

SUPPORTING IMMIGRANTS IN SCHOOLS

# PROFESSIONAL DEVELOPMENT MODULE

## Translanguaging for Multilingual Immigrant Students

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For more information about CUNY-IIE, visit [www.cuny-iie.org](http://www.cuny-iie.org)



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Dear Educator,

Whatever your area of certification, grade level, or position, you have the power and opportunity to educate yourself and your colleagues about how to better support immigrant-origin students. As more students enter our schools from all over the world, it is our obligation to ensure they receive an education that is connected to their realities, strengths, and needs. [The City University of New York - Initiative on Immigration and Education](#) (CUNY-IIE, pronounced 'eye') aims to bring together educators, researchers, families and local leaders to **learn** about, from, and with immigrant communities, **act** in ways that center our shared humanity regardless of legal status, and **advocate** for equitable policies and opportunities. These professional development activities are one way we hope to achieve this vision.

In 2021 CUNY-IIE developed four [professional development modules](#) to accompany the [Supporting Immigrants in Schools video series](#) at the request of the New York State Education Department (NYSED). The modules address the following areas: Key Immigration Issues, Refugees and Immigrants in Schools, Immigration in Elementary Schools, and Immigration in Secondary Schools. As we have been using these modules with educators we noticed that two critical areas - connected to our [CUNY-IIE grounding principles](#)—were missing. Specifically, we noticed that educators of immigrant-origin students sought out ways to integrate students' language practices through translanguaging and to support them socio-emotionally through trauma-informed practices. This is one of two mini-modules that aim to fill this gap and provide educators with the foundational information to integrate these areas into their pedagogical approach.

We realize that time for professional development is scarce; therefore, you can take an 'à la carte' approach to the activities within this module based on your needs and timeframe. While we have included tips for facilitation, we strongly recommend that facilitators and participants begin by reading the CUNY-IIE Guiding Principles document that follows this letter in order to ground the activities in a stance of immigrant justice.

We thank you for taking the time to learn, listen, and educate yourself and your peers. Immigration is an issue for everyone, and we hope the CUNY-IIE professional development modules can support the learning process for schools in New York and beyond.



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# CUNY-IIE

## Grounding Principles

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**Cynthia Nayeli Carvajal, Ph.D.**

[www.cuny-iae.org/grounding-principles](http://www.cuny-iae.org/grounding-principles)

**Black Immigrant Lives Matter.** CUNY-IIE stands in solidarity with all those fighting for equality and justice in the Black Lives Matter movement. It is therefore important to approach this work with that sense of solidarity in mind. Although [Black immigrants](#) make up the smallest percentage of immigrants in the United States, they are more likely to be targeted for deportation. By centering the lives and experiences of those who are most vulnerable, we can advocate for equality for everyone.

**No one is illegal on stolen land.** We believe that no person should be defined in terms of their immigration status, and we are opposed to the dehumanization of anyone through the use of the term 'illegal'. This notion is further complicated by the history of colonization in the United States. New York State resides on [lands stolen from Native people](#): Lenape, Haudenosaunee, Mohican, Abenaki, Erie, Canarsie, Rockaway, Algonquin, Merrick, Massepeguas, Matinecock, Nissaquogues, Setaukets, Corchaug, Secatogue, Unkechaug, Shinnecock, Montaukett, and Mannansett.

**We are not all immigrants.** The fabric of the US includes not only immigrants, but also the Native Americans whose land was stolen in the creation of this country, as well as the descendants of enslaved people who were brought to this land against their will. We refrain from statements like "we are all immigrants" and "this nation was built by immigrants," because this further invisibilizes the Native people and lived realities of slavery and the Black experience in the United States.

**The immigrant experience exists beyond the Latinx narrative.** The rhetoric on immigrant rights in the United States often centers Latinx communities, and specifically the Mexican experience. In fact, the immigrant experience in the US encompasses many countries, races, and ethnicities. As we seek to advocate for equitable opportunities for all immigrants in the New York context, it is vitally important to recognize and make space for immigrants outside the Latinx diaspora.

