TRANSLANGUAGING STRATEGIES FOR THE CLASSROOM

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ABSTRACT

Translanguaging is a skill naturally used by bilingual people. The use of two different languages to make connections of the world around them is something naturally done by bilingual people. Translanguaging can promote understanding of content, it helps the development of the weaker language, it can create a link from home-to-school learning, and it can also integrate fluent speakers with early learners. Translanguaging is a tool that should be used in education, not only in monolingual schools but also in dual language schools. It can be a useful tool in a monolingual school setting, but it can be especially helpful in a dual language setting where students are expected to learn content and literacy in two languages. Dual language schools often choose not to use translanguaging because it can be confused with codeswitching. Dual language schools also want their students to stay in the target language at all times. There are many different strategies that can be used in the classroom to promote translanguaging. Some of these strategies are the use of bilingual anchor charts, graphic organizers, having bilingual libraries in the classroom as well as books with bilingual characters, and multilingual words walls.
CHAPTER I

TRANSLANGUAGING USE IN THE CLASSROOM

Translanguaging is the use of different languages together. Translanguaging allows bilingual students to make meaning of the world around them. There are many reasons why translanguaging is important to bilingual students. It can promote understanding of content, it helps the development of the weaker language, it can create a link from home-to-school learning, and it can also integrate fluent speakers with early learners.

Translanguaging is a tool that can be used in education to help our students. It is a tool that can be used by students and teachers. It can be a useful tool in a monolingual school setting, but it can be especially helpful in a dual language setting where students are expected to learn content and literacy in two languages. Allowing students to access and communicate information in two languages, rather than just the target language, will allow students to become truly bilingual, it will also help them with the understanding of content.

Dual language schools often discourage the use of translanguaging and encourage the use of only the target language being taught. Translanguaging often gets confused with “code switching”. Code switching alternates between two languages in one conversion or situation, while translanguaging is accessing different linguistic features in order to maximize communication. An example of code switching would be if two students were having a conversation about what they were having for lunch: “Today voy a comer pizza. My mom doesn’t feel like cooking
porque esta cansada, so va a ordenar the pizza.” The students went back and forth between English and Spanish. An example of translanguaging would be if a student who was just starting to learn English was having trouble understanding a conversation: “What is your mom going to cook for lunch today? We are having hamburgers.” The students may think to themselves about what that could possibly mean. They may know what some words mean and try to figure out the rest using their L1. For example, hamburgers in Spanish is hamburguesa so that gives him a clue that the conversation is about food. The goal of dual language schools is to have their students become fluent bilinguals. Bilinguals use translanguaging naturally as part of their communication. Translanguaging is a tool that can be used to help our bilingual students in every educational setting, but specially in dual language settings.

Statement of the problem

Despite the abundant amount of research done by Garcia and Solorza (2021) and other researchers, supporting the use of translanguaging in the classroom, many Dual Language Programs discourage their educators from utilizing this effective practice. Ignoring a valuable practice, like translanguaging, has hindered our bilingual education programs. There is often a misconception that translanguaging is “code switching”, when in fact translanguaging and code switching are completely different language processes. Dual Language Programs that are not utilizing the practice of translanguaging in the classroom are negatively impacting both their students and their educators, as they are ignoring ones’ language and background knowledge rather than utilizing them as an advantage. The goal of a dual language program is to create
fully bilingual students. A fully bilingual individual uses translanguage as a natural language process. To fully achieve the goal of bilingualism, translanguage, must be used.

**Description of the project**

Translanguageing a natural process that bilinguals use to communicate. Dual Language schools have the goal of creating fully bilingual students. How are Dual Language schools expected to create bilingual students when they are denying the students the natural process of translanguageing? This handbook will address what translanguageing is and how it is used in various settings. It will also give teachers strategies and activities to promote the use of translanguageing in their classroom while still staying true to the goals of both a monolingual school and a dual language school. The goal of this handbook is to give teachers the knowledge and strategies to use translanguageing strategies in their classroom to promote the learning and use of language.

**Significance of the Project**

This project is a tool for teachers to learn about translanguageing. It is meant for educators to learn about what translanguageing is and how it is used by bilingual students. It is also meant to serve as a toolbox for teachers to refer to and find different strategies and activities that involve the use of translanguageing that they can take to their own classroom and put into practice. This will help enhance the language use of their students. This handout can be used by teachers in a monolingual (typical) school setting to aid their English learners and it can also be
used by teachers in a dual language program to help promote bilingualism. Teachers will be able to see the pros of using translanguaging strategies in their classroom.

