



MLRC Action Research Capstone: Planning for Translanguaging

Saigon South International School
Elementary Division

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ES Team

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RESEARCH QUESTION

How might planning for
translanguaging within lessons
impact teacher practices and
dispositions?

Literature Review

Theoretical Underpinning

- Using language to make meaning in the world
 - (Lewis et al., 2012)
 - (Cummins, 2017)
 - (Leung and Valdés, 2019)
- Translanguaging is the deployment of a speaker's full repertoire, without defined language boundaries. It is an extension of language where MLLs shape knowledge and experiences across multiple languages
 - (Lewis et al., 2012)
 - (García & Kleyn)
 - (Cenoz, 2017)
- Cross language transfer of literacy skills
 - (Cummins, 2017)
 - (Velasco & Garcia, 2014)
- Social justice framework
 - (Carbonara & Scibetta, 2022)
 - (Gardner et al., 2021)
 - (Wawire & Barnes-Story, 2023)

Highlights in the Findings

- Translanguaging creates a welcoming and inclusive environment
 - (Carbonara & Scibetta, 2022)
 - (Lewis et al., 2012)
 - (Parra & Proctor, 2023)
- Translanguaging supports the transfer of literacy skill across languages and promotes multilingual instructional strategies
 - (Cummins, 2017)
 - (Flynn, 2021)
 - (Lemmi & Pérez, 2024)
 - (Velasco & García, 2014)
- A teacher's "stance" significantly influences translanguaging
 - (Toker & Baytaş, 2022)
 - (Zhang, 2022)
- Empowered MLL students
 - (Carbonara & Scibetta, 2022)
 - (Lewis et al., 2012)
 - (Parra & Proctor, 2023)

Gaps in the Research

- Longitudinal studies
 - most studies are from short term projects, not impact over the years.
- Teachers perspective on the challenges of planning for translanguaging
 - Some discuss parental engagement, political climate, student resistance to certain languages but not the planning
- Having studies on a wider, more diverse subject areas
 - Need more studies on different subjects like, arts, math etc.
- Understanding the impact on teacher pedagogical growth from translanguaging

Significance for Our Project

- Translanguaging practices can help meet literacy and content standards in MLL classrooms
- Planning for translanguaging can positively impact student achievement
- Translanguaging can help provide equitable access to the curriculum