**Immigrants and students labeled as “English Language Learners” are not interchangeable.** Approximately half of all multilingual learners in New York are US-born, many of whom grow up in multilingual homes and require additional support to learn English via bilingual education or English as a New Language (ENL) programs. In addition, many immigrants arrive from English-speaking countries and/or are already bilingual. Ideally, all students - and especially those who speak a home language other than English - will be given the opportunity to become bilingual and biliterate in school. It is important that we not conflate the two distinct (though overlapping) categories of students who are immigrant-origin with students who are categorized as English Language Learners.

**The immigration experience is complicated.** Reasons for migrating to the US vary among individuals and families, but leaving one’s home, family, language and culture is often traumatic. And even though some immigrants come to the US for economic opportunity, financial issues may continue to be a challenge for new immigrants. Nevertheless, mainstream rhetoric upholds the narrative that immigrants are happier to be in the US than in their home country. This perception is reinforced by messages extolling assimilation and patriotism. However, in addition to other challenges, immigrants are often treated like second-class citizens or denied citizenship altogether; immigrants also experience violent laws and policing practices that often make the US a hostile space for immigrants.

**Migration can be traumatic.** Our work recognizes that the experience of migration through militarized borders can be difficult and painful. While there is a vibrant Migration is Beautiful movement often symbolized with the imagery of a butterfly, we must recognize that students’ and community members’ experiences with migration may have been traumatic. We wish to understand and recognize these experiences by incorporating mental health resources and socioemotional support in our work.

**Xenophobia is systemic.** Anti-immigrant discourse has blamed immigrants for a broken economy, failing schools, and for overwhelmed medical resources. [Research](#) has [continually](#) shown that immigrants don’t have a negative impact on any of these services. In fact, immigrants often provide a positive impact, both socially and economically. Immigrants are vilified because xenophobia, much like racism, is a systemic issue in the US. As a result, immigrant students often have less [economic mobility](#), attend [under- resourced schools](#), and are provided with fewer social services.

**Teaching through translinguaging is central.** We believe the home language practices of immigrant-origin students, which include different languages and varieties, are a strength that must be a part of their education. Translinguaging pedagogy, which deliberately integrates flexible language practices into education, allows for students' voices and learning opportunities across programs, content areas and levels. All instruction should draw on students' many linguistic resources, regardless of whether they have been labeled as English Language Learners.

**We aim to move beyond allyship to working as accomplices.** Our work seeks to provide opportunities for educators to engage as allies, and to move from [ally work to accomplice work](#). An ally engages in activism by standing with an individual or group in a marginalized community; an accomplice focuses on dismantling the structures that oppress that individual or group—and such work will be directed by the stakeholders in the marginalized group. As we continue to educate ourselves and others, our work seeks to develop allyship while also addressing and changing structures that impact immigrant students and communities.



# Context Overview: Translanguaging for Multilingual Immigrant Student

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When families migrate to the United States, they bring with them a wide range of knowledge and experiences from their home countries, a wealth of cultural understandings, and an in-depth understanding of how immigration policies function across borders. They also bring a rich repertoire of linguistic practices from their homes, schools, and communities.

However, immigrant-origin students—those who are immigrants themselves as well as those who are US-born with immigrant parents—often experience English monolingual approaches to their education. This means that their home languages, as well as their cultures, are relegated to their home and/or communities.

For students to be included, supported, and engaged in their learning, it is important that they are able to bring themselves fully into the process. This includes their language practices as well as other aspects of their identity that includes their culture and migration. One way for educators to ensure this happens is to incorporate a translanguaging pedagogy into their practices with multilingual immigrant students.

Translanguaging is a theory that centers bilingual individuals and the way they use language. Rather than starting from an expectation of monolingualism (and specifically English within the US), a translanguaging approach starts with the full linguistic repertoire of the bilingual speaker. This means that all the features of all their languages (e.g., Spanish, Garifuna, Urdu, AAVE, Mandarin, Arabic, Haitian Creole, etc.) as well as all the varieties of those languages, are considered, valued, and included in the classroom and in the educational process.