**Definition of Core Concepts**

**Bilingualism.** Being fluent in two languages.

**Code Switching.** In linguistics, code switching is the practice of alternating between two or more languages in a single conversation or situation.

**Dual Language Schools.** A form of education in which students are learning two languages. Students are taught content and literacy in two languages.

**Dynamic Bilingualism.** Dynamic bilingualism refers to the way bilinguals use all their linguistic resources fluidly to make meaning and communicate in multiple contexts (Otheguy et al., 2015).

**Emergent Bilinguals.** Emergent Bilinguals in the education setting can be often referred to as ELL students (English language learners). They are students that are continuing to develop their home language while also learning another language.

**Monolingual Schools.** Typical school setting where the focus is only one language. Students only learn content and literacy in one target language.

**Translanguaging.** Translanguaging is the use of different languages together. According to Otheguy (2015), “Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential.” (p. 140)
Summary

Chapter I outlined the meaning of translanguaging, it described the lack of use of translanguaging in dual language schools as well as the advantages of using translanguaging in the classroom.

Chapter II will be a literature review on translanguaging. This chapter will include research findings about the use of translanguaging in various settings, educational and home. It will discuss the advantages of using translanguaging to promote language. As well as learning about how it is a natural process of bilingualism. Chapter III will describe a handbook for teachers on what translanguaging is as well as strategies and activities that they can use in their classroom to promote the use of language through translanguaging. Chapter IV will focus on how to implement the handbook. Chapter V will serve as the conclusion for the project. The handbook can be found in Appendix A of the document.
CHAPTER II

LITERATURE REVIEW

Despite the abundant amount of research supporting the use of translanguaging in the classroom, many Dual Language Programs discourage their educators from utilizing this effective practice. Ignoring a valuable practice, like translanguaging, has hindered our bilingual education programs. Dual Language Programs that are not utilizing the practice of translanguaging in the classroom are negatively impacting both their students and their educators, as they are ignoring student and teacher language and background knowledge rather than utilizing them as an advantage. Dual Language Programs that do not utilize the practice of translanguaging are designed for students to be fully immersed in the language that they are learning. To see the value in the use of translanguaging, we can view studies that investigate both the use of translanguaging in dual language classrooms and its benefits, as it touches on the fact that bilingual people utilize the practice of translanguaging in their everyday lives.

Translanguaging is a linguistic structure used naturally among bilinguals. What are the pros and cons of using translanguaging in various settings, home, monolingual schools and dual language schools? This literature review will define the terms translanguaging, emergent bilinguals, and code switching. The review will then discuss how translanguaging is used in the home, in monolingual
schools and in dual language schools. Finally, it will discuss the advantages and disadvantages of using translanguaging.

**Translanguaging, Emergent Bilinguals and Code Switching**

Translanguaging is naturally used by bilinguals. Emergent bilinguals are individuals actively working towards bilingualism, and routinely practice translanguaging. Code Switching and Translanguaging are two linguistic factors that are often confused with one another, therefore the difference and definition of the two will be discussed in this review.

**Defining Translanguaging**

Translanguaging can be a difficult term to understand. Many different definitions can be found, and the term has been used in many ways. Translanguaging looks at language as a social construct and not lexical or structural. The term translanguaging was first introduced in the 1980s by a Welsh educator named Cen Williams. It was first used to describe “planned and systematic use of two languages for teaching and learning inside the same lesson” (Lewis et al. 2012 p.3). Since then, the term translanguaging has been used in more than just education. It is used as a linguistic resource among bilingual and multilingual communities. Translanguaging can now be used both in a universal lens or in a classroom lens. Translanguaging derives from the psycholinguistic linguistics notion of language, which refers to the process of using language to gain knowledge, to articulate thoughts, to make sense and to communicate about using language (Li, 215). The use of translanguaging is evident when children are encouraged to use both languages within the same lesson.
rather than promoting language separation (Jones, 2017). Normalizing the use of translanguaging in the classroom would support the overall goal of dual language education, creating fully bilingual students. Yet language separation is still a valued practice. Translanguaging are multiple discursive practices in which bilinguals engage to make sense of their bilingual worlds (Garcia & Solorza, 2021).

