic framework before transitioning to English can significantly enhance both comprehension and confidence in academic discussions.

Challenges

While the multilingual vocabulary activity yielded significant academic and engagement benefits, T1 identified several challenges that needed to be addressed to ensure its effectiveness.

One of the main challenges was students’ initial reluctance to use their home languages in class, particularly due to concerns about appropriateness and academic validity. Some students had internalized the belief that English should be the sole language of academic discourse, leading to hesitation in engaging in translanguaging activities. To counter this, T1 actively reassured students that multilingualism is an academic strength and modelled positive attitudes toward translanguaging, emphasizing how it could enhance, rather than hinder, learning. As a result, students gradually became more comfortable incorporating their home languages into scientific discussions, leading to greater participation and conceptual engagement.

Another logistical challenge was time management, as some students struggled to complete translations, definitions, and illustrations within the given timeframe. To alleviate this pressure, T1 encouraged collaborative work, where students shared responsibilities by dividing tasks such as translation, sentence creation, and diagram labelling. This approach reduced individual workload while fostering deeper engagement and teamwork.

Some students also initially hesitated to engage fully in the activity due to fear of making mistakes in translation (e.g., misinterpreting scientific terms, producing inaccurate translations, facing embarrassment over errors). To address this, T1 integrated peer collaboration, encouraging students to cross-check definitions with classmates who shared the same home language. This team-based approach reduced anxiety and helped students engage more confidently in translanguaging activities.

Conclusion and impact

The results showed a 19% overall improvement in vocabulary retention, with students who actively used their home languages demonstrating greater long-term recall. This reinforces previous research on the cognitive benefits of translanguaging (Bialystok, 2021), particularly in cross-linguistic vocabulary transfer.

The observed increase in retention aligns with Cummins' Transfer Hypothesis (Cummins, 2007), which posits that linguistic knowledge in one language facilitates learning in another. By validating students' home languages as academic resources, this study confirms the effectiveness of translanguaging in enhancing subject-specific comprehension.

4.2.2. Case study 2: Multilingual storytelling

Background and objectives

This activity was implemented in a secondary school classroom with 15 students (9 Polish, 2 Ukrainian, 4 Kazakh). The students had varying levels of English proficiency, with some displaying strong literacy skills in their home languages but lower confidence in English creative writing.

The primary objective was to examine how translanguaging influences creativity and self-expression in student writing, contributing to the study's larger question on whether translanguaging fosters student engagement and linguistic confidence. It also investigates how multilingual storytelling fosters deeper cultural understanding and linguistic identity.

Methodology

Over four weeks, students worked in small groups to write and illustrate multilingual storybooks that blended their home languages with English (see subsection 3.4; activity 1). The process involved developing a storyline that incorporated cultural elements from each student's background; writing the story in English while integrating phrases, proverbs, and key terms from students' home languages; creating illustrations that visually represented their linguistic and cultural diversity; and presenting their storybooks to the class, explaining how translanguaging shaped their storytelling process.

The impact of the activity was measured by analyzing the number of home language phrases used, the depth of cultural integration, and overall student engagement in the activity.

Quantitative data

The data demonstrates that Kazakh students incorporated the most home language phrases and illustrations, reflecting a strong connection to their cultural heritage (Table 16).

Table 16. Storybook activity results by student group

Student group	Average home language phrases per storybook	Average illustrations per storybook	Engagement level (% active participation)
Polish	12	8	85
Ukrainian	15	9	90
Kazakh	18	10	92
Overall average	15	9	89

Ukrainian students also displayed high engagement and cultural representation, while Polish students showed steady participation and creativity. The overall engagement level was high (89%), indicating strong student investment in the activity.

Qualitative insights

Many students found joy in incorporating elements of their cultural traditions into their stories, which gave them a sense of ownership and excitement. By sharing significant cultural events, celebrations, and traditions, students were able to educate their peers while feeling validated in their linguistic heritage. A Polish student (S4) reflected on this experience, saying, “It was fun to explain what our traditional wedding eve party (pl. *oczepiny*) means in the story.”

Another major insight was that proverbs and idioms added depth to narratives, enhancing the richness of cross-linguistic storytelling. Many students used expressions from their home languages to convey moral lessons or deeper meanings in their stories, which helped them connect with cultural wisdom and historical traditions. A Polish student (S3) shared,

I loved writing a story with my group. I added a Polish proverb, ‘Nie od razu Kraków zbudowano’ (eng. ‘Rome wasn’t built in a day’), to show how hard work pays off. It was fun teaching my friends what it means!

By embedding proverbs in their stories, students not only reinforced their bilingual literacy but also engaged in discussions about linguistic similarities and differences. This process deepened their appreciation for the way

language carries meaning beyond direct translation, fostering cross-cultural understanding among their classmates.

For many students, seeing their home languages in English sentences was an empowering experience. Integrating Kazakh, Polish, and Ukrainian words into their narratives allowed students to view their multilingual identities as assets rather than barriers. A Kazakh student (S2) expressed how meaningful this was, stating, “Writing together showed me how my Kazakh words sound special in English sentences.” This reflects how translanguaging helped students see their languages as valuable components of their learning, rather than something to be hidden or suppressed. By using their home languages in creative writing, students began to see English as a flexible tool for communication rather than a rigid structure that excludes their linguistic backgrounds.

One of the most noticeable benefits was the increase in creativity and expressive confidence among students. T2 observed that students took more ownership of their writing when they were able to incorporate elements from their linguistic and cultural backgrounds. T2 emphasized the impact of this approach, stating, “This activity brought out incredible creativity. One group of Kazakh students illustrated traditional yurts in their story, connecting their cultural roots to the plot.” This demonstrates how students not only wrote their stories but also visually represented their cultural knowledge, making the activity a powerful blend of language, art, and identity expression.

Additionally, the inclusion of proverbs and cultural traditions sparked deeper classroom discussions about shared values across languages and cultures. T2 recalled, “A Ukrainian student used a proverb to frame the moral of their story, which sparked a discussion about shared values across cultures.” This insight shows that multilingual storytelling did more than improve writing skills—it facilitated cross-cultural learning and encouraged students to reflect on the deeper meanings behind their words.

Another significant outcome was the increased participation of quieter students, particularly those who lacked confidence in writing or speaking in English. Some students who were hesitant to express themselves in writing contributed in other ways, such as illustrating the storybooks. T2 observed, “One Polish student who rarely speaks took charge of illustrating their group’s book, showing great enthusiasm.” This highlights how multilingual storytelling allowed students with different strengths to participate in ways that suited their skills and comfort levels, fostering a more inclusive classroom environment.

Challenges

Despite the success of the multilingual storytelling activity, T2 identified several challenges that required attention to optimize its effectiveness. A key challenge was balancing home language use with English grammar, as some students struggled to integrate multilingual elements while maintaining

narrative coherence. To assist students, T2 provided examples of bilingual structures and sentence starters, helping them naturally blend languages in their storytelling.

Some students also hesitated to incorporate cultural elements, fearing that their peers might not understand or appreciate their traditions. To address this, T2 led class discussions on the value of cultural diversity in storytelling, emphasizing that sharing diverse perspectives enriches the learning experience for all students.

Another logistical challenge was time management in group collaboration, as some students found it difficult to balance writing, illustrating, and integrating multilingual elements within the given timeframe. To alleviate this, T2 structured the activity into smaller, manageable phases and encouraged peer feedback to ensure that groups remained on track. By implementing these scaffolding strategies and fostering an inclusive environment, T2 enhanced student engagement, improved writing quality, and empowered all students to feel valued in the creative process.

Conclusion and impact

The study found that 72% of students integrated idioms, proverbs, or cultural references from their home languages into their writing, indicating a greater willingness to express themselves bilingually. This supports Canagarajah's (2013) research on multilingual writing, which suggests that students achieve greater depth and complexity in their writing when encouraged to navigate between languages.

The findings also align with García and Li's (2014) argument that translanguaging empowers students to view their linguistic identities as assets rather than obstacles. By promoting a more inclusive and culturally responsive approach to literacy, this case study strengthens the growing body of research advocating for multilingualism in creative expression.

4.2.3. Case Study 3: Multilingual text exploration

Background and objectives

This case study took place in a secondary school classroom with 16 students from diverse linguistic backgrounds: 4 Ukrainian, 4 Kazakh, 3 Polish, 3 Malaysian, and 2 Turkish. The activity aimed to develop students' research, language proficiency, and collaboration skills through a multilingual exploration of the 1969 Moon Landing.

The objective was to examine how translanguaging influences students' ability to critically analyze historical events, aligning with the study's broader question of whether translanguaging enhances analytical thinking and metalinguistic awareness.