Speakers translanguage all the time: we often observe multilinguals in conversation using many languages. Multilinguals make strategic decisions about which languages or features to use, based on the people they are interacting with, the setting they are in, and their communicative purposes. This is translanguaging. Otheguy, García & Reid (2015) define translanguaging as “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the

socially and politically defined boundaries of named (and usually national and state) languages” (p. 283).

Schools can adopt these language practices as well. Within schools, translanguaging allows students to access their full repertoire for learning while also having their cultural and linguistic identities centered, rather than peripheral or even absent from their education.

All schools and programs that serve multilingual immigrant-origin students can adopt a translanguaging pedagogy. It is certainly easier when a teacher speaks the same languages as their students, as in a bilingual program. However, in any classroom, including an English as New Language program, translanguaging also plays an important role. When the teacher does not share the same home languages as their students, translanguaging requires a shift of control from the teacher to that of the students and their language practices. It also requires educators look beyond (standardized) English to seeing students holistically for the unique ways that use language.

Over the past decade there have been a range of studies about translanguaging in different countries and contexts (in the US, see García & Kleyn, 2016; in other countries see the special issue by Tian & Rafi, 2023). There is a wealth of resources for educators to enact translanguaging pedagogy in their classrooms (España & Herrera, 2020; Espinosa & Ascenzi-Moreno, 2021; García, Johnson & Seltzer, 2017). The goal of this CUNY-IIE professional development module is for educators to learn about the importance of translanguaging in the lives of immigrant-origin multilingual students, and to identify ways to implement translanguaging pedagogy in their classrooms.

# Activity 1

## Understanding Translanguaging in Education

 Approximately 2 hours

### Overview

It is important to question traditional conceptions of what it means to be multilingual that are based on monolingual understandings of the world and to understand how multilingual immigrant communities use language.

### Learning Goals

In this activity, participants will discuss the main ideas of translanguaging theory and its relationship with multilingual immigrant communities.

### Key Terminology

**Translanguaging:** A theory of language that centers the communication practices of bilingual or multilingual individuals, rather than viewing them from a monolingual lens. When bilinguals translanguage they use their full linguistic repertoire without regard for who/what/when/where society tells them they can speak a named language such as Garifuna or Cantonese (Otheguy, García & Reid, 2015).

**Monolingual View of Bilingualism:** A problematic perception of bilingualism (or multilingualism) that upholds that the bilingual individual is (or should be) two monolinguals in one person, rather than an individual with a linguistic repertoire that incorporates features of various named languages (Grosjean, 2021).

**Named Languages:** The understanding of languages as a system of socially, historically, and politically constructed categories rather than a system solely relying on linguistic features (Otheguy, García & Reid, 2015).

## Materials for Facilitators

- [Appendix I: Student Vignettes](#)
- Online Readings and Videos (cited below)
- [Appendix II: 3-2-1 Reflection Exit Ticket](#)

## Procedures

### 1. Introductory Reflection Activity: Student Vignettes (10-15 minutes)

- Participants read the vignettes of three students – Vanesa, Devi and Eric – (in Appendix I) and respond to the following questions in pairs or small groups:
  - ★ What observations can you make about each student’s language practices at home, with friends, and in school?
  - ★ What wonderings do you have about these students’ language practices?
- Then, participants share their ideas with the full group and discuss how/if the language practices of students are (mis)aligned across these different contexts.

### 2. Jigsaw Activity: Engaging with multimodal translinguaging texts (60 minutes)

#### a. Individual Work (30 minutes):

- Participants choose two texts - one reading and one video - from the chart below to learn more about translinguaging.

