

CHAPTER 5

Translanguaging Design in Instruction

LEARNING OBJECTIVES

- Explain how teachers can design classroom spaces to encourage the translanguaging corriente to flow
- Describe the major components of the translanguaging instructional design
- Explain how and why Justin engages in translanguaging shifts
- Create a translanguaging unit of instruction for your class
- Anticipate some of the shifts you may need to make to go with the flow of the translanguaging corriente as you implement your translanguaging unit of instruction

Teachers in translanguaging classrooms must design instruction so that it responds to the **translanguaging corriente**, sets the right course for learning, and moves bilingual students along the **dynamic translanguaging progressions**. Recall that the translanguaging pedagogy consists of three interrelated strands: stance, design, and shifts. This chapter focuses on translanguaging in instruction, with attention to teachers' purposeful *design* and the moment-to-moment *shifts* they make to **leverage** students' bilingualism for learning.

Translanguaging design in instruction refers to how we strategically plan instruction to work within the translanguaging corriente. A strong design allows teachers to address the four purposes of translanguaging: to support students as they engage with complex content and texts, promote language practices for academic purposes, make space for students' bilingualism and ways of knowing, and support students' socioemotional development and bilingual identities. The design is flexible; it intentionally connects bilingual students' home and community language practices and identities to the language practices and identities deemed appropriate for school settings, while working to address social justice. Consider the following teachers' instructional designs in their translanguaging classrooms:

- **Carla**, our bilingual teacher, creates a Cuéntame algo space where she and her students collaboratively explore bilingual language use.
- **Stephanie**, our social studies teacher, encourages groups of students to use the internet to research information in English and in Spanish on the Clean Air Act.
- **Justin**, our English as a second language (ESL) teacher, creates collaborative groups that have common home languages so that students can discuss texts using their own language resources and look up translations and other support texts in their home languages.
- An English language arts teacher organizes a unit around authors and poets who use multiple languages in their writing.

- A bilingual teacher gives out a Spanish text and its English translation and asks students to compare and contrast the lexicon (words), syntax (word order), morphology (word formation), and discourse structure of the text.

The ways these teachers have designed different aspects of their instruction reflect their stance about teaching and learning. They believe, as we do, that a classroom's design—its physical design and the process of designing units, lessons, pedagogical practices, and assessments—must emerge “from the students up.” Thus, when designing instruction in a translanguaging classroom, it is important to take stock of what students know and can do, how they learn, and what their needs are. That is, teachers must design instruction that responds to where students are along the dynamic translanguaging progressions.

We begin this chapter with the classroom space and focus on how teachers can encourage the translanguaging corriente to flow as they structure the learning environment for collaboration and to create a **multilingual ecology**. The majority of the chapter presents the translanguaging design for instruction that is at the core of the translanguaging pedagogy. We show teachers how to develop translanguaging unit plans, use the translanguaging instructional design cycle to implement their unit plans, and share pedagogical strategies that teachers can use throughout the design cycle to address the four purposes for translanguaging. We conclude the chapter with a discussion of the ways teachers can strategically shift their instruction to leverage students' bilingualism for learning.

DESIGNING THE CLASSROOM SPACE

Though we can't always choose the physical locations of our classrooms, we can usually make decisions about how we organize them. Whether we have our own classroom, share classrooms, or teach in multiple locations, we can all make design choices that reflect our translanguaging **juntos** stance. Though there are many different things you can do with classroom space to help your students succeed, we focus on two: designing space for collaboration and designing a multilingual ecology.

Fostering Collaboration

Vygotsky (1978) argues that learning is inherently social. By organizing opportunities for collaboration among students of different abilities, teachers create optimal scenarios for learning. Vygotsky calls the space between what students can do alone and what they can do with a “more knowledgeable other” the **zone of proximal development**. In this zone, students can learn and do *more* than they can on their own because of the “boost” they receive from their peers, some of whom know and can do more. When this collaboration includes the use of students' full **language repertoires**, students' performances are enhanced. Moll (2013) refers to the space between what students can do alone and what they can do bilingually as the **bilingual zone of proximal development**. The ideas proposed by Vygotsky and Moll are important for emergent bilingual students, who benefit from opportunities to learn from, and interact with, students who have more experience with the language that the **emergent bilinguals** are just learning (Celice, 2009; Walqui, 2006).