**Defining Emergent Bilinguals**

Emergent bilingual students are a part of both monolingual and bilingual schools. Emergent bilinguals are students who are still working on improving their home language while at the same time learning a new language at school. Emergent bilinguals are often viewed as struggling learners. In a study done by Ascenzi-Moreno and Seltzer (2021), teachers expressed their views of emergent bilinguals of color as “struggling” readers and said that their bilingualism was tied to, and even the reason why they performed low on reading assessments. Their use of language is often viewed as “nonacademic”. Consistent with current research, teachers of emergent bilingual students from all linguistic backgrounds must begin to value the diverse range of students' home language practices (Lee et al., 2021).

**Dynamic Bilingualism**

One of the linguistic strategies that is used naturally by bilingual students is dynamic bilingualism. Dynamic bilingualism is allowing students to actively use their different linguistic knowledge. When educators are allowed to use dynamic bilingualism in the classroom they are given the chance to show their own
experiences, often serving as a model to their students. There should be a time allowed for dynamic bilingualism in a dual language class.

**Defining Code Switching**

Code switching is not considered academic in many educational settings. Code switching is often confused with translanguaging. Many incorrectly think of both terms as interchangeable. However, code switching is traditionally defined as shifting between two languages within or between utterances (Lee et al., 2021). Even though code switching is something that most bilinguals practice naturally, many educators believe that its use has no place in a dual language classroom. Dual language students and educators are encouraged to stay in the target language throughout their designated time.

**Using Translanguaging in Different Settings**

Translanguaging is used in a variety of different ways depending on the setting and the individuals present. Bilingual students can use translanguaging at home, in monolingual schools, and bilingual schools. The use of translanguaging will be different if adults are present, their peers are present, and teachers are present. It will even vary on whether there are with other bilinguals or with monolinguals.

**Use of Translanguaging in the home**

The use of translanguaging varies from situation to situation. Bilinguals use different languages in the home, in school, when speaking to adults, and when speaking to children, it also varies on the values that individuals place on different languages. A study done by Lee et al. in 2021, showed that Korean native students
and their parents only used translanguaging in their home when speaking about school related terms or activities. They used translanguaging to provide clarity for their parents. Their findings also show that bilingual children utilize their full linguistic repertoire at home whether their parents are fluent in both languages or not and exert their agency as competent language users at home even with the status of language learners (Lee et al., 2021). Translanguaging factors outside the school include the sociolinguistic context, the status of language in the local community, the languages spoken by pupils at home, aspirations of the parents regarding bilingual and multilingual education, language planning on the national and local authority levels (Schedlitzki et al., 2016).

Use of Translanguaging in Monolingual Schools

Bilingual students are oftentimes a part of the traditional monolingual school setting. Bilingual students who are part of a monolingual school use translanguaging as well. They use translanguaging in social situations with their bilingual peers as well as using it to clarify academic terms they may not understand. A study done by Karlsson et al. (2019) in a science classroom, showed that students used translanguaging when trying to figure out what difficult science terminology meant. Translanguaging was being used to make meaning.

Use of Translanguaging in Dual Language Schools

Like the use of translanguaging in a monolingual school, translanguaging in dual language schools is often used for the purpose of clarifying and comprehending. Moody et al. (2021) conducted a case study in a dual language school, when a
bilingual parent did a read aloud and students used translanguaging to try and get a better understanding of the book being read. Using translanguaging in dual language schools is often discouraged as educators and students are expected to always stay in target language. Translanguaging is an authentic communicative practice within a bilingual learning space, regardless of the artificial boundaries of language separation in the program (Hamman, 2018). When translanguaging is encouraged, learning becomes more dynamic and creative.

**Dual Language Schools**

Monolingual schools and Dual language schools vary on how many languages they focus on. Dual language schools provide instruction in more than one language, and it can be delivered in a variety of different ways. Dual language is an umbrella term that refers to any program that provides literacy and content instruction to all students in two languages, and that promotes bilingualism and biliteracy, grade-level achievement, and multicultural competence for all students (Martinez et al., 2017).

**Use of Translanguaging Advantages and Disadvantages**

Translanguaging can have both advantages and disadvantages depending on its intended use and the setting in which it is being used. Translanguaging can help with communication and comprehension amongst bilinguals. Translanguaging can also make it difficult to stay in the target language in a dual language school.