Methodology

Qualitative Methodology

Data Collection

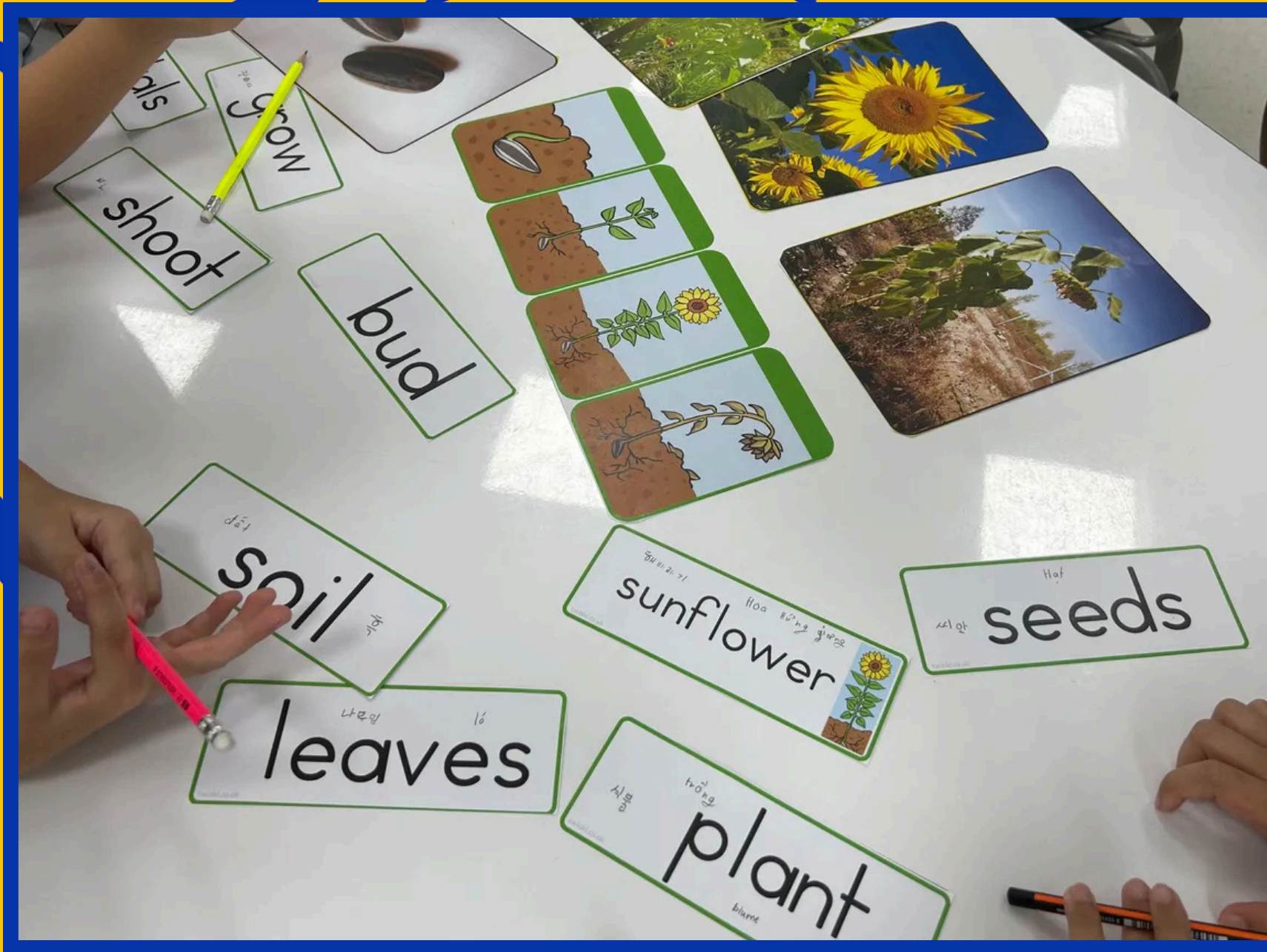
- Padlet documentation of classroom translanguaging practices during the study
- Optional short form reflections following classroom practices
- 12 end-of-study participant interviews ranging from 8-12 minutes

Data Analysis

- Protocol to look for trends across the interviews
- Determined the “rule” answer to each interview question
 - “What was the typical experience?”
- Identified significant “exceptions” among the responses
 - “What were outlier experiences or qualifying circumstances?”

Interview Questions:

1. How do you plan for translanguaging?
2. How does translanguaging affect your students?
3. How has translanguaging with students affected your planning?
4. How has planning for translanguaging affected your instructional practices?
5. Have these translanguaging experiences affected your personal teaching philosophy?
6. Is there anything else you would like to share about the translanguaging work you are doing?



groom = man
getting married
Padro
chú rể

bride = woman
getting married
cô dâu
신부

Findings

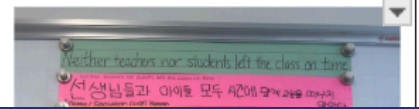
How do you plan for translanguaging?

Most teachers recognize the value of collaborative planning for intentional translanguaging, while finding value in the organic opportunities. This includes examining language patterns, word meanings, interacting with multilingual and culturally responsive texts, and sharing background knowledge.

However, collaboration requires timing and scheduling opportunities that are not always available to all staff. Additionally, the challenge of finding or creating resources may be an obstacle to planning. Finally, full alignment of translanguaging, language, and content goals was variable and dependent on existing systems.

“I think, ‘Well, what does that look like? How do you express that? How will they actually demonstrate that in words or through language?’”

