



CANADIAN
INTERNATIONAL
SCHOOL

Bangalore, INDIA

Translanguaging

Surveying Our Current Context

Team Leads: Nina Paavola, Jenna Bansal, Samantha Sankar

Design Team: Vaishnavi Bellary S, Shruthi Hegde, Satheesh Chandran, Sangeetha D, Lily Hariharan, Jismin Jose, Hanadi Shafeeq Ahmed, Farha Fathima, Deepali Guha, Deepa U, Chen Hsiang-Chen

Our Current Context

Canadian International School Bangalore is an international school in Bangalore, India



40

Nationalities Represented



35

Languages Spoken

Student Population Demographics



Indian: 53%



Japanese: 15%



Korean: 6%



Other: 26%

Problems of Practice



Canadian International School Bangalore serves a highly multilingual K–12 community with **40 nationalities** and **35 languages**. Many students speak languages other than English at home but are **not formally identified as EAL learners**.



Students often demonstrate strong **BICS** (social English) but continue to struggle with **CALP** (academic language proficiency).



There may be limited shared understanding of **translanguaging practices** across classrooms and linguistic repertoires may not be fully leveraged.



Need for Investigation:

Teachers' **awareness, perceptions, and implementation** to identify readiness, strengths, and areas for growth in translanguaging practices.

Research Question



What do K-12 teachers' current understanding, perceptions, and use of Translanguaging strategies reveal about readiness for implementing Translanguaging practices?

Assessing Our Current Context

Literature Review

Translanguaging: Definition and Foundations

- Translanguaging is both a theory of practice and a pedagogical approach (García and Vogel, 2017).
- Multilingual learners use one integrated linguistic repertoire, not separate language systems.
- Translanguaging supports learning by allowing students to draw on all of their language resources.
- Learning is strengthened when new concepts connect to learners' prior knowledge, often encoded in their first language (Cummins, 2001, 2007, 2009; García, 2008; Bransford et al., 2000).

Key References: García and Vogel, 2017; Cummins, 2001, 2007, 2009; Bransford et al., 2000; García, 2008.

Spontaneous vs. Pedagogical Translanguaging

- Spontaneous Translanguaging: Natural movement across languages in everyday communication in and beyond the educational environment (Cenoz & Gorter, 2017).
- Pedagogical Translanguaging: Intentional instructional strategies that use students' full linguistic repertoires to support learning (Williams, 1994, 1996; Cenoz, 2017; Prilutskaya, 2021; Zhang et al., 2024).
- Teachers may already allow spontaneous Translanguaging but may not intentionally plan for pedagogical Translanguaging.
- Understanding this distinction is important when examining teacher readiness and implementation.

Key References: Cenoz and Gorter, 2017; Williams, 1994, 1996; Prilutskaya, 2021; Zhang et al., 2024

Benefits of Translanguaging and Linguistic Responsiveness

- Teachers should adopt linguistically responsive practices to meet the needs of multilingual learners (Lucas & Villegas, 2013, cited in Donley, 2025).
- A Translanguaging stance:
 - Values linguistic diversity.
 - Promotes linguistic flexibility.
 - Supports academic language development.
 - Strengthens literacy engagement across content areas (García & Li, 2014; Cummins, 2021).

Key References: Donley, 2025; Lucas and Villegas, 2013; García and Lee, 2014; Cummins, 2021.

Challenges and Barriers to Implementation

- Common barriers include:
 - Limited teacher training and resources (Poza, 2017; See & Aswami, 2025).
 - Gaps between teacher beliefs and classroom practices (Rajendram, 2022).
 - Rigid language policies conflicting with multilingual realities (Zembylas et al., 2016).
 - Persistent monolingual ideologies in schools.
 - Lack of clear frameworks for plurilingual practices (Pillai & Ong, 2018; Savski, 2019).

Key References: See and aswami, 2025; Rajendram, 2022; Zembylas et al., 2016; Pillai and Ong, 2018; Savski, 2019.

