mlrc Multilingual Learning Research Center

MLRC
Action Research Capstone
2025
Canadian International School Bangalore

CANADIAN
INTERNATIONAL
SCHOOL

An Account of Action Research Implementation at CISB 2024-25: Impact of Translanguaging by Content Teachers on Students' Performances

Link for Presentation Audio File

Canadian International School, Bangalore

Team Members: Beena Suresh, Elliot Byrne, Susan Raphael, Uma Nigith mlrc Multilingual Learning Research Center

CIS CANADIAN INTERNATIONAL SCHOOL

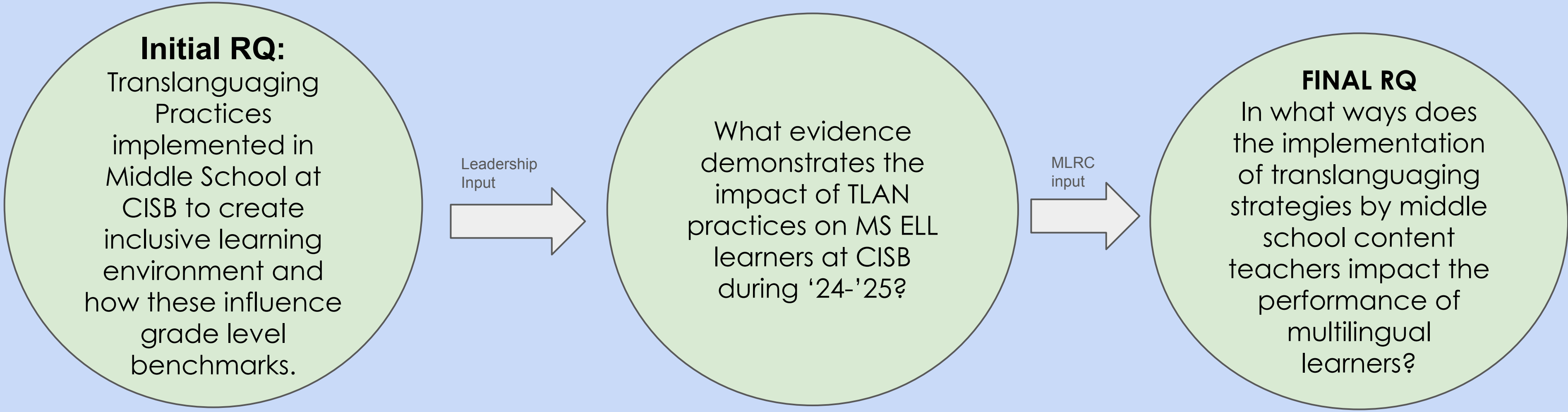
Action Research Plan

MLRC Symposium Saigon International School,Vietnam

Research Question

In what ways does the implementation of translanguaging strategies by middle school content teachers impact the performance of multilingual learners?

Arriving at the Research Question



Initial RQ:
Translanguaging Practices implemented in Middle School at CISB to create inclusive learning environment and how these influence grade level benchmarks.

Leadership Input

What evidence demonstrates the impact of TLAN practices on MS ELL learners at CISB during '24-'25?

MLRC input

FINAL RQ
In what ways does the implementation of translanguaging strategies by middle school content teachers impact the performance of multilingual learners?

Based on Teacher survey sent at the end of 2023-'24, the survey outcomes suggested teachers' interest in learning translanguaging strategies

Input from leadership suggested, focus on the process of Action Research rather than being result oriented.

Discussion on the importance of teacher impact before measuring student impact - how teacher impact would reflect in student performance

Literature Review

"Research has shown that there are many positive effects of using a student's first language in the classroom and has not yet shown any negative effects" (Cummins, 2017). *Cummins, Jim. "Multilingualism in Classroom Instruction: 'I think it's helping my brain grow'." Scottish Languages Review, no. 33, Winter 2017, pp. 5-18.*

"Despite a lack of widespread policy support, evidence from classroom practices shows that translanguaging, or teaching through a multilingual lens, is a valuable tool in middle school classrooms because it allows multilingual students to use their home languages as cognitive tools, fostering identity affirmation and enabling deeper engagement with learning." (Cummins & Persad, 2014)

Cummins, Jim, and Robin Persad. "Teaching through a Multilingual Lens: The Evolution of EAL Policy and Practice in Canada." *Education Matters*, vol. 2, no. 1, 2014, pp. 3-40.

Methodology

- Middle school workshop
- Survey
- Focus group discussion
- Evidence of implementation(pictures)
- Student work samples
- Make a final student survey on how it impacted learning.

Methodology Extension

- Whole School PDs
- TeachConX(inhouse annual conference)workshop

Data Collection Methods

- **Surveys** for teachers and students to gather perceptions and experiences.