Planning for Translanguaging - Patterns of Power (G5)

Patterns of Power Focus Phrase	Mentor Sentence in Multiple Languages					Where are there connections? What is unique?	How might we guide students in discovering these ideas?	
	English	Vietnamese	Mandarin	Korean	Other languages			
I use neither ... nor to show two things that didn't happen or are missing.	<p>Neither <u>teachers</u> nor <u>students</u> left the class on time.</p> <p>Neither allows us to make a negative statement about two people or things at the same time. Neither goes before singular countable nouns. We use it to say 'not either' in relation to two things.</p>	<p>Cả <u>giáo viên</u> và <u>học sinh</u> đều không rời khỏi lớp đúng giờ.</p> <p>Use both (Cả)...and (và)...., then add “not” (không) in front of the verb “left.”</p>	<p>老师们和学生们都没有准时下课。</p> <p>Use the negation word “都没有 (could be 都不 depending on the sentences” before the verb</p>	<p>선생님도 학생들도 제시간에 교실을 떠나지 않았습니다.</p> <p>Subject #1 and Subject #2 then add “not”...</p> <p>[Subject 1]도 [Subject 2]도 [Object]을/를 [Verb]지 않다</p>	<p>Né <u>gli insegnanti</u> né <u>gli studenti</u> hanno lasciato la classe in orario. (Italian)</p> <p>Ni <u>los profesores</u> ni <u>los alumnos</u> abandonaron la clase a tiempo. (Spanish)</p> <p>Spanish and Italian both use a similar construction to English but they repeat the negation word (Né, Ni).</p>	<p>Vietnamese typically uses “cả...đều không” or “không... cũng không” to express the same meaning as neither with English. It is attached to the subject, oppositely to English. Spanish remains the same. [ChatGPT]</p>		
I use a comma to separate a tag question from the rest of the sentence.	<p>But a monster came, didn't it?</p> <p>A tag question is a short phrase like "isn't it" or "don't you" added to the end of a sentence to check something or see if someone agrees with you. Tag questions change based on the positivity or negativity of the main sentence. We put a comma before a tag question.</p>		<p>但是一个怪物来了，不是吗?</p> <p>Use the negativity of the verb in the main sentence, and add 吗 at the end as a tag question.</p>					

Translanguaging Pedagogical Strategies

Purpose 1: Supporting students as they engage with and comprehend complex content and texts

This might look like:

- Building background knowledge in home and new languages
- Bilingual reading / writing partners
- Annotate texts with translations of words, phrases
- Use of dictionaries, glossaries, translation apps
- Provide multilingual books and materials whenever possible
- Explain to each other using all language resources

Purpose 2: Providing opportunities for students to develop linguistic practices in academic contexts

This might look like:

- Multilingual brainstorming
- Audio record ideas in any language before writing
- Planning writing in any language
- Write translations of text or portions of text
- Home language partners of differing levels
- Collaborative work with home language partners
- Turn and talk using all their languages
- compare/contrast linguistic features across languages
- Post to Seesaw in multiple languages

Purpose 3: Making space for students' multilingualism and ways of knowing

This might look like:

- Research using multilingual reading material
- Provide books that show authors use translanguaging & culturally relevant meaning
- Write stories with bilingual characters or situations
- Write performance pieces that include translanguaging for voices
- Use translanguaging to write for bilingual audiences

Purpose 4: Supporting students socioemotional development and bilingual identities

This might look like:

- Discuss what would have happened in stories if characters were bilingual
- Invite family/community into classrooms to enrich learning
- Extend projects out of classrooms and into multilingual communities
- Choose topics and texts in multiple languages that are traditionally left out of the curriculum.

Adapted from The Translanguaging Classroom, Garcia.Ibarra-Johnson.Seltzer 2017

How does translanguaging affect your students?

Teachers felt most students showed excitement, confidence and pride during translanguaging experiences, and demonstrated increased sense of belonging, agency and academic success. They had improved access to content because translanguaging promoted curiosity and encouraged a culture of collaboration.

Students may benefit from how translanguaging offers opportunities to shift mindsets about self, identity and culture. Students had opportunities to inform their teachers about their understandings and background. Students developed some awareness/appreciation of translanguaging as a tool or opportunity.

“As soon as we use translanguaging strategies, students are immediately excited to get involved and everybody wants to share.”

How has translanguaging with students affected your planning?

Teachers consistently expressed a need to dedicate some of their planning time to translanguaging objectives. They also recognized the need to shift priorities to reserve instructional time for translanguaging, in order to build content knowledge and classroom culture. Students' positive response to organic translanguaging in lessons was a primary motivator for increased teacher intentionality and planning.