Methodology

Research Design

Action Research Approach

Explored K–12 teachers' awareness and implementation of translanguaging. Focused on reflection, collaboration, and inquiry.

Online Survey Goals:

- Explore teachers' perceptions of translanguaging
- Identify barriers to implementation
- Determine support needed for confidence

Mixed Methods Data

QUANTITATIVE

Familiarity, frequency of use, and attitudes toward multilingual learning.

QUALITATIVE

Teacher experiences, concerns, and professional learning needs.

Methodology

Participants

Teachers across all three school divisions at CISB:

Elementary (K-2, 3-5), Middle (6-8), High (9-12)

Breakdown by Grade

23 K-Grade 2

16 Grades 3-5

12 Grades 6-8

18 Grades 9-12

32% of participants reported working across more than one division. 7 respondents reported working across MS/HS; 4 across K-2/3-5; 3 across all three divisions.

Subjects

- English
- Mathematics
- Science
- Social Studies
- EAL
- Phys. Ed
- Art
- World Languages
- Library
- Learning Support

66%

with 11+ years
experience

Most had extensive
experience with
multilingual/EAL
students.

Perspectives from
newer teachers also
included.

Methodology

Data Collection

Google Forms survey distributed to all K–12 teachers.
50 / 135 teachers (37% participation)

Survey Features

- Likert-scale questions
- Open-ended written responses

Survey Topics

- Familiarity with translanguaging
- Confidence implementing strategies
- Beliefs about multilingual learners
- Current classroom practices
- Challenges supporting EAL students
- Professional development needs

Process

- Design team members encouraged participation of faculty over one month.
- Leadership support helped increase response rates through a reminder email.
- Participation was voluntary and anonymous.

Methodology

Data Analysis

The design team, guided by team leads, reviewed responses using the Harvard Data Wise protocol:

- "What I Noticed"
- "What I'm Wondering"

Initial Analysis

Documented by team members:

- First impressions
- Emerging patterns
- Questions from data

AI Assistance

Tools helped to:

- Synthesise responses
- Identify trends
- Group sentiments

Collaborative Analysis

Team leads used a divide-and-conquer approach to analyse sections of the data together.

Visual Data

- Familiarity
- Strategies
- Confidence

Ongoing

Regular meetings to share findings, compare interpretations, and build a cohesive analysis.

Methodology

Key Takeaways from the Methodology

- 1** Action research supported reflective and collaborative inquiry within the school context.
- 2** Mixed-methods data provided both measurable trends and detailed teacher perspectives.
- 3** Teachers from multiple divisions and subject areas contributed diverse viewpoints.
- 4** Collaborative analysis strengthened reliability and shared understanding of the findings.

Findings: *Teacher Awareness and Understanding*

Baseline Familiarity

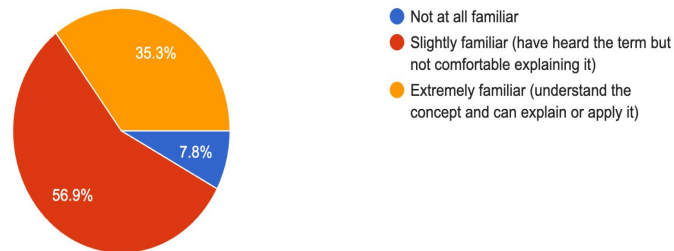
92% of teachers have some familiarity with the term "translanguaging," but only **35%** feel "extremely familiar" enough to confidently apply it in classroom practice.

Core Understanding

Open-ended definitions accurately highlight student use of their **"full linguistic repertoire"** and home languages alongside English to make meaning and drive classroom inclusion.