- **Classroom observations** conducted by EAL teachers during support sessions.
    a. An evaluation template (slide 14) was used to observe and take notes, and this qualitative observed data was reported to the researcher team.

- Aimed to assess both **student learning impact** and **teaching practices**.

Data Analysis Justification

- Used **thematic analysis** to identify key patterns and themes.

- Analyzed open-ended responses and observation notes.

- Helped us understand the **"how" and "why"** behind effective translanguaging strategies.

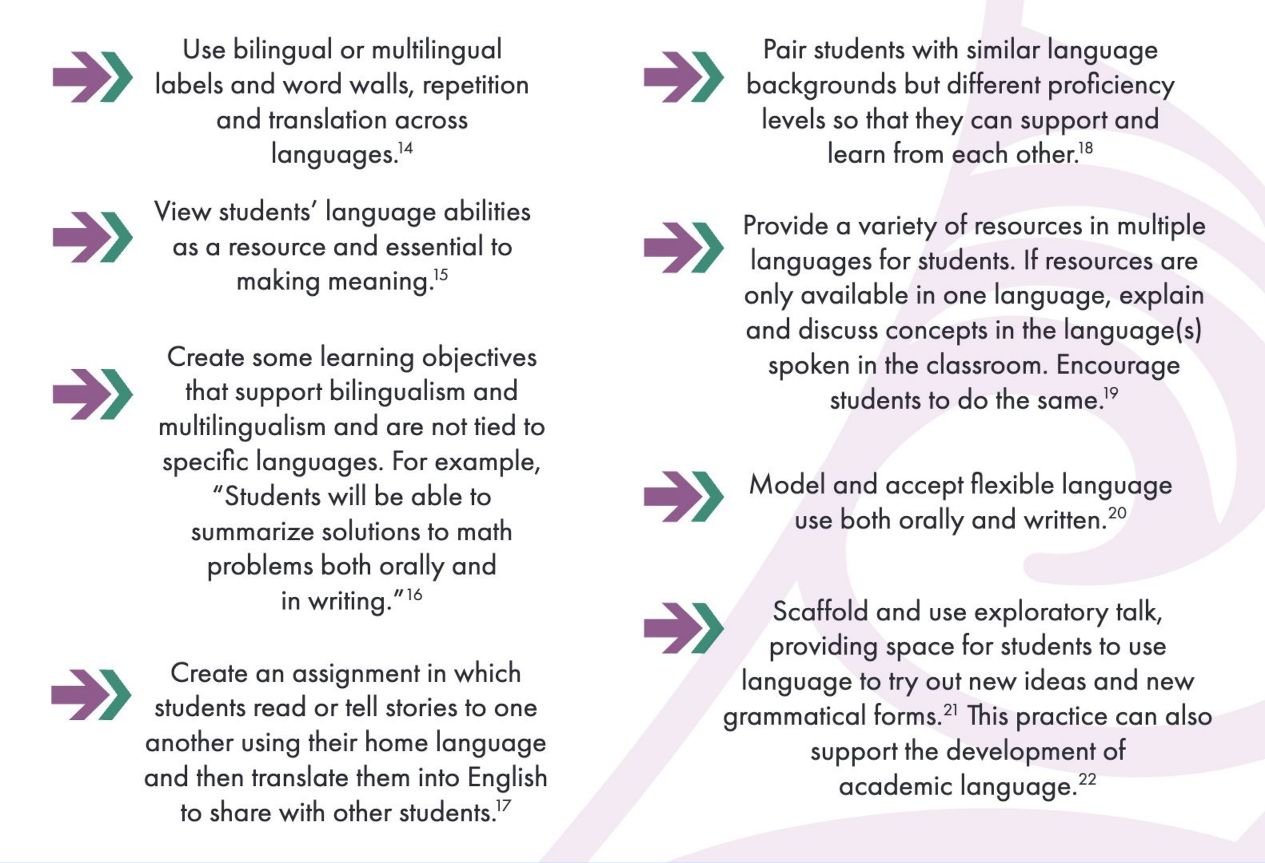
Limitations

- **Voluntary participation** may lead to self-selection bias.
- Reliance on **anecdotal and self-reported data**.
- Short pilot duration limited ability to assess **long-term impacts**.
- Standardized test scores were not a viable measure for translanguaging impact.