Some teachers may initially struggle at the loss of perceived control when languages they don't understand are mobilized in the classroom. In courses that must adhere to rigid pacing, teachers may have difficulty finding time to incorporate translanguaging.

“The reality of translanguaging has encouraged me to leave time for students to unpack their understandings.”

How has planning for translanguaging affected your instructional practices? Have these translanguaging experiences affected your personal teaching philosophy?

While the teachers in our study generally valued multilingualism prior to the study, they found that planning for translanguaging has increased their collaboration with colleagues, contributed to a comfortable and natural instructional differentiation for students, and strengthened their personal beliefs in the importance of visible and mobilized multilingualism in schools.

Before engaging in conversations and professional development about translanguaging, some teachers may equate translanguaging with word-for-word translation.

“Every experience [with translanguaging in this project] has reaffirmed that you’ve got to avail yourself of your student’s abilities.”

Answering our RQ: How might planning for translanguaging within lessons impact teacher practices and dispositions?

Teachers in the study

- valued both intentionally planned and in-the-moment translanguaging
- identified student benefits for academic performance and belonging
- will continue planning and advocating for translanguaging
- made time for themselves to plan for translanguaging and for students to participate in translanguaging activities

“How did we ever not
have [translanguaging]?”



Enduring Understanding:

↳ con người
↳ people
Human choices

↳ things you make up in your mind
↳ choose decide

impact organisms.

↳ living thing
↳ plants
↳ animals
↳ human

help cause effect

Discussion

Discussion

The findings of our research should relieve educator concerns about both the ease of implementation of intentional translanguaging in international elementary schools, and the academic and socio-emotional benefits to students. As predicted by the literature review, our teachers found that students were better able to grasp content and literacy objectives when intentional translanguaging was used in their lessons and as part of the classroom culture. Additionally, the increase in our students' engagement with their learning was palpable during translanguaging lessons, which is another finding supported by the language review.

Educators starting to plan for intentional translanguaging in their classrooms should be prepared to dedicate a portion of their instructional planning time to the development of strategies, locating resources, and collaborating with their EAL teachers or other peers. Additionally, based on our experience, they should allocate more class time for translanguaging lessons than they might initially think is necessary. The student excitement during translanguaged lessons can be infectious and hard to wrap up.

Finally, one teacher in our study said it best, “I’m not an expert. I can always learn more.” Translanguaging is a relatively recent pedagogical framework. While this can mean that many educators may be unfamiliar with the strategies and stance of translanguaging, making it more challenging to collaborate with other educators, it also means that there is a dedicated group of translanguaging pioneers in schools around the world who are trying things and willing to share. Our advice is: try it, reflect on it, then try it again.

Graon

For the "Vastness of Space" you created your own analogy at the end of studying it. It was great! However, this chapter already has one pre-made. So instead of making your own, can you translate and finish this sentence in your home (or other) language?



A child on a merry-go-round is what we see on earth. because it seems like other things around us are moving, but actually it's us moving.

아이가 회전목마에서 보는 것은 우리가 지구에서 보는 것처럼 같다. 왜냐하면 움직이는 건 우리 때문이다.

Scarlett



For the "Vastness of Space" you created your own analogy at the end of studying it. It was great! However, this chapter already has one pre-made. So instead of making your own, can you translate and finish this sentence in your home (or other) language?

A child on a merry-go-round is what like the Earth spinning around because it seems other things are moving around us. But it's really us spinning around.

Một đứa trẻ trên con ngựa gỗ đang quay tròn là trái đất đang quay xung quanh chúng ta vì nó vẻ như mọi thứ khác đang chuyển động xung quanh chúng ta nhưng thực ra chính chúng ta đang quay xung quanh.

Bob

For the "Vastness of Space" you created your own analogy at the end of studying it. It was great! However, this chapter already has one pre-made. So instead of making your own, can you translate and finish this sentence in your home (or other) language?



A child on a merry-go-round is what we see on Earth, because in our view, other things are moving, but it's really us moving.