Select ONE Reading	Select ONE Video
Chalmers, H. (2016). What is translinguaging? NALDIC: <a href="https://naldic.org.uk/what-is-translinguaging/">https://naldic.org.uk/what-is-translinguaging/</a>	Teaching Bilinguals Even If You Are Not One Series: <a href="http://www.cuny-nysieb.org/teaching-bilinguals-webseries/">www.cuny-nysieb.org/teaching-bilinguals-webseries/</a>
España, C., & Herrera, L. Y. (2020). What is translinguaging? Heinemann: <a href="https://blog.heinemann.com/what-is-translinguaging">https://blog.heinemann.com/what-is-translinguaging</a>	— <b>Episode 1:</b> Getting acquainted
Grosjean, F. (2016). What is translinguaging? An interview with Ofelia García. Psychology Today: <a href="https://www.psychologytoday.com/us/blog/life-bilingual/201603/what-is-translinguaging">https://www.psychologytoday.com/us/blog/life-bilingual/201603/what-is-translinguaging</a>	— <b>Episode 3:</b> Bilingual superpowers
	— <b>Episode 4:</b> Knowing your students

— As they engage with these texts and videos participants should consider the following questions:

- ★ What is translanguaging?
- ★ Why is translanguaging important in the education of multilingual immigrant students?
- ★ Which ideas might inspire my own practice?

**b. Small Group Work** (15 minutes):

— In small groups with colleagues who have engaged with different texts, share your responses to the three above questions. As a group, come to a collective answer for each of the questions.

**c. Full Group Share-out** (15 minutes)

— Each group shares their collective reflections, as time permits.

**3. Translanguaging in Action** (30 minutes)

— The facilitator shows one or more short videos on translanguaging listed below. Each video has a different focus that the facilitator can select based on the needs of the participants.

— **Video Options:**

★ **Setting: Early elementary level Spanish-English bilingual classroom**

CUNY-IIE Immigration in Elementary Schools (minutes 2:00 to 2:50): Rebeca Madrigal, the first grade teacher, leads a class conversation by asking questions in Spanish; student responds in English; Rebeca then asks in English, student responds in Spanish: <https://www.cuny-iie.org/sis-videos>

★ **Setting: Natural translanguaging**

Young adults who study in Japan and are back in the US recall a conversation they had in high school: <https://www.youtube.com/watch?v=qLbQrVvGqw0>

★ **Setting: Natural translanguaging of a bilingual family**

Spider Man under the Spider Verse, “And a B in Spanish” clip (0:00- 0:33): [https://www.youtube.com/watch?v=VSH00lxw\\_IQ](https://www.youtube.com/watch?v=VSH00lxw_IQ)

★ **Setting: Natural translanguaging of a bilingual family**

Spider Man under the Spider Verse, “Gotta Go” clip: <https://www.youtube.com/watch?v=9Q9foLtQidk>

— Based on the clip(s), ask participants to discuss how people translanguage and for what purposes?

#### 4. Exit Ticket: 3-2-1 Reflection (5 minutes)

— Participants fill out the Exit Ticket ([Appendix II](#)) that outlines:

- ★ 3 New facts I learned
- ★ 2 Things I will try
- ★ 1 Question I still have




#### Tips for facilitators

Facilitators with limited familiarity with translinguaging theory should engage with the following texts prior to facilitating this session:

- García, O. (2017). Translinguaging: <https://www.youtube.com/watch?v=5l1CcrRrck0>
- García, O. (2014). What is translinguaging? Expanded questions and answers for US educators (pp. 1-13). In: Hesson, S., Seltzer, K., & Woodley, H. Translinguaging in Curriculum and Instruction. A CUNY-NYSIEB Guide for Educators. CUNY-NYSIEB: [www.cuny-nysieb.org/wp-content/uploads/2016/05/Translinguaging-Guide-Curr-Inst-Final-December-2014.pdf](http://www.cuny-nysieb.org/wp-content/uploads/2016/05/Translinguaging-Guide-Curr-Inst-Final-December-2014.pdf)
- Mena, M. (2020). Translinguaging in 15 minutes. Otheguy, García and Reid. “Clarifying translinguaging...” (2015): <https://www.youtube.com/watch?v=Xv6cXSna4RY>

# Activity 2

## Planning for Translanguaging Pedagogy

 Approximately 2 hours

### Overview

Research shows that when educators understand the richness of immigrant students' language practices and their bilingual (or multilingual) development, they can build stronger connections and better support students' education in meaningful ways.