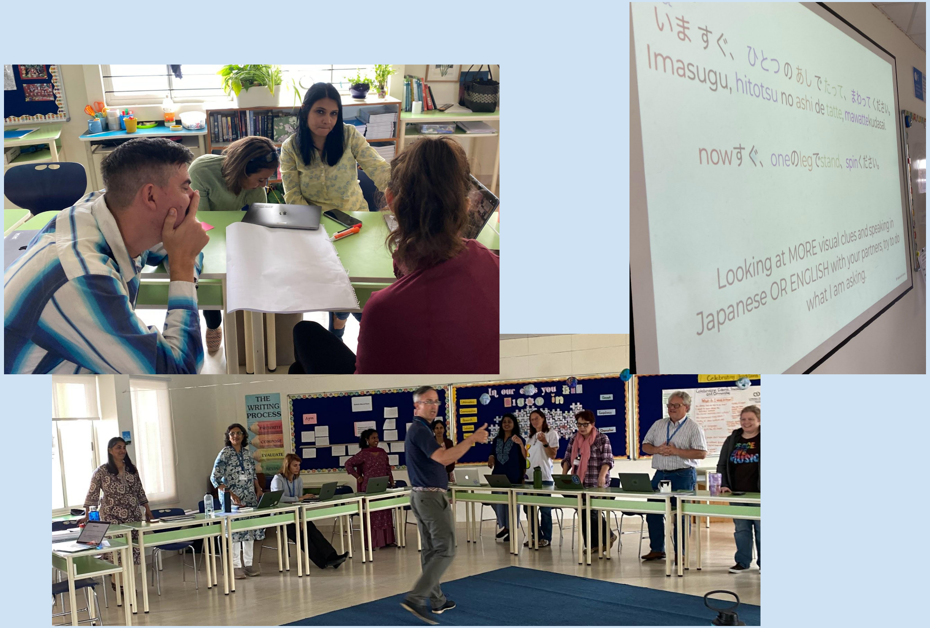
Ethical Considerations

- Obtained **informed consent** from all participants via school-wide research waiver.
- Maintained **anonymity and confidentiality**.
- Research aimed to **enhance pedagogy and student experience**, with participant well-being prioritized.

Translanguaging Strategies Shared at PD Workshops



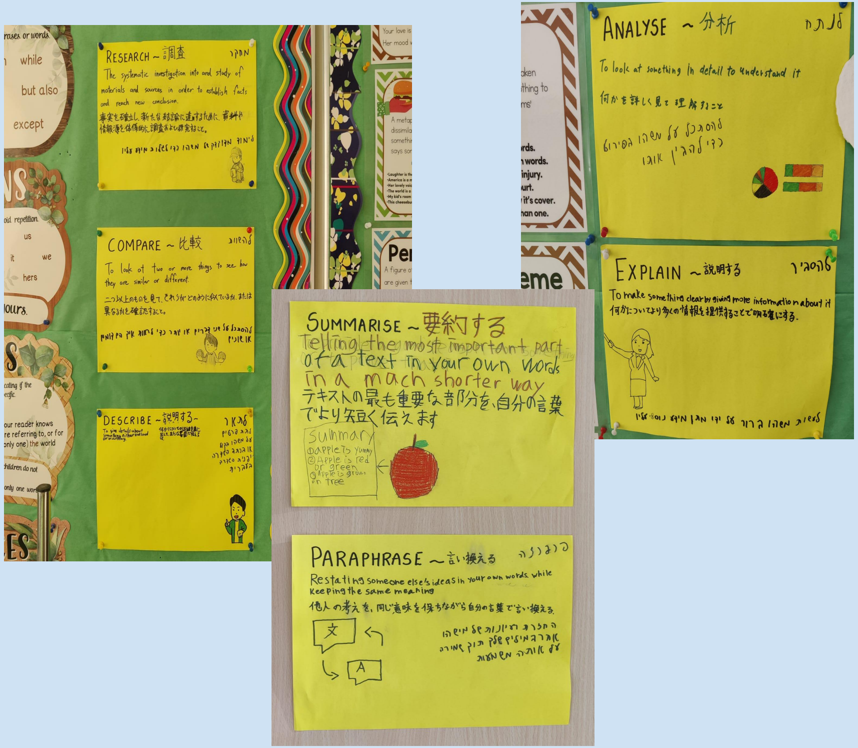
- Use bilingual or multilingual labels and word walls, repetition and translation across languages.[14]
- View students' language abilities as a resource and essential to making meaning.[15]
- Create some learning objectives that support bilingualism and multilingualism and are not tied to specific languages. For example, "Students will be able to summarize solutions to math problems both orally and in writing."[16]
- Create an assignment in which students read or tell stories to one another using their home language and then translate them into English to share with other students.[17]
- Pair students with similar language backgrounds but different proficiency levels so that they can support and learn from each other.[18]
- Provide a variety of resources in multiple languages for students. If resources are only available in one language, explain and discuss concepts in the language(s) spoken in the classroom. Encourage students to do the same.[19]
- Model and accept flexible language use both orally and written.[20]
- Scaffold and use exploratory talk, providing space for students to use language to try out new ideas and new grammatical forms.[21] This practice can also support the development of academic language.[22]


いますぐ、ひとつのあしでたって、まわってください。
Imasugu, hitotsu no ashi de tatte, mawattekudasai.
nowすぐ、oneのlegでstand、spinください。
Looking at MORE visual clues and speaking in Japanese OR ENGLISH with your partners, try to do what I am asking.
THE WRITING PROCESS

Middle school workshop

As a small group discuss what you see and hear in the videos:

Focus group discussion



RESEARCH ~ 調査 מחקר

The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusion.