**Advantages**

Zheng (2021) argues that the language learning process becomes more socially and culturally relevant to students when they use translanguaging in various
modes and bring in their own materials to practice the social use of language.

Learning becomes more relevant and comfortable when students can appropriate their own linguistic and semiotic resources to express their ideas through translanguaging. Translanguaging through various modalities also engages students with meaningful discussions on how to use these resources for various contexts (Zheng, 2021). Translanguaging allows bilingual students to make meaning of the world around them. Educators provide a space in school where they can draw on their everyday language practices, we are acknowledging and embracing our students as bilingual and using their assets in the classroom (Palmer et al., 2014).

**Disadvantages**

Translanguaging may discourage students from staying in their target language. It might also encourage the use of preferred language (which is often English). When students are granted with choices over modalities and languages, tensions arise while English-dominant students feel more validated when their performance is not evaluated, other students with minoritized background might become reluctant in using the language of lower status in order to gain legitimacy among peers (Zheng, 2021).

**Summary**

Translanguaging is a natural aspect of being bilingual. The goal of dual language schools is to foster students who are truly bilingual. In order for this goal to be met students should be allowed to practice translanguaging in their classroom. Yes, there is the risk of students being discouraged from practicing the
target language and choosing their preferred language. One solution could be blending the language separation approach with flexible language arrangements that allow use of translanguaging (Jones, 2017). Flexible language arrangements can allow students to use their native language with each other and the teacher as long as it is being used for the purpose of comprehension and language expansion. Students should maintain their target language when communicating and having conversations. If there is an academic term they do not understand or have not heard of before, students should be able to utilize all their linguistic abilities to improve on the language they are gaining. There could also be a designated time of the day where students and teachers are allowed to practice dynamic bilingualism. Bilingual students use translanguaging in their home, yet when they come to school, they are being told that it is not appropriate to practice what comes naturally to them. We should be encouraging students to use all their resources, not limiting them.
CHAPTER III
DESCRIPTION OF PROJECT

This project will be presented in the format of a handbook. The handbook will first introduce what translanguaging is and how it is used by bilinguals. This project will also describe the problem that bilinguals face in a dual language setting. The handbook will then describe the difference between translanguaging and code switching. Then it will go into its focus, listing and describing fifteen translanguaging strategies that educators can utilize in their classroom to promote language expansion.

Translanguaging Handbook

What is translanguaging?

Translanguaging is the natural ability that bilinguals have to use all the languages they know to tackle an academic task. When a person who knows more than one language faces an academic task, they use all the languages they know to help them solve the problem.

Why is the use of translanguaging sometimes discouraged in dual language schools?

In a dual language setting educators and students are often given the task of staying in the target language. Meaning if you are in the Spanish classroom, you are only allowed to use Spanish and if you are in the English classroom, you are only allowed to use English. This becomes a problem for bilingual students because it is discouraging them from using the natural strategy of translanguaging.
What is the difference between translanguaging and code switching?

Oftentimes translanguaging can get confused with code switching. Code switching happens when a person is speaking, and they switch from one language to another. In code switching the language is often being switched more than once in a single sentence. Translanguaging is the use of multiple languages to process information and content.

Translanguaging strategies that educators can use in their classrooms

Bilingual students naturally use translanguaging. Making it part of the classroom learning is only logical. Here are some strategies that will be detailed in the translanguaging handbook.

1. Adjust the way you address translanguaging in your classroom
2. Language small groups
3. Journals
4. Label objects in the classroom
5. Give student time to shine
6. Classroom Libraries with books of all languages
7. Learn key words
8. Preview learning in home language/ Background knowledge
9. Technology and online translation tools
10. Student Dictionaries
11. Multilingual word walls
12. Bilingual characters in stories
13. Audio recording ideas in L1

14. Graphic organizers

15. Anchor charts
CHAPTER IV
IMPLEMENTATION OF THE PROJECT

This project, a translanguaging strategies handbook, will be presented to teachers that are a part of a dual language school. This project is meant to give teachers translanguaging strategies they can implement in their day-to-day instruction to promote the expansion of language and communication skills among their students. The strategies can be used across all subject areas and in many different grade levels. The strategies can be taken and implemented as described or they can be modified to fit the needs of each teacher and their classes. The presentation would begin with a brief overview of what the handbook entails and briefly describe each of the fifteen strategies. Teachers can then read the handbook and decide which strategies they feel they can implement in their instruction, and which would fit the areas of need of their students.