To maximize these learning opportunities, it is helpful to organize your classroom in ways that encourage effective group work, communication, and idea-sharing. You can do this in a number of ways:

- Switch out individual desks in rows for tables or desk clusters
- Organize tables or desk clusters so that students can see and communicate with other group members

- Create strategic groupings so that students are seated with peers who have different levels of **general linguistic** and **language-specific performances** and different levels of content knowledge, but who share a home language
- Plan activities and task-based projects that require communication and use different kinds of language and skills

While there will be times when homogenous groupings are necessary, it is beneficial for students to sit with, and learn from, peers at different levels of language performance and content knowledge. This also helps build classroom community and eliminates the stigma that can be attached to emergent bilinguals who are often isolated in their own groups and kept apart from the movement of the classroom.

Creating a Multilingual Ecology

Developing a robust multilingual ecology helps all students and their families feel that their languages are welcome in school. This in turn brings the translanguaging corriente closer to the surface, making students' **dynamic bilingualism** more visible and thus easier to leverage. We use the word *ecology* in this section to refer to how teachers shape the linguistic space of a classroom to interact with students, families, and communities.

To create a multilingual ecology at the classroom level, we must ensure that all students' language practices are present and visible in their learning environment. For example, teachers can

- Hang bilingual posters and signs
- Put up student work in English and in the students' home languages
- Create multilingual word walls or cognate charts
- Project or give out notes in English and in the students' home languages
- Include books/magazines/newspapers in all students' languages in the class library
- Use versions of a textbook in English and in the students' home languages
- Give students access to bilingual dictionaries, bilingual picture dictionaries, and iPads or laptops
- Encourage students to use both English and their home languages in conversation and in writing
- Set up a listening center where students can hear the content in both languages
- Encourage family and community members to come into class to tell a story in their home languages
- Use video clips with subtitles in English and in the students' home languages

Making students' languages visible (and audible) sends a clear message that they are valued and important to learning. However, it is not enough simply to hang posters or put bilingual dictionaries on bookshelves. Creating a multilingual ecology means *utilizing* these resources to help students tap into their entire linguistic repertoires for learning. In short, to make the most out of a collaborative multilingual space means designing rigorous and responsive instruction.

TRANSLANGUAGING DESIGN FOR INSTRUCTION

When teachers learn about translanguaging, many tell us that they have been doing it for years but haven't had a name for it. In fact, they'd been operating under the assumption that they were "cheating" or "breaking the rules" by allowing students to use both English and their home languages in the classroom at the same time. These teachers knew that the English-only rules they

were being asked to follow did not fully serve them or their students, and they often transgressed these rules by using students' bilingualism quietly, behind closed doors. We hope that *naming* a design for instruction and assessment will enable educators and their students to translanguage en voz alta, with the doors wide open, in ways that lead to increased engagement, improved academic results, stronger relationships, more secure identities, and more social equality. Furthermore, as educators collect empirical evidence of their students' movement along the dynamic translanguaging progressions, they will be able to demonstrate the effectiveness of their translanguaging pedagogy.

Taking up a **translanguaging stance** and committing to a translanguaging design mean crafting instruction by listening to the voices that matter most—our own voices and our students' voices. The translanguaging design for instruction pushes teachers to put imagination and action into teaching bilingual students. Every unit of instruction is driven by students' specific, local knowledge and language practices and encourages students to take learning out into the real world and make it *do something*. We also see each step of this process coming alive through students' fluid language practices, which enable them to learn about and access a topic or theme in critical and creative ways.

We turn now to several short vignettes of Justin's unit planning with his colleague, a 7th-grade math teacher. Remember that Justin provides **push-in** ESL services in middle-school math and science classes, and that the emergent bilinguals he works with come from a wide range of linguistic and cultural backgrounds. These vignettes demonstrate how teachers can implement three components of designing instruction for the translanguaging classroom: the *translanguaging unit plan*, the *translanguaging instructional design cycle*, and *translanguaging pedagogical strategies*.

Translanguaging Unit Plan

Most of the planning elements of a translanguaging unit of instruction are the same as those necessary in monolingual instruction, and some of them (e.g., content and language objectives) are especially important in bilingual classrooms and for teaching emergent bilinguals in English-medium classrooms. But there are also elements that are specific to the translanguaging classroom (e.g., translanguaging objectives). The six elements in the translanguaging unit plan are essential questions, content standards, content and language objectives, translanguaging objectives, culminating projects and assessments, and texts.