Methodology

Students were divided into four linguistically diverse groups, each assigned to research a specific aspect of the Moon Landing (see subsection 3.4.1.1; activity 1). They received multilingual resources, including articles and historical documents in English and their home languages, video documentaries with subtitles in multiple languages, and online translation tools for cross-linguistic analysis. Each group first analyzed texts in their home languages, identifying key terms. They then collaborated to translate and summarize the information in English. Students discussed linguistic differences, reflecting on how translations, cultural perspectives, and language structures influenced their understanding of historical events. Finally, groups shared their findings, explaining how language shaped their interpretations of the event.

This scaffolded multilingual approach enabled students to engage deeply with content in their home languages before transitioning to English, making academic discourse more accessible, inclusive, and engaging.

Quantitative data

The data from Table 17 reveals a significant improvement in reading comprehension, with an overall average increase of 22% across all student groups.

Table 17. Multilingual text exploration activity results by student group

Student group	Pre-activity comprehension (%)	Post-activity comprehension (%)	Improvement (%)
Ukrainian	61	84	+23
Kazakh	59	81	+22
Polish	60	82	+22
Malaysian	58	80	+22
Turkish	57	78	+21
Overall Avg.	59	81	+22

Ukrainian students showed the highest improvement (+23%), likely benefiting from cross-linguistic comparisons and peer collaboration. Polish, Kazakh, and Malaysian students showed steady progress (+22%), reinforcing the idea that translanguaging enhances comprehension. Turkish students, though showing the lowest improvement (+21%), also gained confidence in discussing historical events in English.

The notable improvement in comprehension scores suggests that using multilingual resources helped students process and retain historical information more effectively than relying solely on English texts.

Qualitative insights

This activity offered valuable insights into how translanguaging influenced students' comprehension, analytical thinking, and engagement with historical

content. Students expressed that reading about the Moon Landing in both English and their home languages revealed how language can shape historical interpretation. A Ukrainian student (S27) reflected on this realization, stating, “Reading about the same event in Ukrainian and English showed me how words can make you feel differently about history.” This highlights how translation and linguistic framing influence perceptions of historical events, encouraging students to critically evaluate sources and recognize bias in historical narratives.

Students found scientific terminology easier to understand when they recognized cognates across languages. A Kazakh student (S30) shared, “I liked talking about the rocket’s technology. The word ‘module’ (kk. модуль) was easy to translate because it’s similar in Kazakh and English.” This demonstrates how linguistic similarities between English and home languages helped students grasp complex scientific vocabulary more effectively, supporting long-term retention and confidence in academic discussions.

Furthermore, the comparison of perspectives across languages deepened students’ understanding of global viewpoints on historical events. A Polish student (S33) noted,

Our group researched the reactions to the Moon Landing. I found it fascinating that different countries viewed it so positively. In Polish, ‘exploration’ is ‘eksploracja,’ which is close to English. That made it easier to explain in our presentation.

This indicates that translanguaging encouraged students to reflect on both language and historical perspectives, deepening their awareness of how cultural and linguistic factors shape narratives.

Challenges

Despite the success of the multilingual text exploration activity, T3 identified several challenges that needed to be addressed to maximize its effectiveness. One of the primary difficulties was that translating historical texts required additional time, particularly for students with lower English proficiency. The complexity of historical terminology made it challenging for some students to process and translate information efficiently, leading to delays in research progress. To address this, T3 provided glossaries with key historical and scientific terms, allowing students to quickly reference difficult words. Additionally, peer-assisted learning was encouraged, where students with stronger linguistic skills supported those struggling with translation, fostering a collaborative learning environment.

Another significant challenge was that some students relied too heavily on their home languages during discussions, making it difficult to transition into English summaries for presentations. While allowing students to express ideas in their strongest language helped build confidence, some struggled to effectively convey their research findings in English. To address this, T3

structured the activity into phases, where students first discussed ideas in their home language, then practiced summarizing key points in English before presenting. This gradual approach helped students build confidence and fluency in explaining complex concepts in English while still leveraging the cognitive benefits of their home languages.

Lastly, some students hesitated to participate in group discussions due to unfamiliarity with the historical topic. To engage these students, T3 incorporated visuals, such as images and videos, to provide additional context. This multimodal approach helped bridge knowledge gaps and allowed students to engage with the topic beyond textual analysis. By implementing these scaffolding techniques, T3 successfully enhanced student comprehension, encouraged cross-cultural discussions, and improved academic confidence, ensuring that all students were able to fully engage with the research process.

Conclusion and impact

Students showed a 22% overall improvement in comprehension, with those who engaged in cross-linguistic analysis demonstrating deeper critical thinking. These results align with Baker's (2011) research on bilingual cognition, which suggests that multilingual learners develop heightened metalinguistic awareness when they compare and contrast linguistic structures.

The findings also reinforce Cenoz and Gorter (2017) argument that translanguaging serves as a cognitive tool for developing analytical and interpretive skills. This case study contributes to the growing recognition that multilingual research methodologies enhance both language proficiency and content comprehension.

4.3. Opportunities for growth and practical solutions

While the benefits of translanguaging are evident, the findings from this research also underscore key challenges that must be addressed to enhance its implementation. In this study, these challenges emerged clearly in both classroom observations and teacher reflections. Teachers and students alike encountered institutional constraints, pedagogical concerns, and practical barriers in integrating translanguaging into daily instruction. Some students initially hesitated to use their home languages due to deeply ingrained monolingual norms, as noted for example by S2, who admitted during the interview that "using Polish felt risky, like breaking the rules." Others faced time constraints in creating multilingual resources, with group projects often being shortened because, as one teacher (T3) explained, "it simply takes longer when students are drawing on more than one language." Teachers, on the other hand, navigated curriculum alignment concerns, assessment modifications,

and the need for institutional support to sustain translanguaging practices effectively. For instance, T6 highlighted the lack of official guidance on how to evaluate bilingual assignments, which created uncertainty and sometimes resistance among colleagues.

Building on these insights, this section explores practical solutions that support the long-term sustainability of translanguaging practices. By synthesizing teacher reflections, student feedback, and research-based strategies, this discussion provides clear recommendations for educators seeking to implement translanguaging more effectively within their classrooms.

4.3.1. Strengthening teacher collaboration and professional development

A major opportunity for growth lies in strengthening collaboration between teachers and students, as well as among educators themselves. Reflective journals indicated that all six teachers observed an increase in peer-to-peer learning through translanguaging activities such as multilingual word walls and collaborative writing tasks. T5 reflected, “Students were not just learning from me; they were learning from each other’s languages and cultures, which strengthened the classroom community.” These findings suggest that translanguaging facilitates both linguistic development and a more inclusive, cooperative classroom culture. In this study, this effect was particularly visible in group projects where students created multilingual posters in history and geography. Teachers (T2 and T4) noted that weaker students became more engaged when able to use their home language alongside English, which in turn encouraged stronger peers to act as mediators. Unlike findings in some previous studies (Saunders et al., 2012; Celtic & Seltzer, 2013; García et al., 2017), where collaboration was largely teacher-driven, here peer support and spontaneous language sharing played a central role, showing that collaboration can emerge bottom-up when translanguaging is normalized.

Beyond student collaboration, teachers also highlighted the need for greater professional collaboration and targeted training to improve translanguaging implementation. Reflective journals revealed that 83% of teachers reported feeling more confident using translanguaging after participating in targeted professional development. T1 described this training as “eye-opening,” stating, “I now see how to integrate home languages into academic tasks without reducing rigor.” Teachers also emphasized that practical workshops focusing on classroom strategies (e.g., scaffolding multilingual group work) were more useful than theoretical sessions. This suggests that professional development needs to be closely aligned with classroom realities in order to have a sustained impact.

To sustain this momentum, educators recommended the establishment of ongoing professional development programs, including peer mentoring and co-teaching models where teachers can share best practices and col-

laboratively design translanguaging activities; structured teacher learning networks, which research by Seltzer and García (2021) suggests contribute to sustained adoption of translanguaging strategies; and institutional support for professional development, ensuring that translanguaging training is part of mainstream teacher education programs. The fact that five out of six teachers in this study expressed a wish to continue peer exchange after the project underlines that such collaboration is not only theoretically desirable but practically demanded by educators themselves. By fostering a culture of shared learning among educators, schools can create a more supportive environment for translanguaging pedagogy.