我们在地球上看见，因为在我们看来其他东西在动，但实际上是我们自己在动。

我们在地球上看到的就像是万转木马上的孩子，因为看起来好像有其他东西在移动，但实际上就是我们。

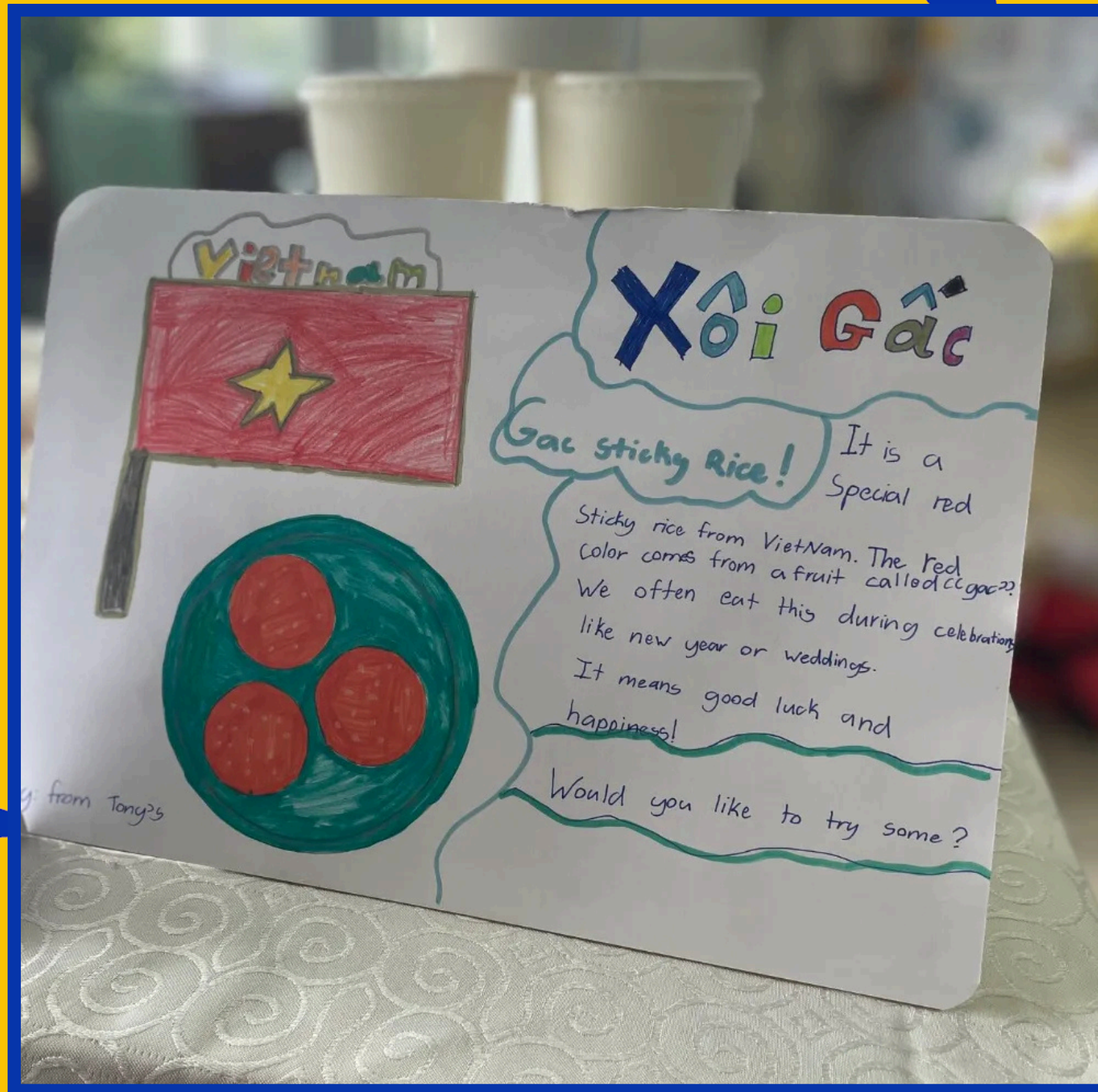
Zuzi



For the "Vastness of Space" you created your own analogy at the end of studying it. It was great! However, this chapter already has one pre-made. So instead of making your own, can you translate and finish this sentence in your home (or other) language?

A child on a merry-go-round is what we see on Earth, because it seems like other things are moving, but it's really us moving.