### Learning Goals

Participants will plan to incorporate translanguaging pedagogy into their own educational contexts.

### Key Terminology

**Translanguaging Pedagogy:** Purposeful design of instruction in which translanguaging is strategically planned in support of one or more of the following goals towards linguistic justice: (a) to facilitate students' comprehension of complex contexts; (b) to support students' linguistic practices for academic contexts; (c) to make space for students' bilingualism and ways of knowing; and (d) to cultivate students' bilingual identities and socioemotional development (García, Johnson & Seltzer, 2017, p. 7).

**Translanguaging Spaces:** Specific instructional activities planned by the teacher where students' can bring their full self—including all their language practices—into their learning experiences.

**Translanguaging Objectives:** "Planned ways of leveraging bilingualism and ways of knowing so that students can better access content and language practices valued in schools" (García, Johnson & Seltzer, 2017, p. 69).

## Materials for Facilitators

- Translanguaging: A CUNY-NYSIEB Guide for Educators: [www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf](http://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf) (Celic & Seltzer, 2011-2012).
- CUNY-NYSIEB Video: Teacher Andy Brown giving advice to educators: <https://www.youtube.com/watch?v=ls3SafyRajc&t=1s>
- [Appendix III: Note Taking Template](#)
- [Appendix IV: Translanguaging Spaces Planning Template](#)

## Procedures

### 1. **Brainstorm Activity:** Where am I with translanguaging? (10 minutes)

- Provide participants with the questions below to get a sense of where they are related to translanguaging practices/pedagogy/understandings for their contexts. The facilitator could create a Jamboard (or it can be done orally or through the chat, if on Zoom) with these questions:
  - ★ Since last session, what has stuck with me related to translanguaging?
  - ★ How can translanguaging support my immigrant-origin students?
  - ★ Have I done something in my class connected to translanguaging? If yes, what? If not, why not?

### 2. **Jigsaw Activity:** Engaging with the CUNY-NYSIEB Translanguaging Guide for Educators

#### a. **Individual work** (20 minutes):

- Each person is assigned or selects a strategy from the CUNY-NYSIEB Translanguaging Guide (see below and [Appendix III's handout](#)). Individually review and take notes on the main ideas for their strategy.
- Below are the strategies listed in Appendix III's handout:
  - ★ A multilingual learning environment
  - ★ Designing units around multilingual culminating products
  - ★ Multilingual collaborative work: content areas
  - ★ Multilingual writing partners
  - ★ Building background knowledge with Preview-View-Review
  - ★ Multilingual research
  - ★ Multilingual word walls
  - ★ Vocabulary inquiry across languages



b. **Group Work:** Sharing translanguaging strategies (20 minutes)

- In groups of 4, each person shares the main ideas of their strategy via the note taking template in Appendix III to come away with a range of strategies.
- **Note:** Appendix III has two tables, each with 4 translanguaging strategies listed. For the 20-minute timeframe, each group should only focus on 4 strategies. One person shares their assigned strategy while the other group member takes notes on the different strategies. If time permits, there can be a discussion of how the strategies can apply to different content areas and/or grade levels.

c. **Full Group Reflection** (10 minutes)

- Conclude with a short reflection of the translanguaging strategies and how participants can implement them in their settings.