Teacher Familiarity with "Translanguaging"

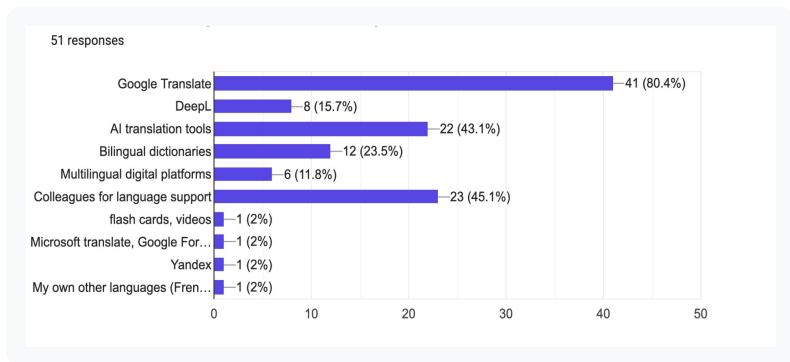
How familiar are you with the term "Translanguaging"?
51 responses



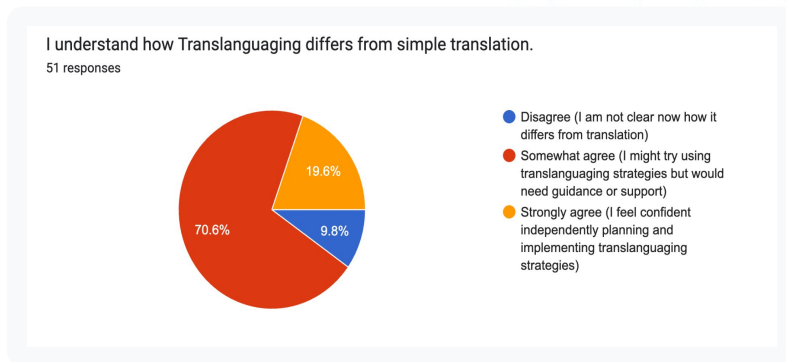
Findings: Teacher Awareness and Understanding

The "Translation" Misconception: Critical confusion exists between *translanguaging* and *translation*; many teachers narrowly define it as using digital tools (e.g., Google Translate) or as a temporary bridge to English-only instruction.

Key Insight: Nearly **80%** of staff lack absolute clarity on how translanguaging differs from simple translation.



Tools and Resources Used



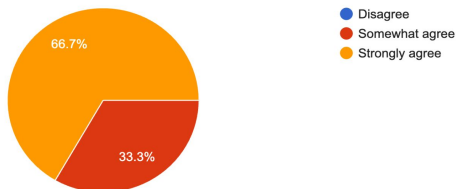
Understanding of Differentiation

Findings: *Teacher Beliefs and Attitudes*

General Consensus on Effectiveness

Out of surveyed staff, **66.7% "Strongly Agree"** and **33.3% "Somewhat Agree"** that utilizing a student's first language is an effective tool to drive academic achievement.

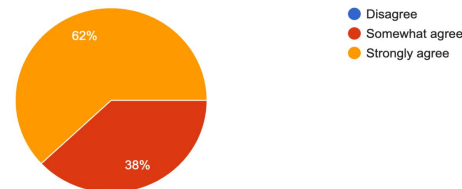
Allowing students to use their first language supports their academic learning.
51 responses



A "Whole-School" Benefit

Teachers overwhelmingly believe translanguageing is not just for language learners; **63.3% "Strongly Agree"** that these strategies benefit *all* students in the classroom.

Translanguageing benefits all students, not only multilingual learners.
50 responses

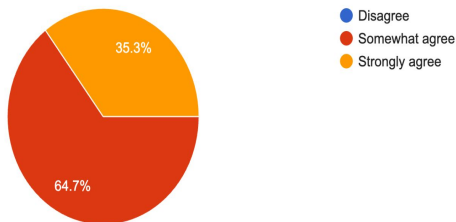


Findings: *Teacher Beliefs and Attitudes*

Policy vs. Practice Caution

Despite unanimous support, the sentiment remains cautious—**64% only "Somewhat Agree"** that school policies support them, highlighting a potential gap between official policy and daily classroom implementation.