事実を確立し、新たな結論に達するために、資料や情報源を体係的に調査および研究すること。

לימוד מעמיק ומדוקדק של משהו כדי לגלות מידע עליו

COMPARE ~ 比較 להשוות

To look at two or more things to see how they are similar or different.

二つ以上のものを見て、それらがどのように似ているか、または異なるかを確認すること。

להסתכל על שני דברים או יותר כדי לראות איך הם דומים או שונים

DESCRIBE ~ 説明する~ לתאר

To give details about something either out loud or in writing.

何かについての詳細を声に出して、または書面で伝えること。

לתת פרטים על משהו בקול או בכתב

SUMMARISE ~ 要約する

Telling the most important part of a text in your own words in a mach shorter way

テキストの最も重要な部分を、自分の言葉でより短く伝えます

Summary
① apple is yummy
② Apple is red or green
③ Apple is grown on tree

PARAPHRASE ~ 言い換える פרפרזה

Restating someone else's ideas in your own words while keeping the same meaning

他人の考えを、同じ意味を保ちながら自分の言葉で言い換える。

החזרת רעיונות של מישהו אחר במילים שלך תוך שמירה על אותה משמעות

ANALYSE ~ 分析 לנתח

To look at something in detail to understand it

何かを詳しく見て理解すること

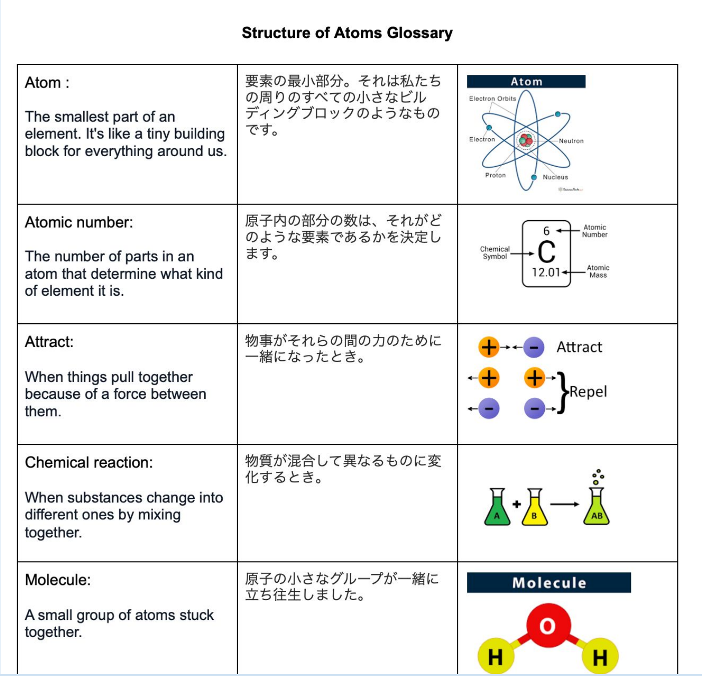
להסתכל על משהו בפירוט כדי להבין אותו

EXPLAIN ~ 説明する להסביר

To make something clear by giving more information about it

何かについてより多くの情報を提供することで明確にする。

לעשות משהו ברור עם יותר מידע עליו

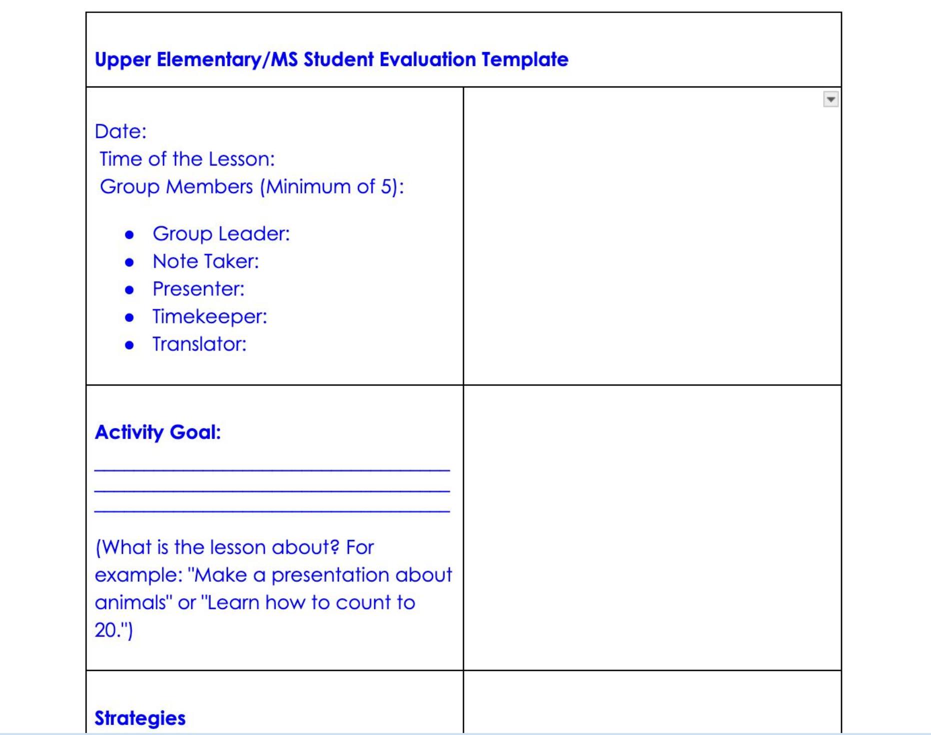


Structure of Atoms Glossary

Atom : The smallest part of an element. It's like a tiny building block for everything around us.	要素の最小部分。それは私たちの周りのすべての小さなビルディングブロックのようなものです。	Atom Electron Orbits Electron Neutron Proton Nucleus
Atomic number: The number of parts in an atom that determine what kind of element it is.	原子内の部分の数は、それがどのような要素であるかを決定します。	6 C 12.01 Atomic Number Chemical Symbol Atomic Mass
Attract: When things pull together because of a force between them.	物事がそれらの間の力のために一緒になったとき。	+ - Attract + + - - Repel
Chemical reaction: When substances change into different ones by mixing together.	物質が混合して異なるものに変化するとき。	A + B → AB
Molecule: A small group of atoms stuck together.	原子の小さなグループが一緒に立ち往生しました。	Molecule H O H

Evidence of implementation

Student work samples



Upper Elementary/MS Student Evaluation Template	
Date: Time of the Lesson: Group Members (Minimum of 5): • Group Leader: • Note Taker: • Presenter: • Timekeeper: • Translator:	
Activity Goal: ______________________________ ______________________________ ______________________________ (What is the lesson about? For example: "Make a presentation about animals" or "Learn how to count to 20.")	
Strategies	

Translanguaging Student Evaluation Example

This Upper Elementary template was used in the Middle School and seemed to work just as well with 6-8th graders, and the feedback we got after teacher usage was promising. The template can be downloaded from our resource page at the end of this presentation.

Findings from Middle School Professional Development

Participation

- From Grade 6-8 plus MS specialists
- Subjects represented were English, Global Perspectives, Math, Music, Drama, PE, and EAL

Understanding and Implementation

- Of the 26 teachers, 5 were largely familiar with TL
- More than 50 percent were regularly using some TL strategies in their classroom.
- A high majority of teachers agree that using TL strategies will have or has already had some benefit.
- More than 70 percent will be comfortable trying out TL strategies