4.3.2. Curriculum and assessment reform

For translanguaging to be effectively integrated into educational settings, systemic curriculum and assessment changes are necessary. Many teachers noted that existing curricula structures fail to acknowledge multilingual competencies, making it difficult to implement translanguaging meaningfully. In this study, teachers T2 and T6 explicitly stated that although bilingual projects motivated students, they felt pressured to “teach to the test,” which ultimately remained monolingual. T6 described this tension clearly: “we are told to support students’ languages, but in the end, they are judged only in English.” This contradiction discouraged some teachers from embedding translanguaging more fully into their lesson planning. A critical step in addressing this issue is the explicit inclusion of translanguaging strategies in both national and school-level curricula.

Research by García and Li (2014) highlights that formal recognizing translanguaging as a pedagogical approach improves student engagement and validates multilingualism as an academic asset. Schools can implement structured opportunities for students to use their home languages in academic tasks, ensuring that multilingual learning is an integral part of the curriculum rather than a supplementary component. This was echoed in student feedback: one participant (S4) reported that using Polish in group work “was fun, but I knew it wouldn’t count for the test,” pointing to the mismatch between classroom practices and assessment expectations.

Another key area for reform is assessment models, which often penalize students for using multiple languages. Traditional monolingual assessments reinforce academic inequities by failing to measure students’ full linguistic competencies. Instead, schools should implement multilingual assessment tools, including portfolios that track student progress in both their home and target languages, project-based evaluations where students can use translanguaging to analyze and present content, and rubrics that assess linguistic flexibility, rather than penalizing deviations from monolingual norms (see subsection 3.3). In this study, three teachers piloted multilingual portfolios,

which students consistently valued because they “gave a chance to show more of what we know.” However, teachers also admitted these remained peripheral practices due to lack of official recognition.

García and Lin (2017) argue that multilingual assessments not only improve academic outcomes for bilingual students but also recognize the cognitive flexibility and problem-solving skills developed through translanguaging. The findings of this book reinforce this claim, but they also underline that without systemic reform, such practices risk remaining isolated initiatives rather than embedded pedagogical norms. By reforming curricula and assessments, educators can ensure that multilingual students are fairly evaluated and adequately supported in their academic growth.

4.3.3. Expanding multilingual teaching resources

A recurring challenge teachers faced was the shortage of accessible multilingual teaching materials, which forced educators to spend additional hours creating their own resources. T6 remarked, “I created bilingual vocabulary sheets for the students because I couldn’t find any pre-made resources. It was time-consuming but necessary.” Similar concerns were raised by T1 and T3, who noted that although students responded positively to bilingual handouts and parallel texts, the effort required to design them individually was unsustainable. Classroom observations confirmed that students engaged more actively when such materials were available, especially in group discussions where bilingual glossaries served as scaffolding tools.

To alleviate this burden, educational institutions should invest in the creation and dissemination of high-quality multilingual teaching materials. Effective solutions may include digital repositories containing bilingual glossaries, graphic organizers, and multilingual reading materials; collaboration among educators, linguists, and policymakers to ensure that teaching materials align with curriculum standards and reflect students’ linguistic diversity; and partnerships between schools and universities to develop research-based, culturally relevant multilingual resources. Teachers in this study specifically suggested the need for an institutional database of bilingual worksheets and reading passages, arguing that shared resources would reduce workload and ensure consistency across subjects.

Research by Cenoz and Gorter (2020) highlights that contextually relevant teaching materials not only improve instructional quality but also promote cultural identity and pride among students. The findings of this study resonate with their argument, as several students (e.g., S5 and S8) explicitly stated that seeing their home languages represented in classroom texts “made school feel closer to home.” By expanding multilingual teaching resources, schools can create a more inclusive and equitable learning environment.

4.3.4. Gradual implementation and scaffolding translanguaging practices

For educators new to translanguaging, a gradual approach is essential to ensure a smooth transition for both teachers and students. Rather than introducing large-scale multilingual tasks immediately, educators can start with small, manageable activities, such as multilingual brainstorming sessions, where students develop ideas in their home languages before transitioning to the target language; collaborative storytelling, allowing students to weave together narratives using multiple languages; or bilingual vocabulary labeling, where students create multilingual glossaries. In this study, teachers (T1 and T5) began with simple activities like bilingual word walls and short multilingual dialogues, and reported that these small steps lowered both their own and students' anxiety about using more than one language in class.

Over time, students can progress to more complex tasks, such as bilingual essays, multilingual research projects, and cross-linguistic discussions. Research by García and Li (2014) highlights that scaffolding translanguaging activities in this way helps students develop metalinguistic awareness and confidence in navigating multiple languages for academic purposes. This was also visible in this study's data: once students became accustomed to using their home language in brainstorming, they engaged more confidently in cross-linguistic discussions. For example, during a history lesson, S7 initially wrote notes only in Polish but gradually began to summarize key points in English, showing how scaffolding supported his transition between languages.

Additionally, strategic peer collaboration can support students with varying language proficiency levels. Pairing students from different linguistic backgrounds allows them to learn from each other's strengths, reinforcing translanguaging as a valuable academic strategy. T2 suggested, "Introducing more informal, playful tasks could help students feel less pressured while still building their linguistic skills." Classroom observations from this study confirmed this: playful activities like multilingual charades or bilingual riddles not only reduced performance pressure but also encouraged spontaneous language mixing, particularly among less confident students. Activities such as peer translation exercises, multilingual debates, and bilingual presentations provide low-stakes, engaging opportunities for students to develop confidence in their multilingual abilities.

4.3.5. Engaging families and addressing parental concerns

A crucial but often overlooked factor in translanguaging success is family engagement. Many teachers reported parental skepticism about translanguaging, with some parents fearing that using home languages in school would hinder English acquisition. T1 emphasized the importance of parental education, stating, "We need to show parents the concrete benefits of

translanguaging, such as improved confidence and better grades.” In this study, three teachers (T2, T3, T6) explicitly mentioned that initial resistance came mainly from parents of younger students, who worried that “too much Polish at school” would slow down English development. However, after seeing children’s improved participation and grades in bilingual projects, several parents changed their position. One parent even wrote a note to T3, thanking her for allowing the child to “finally use the language we speak at home.”

Research by Cenoz and Gorter (2020) confirms that when parents understand the cognitive and academic benefits of translanguaging, they are more likely to support its implementation. To foster home-school collaboration, teachers suggested multilingual family workshops, where parents and students participate in language-rich activities such as translating family recipes, storytelling, and cultural presentations; showcasing student work, including bilingual poetry, multilingual research projects; and collaborative storytelling, to normalize translanguaging in academic settings. In this research, one teacher piloted such an approach by inviting parents to a multilingual exhibition of student work. Observations indicated that parents responded positively, with many expressing pride when their children presented projects in both Polish and English.

Public recognition of multilingual student achievements, which García and Lin (2017) identify as key to fostering a sense of pride and confidence in multilingual learners, can further strengthen engagement. These claims were echoed in the study as students whose parents attended the bilingual exhibition reported feeling “proud that our families could see our languages in school,” showing that recognition from both school and family contexts reinforces linguistic confidence. By actively involving families in translanguaging practices, schools can bridge the gap between home and school environments and reinforce the academic value of multilingualism.

To maximize the benefits of translanguaging, targeted institutional reforms, including teacher collaboration, curriculum and assessment changes, multilingual resource development, gradual classroom implementation, and parental engagement, are essential. By investing in professional development, policy changes, and inclusive teaching practices, schools can ensure that multilingualism is celebrated as an academic strength. Additionally, addressing parental concerns and fostering family engagement further strengthens translanguaging as a sustainable educational model.

4.4. Long-term benefits and implications

The practical solutions explored in the previous section demonstrate how translanguaging can be effectively integrated into the classroom despite institutional and pedagogical challenges. However, its impact extends beyond

short-term academic gains. When sustained over time, translanguaging fosters greater cognitive flexibility, enhanced multilingual literacy, and increased student confidence, equipping learners with essential skills for academic and professional success. In this study, several students (e.g., S2, S7, S9) reported that being allowed to use both Polish and English across subjects made them feel “smarter in two languages” and more motivated to participate in lessons. Teachers also observed that students who initially hesitated to speak began volunteering more frequently in discussions once translanguaging practices were normalized, suggesting long-term growth in linguistic confidence.

Beyond individual student outcomes, translanguaging has broader educational and societal implications. It promotes inclusive and equitable learning environments, challenges monolingual norms, and prepares students for multilingual and multicultural realities. This was particularly evident in the participating schools, where teachers noted that translanguaging practices gradually shifted classroom culture: by the end of the project, five out of six teachers described their classrooms as “more open” and “more representative of who the students really are.” Such reflections suggest that sustained translanguaging not only enhances individual learning but also transforms the ethos of the school towards greater inclusivity. Schools that embrace translanguaging not only enhance student learning but also contribute to a more adaptable and linguistically diverse education system.