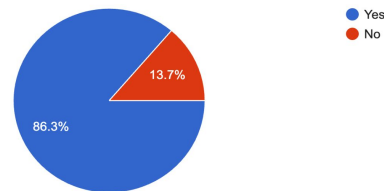
I feel that school policies support the use of students' first languages in class.
51 responses



High Interest in Collaborative Learning

86% of surveyed staff believe a Professional Learning Community (PLC) would enhance their translanguaging practice, indicating a strong desire for practical, hands-on support.

Would a Professional Learning Community (PLC) help you enhance your implementation of Translanguaging strategies in your classroom?
51 responses



Findings: Current Classroom Practices

Implementation Frequency

Staff generally agree that utilizing a student's first language is an effective tool for academic achievement.

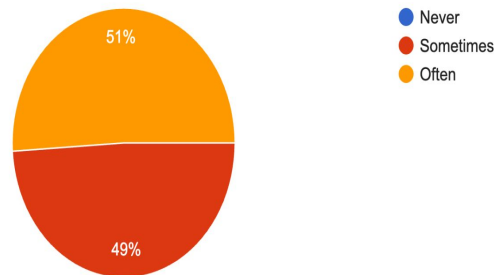
However, classroom practice is divided almost equally:

- **51%** of faculty encourage first-language use "Often."
- **49%** do so only "Sometimes."

Frequency of Intentionally Encouraging First Language Use

How often do you intentionally allow or encourage students to use their first language in your classroom?

51 responses



Findings: Current Classroom Practices

High Reliance on Peer Support



Leveraging shared home languages through peer-to-peer collaboration is the most dominant strategy, utilized by **80%** of staff.

Preference for Verbal Strategies



Teachers favor interactive verbal output like **brainstorming (50%)** and **group discussions (46%)**.

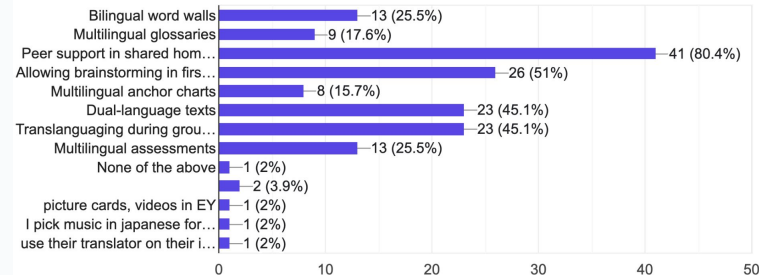
Underutilization of Scaffolds



Significant gap in visual tools; **Glossaries (18%)** and **Anchor Charts (16%)** are rarely implemented.

Which of the following strategies have you used? (Select all that apply)

51 responses



Findings: *Barriers to Implementation*

Top 3 Systemic Barriers

! Lack of Training/Resources (56%), Classroom Logistics (52%), and heavy Curriculum Demands (48%).

The Preparedness Gap



Limited teacher knowledge and pedagogical confidence emerged as the most pervasive concern school-wide.

Interconnected Challenges



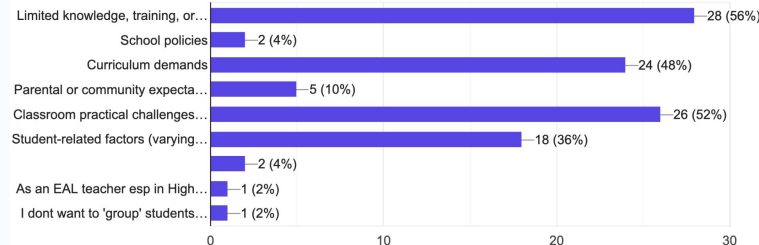
Compounding pressures where curriculum speed directly clashes with the time needed to scaffold learning.