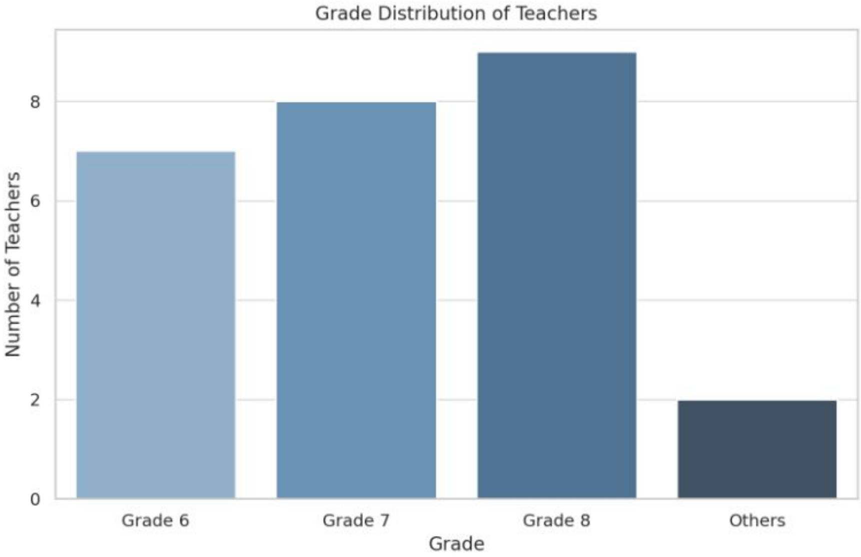
Attitudes and Involvement

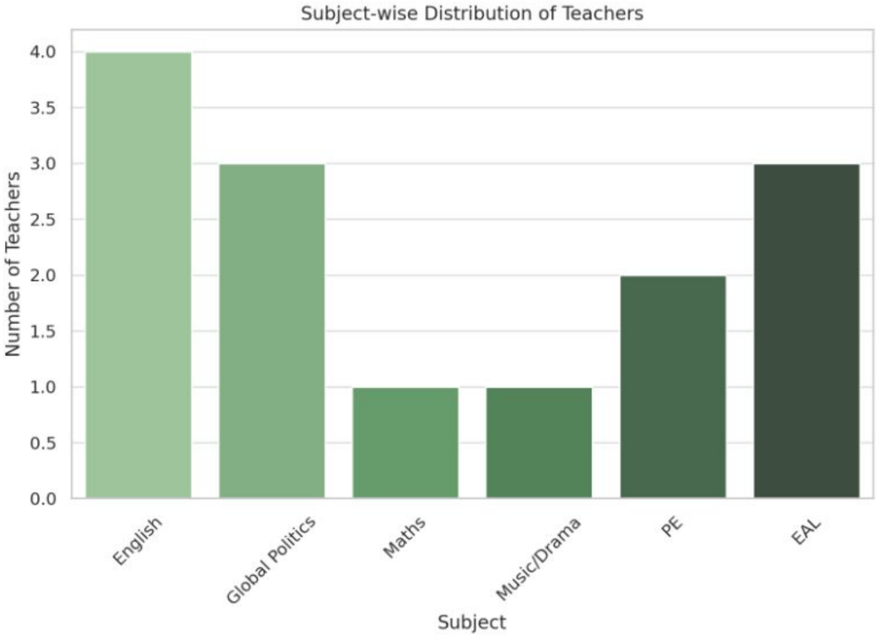
- Half of teachers love having multilingual learners in their classroom