Amit egy gyerek lát a körhintán, azt mi látjuk a Földön. mert úgy tűnik, hogy más dolgok mozognak, de valójában mi mozognak.



Reflection

Research Reflection

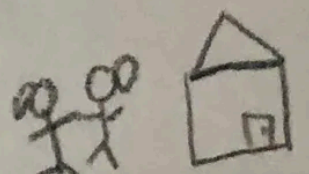
The action research project provided a valuable opportunity to mobilize our entire elementary staff around the shared goal of translanguaging in the classroom. The involvement with the MLRC gave the work credibility and helped carve out space within an already busy school context. It also created an opportunity for us to share our work with senior leadership at the conclusion of the project. Our action research project revealed that many strong practices were already in place in our elementary school and could now be named and strengthened under the umbrella of translanguaging pedagogy. Most importantly, the project highlighted that shifting teacher mindsets is essential to fostering a culture of inclusion and equity through the intentional design of translanguaging practices, creating momentum that we are excited to continue building on.

Looking Forward

Looking Forward

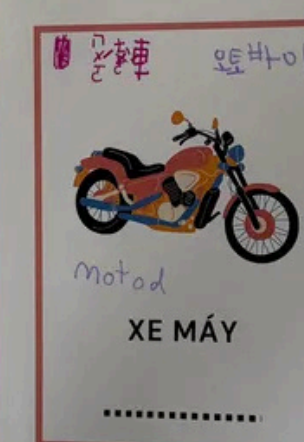
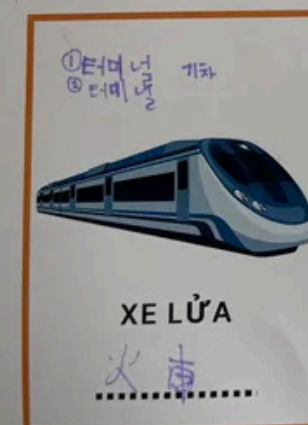
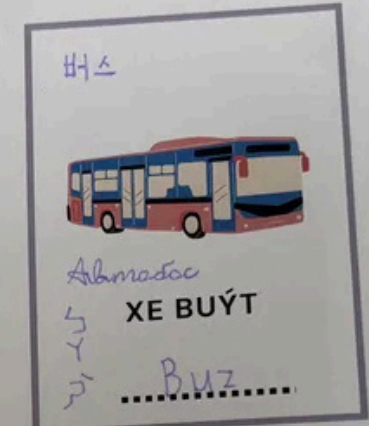
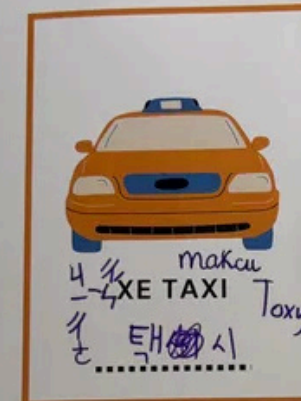
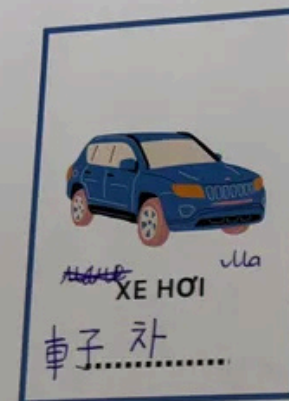
Having already shared our findings with the senior leadership team, we plan to briefly present them to the faculty during the end-of-year showcase. A more in-depth presentation will follow at the start of the new school year, serving as a springboard for deeper engagement. Using a structured protocol, we hope to reflect on the findings together and collaboratively determine next steps. These may include targeted professional development for faculty and a broader commitment to move beyond the research phase—embedding translanguaging practices more intentionally and sustainably into our school's culture and community. Because of the ongoing nature of scientific inquiry, we are inspired to consider the impact of translanguaging longer term and with a variety of content areas. This continued momentum aims to make translanguaging a central part of how we foster equity and inclusion throughout our multilingual ecology.

Morpheme of the Week: Prefix IN-

Word + New Morpheme	= New Word	Picture or Translation
in + vite	invite	초대 

친구들 -- 초대하셨습니다.