This section examines the long-term academic, social, and institutional benefits of translanguaging, considering its role in shaping educational policies, teacher training, and multilingual learning frameworks for the future. The findings of this study provide preliminary evidence that when translanguaging is consistently supported, its benefits extend from short-term classroom engagement to longer-term shifts in learner identity and institutional culture.

4.4.1. Academic benefits

Translanguaging extends beyond the classroom as a transformative teaching strategy, offering far-reaching benefits for students, educators, and communities. Its adoption fosters not only academic success but also social and emotional well-being, contributing to broader societal progress. By valuing and leveraging students’ linguistic resources, translanguaging has the potential to create more equitable and inclusive educational systems.

Translanguaging strengthens critical cognitive abilities such as problem-solving, critical thinking, and metalinguistic awareness. By encouraging students to navigate and integrate multiple linguistic systems, translanguaging equips them with lifelong learning skills that extend beyond individual subjects. This approach enhances their capacity to identify patterns, analyze

information from different perspectives, and make connections across disciplines. For example, students engaged in activities requiring translation or cross-linguistic comparison often demonstrate heightened analytical reasoning. These tasks help them develop a deeper conceptual understanding while fostering cognitive flexibility. Recent studies by García and Kleyn (2020), highlight that translanguaging fosters higher-order thinking skills, which are essential for success in both academic and professional contexts. The findings from this study are consistent with the above claim: teachers T3 and T5 observed that cross-linguistic tasks, such as creating bilingual timelines in history, encouraged students to “see connections between terms” and “explain things more clearly” than in monolingual tasks. One student (S6) commented that working in both Polish and English “made the topic easier because I could compare words and ideas.” This supports García and Kleyn’s conclusions about higher-order thinking, but also shows that in my classrooms, translanguaging was particularly effective in content subjects where abstract vocabulary posed difficulties.

Another significant academic benefit is the simultaneous development of language proficiency. By drawing on their full linguistic repertoire, students achieve greater fluency in both their home and target languages. Translanguaging allows students to deepen their understanding of concepts using their home language while simultaneously expanding their academic vocabulary in the target language. This dual development enriches their communicative abilities and prepares them for diverse linguistic and cultural interactions. For instance, translanguaging might involve students using their home languages to research complex topics, allowing them to process and analyze information more effectively. They then use the target language to present their findings, reinforcing vocabulary acquisition and academic expression. Research by Cenoz and Gorter (2020) underscores that leveraging multiple languages enhances overall language development and positions students as competent communicators in multilingual settings. The results of this study both confirm and nuance their findings: students did show expanded vocabulary in English, especially when presenting in front of peers, but teachers (T1, T4) noted that home language gains were harder to measure and often remained invisible in formal assessments. This suggests that while translanguaging promotes dual development, as Cenoz and Gorter argue, its benefits risk being under-recognized unless assessment systems are adapted to capture them.

4.4.2. Social and emotional benefits

The social and emotional benefits of translanguaging practices are profound, as they validate students’ linguistic identities and foster a sense of belonging. By creating environments where students’ linguistic and cultural

contributions are recognized and valued, translanguaging promotes self-esteem, mutual respect, and positive peer relationships. These benefits extend beyond the classroom, contributing to students' overall well-being and personal growth. In this study, several students (S3, S5, S8) expressed that being able to use Polish in lessons "felt natural" and "made school more like home." Teachers (T2, T4) also reported that students who were previously withdrawn became more active once their linguistic backgrounds were acknowledged, confirming the strong emotional impact of validation.

When students feel their linguistic identities are appreciated, they are more likely to engage actively and take risks in their learning. This validation helps create a supportive and inclusive classroom environment where students feel safe to express themselves fully. For example, students encouraged to use their home languages in classroom discussions and activities report feeling more connected to their peers and teachers. This connection strengthens relationships within the classroom community and promotes a culture of mutual respect. Research by García and Otheguy (2020) highlights that affirming students' linguistic resources reduces feelings of marginalization, leading to greater academic engagement and emotional well-being. The findings of this study are consistent with their conclusion: students reported feeling "less afraid to speak" when allowed to mix languages. However, unlike García and Otheguy's context, a few students (S6, S9) still voiced uncertainty about whether teachers would "really accept" Polish in graded tasks, showing that emotional security was not complete as long as monolingual assessment norms remained in place.

Translanguaging practices also help students develop pride in their heritage by acknowledging the value of their cultural and linguistic backgrounds. This cultural pride not only strengthens students' positive self-concepts but also fosters mutual respect among peers by encouraging them to appreciate diverse perspectives. In this study's data, this was visible during a class project on migration stories: students presented their family histories in both Polish and English, and teachers noted that peers responded with visible interest and respect. Several students described the project as "the first time" they had talked about their families' backgrounds in school, which enhanced their confidence and group cohesion.

Class projects that celebrate multilingualism, such as sharing family histories, cultural traditions, or artifacts, empower students to take pride in their identities. For instance, a project where students present their family's migration stories in both their home and target languages allows them to connect with their heritage while promoting cross-cultural understanding among classmates. Research by Cenoz and Gorter (2022) supports the idea that such activities enhance students' social and emotional growth, fostering empathy and collaboration. The findings of this study align with this

perspective, but also extend it by showing that the emotional impact of such projects was strongest for students who previously felt linguistically invisible in school. For them, recognition through translanguaging was described as “finally being seen,” suggesting that the emotional benefits are particularly significant for marginalized learners.

4.4.3. Broader implications

Translanguaging extends beyond individual classrooms, challenging linguistic hierarchies and promoting inclusivity on a systemic level. By dismantling monolingual biases in education, translanguaging creates equitable opportunities for all learners, fostering both academic and social success. Its adoption not only benefits students and educators but also positions schools as catalysts for cultural understanding and global competence. In this study, teachers emphasized that even small shifts towards translanguaging (e.g., bilingual projects or multilingual word walls) influenced the school ethos: T4 described her classroom as “more representative of who the students really are,” while T6 noted that colleagues became more open to linguistic diversity after seeing positive outcomes in students’ engagement.

Translanguaging directly addresses the inequities perpetuated by monolingual practices in traditional educational systems. By validating and leveraging students’ linguistic and cultural resources, it ensures that learners from diverse backgrounds have access to quality education. This approach dismantles linguistic hierarchies that often marginalize students who do not speak the dominant language, allowing them to thrive academically and socially. The findings resonate with this: students who initially hesitated to use Polish later reported feeling “seen” and “equal to others” once translanguaging was normalized. However, unlike in some international contexts described by Wang and Wei (2023), here institutional change was limited—teachers repeatedly stressed that without systemic reform in curriculum and assessment, the impact of translanguaging risks remaining confined to individual classrooms rather than spreading school-wide.

Schools that implement translanguaging policies frequently report improved engagement and academic achievement among students who previously felt excluded by monolingual practices. Research by Wang and Wei (2023) demonstrates that translanguaging’s emphasis on inclusivity aligns with broader efforts to create equitable educational systems that serve all learners. This study confirms their conclusions at the micro-level. Bilingual projects increased participation, especially among quieter students. Yet, teachers (T1, T2) underlined that without formal policy support, their efforts felt “isolated” and “dependent on individual enthusiasm.” This indicates a gap between classroom innovation and systemic endorsement.

In an increasingly interconnected world, multilingual students equipped with translanguaging experience are better prepared to adapt to diverse linguistic and cultural contexts. By fostering skills such as cross-linguistic communication, critical thinking, and cultural adaptability, translanguaging practices empower students to navigate academic, social, and professional environments with confidence and sensitivity. In this study, this was reflected in students' self-perceptions. S9 described bilingual debates as good practice for "real life," while S12 stated that working in two languages "made me feel ready to talk to more people outside school."

Students who engage in translanguaging activities are more likely to excel in international settings where cross-cultural communication is essential. For example, a student accustomed to integrating linguistic resources from different languages in the classroom is better equipped to collaborate with peers from diverse cultural backgrounds. Studies by Cenoz and Gorter (2022) emphasize that translanguaging fosters global competence by enhancing students' ability to communicate effectively and navigate complex intercultural dynamics. The present study supports this view but also shows a limitation. While students gained intercultural awareness, teachers expressed concern that current national education policy does not provide pathways to integrate these skills into official learning outcomes. This divergence underscores the tension between classroom practices and institutional frameworks.

Summary

Chapter 4 provides a deeper understanding of the transformative role of translanguaging in multilingual classrooms. Through case studies and teacher reflections, it highlights how translanguaging enhances student engagement, confidence, and academic success. Students who were once hesitant to participate became more active, and those struggling with comprehension found new ways to connect with learning through their home languages. These findings reinforce the idea that multilingualism is not a barrier but a powerful tool for deeper understanding and expression. At the same time, this study adds nuance by showing that these benefits were most visible in content subjects such as history and geography, where bilingual scaffolding helped students grasp abstract concepts—an area less emphasized in previous research.