Complex Classroom Logistics (36%): Teachers navigate wide ranges of language proficiency, student reluctance, and low native language literacy.

Barriers to Implementing Translanguaging Strategies

What barriers do you currently face when implementing Translanguaging strategies in the classroom?

50 responses



Findings: *Other Insights*



Request for Continuous PD

Faculty request structured, ongoing development over one-off sessions.



Inclusion of All Educators

Learning must extend to teaching assistants and subject-area specialists.



Need for Immediate Practical Tools

Requested classroom-ready support like lesson plans and concrete strategies.



Desire for Collaborative Inquiry

Strong preference for peer collaboration and working with EAL specialists.



Context-Specific Implementation

Translanguaging is highly context-dependent; support must target distinct grade levels and subject-specific hurdles within multilingual classroom dynamics.

Connecting Findings to Literature

Alignment with Donley (2024)



Teachers demonstrate strong support for multilingualism and recognize students' linguistic repertoires as valuable learning resources.

Developing Stance vs. Reality



Positive attitudes suggest a strong foundation for a Translanguaging stance; however, conceptual misunderstandings about the practice remain.

Barriers (Poza, 2017)



Limited training, knowledge, and confidence are major barriers to implementation, consistent with existing literature.

The Belief-Practice Gap (Rajendram, 2022)



Gap between positive beliefs and actual implementation due to curriculum pressures, complexity, and strategy uncertainty.

Connecting Findings to Literature



Systemic Tensions (Zembylas et al., 2016)

Teachers' experiences highlighted tensions between multilingual classroom realities and educational systems shaped by monolingual expectations.



Professional Needs & Frameworks (Pillai & Ong, 2018; Savski, 2019)

Emphasis on sustained development, practical strategies, and contextualised support, reinforcing calls for clearer implementation frameworks.

Key References: Donley, 2024; Rajendram, 2022; Zembylas et al., 2016; Pillai and ong, 2018; Savski, 2019.

Discussion: School Culture and Readiness

Cultural Receptivity



School culture is receptive to multilingualism, with teachers feeling permitted to use Translanguaging.

Asset-Based Mindset



Teachers view multilingualism as an asset that enriches the learning environment for everyone.

Systemic Gaps



Lack of formal clarity and frameworks may limit high-confidence practice.

Future Foundation



Positive teacher attitudes provide a strong foundation for future implementation.

Summary: While the culture is receptive and attitudes are positive, a more structured implementation framework is needed to boost teacher confidence.

Discussion: *Current Classroom Practices*

Common Support Practices

Teachers frequently support multilingual learners through **peer collaboration**, **shared home-language discussions**, and **digital tools**.

Instructional Planning

Strong use of **spontaneous (or incidental) Translanguaging** rather than intentional instructional planning is prevalent.

Capacity Building Opportunities

Opportunity to expand teacher capacity in **multilingual visual supports**, **anchor charts/glossaries**, and **structured scaffolds**.

Implementation Variability

The frequency of implementation varies based on **teacher confidence** and the specific **subject context**.

Insight: While incidental translanguaging is common, there is a clear pathway to move toward more intentional, structured instructional support by building teacher capacity.

Discussion: *Barriers to Implementation*

Major Barriers Identified



- Limited knowledge & confidence
- Curriculum & time pressures
- Complexity of multilingual classrooms

Teacher Uncertainty



A gap exists between positive beliefs and confidence in practical implementation of translanguaging.

External Tensions



English-only expectations from families create ideological tensions.

Locus of Barriers



Barriers are perceived primarily at the classroom level rather than policy level.

Synthesis: Teacher preparedness remains the central concern, necessitating sustained professional development and ongoing support to build capacity.

Discussion: *Teacher Support Needs*

Strong Demand For:



- Sustained professional development
- Classroom-ready strategies
- Practical modelling & demos
- Collaborative planning

Teacher Value:



- Learning Communities (PLCs)
- Co-planning
- Partnerships with EAL Specialists



Differentiation

Support should be differentiated by subject area, grade level, and classroom context.