- Time constraints are the main challenge affecting teachers teaching multilingual learners

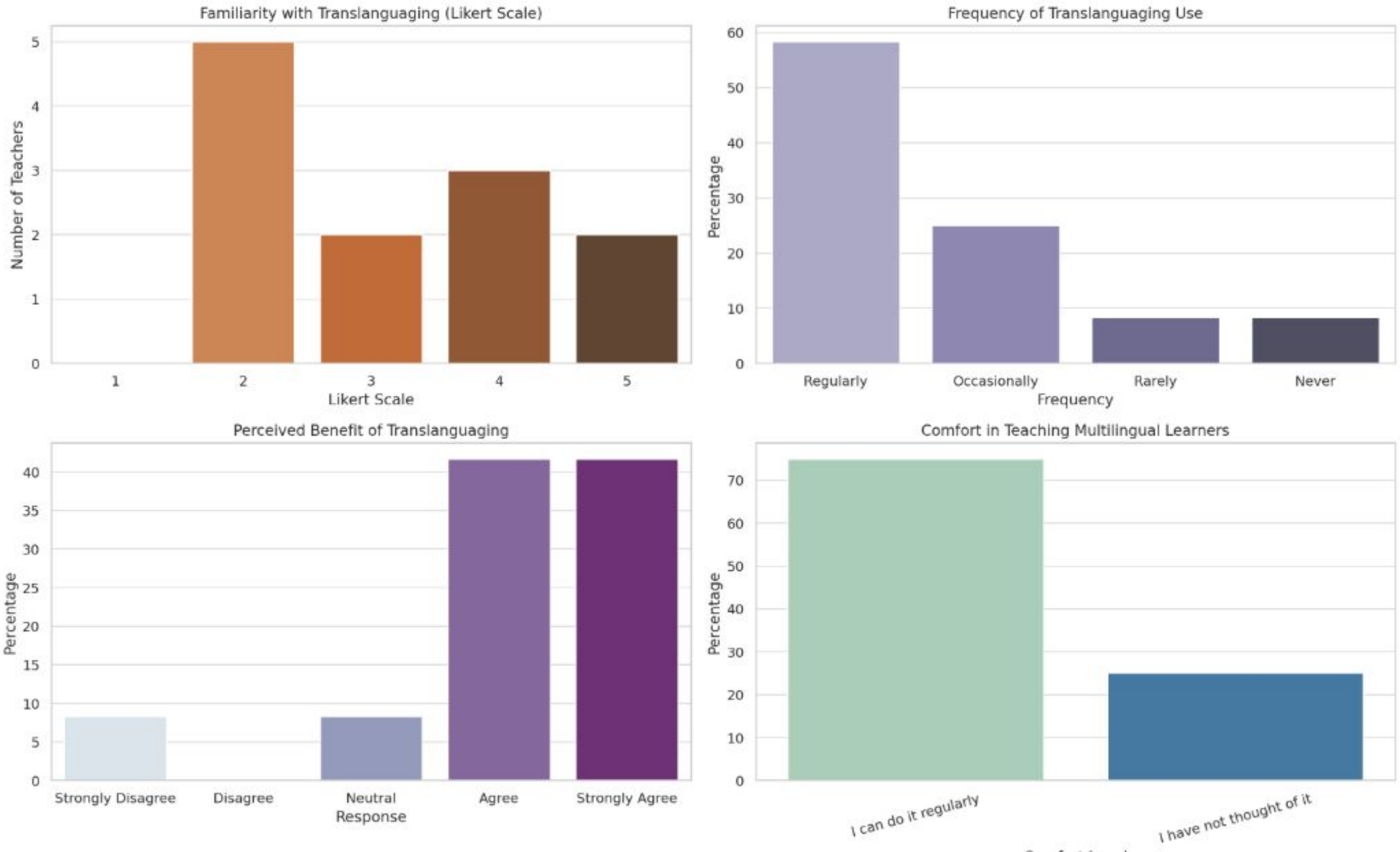
- 75 percent are interested in more PD related to TL