We briefly describe each element of the plan and its importance to the translanguaging classroom. We also illustrate each element in action through excerpts from Justin's classroom, and we encourage you to think about how you might plan a translanguaging unit of instruction that leverages students' bilingualism for learning in your classroom. We provide a blank Translanguaging Unit Planning Template in Appendix A.5.1. But first let's look at Justin's translanguaging unit plan in its entirety; see Box 5.1.

Essential Questions

The translanguaging unit plan begins with essential questions that are used

to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions, not just pat answers. They are provocative and generative. By tackling such questions, learners are engaged in *uncovering* the depth and richness of a topic that might otherwise be obscured by simply *covering* it. (McTighe & Wiggins, 2013, p. 3)

BOX 5.1 JUSTIN'S TRANSLANGUAGING UNIT PLAN: GEOMETRY IN OUR WORLD

Essential Questions	• Where do we see geometry at work in our lives? • How do we know how to measure? • Why it is important to understand the geometry of our world?	
Content Standards	• CCSS.MATH.CONTENT.7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle • CCSS.MATH.CONTENT.7.G.B.6: Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	
Content and Language Objective(s)	Content Objectives Students will be able to • Use formulas for measuring area, volume, and surface area for different geometric objects. • Accurately draw geometric shapes. • Connect their mathematical understandings to real-world situations and problems.	Language Performance Objectives* <i>General linguistic</i> Students will be able to • Summarize solutions to real-world math problems both orally and in writing • Synthesize their understanding of geometry into stories that are linguistically appropriate for elementary school students • Use nominalizations in English in their summaries and stories <i>Language-specific</i> Students will be able to • Explain their choices of measurement using appropriate content-area vocabulary in English • Use nominalization in their summaries and stories
Translanguaging Objective(s)	Students will be able to • Recognize and track math vocabulary cognates • Work in groups to solve math problems using both English and their home languages • Use both English and their home languages to write children's books about geometry • Explain their language choices in oral presentations (e.g., why certain words or problems were given in one language or the other; why a certain character used one language and not another) • Read their books to bilingual children, expanding on their ideas and asking younger students questions in both languages.	
Culminating Project and Assessments	Culminating Project In groups, students create <i>bilingual children's books</i> that explain a geometric concept using English and an additional language, as well as culturally relevant examples and connections. Students present their books to elementary school teachers and later read them to groups of elementary school students with whom they share a home language. Students are assessed on their understanding of math content as well as their creativity and strategic use of both languages.	Other Assessments <i>Teachers' Translanguaging Assessment:</i> Students are assessed on content understanding, intellectual curiosity, and language practices. Focus on whether the student can perform tasks, independently or with assistance, using the full features of their repertoires (general linguistic performance), as well as language-specific features. <i>Reading Math:</i> Students engage with a variety of readings from newspapers, magazines, and websites that connect geometry to the real world. Readings are in English and the students' home languages, when possible. Students discuss the readings in home language groups and work together to ask questions, make connections, summarize, and answer comprehension questions.

Box continued on following page

BOX 5.1 JUSTIN'S TRANSLANGUAGING UNIT PLAN (Continued)

		<i>Writing Math:</i> Students create new geometry word problems using culturally relevant situations and translanguaging. Students are assessed on their creativity, use of language, and comprehension of math content. Students are also assessed on <i>why</i> they made the linguistic and content choices they made via short process papers. <i>Student Translanguaging Self-Assessment:</i> Throughout the unit, students provide feedback and self-assessment via questions about their own learning, language development, and content understanding.
Texts	<i>In the Home Language(s)</i> • Readings about geometry from websites, newspapers, and magazines • Children's books	<i>In English</i> • Math textbook • Readings about geometry from websites, newspapers, and magazines • Children's books

*Differentiated according to students' performances along the dynamic translanguaging progressions.

Let's look at the essential questions that Justin and his 7th-grade math co-teacher develop for a geometry unit of instruction.

Justin and his co-teacher wanted students to make connections between the content and their own diverse experiences with that content. Drawing on what he knew about the students' bilingual profiles and cultural backgrounds, he and his co-teacher came up with the following essential questions:

- Where do we see geometry at work in our lives?
- How do we know how to measure?
- Why it is important to understand the geometry of our world?

In the translanguaging classroom, essential questions help students make connections between their own lived experiences, including their language and cultural practices, and academic content.

Content Standards

Standards are guidelines for language and content that help us organize our instruction and promote student learning. When standards are *expanded* and *localized*, meaning that they *expand* past monolingual, monocultural understanding so that they connect with students' own *local* language practices, funds of knowledge, communities, families, and interests, they help bilingual students learn more (and more successfully).