At the same time, the chapter acknowledges the complexities of implementing translanguaging. Teachers encountered challenges such as rigid curricula, monolingual assessment models, and initial resistance from students and parents. However, they responded with innovative solutions, including scaffolding techniques, collaborative learning, and alternative assessment methods that validated multilingual competencies. These approaches not only sup-

ported students academically but also fostered a more inclusive and culturally responsive classroom environment. Here the findings diverge slightly from earlier studies. While Cenoz and Gorter (2020) stress that translanguaging supports both home and school languages equally, teachers in this study reported that gains in English were more visible than in Polish, suggesting that home language development risks being undervalued without systemic policy adjustments.

By balancing the benefits and challenges of translanguaging, this chapter underscores its potential as both a pedagogical strategy and a tool for systemic change. It highlights the importance of ongoing teacher support, institutional flexibility, and policy adjustments to sustain the momentum of translanguaging practices. Taken together, these insights both confirm existing evidence of the cognitive and social benefits of translanguaging and point to new tensions, especially the gap between classroom innovation and rigid assessment frameworks, that future reforms must address. Moving forward, the insights from this chapter serve as a foundation for rethinking how languages are valued and integrated in education.

Conclusions

This study examines the transformative role of translanguaging in multilingual education, bridging theoretical frameworks with practical applications to address systemic inequities in monolingual learning environments. By integrating insights from global and local research, including European, Asian, and Polish glottodidactic perspectives, it advances the understanding of translanguaging as a dynamic and inclusive pedagogy that empowers emergent bilingual learners. In the study, the Polish classroom data confirmed international findings on the benefits of translanguaging, but also highlighted unique local tensions, particularly the mismatch between classroom practices and national assessment standards.

Through an interdisciplinary lens, the present research introduces co-learning and transpositioning as key frameworks that position translanguaging not merely as a strategy but as a paradigm shift in language education. These frameworks foster reciprocity between educators and learners, dismantling rigid linguistic hierarchies and validating students' full linguistic repertoires. In doing so, translanguaging enhances cognitive flexibility, academic engagement, and identity formation, contributing to a more equitable educational landscape. Teachers (T2, T4, T6) repeatedly described how translanguaging practices shifted classroom dynamics, with students taking on new roles as "language experts." This observation resonates with García and Li (2014) but adds the nuance that in this context, much of the innovation was bottom-up, driven by students rather than imposed by teachers.

By reframing translanguaging as an evolving educational model rather than a compensatory practice, the research extends existing theoretical perspectives and provides a structured, adaptable approach for multilingual education. Furthermore, it offers practical insights into systematic implementation at both classroom and institutional levels, making a significant contribution to contemporary language education and linguistic equity discourse. The findings also diverge from some literature. While Cenoz and Gorter (2020) emphasize balanced development of both school and home languages, teachers in this study reported that gains in English were more visible and measurable, whereas Polish language development often remained "invisible" in formal assessments.

The empirical findings demonstrate that translanguaging positively impacts academic achievement, particularly by improving vocabulary retention, increasing classroom participation, and fostering a sense of belonging

among multilingual learners. Students who were previously hesitant to engage in discussions gained confidence when allowed to integrate their home languages into learning, while teachers reported greater student autonomy and deeper conceptual understanding. These findings align with the study's core objectives, confirming that translanguaging not only facilitates language acquisition but also contributes to critical thinking, metalinguistic awareness, and cross-cultural competence. Additionally, translanguaging's emphasis on fluid and dynamic language use challenges outdated notions that bilingualism is best developed through strict language separation, instead highlighting how linguistic integration leads to sustainable, meaningful learning outcomes. For example, student S7 reflected that using Polish first "made it easier to explain in English later," while T5 observed that bilingual tasks encouraged students to analyze content more deeply. These results support García and Kleyn (2020) but also extend them by showing that subject-specific contexts (e.g., history and geography) particularly benefited from translanguaging.

At the same time, this study acknowledges the challenges associated with implementing translanguaging in formal educational settings. Institutional resistance, rigid language policies, assessment limitations, and teacher preparedness remain significant barriers to widespread adoption. However, through teacher reflections and case studies, practical solutions to these challenges are outlined, such as multilingual assessment models, professional development initiatives, and linguistically inclusive curricula. By offering evidence-based strategies, this research contributes to ongoing educational reform efforts, reinforcing the need to recognize linguistic diversity as an asset rather than a barrier to learning. Teachers (T1, T3, T6) stressed that while bilingual portfolios and projects boosted engagement, they remained "add-ons" rather than core assessment tools. This gap illustrates the persistent tension between classroom practice and policy, echoing but also complicating García and Lin's (2017) argument about the systemic constraints of monolingual education.

Looking ahead, several key directions for future research and practice emerge. Longitudinal studies are needed to assess the long-term impact of translanguaging on academic performance, cognitive development, and social integration. Further research should explore how translanguaging can be adapted to diverse educational contexts, particularly in postcolonial, rural, and indigenous settings, where language policies often reinforce monolingual norms. Comparative studies across different sociolinguistic landscapes would offer valuable insights into the adaptability of translanguaging models and their effectiveness in varying pedagogical contexts. The findings suggest that the Polish case could serve as a reference point for other Central and Eastern European contexts, where national identity and language policy strongly intersect with classroom practices.

Additionally, the integration of technology into translanguaging pedagogy presents promising opportunities for expanding accessibility and scalability. AI-powered multilingual platforms, digital language tools, and hybrid learning environments can enhance translanguaging practices, particularly in online and remote education settings. As digital learning becomes increasingly prevalent, incorporating translanguaging into technology-driven classrooms could bridge linguistic gaps and foster a more inclusive educational experience for multilingual learners. This was briefly evident in the study, where teachers used online dictionaries and bilingual apps to support students' projects, though the practice was limited and requires further research.

The broader societal implications of translanguaging extend far beyond language education, positioning it as a tool for social transformation. By challenging linguistic hierarchies and advocating for more equitable education systems, translanguaging aligns with global efforts to foster inclusive, culturally responsive teaching practices. Expanding translanguaging beyond language-focused disciplines into fields such as STEM, the arts, and social sciences will further demonstrate its versatility and potential to enhance critical thinking, problem-solving, and interdisciplinary learning. As societies become increasingly multilingual and interconnected, translanguaging can serve as a bridge between cultures, helping to cultivate global citizenship and multicultural competence among students. The study's participants, both teachers and students, frequently linked translanguaging to future aspirations, describing it as preparation for "real life" communication and intercultural encounters, echoing but also localizing Cenoz & Gorter's (2022) claims about global competence.

Furthermore, this study highlights the urgent need for policy changes that integrate translanguaging into national curricula and teacher training programs. While many educators recognize the benefits of translanguaging, they often lack institutional support and resources to implement it effectively. Policy-driven initiatives, such as bilingual teacher training programs, multilingual curriculum reforms, and the development of translanguaging assessment frameworks, are essential to ensuring sustainable and widespread adoption. Collaboration between educators, policymakers, and researchers will be critical in redefining language education to better reflect the linguistic realities of today's classrooms. In this study, teachers voiced frustration that while school leadership tolerated translanguaging, it was not embedded in official documents, leaving its long-term sustainability uncertain.

In conclusion, translanguaging stands as a foundational principle for multilingual education, fostering equity, inclusion, and global competence. It challenges monolingual-centric models and presents a forward-looking, research-backed approach that equips learners with the linguistic agility necessary to thrive in an interconnected world. By continuing to explore,

refine, and expand its applications, translanguaging can pave the way for a more inclusive and equitable educational landscape, where linguistic diversity is recognized not as a challenge, but as an essential resource. This study confirms many international findings on the academic, social, and emotional benefits of translanguaging, but it also highlights a key divergence: without systemic curriculum and assessment reform, the impact of translanguaging risks remaining localized to individual classrooms rather than reshaping education more broadly.

The insights from this study underscore the necessity of shifting away from restrictive language policies toward more dynamic and flexible educational models. As classrooms become increasingly diverse, the need for pedagogical approaches that embrace multilingual realities has never been more pressing. By fostering critical engagement, cross-linguistic collaboration, and cultural awareness, translanguaging offers a transformative vision for the future of education, ensuring that all students, regardless of linguistic background, can reach their full academic and social potential.

At the same time, it is important to acknowledge the study's limitations. This research was conducted in a limited number of schools, which constrains the generalizability of the findings. The reliance on teacher reflective journals and a small set of student interviews means that not all perspectives could be fully captured. Time constraints also prevented longitudinal tracking, so long-term outcomes of translanguaging remain speculative. Additionally, because assessment reform was beyond the researcher's control, the impact of translanguaging on official exam performance could not be evaluated directly.