Core Finding: Teachers are not resistant to Translanguaging; they are seeking practical, hands-on support.

Discussion: *Key Tensions and Contradictions*



Varied Confidence

Teachers showed varying levels of familiarity and confidence with Translanguaging.



Conceptual Clarity

Viewed as straightforward by some, while others requested clearer definitions and guidance.



Equitable Inclusion

Concerns emerged about equitable inclusion of multiple language groups.



Institutional Shift

Viewed as a broader cultural and institutional shift requiring shared understanding.

Strategic Outlook: Translanguaging is a systemic evolution that demands both practical clarity and a unified cultural commitment across the institution.

Reflections About Research

Research Baseline



Phase 1 provided a sound baseline of our school's current context regarding Translanguaging pedagogies.

Student Identification



Many students are not formally identified as 'EAL' despite diverse home languages.

Theory vs. Practice



A noteworthy gap exists between teachers' conceptual understanding and practical implementation.

Openness to Training



Teachers are notably open to upskilling rather than viewing it as a daunting task.

Key takeaway: Phase 1 research highlights a ready environment for growth in practical Translanguaging pedagogies.

Looking Forward

Transitioning to Phase 2

Phase 1 Established

- Baseline understanding of practices
- Existing teacher expertise
- Systemic gaps and barriers

86%

of surveyed teachers

believe a PLC would improve translanguage practices

Phase 2 Focus

Teacher Support

Provide sustained and intentional support

Collaborative Inquiry

Build inquiry across K–12 divisions

Implementation

Support strategies in classrooms

Looking Forward

Strengthening Leadership Involvement

- A major next step is securing direct administrative collaboration.
- Leadership participation is essential before launching the PLC.

Key Areas of Support

Policy Alignment

Ensure translanguageing practices align with school language policies

Scheduling

Provide protected collaborative time for teachers across divisions to meet regularly

Resource Allocation

Fund multilingual instructional materials
Provide professional texts and learning resources

Looking Forward

Professional Learning Community (PLC)

Cohort Design

Phase 2 shifts from a school-wide survey to a:

- Targeted & Voluntary
- High-engagement model

Participant Structure

7–10 teachers represented across:

- Elementary & Middle School
- High School

Representation & Purpose

Diverse Representation

Teachers from multiple subjects with a strong interest in improving EAL student support.

Defined Purpose

Create a reflective group to foster collaborative inquiry and shared professional learning.

Looking Forward

Measuring PLC Impact

Bi-Monthly PLC Protocols

Conducted at the end of each PLC meeting to collect qualitative data on:

- Conceptual understanding
- Pedagogical confidence
- Implementation experiences
- Ongoing challenges

Classroom Observation Protocol

Standardized tracking of practice integration:

- Structured 1–5 rating scale
- Measures implementation of specific transanguaging strategies
- Tracks implementation effectiveness over time

Looking Forward

Anticipated Outcomes of Phase 2

Teacher Growth

Increased teacher confidence using translanguaging strategies

Greater consistency in classroom implementation

Systemic Impact

Improved collaboration across divisions

Stronger alignment between policy and classroom practice

Sustainability

Development of a sustainable professional learning model for multilingual education

Looking Forward

Evaluating Teacher Growth

End-of-Study Survey

Reflecting on growth in four areas:

- Readiness
- Self-efficacy
- Fidelity of implementation
- Barrier analysis

Triangulation of Data

Final analysis will combine:

- Observation metrics
- PLC reflection logs
- Survey responses

Goal

- Identify overarching trends in teacher growth
- Evaluate how the PLC influenced classroom practice and confidence

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Research Paper

The team leads are writing a formal research paper based on this research. While it is still in progress, you can view where we are currently at here: [Canadian International School - Translanguaging Capstone Report](#).