Translanguaging classrooms reimagine the use of standards. Rather than start with standards themselves, we start with students' language practices. Teachers help bilingual students develop the language practices demanded by the standards using the full features of their linguistic repertoires. The following vignette shows how Justin and his co-teacher plan to expand and localize standards in their geometry unit of instruction:

Before introducing the unit to their students, Justin and his co-teacher looked at the 7th-grade Common Core math standards and found two they could use:

CCSS.MATH.CONTENT.7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

CCSS.MATH.CONTENT.7.G.B.6: Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Using these standards, among others, helped Justin and his co-teacher ensure that they were engaging students with rigorous content and helping them prepare for standardized exams. These standards also fit into their plan for helping their students create authentic, culturally relevant children's books that used local scenarios and real-world problems to demonstrate an understanding of geometry.

The translanguaging unit design is aligned with content standards. Moreover, instruction is intentionally designed to connect with and build on bilingual students' local knowledge and strengths.

Content and Language Objectives

Content and language objectives align with standards and help organize units and individual lessons. Reflecting our holistic view of language, language objectives in translanguaging classrooms are informed by the two components of the dynamic translanguaging progressions, general linguistic and language-specific performances. The translanguaging unit plan therefore distinguishes between *general linguistic performance objectives* (which encourage students to use their entire language repertoires to express complex thoughts and make inferences from multiple sources) and *language-specific performance objectives*, (which focus on meeting the objectives using standard grammar, usage, and vocabulary in a national language). While content objectives are more or less the same for all students, language objectives must be differentiated according to students' bilingual profiles and positions along the dynamic translanguaging progressions. Here are Justin's content and language objectives:

Content Objectives

- Students will be able to use formulas for measuring area, volume, and surface area for different geometric objects.
- Students will be able to accurately draw geometric shapes.
- Students will connect their mathematical understanding to real-world situations and problems.

Once they developed their *content objectives*, which aligned with Common Core State Standards (CCSS), Justin helped his co-teacher come up with *language objectives* that would help students access the content.

For example, Justin knew that to "give an informal derivation of the relationship between the circumference and the area of a circle" would require students to use content-area vocabulary, as well as abstract language structures like nominalization that are used in academic contexts. "Solving real-world and mathematical problems" would require students to break down linguistically difficult word problems and explain their solutions both mathematically and in their own words. Because their students were at different places along the dynamic translanguaging progressions, Justin made sure that there were language objectives that relied on students' general linguistic performances, as well as those that focused on language-specific performances and new features of their linguistic repertoires.

Because Justin works in an English-medium classroom he only includes language-specific performance objectives in English on his translanguaging unit plan.¹

¹Teachers who work in bilingual classrooms develop language-specific performance objectives for both languages used for instructional purposes.

Language Performance Objectives

General Linguistic

- Students will summarize solutions to real-world math problems both orally and in writing.
- Students will synthesize their understanding of geometry into stories that are linguistically appropriate for elementary school students.
- Students will use nominalization in their summaries and stories.

Language-Specific (English)

- Students will explain their choices of measurement using appropriate content-area vocabulary in English.
- Students will use nominalization in their summaries and stories in English.

Justin differentiates the language objectives for his students based on their performances in English and the other languages in their linguistic repertoires along the dynamic translanguaging progressions.

For example, one of his Chinese students, *Yi-Sheng*, has recently arrived from Taiwan, speaks little English, and needs practice with the Latin script that English uses. Justin evaluates Yi-Sheng's performance in English as *entering*. However, according to her Chinese language teacher, her performance in Mandarin is *expanding*, meaning that her general linguistic performance is at least *expanding*. Another student in class, *Pablo*, came from Argentina two months ago. Pablo had taken private English lessons in Argentina and his performance in English is *transitioning*. Furthermore, his academic performance in Spanish in the Spanish language arts class is *commanding*. Pablo can leverage his understanding of how texts work in Spanish to read and write texts in English.