Finally, my own positioning as a bilingual researcher with professional experience in glottodidactics inevitably influenced the study. My commitment to multilingual pedagogies shaped both the design and interpretation of the research, possibly leading to foreground positive outcomes. At the same time, the insider status helped establish trust with participants, encouraging candid reflections from teachers and students. Acknowledging this dual role, advocate and analyst, was essential to maintaining transparency and balancing enthusiasm with critical distance.

Appendices

Appendix 1. Checklist: Teacher facilitation of translinguaging strategies

Category	Yes/No	Notes/Examples
Lesson planning		
Includes translinguaging objectives for the lesson.	Yes/No	
Incorporates multilingual resources (texts, dictionaries, media).	Yes/No	
Includes clear examples of translinguaging activities (e.g., bilingual writing prompts, collaborative translations).	Yes/No	
Provides materials reviewed for cultural and linguistic appropriateness during pilot testing.	Yes/No	
Provides clear guidelines for integrating students' home languages.	Yes/No	
Instructional strategies		
Encourages students to share ideas in their home languages.	Yes/No	
Uses side-by-side comparisons of languages (e.g., vocabulary, syntax).	Yes/No	
Models translinguaging practices (e.g., switching languages, using bilingual texts).	Yes/No	

Models activities demonstrated during training sessions (e.g., multilingual word walls, media analysis).	Yes/No	
Student interaction		
Facilitates peer collaboration in multiple languages.	Yes/No	
Prompts reflection on language use during activities.	Yes/No	
Encourages discussions on linguistic diversity and cultural insights.	Yes/No	
Reflection on pilot testing		
Did teachers use adjusted materials or methods based on pilot feedback?	Yes/No	

Appendix 2. Observational rubric: Student engagement, participation, and language use

Criteria	Level 1: Low	Level 2: Moderate	Level 3: High
Engagement			
Attention during activities	Rarely focused; disengaged	Occasionally focused; participates sporadically	Fully attentive; actively participates throughout
Response to teacher prompts	Minimal or no response	Responds with basic effort	Engages with thoughtful responses in multiple languages
Participation			
Contribution to group activities	Limited contribution; avoids interaction	Contributes occasionally but inconsistently	Consistently contributes and collaborates effectively

Willingness to use home language	Avoids using home language	Uses home language occasionally when prompted	Freely incorporates home language into discussions
Language use			
Use of translanguaging practices	Rarely uses home or target language	Switches between languages occasionally	Seamlessly blends home and target languages to express ideas
Demonstration of linguistic insights	No evidence of awareness	Basic awareness of linguistic differences	Actively reflects on linguistic connections and differences

Appendix 3. Teacher and researcher reflection journal

Template for each entry:

1. Date and time:
2. Lesson focus:
3. Teacher observations:
 - A. What worked well?
 - B. What challenges arose in implementing translanguaging strategies?
 - C. How did students respond to the activities?
 - D. Did students engage more in specific activities introduced after feedback during professional development sessions?
 - E. Examples of notable student engagement or resistance.
 - F. Document examples of translanguaging practices that were most effective for fostering collaboration.
4. Researcher reflections:
 - A. What patterns were observed in student participation?
 - B. How effectively were translanguaging strategies integrated?
 - C. Key linguistic or cultural insights noted during the session.
 - D. Suggestions for improvement in future sessions.
 - E. Describe how observations from pilot testing informed adjustments to subsequent activities or tools
5. Action steps:
 - A. Adjustments for the next session.

- B. Further support needed for students or teachers.
- C. How will feedback from teachers and students shape future iterations of translanguaging activities?

Appendix 4. Teacher interview protocol

Semi-structured interview questions

1. **Experiences with translanguaging:**
 - A. How did you approach implementing translanguaging strategies in your classroom?
 - B. What kinds of activities did you find most effective in incorporating students' home languages?
 - C. Can you share specific examples of student responses or outcomes from these activities?
 - D. What specific changes did you notice in students' use of cultural or linguistic resources over the course of the study?
2. **Impact on student learning:**
 - A. Did you observe any changes in students' understanding of content or language skills?
 - B. How did translanguaging strategies influence students' confidence in using both English and their home languages?
 - C. What were the most noticeable academic or linguistic benefits of using translanguaging?
 - D. Can you provide examples where students demonstrated creative integration of their home languages in academic tasks?
 - E. How did the training sessions influence your implementation of translanguaging strategies?
3. **Student engagement:**
 - A. How did students react to the activities involving translanguaging?
 - B. Did you notice differences in participation or interest levels compared to traditional teaching methods?
4. **Reflections on challenges and recommendations:**
 - A. What challenges did you face in incorporating translanguaging strategies?
 - B. How might these challenges be addressed in future implementations?
 - C. What resources or support would have made the process easier for you?

Appendix 5. Student survey

Translated survey for accessibility

Surveys were administered in English and students' home languages to ensure comprehension. The survey consisted of the following sections:

1. **Language confidence and identity**
 - A. How confident do you feel using your home language in school activities?
 - 1–Not at all confident
 - 2–Slightly confident
 - 3–Neutral
 - 4–Confident
 - 5–Very confident
 - B. How has using your home language during lessons influenced your sense of identity? (*open-ended*)
 - C. Did using your home language in the classroom make you feel more connected to your cultural background? (*open-ended*)
2. **Engagement and interest**
 - A. How engaging did you find activities that involved using your home language?
 - 1–Not engaging
 - 2–Somewhat engaging
 - 3–Neutral
 - 4–Engaging
 - 5–Very engaging
 - B. Which activity did you enjoy the most, and why? (*open-ended*)
 - C. Which activity (e.g., writing, word walls, media analysis) helped you learn the most, and why? (*open-ended*)
 - D. Were there any activities that you found confusing or less engaging? (*open-ended*)
3. **Perceptions of translanguaging as a learning tool**
 - A. Do you feel translanguaging activities helped you learn better?
 - I. Yes
 - II. No
 (*if yes, explain how*)
 - B. What challenges did you face while using your home language in the classroom? (*open-ended*)
 - C. What suggestions do you have to improve activities involving translanguaging? (*open-ended*)

Appendix 6. Student work sample analysis framework

Qualitative analysis: Thematic coding

1. **Integration of multiple languages:**
 - A. Evidence of students using home languages alongside English to express ideas.

- B. Examples of code-switching, transliteration, or blending linguistic features.
 - C. Identify instances of transliteration, code-switching, or creative blending of languages.
2. **Linguistic creativity and transfer:**
- A. Examples of inventive uses of home languages to convey complex ideas.
 - B. Instances of linguistic transfer, such as borrowing vocabulary or syntax between languages.
 - C. Track how students adapt cultural idioms or proverbs in academic tasks (e.g., combining traditional sayings with subject-specific terminology).
 - D. Incorporate inter-rater reliability checks to ensure consistency in thematic coding.
3. **Cultural representation and identity:**
- A. How students reflect cultural knowledge, traditions, or values in their work.
 - B. Use of home language to assert or explore personal or collective identity.
 - C. Document specific cultural artifacts or symbols incorporated into student work (e.g., visual or written depictions of festivals, traditional attire, or familial narratives).
 - D. Evaluate shifts in students' representation of their cultural identity across the six-week program to understand how engagement with translanguaging evolved over time.

Coding themes:

- 1. Language integration (e.g., English–Polish combinations in written tasks).
- 2. Creativity in language use (e.g., original poetry or stories blending multiple languages).
- 3. Representation of cultural identity (e.g., traditions expressed in a home language).
- 4. Academic transfer (e.g., using home language for better comprehension of English concepts).
- 5. Evolving confidence in linguistic expression (e.g., increased complexity in blending languages over the duration of the program).
- 6. Engagement with translanguaging as a process (e.g., active reflection on linguistic choices in student journals or creative works).
- 7. Literal translation, creative adaptation of cultural idioms, and evolving representation of identity over time.