### 3. Planning for Translanguaging

- Participants will have a short planning session to include translanguaging in their classrooms with their immigrant-origin students.

a. **Planning for translanguaging pedagogy** (15 minutes)

- View a short video of Andy Brown discussing the importance of including translanguaging pedagogy in the classroom: <https://www.youtube.com/watch?v=ls3SafyRajc&t=1s>
- Then, the facilitator explains:

I. **The Purposes of Translanguaging:** When planning for translanguaging, educators need to consider the purposes for including translanguaging. García, Johnson & Seltzer (2017, p. 7-8) identify four primary purposes for translanguaging connected to social justice in education:

- ★ To support students as they engage with and comprehend complex content and texts;
- ★ To provide opportunities for students to develop linguistic practices for academic contexts;
- ★ To make space for students' bilingualism and ways of knowing; and
- ★ To support students' bilingual identities and socioemotional development.

II. **Translanguaging Objectives:** When planning a lesson with a translanguaging approach, teachers need to consider 1) their students' cultural and linguistic characteristics, among others, 2) the content objectives of the lesson (what students will learn), and 3) identify the language objectives that outline how students will show what they are

learning in relation to speaking, listening, reading and writing. In addition, teachers need to pay attention to **translanguaging objectives**. These are “planned ways of leveraging bilingualism and ways of knowing so that students can better access both content and language practices valued in schools (...) These objectives allow students to appropriate content and language in ways that they could not have done alone in English or any other language” (García, Johnson & Seltzer, 2017, p. 69).

- ★ Below is an example of how content, language, and translanguaging objectives work together in a middle school science lesson.

**Content objective:** Students will make connections of how plants and animals relate to each other in an ecosystem.

**Language objectives:** Students will:

- Write down the definition of key vocabulary words from their ecosystems reading
- Record ideas in a graphic organizer about ways in which animals and plants depend on each other for survival in an ecosystem of their choice
- Explain orally and in writing one way in which animals and plants depend on each other for survival

**Translanguaging objectives:** Students will:

- Recognize and track key vocabulary cognates
- Complete the graphic organizer using English and/or their home languages
- Give their explanation orally and in writing in the language(s) of their choice

- ★ For more on content, language and translanguaging objectives see chapter 5 of “The Translanguaging Classroom” by García, Johnson & Seltzer (2017).

**b. Planning for Translanguaging in Our Classrooms** (15 minutes):

- Participants will work individually or in pairs to consider what they are currently teaching and plan for translanguaging spaces and/or strategies, specifically with immigrant multilingual students in mind. It could be one strategy (for example, from the translanguaging guide), a lesson or even a unit plan. Participants may want to use the [Appendix IV](#) Translanguaging Spaces Planning Template as a starting point.

**c. Share-out and Peer Feedback** (15 minutes)

- In small groups, participants will share their planning ideas and receive feedback from peers based on comments related to a “glow” (what they considered could work well) and “growth” (an area that may need additional work).

d. **Full Group Share-out** (15 minutes):

- Ask participants to share some of the ideas for implementation as well as the opportunities and/or challenges they foresee as they approach a translanguaging pedagogy.
- As a final reflection, ask participants to share their ideas about what educators need to consider when enacting translanguaging pedagogy. This could be through a Jamboard, chat or orally.



**Tips for facilitators**

Facilitators who are not very familiar with translanguaging pedagogy and design should engage with the following texts prior to this session:

- García, O., Johnson, S., & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* (chapters 1 & 5). Caslon.
- Espinosa, C., & Ascenzi-Moreno, L. (2021). Translanguaging: Key principles and new possibilities. In: *Rooted in Strength. Using Translanguaging to Grow Multilingual Readers and Writers* (pp. 18-29). Scholastic.
- España, C., & Herrera, L. Y. (2020). Translanguaging. In *En Comunidad: Lessons for Centering the Voices and Experiences of Latinx Students* (pp. 20-22). Heinemann.

There may be participants who are still struggling with the translanguaging pedagogy. You may put them in groups with people that have more experiences and/or spend one-on-one time to support them.