Phương tiện giao thông Means of transport



References

References

All references mentioned in these slides can be found on our Padlet, along with a curated collection of pedagogical resources and real-life examples of translanguageing across the elementary years.

The screenshot shows a Padlet interface with a dark red background. At the top, it says 'Padlet' and 'Lindsay Manzella • 18h'. The main title is 'Remake of ES SSIS Translanguageing Toolkit' with a subtitle 'Documentation for our Action Research Project from January-May 2025.' Below the title, there are five main categories: 'Translanguageing Objectives', 'EC-KG Examples', 'G1-2 Examples', 'G3-5 Examples', and 'Scholarly Research'. Each category has a dropdown menu icon. Under 'Translanguageing Objectives', there is a card for 'G2 | 2LJ | literacy' with text about literacy block and a translanguageing objective. Under 'EC-KG Examples', there is a card for 'Translanguageing in Art Class' with text about using art to support language understanding. Under 'G1-2 Examples', there is a card for 'Teaching new words in Vietnamese Lesson' with a photo of a worksheet titled 'Phương tiện giao thông' (Means of transport) showing various vehicles. Under 'G3-5 Examples', there is a card for 'WE BELONG wall' with text about students discussing their communities. Under 'Scholarly Research', there is a card for 'Integrating translanguageing pedagogy into Italian Primary Schools' with a reference to the 'International Journal of Bilingual Education and Bilingualism'.

Padlet

Lindsay Manzella • 18h

Remake of ES SSIS Translanguageing Toolkit

Documentation for our Action Research Project from January-May 2025.

Translanguageing Objectives

G2 | 2LJ | literacy

This was part of the literacy block during UFLI time.

Translanguageing Objective (s)

Students will collaborate with home-language peers to make comparisons to how other languages show verb tense to reinforce understanding of verb tenses in English and other languages

EC-KG Examples

Translanguageing in Art Class

We introduced translanguageing in our Art classes while working with clay. Some of the vocabulary and concepts in art can be challenging, so we encouraged students to use their languages to support each other in understanding these concepts and skills. It was especially helpful for

G1-2 Examples

Teaching new words in Vietnamese Lesson

Phương tiện giao thông
Means of transport

XE Ô TÔ
XE TẮC
XE TẢI
XE BUS
TÀU ĐIỆN NHẢM
XE LỬA
XE MÁY
XE ĐẠP

G3-5 Examples

WE BELONG wall

Students discuss and share the many communities they belong to. They identify what makes them know and feel that they belong to those groups. Then, they brainstorm and share why they feel they belong to their classroom. Using this culturally relevant strategy, students build bridges to their classmates