MS Teacher PD Participation (26 teachers)

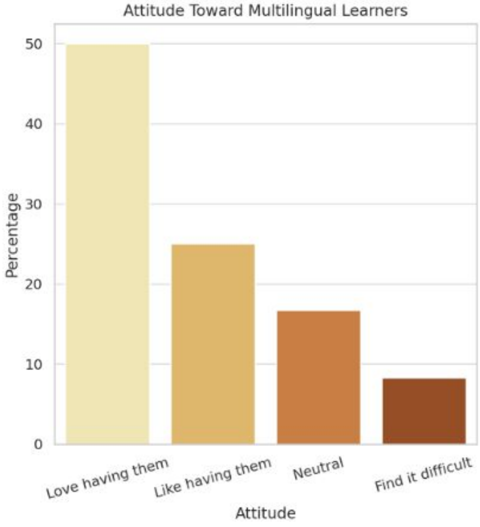


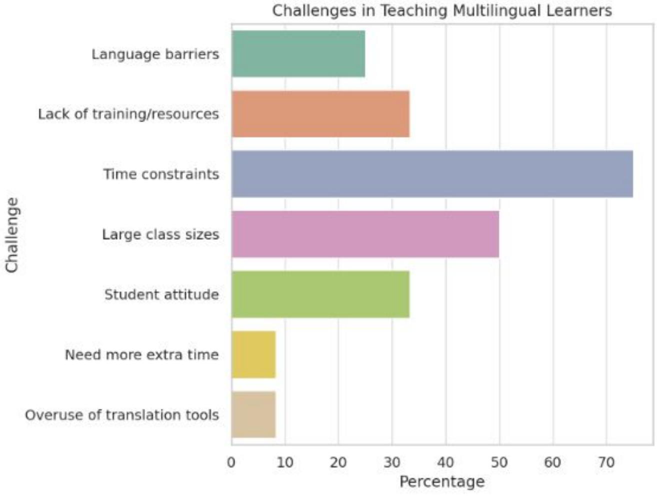


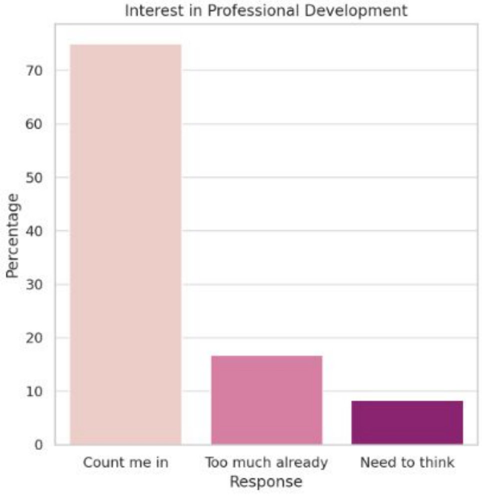
MS Teacher Overall Translanguaging Understanding/Implementation



