

mlrc

Multilingual Learning
Research Center



***MLRC Action
Research Capstone
2025***

Action Research Project Eve Kelly & Ted Winslow

*'How can cognitive coaching support
monolingual teachers in adopting
and implementing
translanguaging
strategies in multilingual
classrooms?'*



The
British
School
of Málaga

iSP

International
Schools
Partnership

Step 1: Literature Review

How did we work collaboratively on our literature review...?

Translanguaging

A Conceptual Framework Supporting
Translanguaging Pedagogies in Secondary
Dual-Language Programs

A Systematic Review on Pedagogical
Translanguaging in TESOL

Pedagogical Translanguaging in Content
Areas: Exploring Preservice Teachers'
Lesson Plans for Emergent Bilinguals

Cognitive & Instructional Coaching

A Qualitative study of the factors supporting
the implementation and sustainability of a deeply
embedded cognitive coaching school culture.

Cognitive coaching: a powerful supervisory tool to
increase
teacher sense of efficacy and shape teacher identity

Cognitive coaching: A critical phase in professional
development to implement
sheltered instruction

Teacher Beliefs Vs Best Practices

Inclusion of multilingual students
Teachers' perceptions on
language support models

Supporting Multilingual Learners:
Practical Theory And
Theoretical Practices

Beyond the English Learner Label:
Recognizing the Richness of
Bi/Multilingual Students'
Linguistic Repertoires

Guiding Ideas from Literature Review:

"...most teachers rate multilingualism positively...However...they often draw on monolingual practices..." (Gitschaler et al, 2020: 5)

"The ability of students to build linguistic capital depends mostly on the education they receive; hence schools play a significant role in regulating linguistic capital and mediating access to it (Bordieu 1991; García 2008)" (ibid, 14)

"the cognitive coaching implementation as a professional developmental means produced a strong effect on student teachers' abilities to plan a lesson, reflect on an action, and finally on their teaching performance." (Göker 2020, 577)

Summary Conclusions:

- Teachers rate multilingualism positively
- Schools have the ability to impact students' relationship to their own multilingualism
- Pedagogical translanguaging can
 - improve consolidation of language systems
 - increase academic achievement for MLs
- Cognitive coaching has statistically significant impact on teachers' PD
- There is a gap in the literature as pertains to the use of cognitive coaching to develop best practices with ML learners.

Confirm Participants (completed) Baseline Evidence (completed) CPD (completed) Coaching (underway) Data Collection (underway)

Baseline
Evidence
(completed)

Coaching
(underway)

Data Collection (underway)

Collected
post-intervention
classroom observations
and teacher reflections


Compare focus and control groups using thematic and comparative analysis

Evaluated & analyse changes in

Evaluated & analyse
changes in
translanguaging practices
and coaching impact on
confidence and mindset

Set expectations for implementation in classroom practice

practice



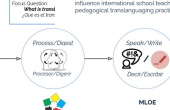
Action Research CPD

Wednesday and April 2025


Hosted by Eve Kelly & Ted Winstow

Research Question: How can a cognitive coaching model be used to influence international school teachers' adoption and implementation of pedagogical learning-ageing practices in multilingual classrooms?

Follow question what's next
plus a bit more



MLDE



Schedule final reflection coaching session post-visit

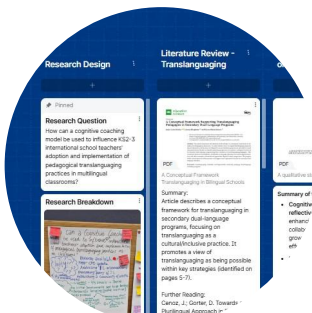
The diagram is titled "TRANSLANGUAGING STRATEGIES" and is divided into three main sections: THINKING PATTERNS, TRANSLATING, and WORD WALLS.

- THINKING PATTERNS:** Represented by an icon of three overlapping speech bubbles. The text below it says "Organise ideas in one's home language".
- TRANSLATING:** Represented by an icon of a computer monitor displaying the Chinese characters "中文". The text below it says "Translate content to and from other languages".
- WORD WALLS:** Represented by an icon of a word wall with three cards: "CAT", "CHAI", and "POSSION". The text below it says "Display vocabulary in multiple languages".