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List of Tables

Table 1. A comparative analysis of code-switching, code-mixing, and translanguaging.....	57
Table 2. Example of a translanguaging-friendly writing rubric	58
Table 3. Multilingual journal template	82
Table 4. Text excerpt template.....	84
Table 5. Multilingual sentence prompts	87
Table 6. Creative representation feedback worksheet	91
Table 7. Roots, prefixes, and suffixes across languages	108
Table 8. Affixes and roots across languages.....	110
Table 9. Four-box graphic organizer of the word diversity.....	120
Table 10. Multilingual phonetic analysis	123
Table 11. Sentence starters for syntax comparison	124
Table 12. Confidence in language use	132
Table 13. Confidence growth in using home language (by gender, nationality, and age group)	133
Table 14. Teacher perspective: Translanguaging and academic growth.....	138
Table 15. Vocabulary improvement results by student group	139
Table 16. Storybook activity results by student group.....	143
Table 17. Multilingual text exploration activity results by student group.....	146

List of Figures

Figure 1. Multilingual comics template.....	103
Figure 2. Multilingual word wall for the word <i>triangle</i>	115
Figure 3. Word pockets.....	118
Figure 4. The Frayer Model for the word <i>democracy</i>	121

Annex: Matrix of exercises

Activity	Category	Skills developed	Instruction highlights	Section	Photocopiables
Multilingual research	Oral activities	Research, collaboration, multilingual communication	Students research topics across languages, collaborate in small groups, and prepare multilingual presentations.	3.4.4.1	
Expert interview	Oral activities	Advocacy, multimodal communication	Students identify community/global issues, conduct interviews with experts, and present findings through translanguaging.	3.4.4.1	
Class debate	Oral activities	Critical thinking, persuasion, argumentation	Participants research in their home language, conduct debates on key issues, and use translanguaging for clarity and persuasion.	3.4.4.1	
Multilingual model creation	Creative activities	Technical skills, oral fluency, bilingual explanation	Students create visual models based on technical topics and explain their work in bilingual formats using recorded oral presentations.	3.4.4.1	
Multilingual reading groups	Collaborative reading	Reading comprehension, cross-linguistic analysis	Students read texts in the target language, discuss in their home languages, and analyze translations collaboratively.	3.4.1.2	
Reading partner	Collaborative reading	Comparative analysis, vocabulary building	Paired students compare target language texts and translations, reflecting on language nuances and cultural interpretations.	3.4.1.2	

Comparing multilingual texts	Comparative analysis	Translation insights, cultural awareness	Groups analyze variations between target and home language texts using authentic materials, such as menus or community pamphlets.	3.4.1.2	
Book preview	Collaborative reading	Predictive analysis, collaborative interpretation	Multilingual groups preview novels through discussions on titles, cover art, and chapter summaries in multiple languages.	3.4.1.2	
Read-stop-evaluate	Speaking and listening	Summarization, discussion, critical thinking	Students pause during group readings to summarize and discuss text segments in home languages, promoting collaborative evaluation.	3.4.1.3	
Comparing language variations	Linguistic analysis	Syntax analysis, translation evaluation	Students compare texts in different languages, analyzing translation choices and cultural adaptations.	3.4.1.3	
Interview exploration	Research and reflection	Narrative building, multimodal storytelling	Students conduct interviews on immigration experiences, transcribe, translate, and present narratives bilingually.	3.4.1.3	
Anticipation guide	Pre-reading strategies	Predictive thinking, critical comparison	Groups discuss unit themes using multilingual anticipation guides, revisiting responses as the unit progresses.	3.4.1.3	
Reader-response journal	Multilingual journal writing	Critical thinking, textual analysis	Students use double-entry journals to track understanding and responses, integrating home and target languages.	3.4.2.1	Template 1
Text excerpt	Multilingual journal writing	Vocabulary development, analytical skills	Students create bilingual graphic organizers, explaining excerpts in both home and target languages.	3.4.2.1	Template 2

Field notes and sketches	Multilingual journal writing	Observation, vocabulary expansion	Students record natural observations, sketch, and translate key vocabulary into the target language.	3.4.2.1	
Sentence prompts	Multilingual journal writing	Communication skills, academic language development	Students use bilingual prompts during group activities and presentations to express ideas clearly.	3.4.2.1	Template 3
Multilingual class blog	Translanguaging in essays	Research, writing, cultural exploration	Students research a community and create multilingual blog posts with reflections on traditions and modern expressions.	3.4.2.2	
Creative representation	Translanguaging in essays	Creative expression, multi-modal literacy	Students choose creative tasks such as designing postcards or role-playing, engaging with literature themes.	3.4.2.2	Template 4
Media exploration	Translanguaging in essays	Media literacy, comparative analysis	Students analyze media reports on the same topic across languages, focusing on tone, bias, and framing.	3.4.2.2	
Collaborative translation	Translanguaging in essays	Translation skills, cultural sensitivity	Students translate each other's written work, ensuring cultural and linguistic accuracy.	3.4.2.2	
Multilingual poster	Translanguaging in essays	Visual communication, advocacy	Students create protest posters using home and target languages, integrating slogans and text.	3.4.2.2	
Multilingual creative writing	Creative writing across languages	Storytelling, collaboration, cultural exchange	Students collaboratively write multilingual short stories, incorporating diverse linguistic elements.	3.4.3	
Writing a fictional story with word wall/pockets	Creative writing across languages	Creativity, vocabulary building	Students use multilingual word walls or word pockets to inspire fictional stories or poetry.	3.4.3	
Side-by-side texts	Creative writing across languages	Bilingual proficiency, comparative writing	Students create side-by-side texts or poems in home and target languages.	3.4.3	

Two-voiced poems	Creative writing Across languages	Perspec- tive-taking, Performance skills	Students write and perform bilingual two-voiced poems, exploring characters' perspectives.	3.4.3	
Comic creation	Creative writing across languages	Dialogue writ- ing, character development	Students create comics inspired by literature, using multilingual dialogue for diverse characters.	3.4.3	Template 5
Content description building	Creative writing across languages	Content knowl- edge, sentence construction	Students collaboratively describe topics using multilingual sentences, building complexity over time.	3.4.3	
Mind maps	Creative writing across languages	Critical think- ing, visual literacy	Students create multilingual mind maps to illustrate connections in various contexts such as ecosystems or literature themes.	3.4.3	
Word origins	Vocabulary analysis	Understanding word etymol- ogy, decoding unfamiliar vocabulary	Students investigate roots, prefixes, and suffixes of new vocabulary, exploring cross-linguistic connections and origins.	3.4.4.1	Template 6
Cognate charts	Cognate Identification	Recognizing linguistic simi- larities, vocabu- lary building	Students create bilingual charts of cognates, discussing their significance and using them as references during lessons.	3.4.4.1	Template 7
Word usage and expressions	Linguistic diversity	Cultural aware- ness, idiomatic analysis, vocabu- lary richness	Students compare idiomatic expressions, explore unique lexical items, and study diverse word usages across languages.	3.4.4.1	
Bilingual glossary	Vocabulary compilation	Language acquisition, collaborative learning	Students compile bilingual glossaries with translations and definitions, sharing them as class resources and applying them in tasks.	3.4.4.2	

Multilingual word walls	Interactive vocabulary	Visual learning, contextual application	Students create word cards with translations, definitions, and examples, displaying them prominently for classroom use.	3.4.4.2	Template 8
Vocabulary booklet	Vocabulary consolidation	Writing skills, vocabulary integration	Students develop bilingual booklets with definitions, translations, and context sentences for comprehensive vocabulary study.	3.4.4.2	
Word pockets	Hands-on vocabulary	Kinaesthetic learning, cross-linguistic analysis	Students create pockets containing synonyms, definitions, cognates, and context sentences, enabling exploration of vocabulary layers.	3.4.4.3	
Four-box graphic organizer	Visual vocabulary study	Contextual understanding, collaborative learning	Students organize vocabulary into categories (e.g., definitions, examples) in multiple languages to deepen comprehension.	3.4.4.3	Template 9
The Frayer Model	Conceptual vocabulary	Analytical thinking, contextual application	Students use the Frayer Model to analyze vocabulary through examples, non-examples, and characteristics in English and home languages.	3.4.4.3	Template 10
Word sounds	Phonetic analysis	Listening skills, vocabulary acquisition	Students compare phonetic similarities across languages, analyzing patterns and meanings.	3.4.4.3	Template 11
Syntax transfer	Metalinguistic awareness	Prewriting strategies, syntax comparison	Students compare syntax patterns between home and target languages, using sentence starters for brainstorming.	3.4.4.3	Template 12
Sentence building	Grammar practice	Complex sentence construction, language transfer	Students construct complex sentences in English and home languages, analyzing sentence structure and linguistic nuances.	3.4.4.3	

Word study exercise	Morphological analysis	Prefix and suffix exploration, flexible language use	Students identify and use prefixes and suffixes in multiple languages, exploring word formation patterns and meanings.	3.4.4.3	
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Photocopiables

Template 1. Multilingual journal template

<p>Passage from _____ (English) <i>(a quote, specific moment, or idea from the text written in English or the language of the text)</i></p>	<p>Student's response <i>(analysis, questions, connections, etc. about that moment written in the home language and/or English or the language of the text)</i></p>

Template 2. Text excerpt

Text excerpt (English)	Write it in your own words (home language)	Write it in your own words (English)

Template 3. Multilingual sentence prompts

English	Polish	Ukrainian
<i>Furthermore, it is evident that...</i>	<i>Ponadto, jest oczywiste, że...</i>	<i>Крім того, очевидно, що...</i>
<i>On the other hand...</i>	<i>Z drugiej strony...</i>	<i>З іншого боку...</i>
<i>In conclusion, ...</i>	<i>Podsumowując, ...</i>	<i>Заключно, ...</i>
<i>Also, it is important to mention that...</i>	<i>Warto również wspomnieć, że...</i>	<i>Також важливо згадати, що...</i>
<i>I see your point...</i>	<i>Widzę twój punkt widzenia...</i>	<i>Я бачу твою точку зору...</i>

Template 4. Creative representation feedback worksheet

Feedback worksheet: Peer feedback on representations of a novel

Provide constructive feedback using the following prompts. Consider offering both positive comments and suggestions for improvement. Use English and your home language(s) as appropriate.