This handbook can be used for any grade level. The handbook is written and organized into different sections, the first section describes what translanguaging is and how it differs from code switching. It then goes into fifteen different strategies. The strategies are described, and examples are given. The translanguaging strategies are meant to be used in any grade level with any subject matter. Teachers of any school can use this tool, because these translanguaging strategies are also helpful for English learners. The translanguaging handbook is mainly written with dual language schools in mind.
At the district level it can be turned into a professional development where teachers can learn different strategies that can be used with their English learners or with all their students. It can be more individualized by grade level or even by subject matter. These strategies are meant to aid students in their expansion of vocabulary as well as their overall communication skills. The strategies can be used by teachers in monolingual schools as well as dual language schools. It can be used anywhere from transitional kindergarten to high school, and it can also be presented as a professional development opportunity for teachers who want to learn more about how to help their English learners and how to promote language expansion.
CHAPTER V

SUMMARY

Translanguaging is a strategy naturally used by bilinguals. Dual language schools have the goal of creating bilingual students, but oftentimes they discourage the use of translanguaging in their classroom. The misconception between code switching and translanguaging often creates a barrier in the encouragement of the use of translanguaging. It is feared that by encouraging translanguaging, students will refuse to use the target language and instead fall back on the use of their native language. However, translanguaging is a tool that helps with language expansion. It allows bilingual students to make sense of the world around them using both languages they are acquiring. It allows them to think in both languages to communicate their thoughts more effectively.

Translanguaging in the classroom should not be feared but encouraged. Students can use translanguaging to tap into all their previously learned information, in their native language, to come up with a solution in their second language. This project will give teachers translanguaging strategies they can use in the classroom to promote language acquisition. This will allow teachers to experience the difference between code switching and translanguaging, as well as allow them to see that students will still be able to stay in their target language while translanguaging.

Recommendations for Future Research
In the future there can be a study done comparing two different classrooms, one that uses translanguage strategies and one that does not. In the end the amount of language acquisition in both classrooms can be compared. As well as if there were any negative effects on the students' use of the target language. It will also be interesting to see if these strategies can also be useful to teachers and students who are a part of a traditional, monolingual, classroom.

Some dual language schools might not agree with the use of translanguage and might demand fidelity to the target language. To that we can question their overall goal of bilingualism. The goal is to create fully bilingual students. Fully bilingual people use translanguage naturally. To create fully bilingual students means to encourage and nurture the use of translanguage.

**Conclusion**

Translanguage is a tool used by bilinguals. It is a part of bilingualism. Translanguage allows bilinguals to make sense of the world around them, it also allows them to communicate more effectively and helps them in their second language acquisition. Translanguage is not code switching. The use of translanguage strategies should be used by all schools who have bilingual students or whose goal is for their students to be bilingual. There are many different translanguage strategies that can be implemented across all subject areas throughout the school day. The use of translanguage will help students communicate more effectively, become true bilinguals, and acquire their second language.
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REFERENCES


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APPENDIX
APPENDIX A

TRANSLANGUAGING STRATEGIES FOR THE CLASSROOM

What is Translanguaging?

Translanguaging is the natural ability of bilinguals to use several languages when speaking, listening, reading and writing. Translanguaging is an asset, and it allows students to communicate more effectively. It also allows students to use all the tools they possess in order to come up with a solution. Translanguaging is a tool for language acquisition. It is the use of your L1 (native language) to improve your L2 (second language).

Why is the use of translanguaging sometimes discouraged in dual language schools?

Translanguaging is sometimes discouraged in dual language schools because it can be viewed as “breaking language”. This means that students are not staying in the target language that is expected in the classroom at the time. Translanguaging is also often confused with the term code switching. Code switching is a less academic use of language, and it involves switching back and forth between two languages within one sentence or utterance.

What is the difference between translanguaging and code switching?

Translanguaging is the natural use of both languages by bilingual people to communicate, make sense of the world or solve problems. Translanguaging is thought out and used as a tool to promote deeper understanding. Code switching
happens without thought and it uses both monolingual languages individually in a sentence or conversation. The two languages are not working together to make sense of something, something is simply being stated using two languages interchangeably.