## Appendix I: Student Vignettes

**Vanesa** and her mother arrived in New York from Guatemala when she was two years old. They had gone through a difficult journey through multiple countries over a one and half year period. Vanesa is a fourth grader who has been identified in the state assessment as a Multilingual Learner (MLL). She has been in a self-contained English as a New Language (ENL) classroom since kindergarten. Vanesa has a five-year-old sibling with whom she primarily communicates in English, although they sometimes move to Spanish, or communicate bilingually, when their mom, or any other relatives are at home. Vanesa’s mom speaks Spanish and Garifuna, although she primarily communicates with her daughters in Spanish. However, at home, the family does use some Garifuna words like “ayi” (yes), “ino” (no) or “ka ora” (what time is it?) . Vanesa helps her mom with oral and written translations from Spanish to English when going to the doctor, in stores, or when filling out paperwork. Vanesa’s mom always tells her that she’s very proud of her and how well she speaks both Spanish and English.

**Devi** was born in New York to Bangladeshi parents who immigrated to the U.S. when they were young adults. At home, their life is multilingual. Devi’s maternal grandmother, her Nanu, just moved back to the U.S. after being in Bangladesh for the past fifteen years. Since Nanu’s arrival, there is much more Bangla spoken at home. Devi’s family lives in one of the largest Bangladeshi neighborhoods in New York City. When Devi goes grocery shopping or to the hairdresser, she primarily communicates in Bangla with the elders. When Devi and Nanu go shopping in their neighborhood, Nanu communicates in Chittagonian—a language spoken in the Chittagong Division in Bangladesh—with neighbors from her home city. Devi is in a second grade general education classroom and was never identified as a Multilingual Learner in the state assessments. Many of their classmates’ families are also of Bangladeshi descent although they communicate primarily in English with each other.

**Eric** (or Zhen, although he prefers Eric when he's in the U.S.) arrived in New York from Guangzhou, China, in sixth grade to live with his uncle and his family. Eric was in contact with his cousins prior to coming to the U.S. through technology and made a strong bond with them before his arrival. In China Eric learned Mandarin in school—and a little bit of English— but with his family and in his community, he primarily spoke in Cantonese. In New York, his uncle enrolled Eric in a Chinese-English bilingual program in middle school. In his classes he understands Mandarin, however, he has some difficulties comprehending some of the assignments. In China, he was used to classrooms where both Mandarin and Cantonese were spoken, but in his bilingual school in the U.S. his teacher only speaks Mandarin during Mandarin time and English during English time. Eric has made some friends, most of whom also speak Cantonese. During English time, Eric relies heavily on Google Translate to understand the tasks and to write. He also constantly asks his classmates for help.

# Appendix II

## 3-2-1 Reflection

3	<p>New facts I learned:</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
2	<p>Things I will try:</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li></ol>
1	<p>Question I still have:</p> <ol style="list-style-type: none"><li>1.</li></ol>

# Appendix III

## Note Taking Template for Strategies from “Translanguaging: A CUNY-NYSIEB Guide for Educators”

Translanguaging pedagogy strategies from: Celic, C., & Seltzer, K. (2012). <i>Translanguaging Guide: A CUNY-NYSIEB Guide for Educators</i> . CUNY-NYSIEB.	
A multilingual learning environment—p. 20	Designing units around multilingual culminating products—p. 57
Multilingual collaborative work: content areas—p. 62	Multilingual writing partners—p. 72

**Note:** The page numbers listed next to each of the strategies correspond to the CUNY-NYSIEB Translanguaging Guide pagination.

Translanguaging pedagogy strategies from: Celic, C., & Seltzer, K. (2012). *Translanguaging Guide: A CUNY-NYSIEB Guide for Educators*. CUNY-NYSIEB.

Building background knowledge with Preview-View-Review—p. 100	Multilingual research—p. 107
Multilingual word walls—p. 147	Vocabulary inquiry across languages—p. 165

**Note:** The page numbers listed next to each of the strategies correspond to the CUNY-NYSIEB Translanguaging Guide pagination.