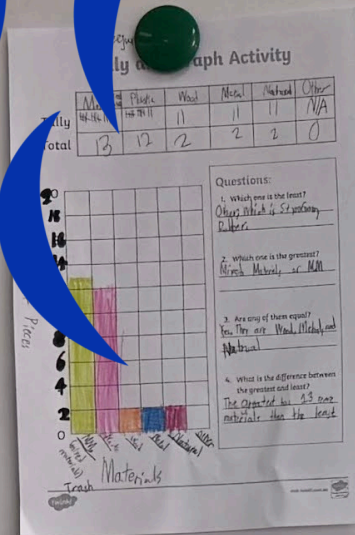
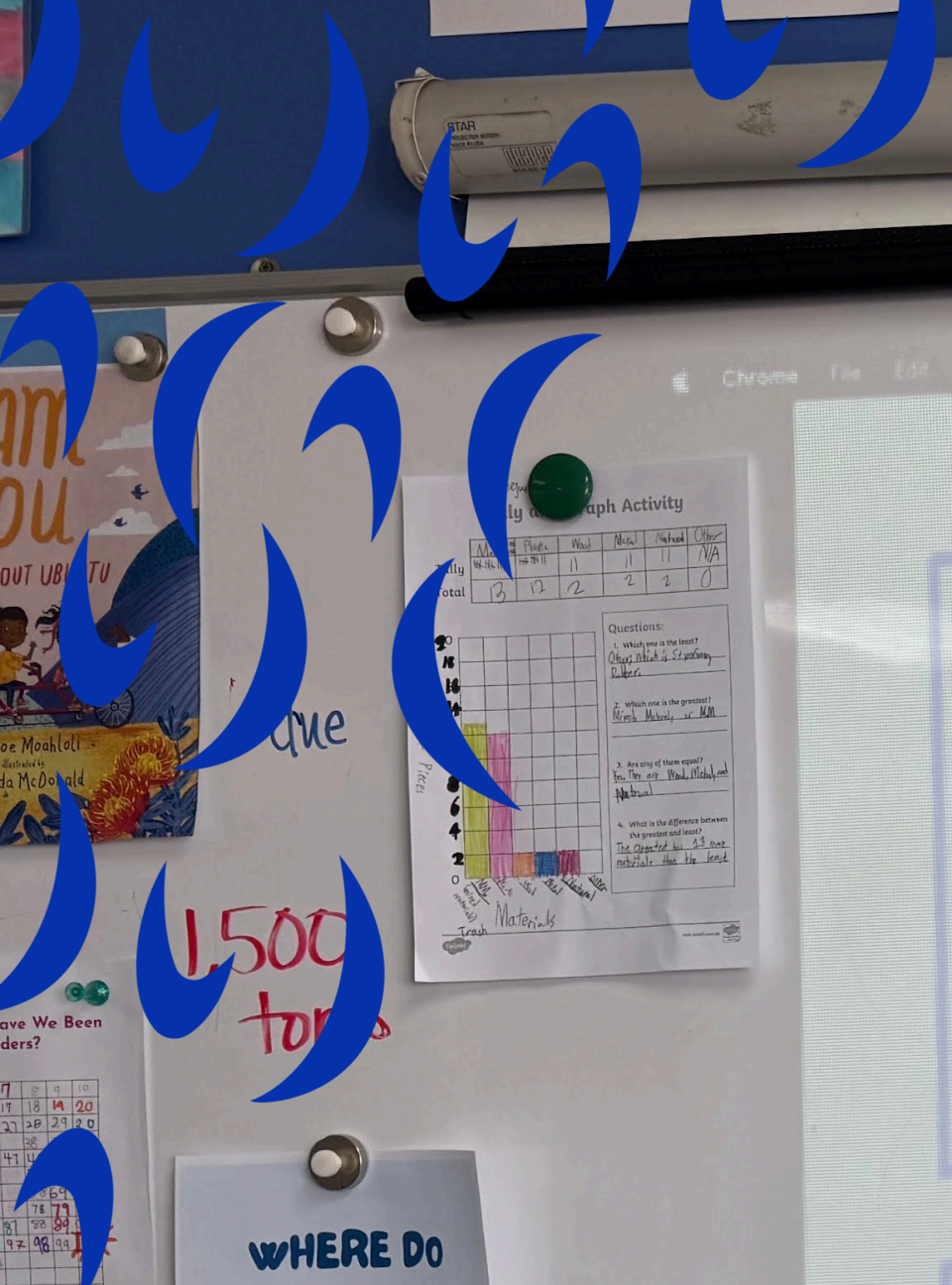
Scholarly Research

Integrating translanguageing pedagogy into Italian Primary Schools: implications for language practices and children's empowerment

International Journal of Bilingual Education and Bilingualism

ISSN: (Print) 1469-3518; (Online) journal homepage: www.tandfonline.com/journals/tbld20

Integrating translanguageing pedagogy into Italian primary schools: implications for language practices and



WHERE DO MATERIALS COME FROM?



 비행기 MÁY BAY air plane	 DU THUYỀN cruise	 TÀU THUYỀN Ship	 ĐÒ / XƯỚNG canoe
 Cưỡi ngựa ride a horse	 ĐI BỘ walk	 KHINH KHÍ CẦU hot air balloon	 MÁY BAY TRỰC THĂNG helicopter

Freeze
Siwoo /
Kevin /
Joonseo /
Ace
Alex
Albee /
Leejun /
Mia /
Taeheon /
Lili /
Melody /

bring ipads

February 11, 2020

1:45	morning work
2:05	morning meeting
2:15	writing
2:25	recess
2:45	math
3:10	lunch
3:20	vietnam
3:40	librarian
3:50	indoor break
4:05	reading
4:10	unit study
4:20	back



SSiS

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