**Translanguaging strategies that educators can use in their classrooms**

This section will describe fifteen strategies that teachers use to promote translanguaging in their classrooms. These strategies can be used in any subject area and in any grade level. Teachers can adjust the strategies to meet the needs of their students.
1. Adjust the way you address translanguaging in your classroom

Oftentimes as teachers we find ourselves discouraging our students from using their native language in the classroom. This may not be ill intent, educators simply want to promote the use of the target language in the classroom in order to increase academic vocabulary. We find ourselves using phrases such as “No English/Spanish in this class”, and “You can’t use English/Spanish in here”, these phrases may bring a negative connotation to the students for simply doing something that is natural to them. It is important that as educators we reflect on the way we speak to our students. Instead of using those phrases we can say things like:

- Your English is really good, now let's practice your Spanish so it can be just as good as your English.
- I am really impressed that you are using your tools to translate English to Spanish. Let's practice those words that you had to translate so you don't forget them.
- Can you teach me what you said in English? How do we say it in Spanish?

Switching the way we say things will help view the second language acquisition as a desired task. Not as a task that is taking away from their culture and the use of their native language. They will start to view their native language as an asset and tool not as something that is holding them back from mastering a second language.
2. Language small groups

As educators when we allow students to work in groups, we have the tendency to want to group them with students that speak a different language so that they can help each other. We never lean towards grouping them with students that speak the same language. Another translanguaging strategy is to allow students to work together in the same language speaking groups.

- This allows students to have a sense of belonging, they are all learning the language together
- Students can make diagrams in both languages
- Students can annotate a text in their native language
- After introducing a new concept, you can have students share their understanding in their native language to reinforce that knowledge and to help their group mates get more information from each other
- An example may be when we are reading a new story in class, and we want our students to create a summary. If we group our students with someone who fully understands the language that person will end up doing all the work. If we pair them with someone who only knows the same language as them, they will work together to talk through what they understood and make sense of the story.
3. Journal Writes

Another great way to promote translanguaging is through writing. Free writes or prompted writing are a great way to promote writing and creativity. As educators we may limit our students to writing in the target language of our class. Allowing the students to write in whatever language they choose is allowing them the freedom to express themselves in the language they want to use at the time.

- Allow students to write in the language they want
- Ask them to summarize in the target language
- Ask them to define words in the target language
- Ask them to draw a picture and label in the target language (or both)

This strategy is not only allowing students to express themselves in the language they want, but also, they are still having to think about what they wrote in the language they are learning. This is not only reinforcing one language but both. It also helps promote better comprehension.

Prompts:

- Make up a story about where thunder comes from.
- A strange spaceship just landed in your backyard. What will you do next?
- If you could have super powers, which power would you choose? What would you do with your super power?
- Write the funniest story you can think of.
- Write a story pretending to be a pirate looking for treasure
4. Label objects in the classroom

In the dual language classroom, we are encouraged to label items around the classroom in the target language but not in both languages. If the desired outcome of a dual language school is to create bilingual students, then labeling objects around the classroom in both languages is not only exposing students to the target language but also to their native language.

- Labeling items around the classroom in both languages exposes students to written forms of words they may already know
- It also teaches the students how to say words in their L2 that they may have not known
- It allows students to make connections between the language they already know and the language that they are learning
5. Give student time to shine

Instead of discouraging students from using their native language, allow students to use their language throughout some lessons. For example, when you are introducing a new vocabulary ask them how it would be said in their native language. Then say the vocabulary for the target language and in the students’ L1.

- This strategy emphasizes both languages in a positive light
- It allows students to learn vocabulary in two languages
- Creates an encouraging learning environment that fosters all languages
- It also allows students to make the connections between their L1 and their L2

Example:

- If you are teaching a lesson about perimeter and area, you can introduce the word perimeter and what it is then you can ask students how they say perimeter in Spanish, they would answer “perímetro”. They can then see the similarities between the two words in both languages and make the connection. The same steps can be repeated for the word area.
6. Classroom libraries with books of all languages

In the dual language schools, we are told to only keep books of the target language in our libraries. A translanguaging strategy that can be used is to have books in our libraries of many different languages, and bilingual books, not just the two languages that are being taught in the school.

- Bilingual books help students make connections between two languages because they are seeing both languages side by side
- Books of different languages also help families get involved in reading with their child. They feel like their language is valued at school and are encouraged to read with them at home even if it is not English.
7. Learn key words

Teachers become the students in this strategy. Have your students teach you key words in their native language. As well as new words, encourage students to tell you about their culture and practices.