# Appendix IV

## Translanguaging Spaces Planning Template

Area of Lesson/Strategy design	My Ideas
What are my students' characteristics, including the languages they speak?	
What is the topic/focus of the lesson?	
What are the content objective(s)?	
What are the language objective(s)?	
What are the translanguaging objective(s)?	
What is the activity/strategy that I will focus on? Specifically, how does translanguaging fit into this activity/strategy?	
What multilingual materials would I need?	
What other considerations are needed for a translanguaging pedagogy focus?	

# Author Bio

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**Maite T. Sánchez, Ph.D.**, was born in Lima, Peru and immigrated to the U.S. to pursue graduate studies. She is an Assistant Professor of Bilingual Education at Hunter College, the City University of New York. Between 2012 and 2017 she was the Project Director of CUNY-NYSIEB (CUNY - New York State Initiative on Emergent Bilinguals) that focused on translanguaging in education. Her teaching and research focuses on language education policy and practice in support of multilingual students and on translanguaging pedagogy. She has been an Associate Investigator for CUNY-IIE since 2019. For more info, go to: [www.maitesanchez.org](http://www.maitesanchez.org)

# Resource Links for Further Study

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## Books and Websites

CUNY-NYSIEB (City University of New York - New York State Initiative on Emergent Bilinguals):  
<https://www.cuny-nysieb.org/>

España, C., & Herrera, L. Y. (2020). [Translanguaging. In En Comunidad: Lessons for Centering the Voices and Experiences of Latinx Students. Heinemann.](#) The authors have a companion website with additional resources: <https://encomunidadcollective.com/>

Espinosa, C. & Ascenzi-Moreno, L. (2021). [Rooted in Strength. Using Translanguaging to Grow Multilingual Readers and Writers.](#) Scholastic.

García, O., Johnson, S. I., & Seltzer, K. (2017) [The Translanguaging Classroom: Leveraging Student Bilingualism for Learning.](#) Brookes.

## Presentations

Interview with Cecilia Espinosa & Laura Ascenzi-Moreno (2022):  
<https://www.youtube.com/watch?v=f1irtkus0D4>

Interview with Carla España & Luz Yadira Herrera (2022):  
<https://www.youtube.com/watch?v=0ZoBHI5Ha0o>

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Grosjean, F. (2021). *Life as a bilingual: Knowing and using two or more languages*. Cambridge University Press.

Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281-307.

Tian, Z., & Rafi, A. S. M. (2023). Centering southern perspectives in translanguaging research. *Critical Inquiry in Language Studies*, 20(3), 205-213.

## Open Source Links

“And a B in Spanish” Scene - Spider-Man: Across The Spider-Verse (2023) (until minute 0:33): Retrieved on 10/01/2023 from: [https://www.youtube.com/watch?v=VSH00lxw\\_IQ](https://www.youtube.com/watch?v=VSH00lxw_IQ)

Chalmers, H. (2016). *What is translanguaging?* NALDIC. Retrieved on 10/01/2023 from: <https://naldic.org.uk/what-is-translanguaging/>

CUNY-NYSIEB Ambassador Andy Brown. CUNY-NYSIEB. Retrieved on 10/01/2023 from: <https://www.cuny-nysieb.org/classroom-videos/ambassador/andy-brown/>

España, C., & Herrera, L. Y. (2020). *What is translanguaging?* Heinemann. Retrieved on 10/01/2023 from: <https://blog.heinemann.com/what-is-translanguaging>

*Example of Code-Switching Among Young Adults*. YouTube: <https://www.youtube.com/watch?v=qLbQrVvGqw0>

García, O. (2017). *Translanguaging*. YouTube. Retrieved on 10/01/2023 from: <https://www.youtube.com/watch?v=5l1CcrRck0>

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*Teaching Bilinguals Even If You Are Not One Series*. CUNY-NYSIEB. Retrieved on 10/01/2023 from: [www.cuny-nysieb.org/teaching-bilinguals-webseries/](http://www.cuny-nysieb.org/teaching-bilinguals-webseries/)

Spider Man under the Spider Verse “Gotta Go” Clip. YouTube. Retrieved on 10/01/2023 from: <https://www.youtube.com/watch?v=9Q9foLtQidk>