Fatoumata's case is different. She is from Guinea in Africa and speaks Pular (Fula) and French, which she learned because it was used as a medium of instruction in school. However, her school attendance was sporadic because she was from a rural area. Justin considers Fatoumata's oral English to be at about the same stage as Pablo's (*transitioning*). However, her written English is at the *entering* stage. With the help of a French-speaking paraprofessional, Justin determines that Fatoumata's French is *emerging*. When Fatoumata reads, she comprehends little and has a lot of trouble expressing herself in writing. Unfortunately, Justin cannot assess Fatoumata's performance in Pular, but he always sees her engaged in conversation with students who say they speak Pular. Because Pular is not used as a medium of instruction, the other students from Guinea have told Justin that they cannot write it. So Justin's best guess is that Fatoumata's performances in Pular would be *emerging* in academic contexts. Fatoumata cannot leverage her understanding of Pular or French texts in the same way that Pablo can draw on his Spanish to comprehend English texts. Based on his students' language performances relative to the translanguaging progressions, Justin differentiated the language objectives to meet his students where they were and help propel their language performances forward.

Regarding the *general-linguistic performance objectives*, Justin noted the following:

- Fatoumata was to summarize the solution and generate stories only orally, using Pular and French. He also provided her with some sentence starters in written English so that using Google Translate, and with the help of other French-speaking peers, she could write responses.
- Yi-Sheng was to summarize the solution and generate the story in Mandarin but she would summarize her work orally in English, with the help of her Chinese-speaking peers.

- Pablo would prewrite both tasks in Spanish but then produce them in English, while supported by iPad resources and his Spanish-speaking peers in the class.

Regarding the *language-specific performance objectives*, Justin distributed a vocabulary sheet with the content-area words in English that the students would need to summarize and write their stories.

- Pablo was to use the vocabulary sheet only for guidance.
- Yi-Sheng and Fatoumata were to write ten of the words down in their notebooks.

Because nominalization is a specific structure that students would need, Justin used the internet to look up the different ways English, Spanish, Chinese, and French constructed nominalizations. He showed the students that

- English usually adds "one" or "people" (e.g., Rich people are lucky.)
- Spanish and French usually add an article (e.g., Los ricos/Les riches)
- Chinese adds a particle. He called on Yi-Sheng to show students how to add the particle 的.

Justin then told the students to use nominalizations in their stories in English, French, Spanish, and Chinese.

- Pablo was to identify them in Spanish and write them in English.
- For Yi-Sheng and Fatoumata, he supplied a paragraph in English and asked them to look for "one" and "people" and try out how it was said in Chinese and French.

Translanguaging Objectives

While content objectives set the course for *what* students will learn and language objectives outline the *general* and *specific* language practices they will need to meet the content standards, **translanguaging objectives** are planned ways of leveraging bilingualism and ways of knowing so that students can better access both content and language practices valued in school. Justin's translanguaging objectives are as follows:

Translanguaging Objectives

- Students will recognize and track math vocabulary cognates.
- Students will work in groups to solve math problems using English and their home languages.
- Students will use English and their home languages to write children's books about geometry.
- Students will rationalize their language choices in oral presentations (e.g., why certain words or problems were given in one language or the other; why a certain character used one language and not another).
- Students will read their books to bilingual children, expanding on their ideas and asking younger students questions in both languages.

These objectives allow students to appropriate content and language in ways that they could not have done alone in English or any other language. Translanguaging objectives reframe students' existing language practices and local understanding as important to classroom learning.

Building translanguaging into the unit's final project enabled *all* students to express their understanding in complex ways. Through one translanguaging objective, "Students will use both English and their home languages to write children's books about geometry," Justin and his co-teacher expected

students to meet and *exceed* the standards, as well as create something that they could not have produced using only one language. For example,

While creating their bilingual children's books, Yi-Sheng excitedly spoke to her partner in Mandarin. Her partner, a more experienced bilingual, added a short line of dialogue in Mandarin to their book. Justin went over to the two students and asked the student who was more comfortable with English to explain to him what the character was saying in Mandarin. He did so, and Justin learned that not only did Yi-Sheng contribute an excellent explanation of the geometric concept but also had a great sense of humor! He told both students to do their best to translate the line into English and include it in the book.

Culminating Project and Assessments

The culminating project is the authentic, action-oriented product that students create and implement throughout the course of the unit. The culminating project pushes students toward taking meaningful action, and it offers an opportunity to evaluate students' understanding of content and their development of language and literacy practices for academic purposes. An action-oriented culminating project is especially important to the translanguaging classroom because it provides students with the opportunity to use their bilingualism and ways of knowing to create something new and innovative.

The culminating project also functions as a differentiated assessment that allows students to demonstrate what they know and can do with content and language along the dynamic translanguaging progressions. Here is a description of Justin's culminating project and other assessments used in this unit plan:

Culminating Project

In groups, students will create *bilingual children's books* that explain a geometric concept using English and an additional language, as well as culturally relevant examples and connections. Students will present their books to elementary school teachers and later read them to groups of elementary school students with whom they share a home language. Students will be assessed on their understanding of math content, as well as their creativity and strategic use of both languages.