Title of representation:

Questions: *(What questions do you have about the representation? Is there anything you would like to learn more about or understand better?)*

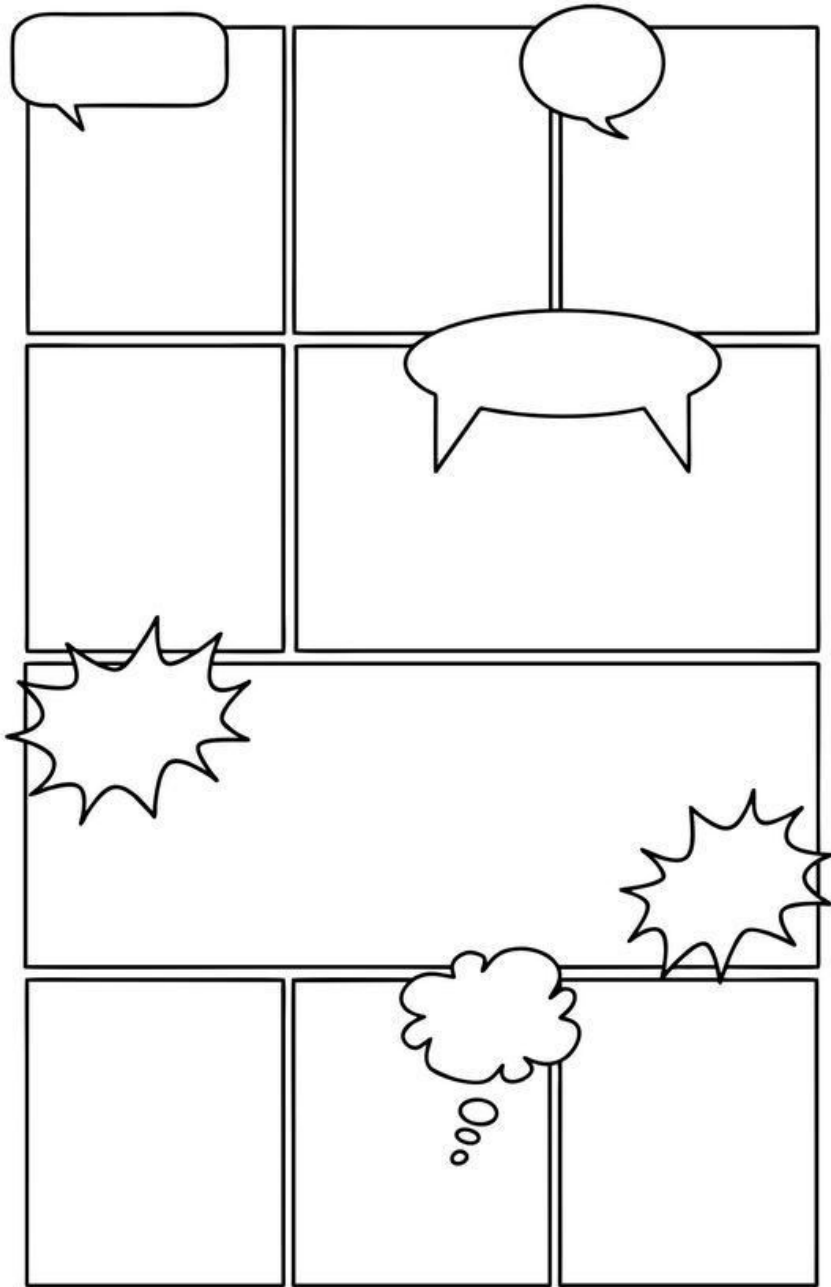
Connections: *(How does this representation connect to elements of the novel? Can you identify any themes, characters, or events that are reflected in the work?)*

Critiques: *(Offer constructive critiques on aspects of the representation that could be improved. This could include suggestions for enhancing clarity, creativity, or relevance to the novel.)*

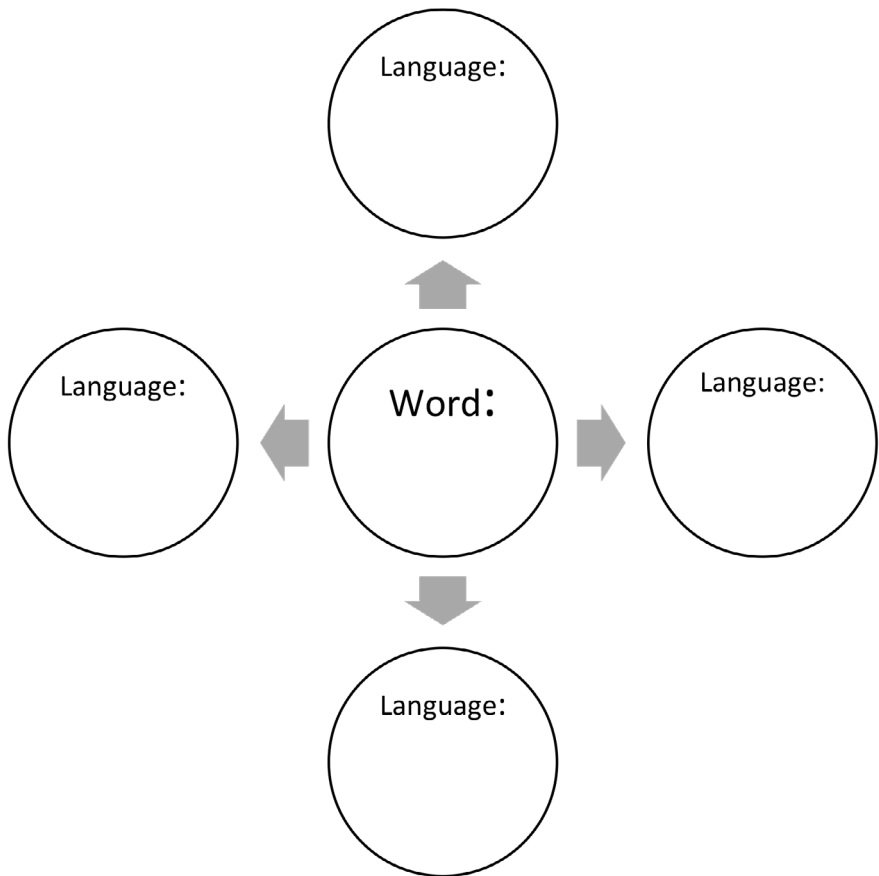
Creative responses: *(Share any creative responses or insights inspired by the representation. Did it evoke any emotions or spark new ideas for you?)*

Additional comments: *(Use this space to provide any additional comments or observations about the representation.)*

Template 5. Multilingual comics template



Template 8. Multilingual word wall



Template 9. Four-box graphic organizer

Word:	
Related words:	Visual representation:
Definition:	Sentence using the word:

Template 10. The Frayer Model

Frayer Model Template

Definition	Facts and/or Characteristics
Examples	Non-examples

Concept:

Template 11. Multilingual phonetic analysis

English word	Spanish equivalent	Phonetic resemblance	Meaning
Example: <i>chocolate</i>	<i>chocolate</i>	[chaw-kuh-layt]	chocolate

Template 12. Sentence starters for syntax comparison

English	Spanish	Polish
<i>I like...</i>	<i>Me gusta...</i>	<i>Ja lubię...</i>
<i>We will...</i>	<i>Nosotros vamos a...</i>	<i>Będziemy...</i>
<i>He enjoys...</i>	<i>A él le gusta...</i>	<i>Oni lubi...</i>
<i>I have...</i>	<i>Yo tengo...</i>	<i>Ja mam...</i>
<i>They are...</i>	<i>Ellos están...</i>	<i>Oni są...</i>