- This strategy allows you to not only build relationship with your students but also show them that their knowledge and their culture is valued and important
- This also allows students to build relationships with each other

Example:

- If you are doing a unit on food around the world, you can ask students to tell you their favorite food from their culture. Teacher should repeat the word so that students is seeing the teacher attempt to use their language.
8. Preview learning in home language/ Background knowledge

Teachers can take a moment during a lesson to let students restate what was learned or talk about previously learned information that’s important to a lesson in their native language.

- Allow students to summarize learned content to a partner or group in their L1
- Allow students to say the objective or intention of the lesson to the class in their L1

Allowing students to do this will reinforce what has been learned, or what was previously taught, in two languages. It allows them to activate their prior knowledge not only in their L1 but also in their L2. It will help cement the learning as help as continuing to make those connections.
9. Technology and online translation tools

As a third grade Spanish teacher, I have found that oftentimes students use the excuse of “I don’t know how to do it in Spanish” to not even try. Something that I have found helpful is allowing students to use google translate.

- Using a translation tool allows students to view the information in both languages
- They get to see both languages side by side, which helps make connections
- Students also use BOOM cards, this is a tool that has both Spanish and English resources, it give students the opportunity to work independently while getting immediate feedback
- Another website that I have used is EPIC, EPIC has online books in both English and Spanish, they also have the option of the books being read to them
10. Student Dictionaries

Student dictionaries are another tool that can help students. Students sometimes only know a word in one language, and this allows them to not only look for the word in the second language but also see the meaning.

- This is another strategy that has the two words side by side and it helps students make connections between languages
- It also helps with the expansion of vocabulary in both languages
- Finding a dictionary with student friendly definitions is helpful or one can be created as a class
  - As new vocabulary is learned teachers can ask students to write down the new word and definition in both their L1 and L2
11. Multilingual word walls

When teaching we are often introducing new vocabulary that is only ever really heard in context with our lessons (academic vocabulary). A strategy that helps reinforce new vocab is multilingual word walls.

- This strategy helps students be exposed to the vocabulary
- It also helps them view the two languages side by side to build those connections
- There can also be a sections of the word wall for cognates
- Cognates are words that look the same and mean the same thing
  - English/Spanish examples:
    - Zebra/Cebra
    - Chocolate/Chocolate
    - Lion/Leon
    - Area/Area
    - Perimeter/Perimetro
12. Bilingual characters in stories

When having the students create a story, encourage them to include bilingual characters.

- Having bilingual characters allows students to be exposed to bilingualism and look at it as the norm.
- The following are examples of books with bilingual characters:
  - *Round is a Tortilla* by Rosanne Greenfield
  - *Lowriders in Space* by Cathy Camper
  - *Nino Wrestle the World* by Yuyi Morales
  - *Midnight War* by Mateo Martinez
  - *Enchanted Air* by Margarita Engle
  - *Dear Primo* by Duncan Tonatiuh
  - *What can you do with a paleta?* By Carmen Tafolla
  - *Gracias Thanks* by Pat Mora
  - *Marisol McDonald doesn’t Match* by Monica Brown
  - *Mango, Abuela and Me* by Meg Medina
  - *Abuela* by Arthur Dorros
  - *Esperanza Rising* by Pam Munoz Ryan
  - *Return to Sender* by Julia Alvarez
  - *Gilberto and the Wind* by Marie Hall Ets
  - *Maria had a Little Llama* by Angela Dominguez
  - *Just a Minute* by Yuyi Morales
13. Audio recording ideas in L1

Allow students to record their ideas in their native language before having to do a writing activity.

- This allows students to keep track of all their ideas
- If student is stronger in this language, they can listen to the type of vocabulary they are using and try to match the level of complexity in their second language
  - One app that can be used to record ideas for the younger students is called Seesaw, not only can students record their voice, but they can also video record themselves
14. Graphic organizers

Allow students to complete graphic organizers in their L1. Graphic organizers are meant to help students organize their thoughts, their thoughts might be more complex in their L1, when writing them down they can make sure they are getting all their ideas across.

- Helps students include and relay all their ideas into their writing
15. Anchor charts

Anchor charts are meant to be guides for students. They’re meant for students to look at and remember important information that they learned.

- Having anchor charts in both languages ensures that students have a guide that they truly understand and can use
- Seeing the language side by side helps reinforce that learning
- These charts can teacher developed, student developed or both teacher and student