Throughout this unit of instruction, teachers assess students' content understanding, intellectual curiosity, and language practices, with attention to whether students can perform tasks independently or with assistance, using all the features of their linguistic repertoires (general linguistic performance), as well as language-specific features. Specifically, Justin and his co-teacher focus on the following areas:

- **Reading Math:** Students will engage with a variety of readings from newspapers, magazines, and websites that connect geometry to the real world. Readings will be in English and the students' home languages, when possible. Students will discuss the readings in home language groups and work together to ask questions, make connections, summarize, and answer comprehension questions.
- **Writing Math:** Students will create new geometry word problems using culturally relevant situations and translanguaging. Students will be assessed on their creativity, use of language, and understanding of math content. Students will also be assessed on *why* they made the linguistic and content choices they made via short process papers.

The translanguaging unit plan also includes a *student translanguaging self-assessment*, where students provide feedback and self-assessment by responding to questions about their own learning, language development, and content understanding.

The following vignette demonstrates Justin's students' active engagement in the authentic culminating project:

Students worked in shared home language groups to create bilingual children's books that used culturally relevant examples to teach children about geometry. Students took pictures of objects in their homes and neighborhoods and created stories that taught younger students about the mathematical properties of the shapes using recognizable language and cultural objects. Students' contributions to the culminating project varied depending on their comfort with English and their literacy in their home languages. For example, *Danilo's* literacy performances were very experienced in Tagalog, but his language-specific performances in English were just emerging. His strong general linguistic performance allowed him to be an active participant in the collaborative writing process, and he planned to read the parts of the book written in Tagalog when his group presented to the elementary school students.

Before reading the books to the elementary students, Justin and his co-teacher brought elementary school teachers to listen to the students' presentations of their books. Students shared their stories, using both English and their home languages. Fatoumata read her story in French and Yi-Sheng read her story in Mandarin. These students explained the choices they had made regarding both language and math content, and discussed how they planned to present the books to younger students. The elementary school teachers gave constructive feedback to the students and to Justin, and Justin's co-teacher assessed students on both their understanding of the math content and on their strategic language choices. Students took the feedback they received, refined their projects, and later, in groups, read their bilingual math books in several elementary school classrooms.

Texts

The texts that students read, watch, listen to, and engage with are very important to the success of an instructional unit. In the translanguaging unit design, texts refer to the multilingual and multimodal resources that supplement content and language learning. Choosing texts also involves looking for relevance to students' daily lives so that meaning can be made more easily. Texts that are diverse in language, point of view, and modality provide students in English-medium and bilingual classrooms with multiple ways to understand and connect with new content and language.

For example, in classrooms like Carla's that work to develop students' bilingualism and biliteracy, this means choosing texts in both languages and allowing students to use their full linguistic repertoires to understand them. In English-medium classrooms like Justin's and Stephanie's, choosing texts includes differentiating for students according to their language-specific performances in English and considering how to leverage their general linguistic performances to strengthen what they can do in English.

Justin and his co-teacher worked hard to supplement the required Common Core-aligned textbook with diverse texts. Their unit plan included texts (e.g., math books; readings about geometry from websites, newspapers, and magazines) and children's books in the students' home languages and English. As they worked through the unit plan, teachers and students

realized that there simply weren't enough books about geometry in other languages:

Justin and his co-teacher utilized the required textbook, which they had in English and Spanish, short readings from the internet in a variety of languages, and video clips in English that students discussed in groups using their home languages. In addition to reading about math content, students also read math-focused children's books but quickly realized that there were not enough bilingual books about geometry—especially not in languages like Mandarin and Tagalog. This realization pushed them toward the unit's culminating project.

Justin and his co-teacher's work expanding and localizing the standards in this geometry unit of instruction allows students to meet and exceed the standards.

Translanguaging Instructional Design Cycle

Justin and his co-teacher used the **translanguaging instructional design cycle** to structure and sequence the elements of their instruction. This section describes the five stages of the translanguaging instructional design cycle: *explorar*, *evaluar*, *imaginar*, *presentar*, and *implementar*. Teachers can use this model to plan instruction that scaffolds and integrates student learning and enables them to demonstrate that learning in differentiated, authentic ways. Though many curricula are created in this cyclical, integrated fashion, most are not planned specifically with bilingual students in mind. The translanguaging instructional design cycle, which teachers can use in English-medium and bilingual programs, is meant to leverage the translanguaging corriente by bringing students' complex bilingual language practices to the surface.