MS Teacher Attitudes and Feedback


Attitude Toward Multilingual Learners


Challenges in Teaching Multilingual Learners


Interest in Professional Development

Summary of MS PD Exit Ticket Responses

Research Question	Key Strategies / Insights	Summary Insight
1. Strategies to foster a positive attitude toward bilingualism	- Boosting student confidence and identity- Involving families- Creating comfort for learners with limited English- Better understanding through two languages	Positive attitudes are cultivated through inclusive, empowering, and family-centered practices.
2. How bilingualism benefits students outside the classroom	- Empowers students and parents- Encourages school-home collaboration- Builds pride and confidence- AI/tech engagement in native language	Bilingualism strengthens identity, promotes digital engagement, and builds strong home-school links.
3. Benefits of bilingual and biliteracy programs	- Promotes student-led learning- Holistic assessment- Enhances parent involvement- Activates prior knowledge- Builds school connection	These programs offer academic and emotional benefits, enhancing the experience for all stakeholders.
4. Importance of becoming bilingual and biliterate	- Multilingual materials (books, posters)- Conceptual understanding in home language first- Recognition of home languages	Biliteracy supports comprehension, inclusion, and language equity.
5. Ensuring students feel confident and proud to be bilingual	- Celebrating cultural and linguistic diversity- Inclusive and equitable environment- Multilingual expression encouraged	A culture of inclusion builds student pride and confidence in using multiple languages.

Findings from Workshops

Teacher Survey from TeachConX Workshop (45 participants) and ES Workshop (25 participants)

What's Working

- **Word Walls** with home language
- **Peer Learning & Pairing** (homogeneous & heterogeneous)
- **Bilingual Slides & Subtitled Videos**
- **Silent Research** using translators
- **Flexible Language Use** modeled in class and assemblies

Key Reflections & Questions

- Does translanguaging **slow down unit learning**?
- How do we **monitor on-task behavior** when students use L1?
- What's the **difference between translation vs. translanguaging**?
- How can we **assess writing in PE** or reflective classes using this approach?
- Can we see **examples of projects** that include translanguaging?

Next Steps / PD Needs

- More examples of **translanguaging in content areas**
- Support in **modeling translanguaging** in different subjects
- Clarify strategies for **equity in student participation**
- Leverage **home languages** across all subjects—even for native English speaker

Discussion

- We believe the data we gathered is highly valuable for other international schools. It demonstrates that specific translanguaging strategies can significantly **enhance classroom community**. However, it is important to acknowledge that this is an ongoing process. We recognize the need for continued data collection in subsequent years at our school before any definitive conclusions can be drawn on the broader impact of translanguaging.

- Just by starting the process, international schools can create a culture of research and action related to Translanguaging.

- Having a school culture where research, reflection, and action are highly valued leads to greater involvement and development of best teacher practices.

Reflections About Research

Our team of four experienced several challenges throughout this research endeavor:

- **Initiating the Process**: It was challenging to effectively get the research process started within the school.
- **Teacher Participation:** After providing professional development, securing teachers willing to pilot the programs proved challenging without top-down directives.
- **Team Collaboration**: Finding sufficient time for our research team to meet was difficult due to our varying departmental affiliations.
- **Refining the Research Question:** Identifying the most pertinent research question, and subsequently being able to collect meaningful data, was a continuous and evolving challenge.

Looking Forward

As we plan for the upcoming year, we are considering the following:

- **Evolving Research:** Our research question and the overall scope of our translanguaging investigation will continue to evolve based on new insights.
- **Expanding Reach:** We anticipate engaging new teachers next year to broaden this research and further promote translanguaging practices across the entire school. Having students become responsible for their own translanguaging strategies is a goal for next year.
- **School-Wide Impact:** Encouragingly, evidence suggests that translanguaging practices are now more widespread throughout the school, extending beyond the middle school where our initial research was concentrated. This is largely thanks to expanded professional development sessions during events like TeachConx and other dedicated PD times.

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Ongoing Research Question for Next Year

In what ways does the implementation of professional development for translanguaging strategies for content teachers impact the performance of all learners in the classroom?

Conclusion

- Based on the action research, we can conclude that the whole school is willing to move towards accepting translanguaging that can enhance daily performance into their daily practices.
- On the contrary, there exists the possibility of parent pushback to such changes in the classroom due to perceived decreases in content teaching. More frank discussions with parents will be needed in future years before Translanguaging is accepted by the larger school community.
- As for Action Research, our school is moving towards adopting it in many areas, along with bringing these practices into the student learning environment. The school is moving in a positive direction in this regard, and our having done this Action Research project has only added to that momentum.
- A team of colleagues at our school will follow up with this project in the next academic year and continue the research into Translanguaging in collaboration with the MLRC, meaning that this current project will have far-reaching impacts.

We are proud of what we have achieved so far and the direction the research is moving in, and this Capstone Project is a real celebration of the time we have put in and the data we have collected. Thank you to the MLRC for the opportunity and the guidance.

Resource Templates for MLRC Network Usage

Lower Elementary School Translanguaging Student Evaluation Template

Upper Elementary/MS School Translanguaging Student Evaluation Template