At the bottom left, there is a logo for the "Singapore Chinese Language Centre" and a note: "Chinese Language Centre, Singapore Chinese Language Centre, Singapore Chinese Language Centre". At the bottom right, there is a logo for the "Singapore Chinese Language Centre" and a note: "Chinese Language Centre, Singapore Chinese Language Centre, Singapore Chinese Language Centre".

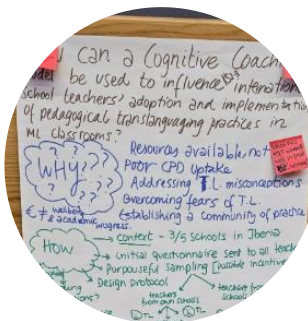
Step 3: Findings

Literature Review



Hurley, Dougherty, & Ibarra Johnson's framework highlighted the importance of intentional pedagogical design in translanguaging and Van Sluys and Rao reinforced the value of theory informed practise, prompting a stronger focus on teacher agency and reflective dialogue. Collectively, these sources helped align our approach with research principles and classroom realities.

Base Line Context



Despite resources and training provided to date via the iSP hub, there remains a gap in the consistent transfer of translanguaging strategies into classroom practice. Observations suggest that this gap is evident among monolingual teachers. These educators appear to show the greatest resistance, highlighting a need for more personalised, reflective support such as cognitive coaching.

Impact



At this stage, 6 of the planned 21 cognitive coaching sessions have been completed. Early feedback from teachers has been highly positive, with many valuing the reflective space and personalised support. Preliminary learning visits have shown visible evidence of translanguaging strategies being implemented, not only by those who have received coaching, but also by participants who attended the initial CPD session, indicating early impact across both groups.

Data Analysis



Coming soon...

Step 4: Discussions

● **Cognitive Coaching as a Catalyst for Transformative Mindset Shifts** - can coaching conversations contribute to monolingual teachers' evolving perceptions of multilingualism and linguistic diversity in the classroom?

● **The Efficacy of Cognitive Coaching in Facilitating Translanguaging Strategy Implementation** - to what extent can cognitive coaching support the practical adoption and integration of translanguaging strategies among participating teachers?

● **Comparative Outcomes Between Coached and Non-Coached Participants** - is there a difference in pedagogical practices, confidence levels, and strategy usage between the focus group and control group?

● **Barriers to Translanguaging Among Monolingual Educators** - do cognitive, emotional, and structural challenges hinder the uptake of translanguaging practices by monolingual teachers?

● **The Role of Reflective Practice in Enhancing Instructional Responsiveness** - does cognitive coaching foster reflective dialogue, leading to more intentional and inclusive language practices?

● **Implications for Sustainable Professional Learning Models in Multilingual Contexts**- can cognitive coaching be embedded within our school group to support ongoing professional development in linguistically diverse settings?



A large pink circle is positioned on the left side of the slide, partially overlapping a larger, semi-transparent pink shape that curves along the left edge. The title 'Step 5: Reflections' is written in a large, bold, pink font to the right of the smaller circle.

Step 5: Reflections

These reflections are interim in nature, offered while the research is still in progress and prior to the completion of data analysis.

- The coaching process, though new, has proven to be a valuable tool for reflective professional growth.
- Time constraints posed challenges, yet underscored the necessity for sustained, structured support.
- The ongoing nature of the coaching has facilitated meaningful and incremental pedagogical change.
- Findings to date suggest coaching should be embedded as a long-term professional development strategy.

Looking Forward

Our intention is to complete the research & use the findings to refine & further develop the coaching & translanguaging strategies.

The long-term goal is to implement these approaches more broadly across our group & ultimately share the process and outcomes with wider educational communities working in multilingual contexts.



We have to support teachers in seeing language not as a barrier, but as a resource. Only then can multilingual learners truly thrive.

Ofelia Garcia