Explorar

When we encourage students to explore a new topic or theme, we are inspiring them to follow their natural interests or questions. This process helps them understand new content and uncover new ideas on their own terms. As students explore and build their fields of knowledge (the way Justin's students did as they explored various examples of new geometric concepts, solved different problems, and researched children's literature on the internet in both English and their home languages), they become invested in their learning and they connect new content and language to their own lives and local bilingual contexts.

Gaining a multifaceted, complex, *bilingual* understanding of a topic enables students to reimagine, transform—and in fact *redesign*—that topic in ways that improve their lives and those of their communities. In many ways, the explorar stage can be compared to the building background stage in many traditional instructional units. What makes the explorar stage different than simply building background is that students are specifically expanding their understanding of a topic from a variety of viewpoints in both their home and new languages.

Evaluar

Just as the process of explorar is ongoing, so is the process of evaluar—assessing what we learn. As students learn more about a topic, they should be encouraged to put forth opinions, raise questions, and think critically about what they're exploring, using their entire linguistic repertoires. Thus, this stage is very much connected to a translanguaging stance. Rather than asking students to passively consume information, teachers taking a translanguaging stance use this stage of the design cycle to push students to be active, critical,

and creative thinkers. For example, they set up opportunities for them to ask questions:

- Whose voices do we hear in our research on the topic?
- Are the bilingual groups represented by students in class under- or over-represented in the discourse?
- Are the examples we see representative of our experiences? Of bilingual practices?
- Are there opportunities to add our local knowledge, including our bilingual voices, to the conversation?

Because of their unique position on borders and margins and their experiences in two linguistic and cultural worlds, Justin's bilingual students saw that there were not many books about geometry for children, let alone in different languages. It is this kind of criticality that opens the doors to the next stage—imagining new ways of viewing a topic or using different language practices for understanding it.

Imaginar

Equipped with the strong understanding developed in the first two stages, students use what they have learned to support and stimulate new thinking and new ways of using language to learn. This third stage can involve group and individual brainstorming, planning, drafting, hypothesis testing, and, as always, researching further, using the full features of their linguistic repertoires. It is in this stage that students shift their focus from what already exists in the field in English and other languages to imagine what *could* exist, or what is possible. For example, Justin and the math teacher engaged their students in imagining how translanguaging in math texts could change math comprehension, as well as transform the conversations and levels of access that students have in math classrooms.

Presentar

In the presentar stage, students engage in peer editing, conferences, rewriting, and, finally, presenting their work—always mindful of the language practices that they are selecting and the reasons for those choices. This opens up space for all students to participate and share their work, think about the ways they use language, and remain engaged in completing their task. This stage offers opportunities for students to receive authentic feedback before putting their work into action, and to be assessed on their authentic performances. Students can present their work to teachers and peers, members of the school community, their families, or other relevant constituents with language practices that meet the different communication needs of the interlocutors. Students' general linguistic and language-specific performances in different communicative activities can be assessed, documented, and monitored relative to the dynamic translanguaging progressions. As we saw in Justin's translanguaging unit plan, students made presentations to local elementary school teachers before sharing their books with the children. They then used their reimagined bilingual math books with the children.

Implementar

The implementar stage pushes students to demonstrate their content and language learning as they show what they know and can do using the full features of their linguistic repertoires. This stage also encourages bilingual students to use language for authentic purposes to take meaningful action. Instead of decontextualized language learning, students learn new ways of using language

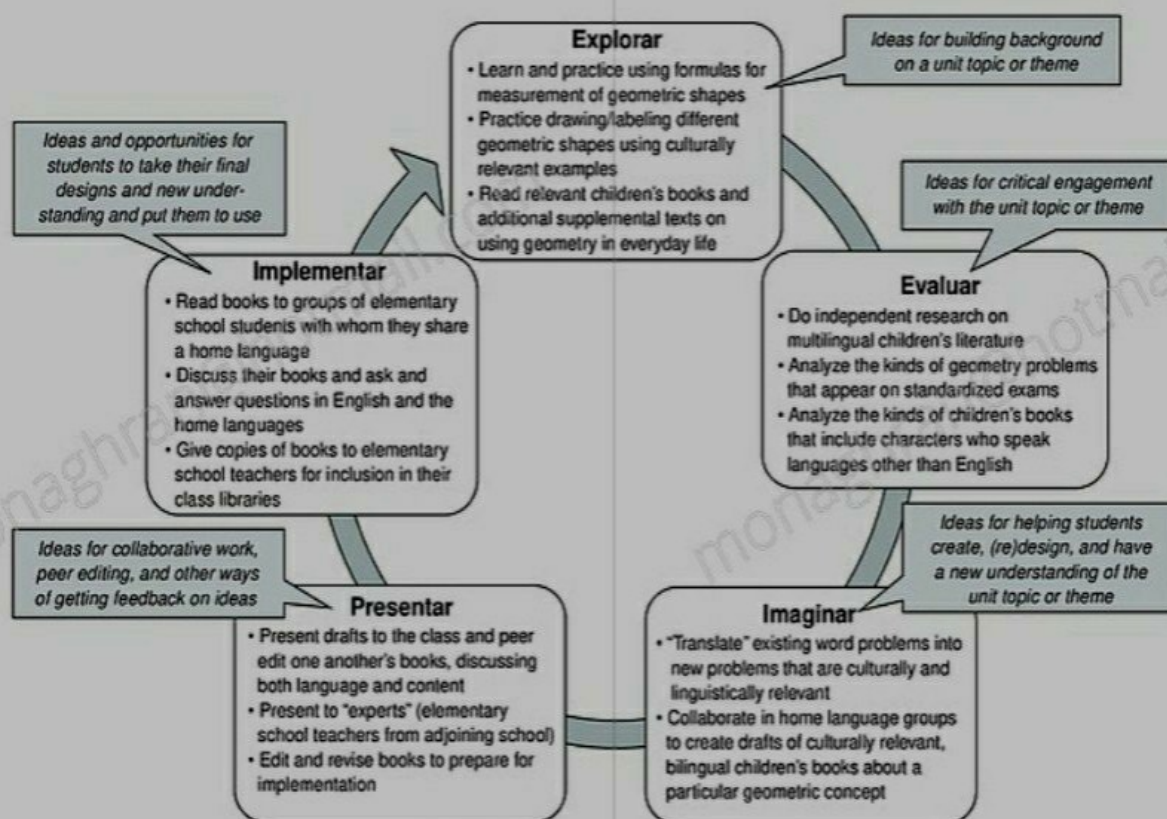


Figure 5.1 Justin's translanguaging design cycle.

to carry out a task and communicate with different people who have various language resources and practices. As students put their learning to work, they leverage their bilingualism to find academic success, contribute meaningfully to their communities, and grow as active, engaged citizens. This was indeed the case for the students involved in the math lesson that Justin supported.

Figure 5.1 shows the translanguaging design cycle template filled out for Justin's class. We include a blank template in Appendix A.5.2.

It is important to remember that each stage of the design cycle has its own linguistic demands. For example, the *explorar* stage, which requires students to ask questions, build background, and understand multiple facets of a topic, makes demands on students' *general linguistic performances*, as they learn and make meaning using their full linguistic repertoires. The *presentar* and *implementar* stages, which demand some kind of display, presentation, and authentic use of students' work, require more *language-specific performances*, as they make intentional, metalinguistic choices about the task, genre, audience, and context. Taking a translanguaging stance and implementing a translanguaging design require teachers to evaluate the linguistic demands of *all* instructional tasks in the classroom, and to determine what kind of scaffolding and support students need based on their understanding of students' bilingual profiles and performances relative to the dynamic translanguaging progressions.

Translanguaging Pedagogical Strategies

Teachers use *translanguaging pedagogical strategies* every day to make content and language more comprehensible to bilingual students, and to make space for students at different points on the dynamic translanguaging progressions to use all of their language resources for learning. Teachers use these flexible teaching strategies to integrate students' existing knowledge and language

practices and those that are expected of them in school. Our discussion of translanguaging pedagogical strategies is organized around the four purposes of translanguaging. Recall that these purposes work juntos to mobilize and accelerate bilingual students' opportunities to learn and advance social justice.

Purpose 1: Supporting Students as They Engage with and Comprehend Complex Content and Texts

At all stages of the design cycle, we use translanguaging pedagogical strategies to help students make meaning of complex content and texts. For example, in the explorar stage of Justin's geometry unit, students worked in shared home language groups to discuss ideas and negotiate new math content through their home languages and English. They also built background on the topic of geometry through internet research, reading, and writing in both languages. Translanguaging pedagogical strategies help students to engage with, and make meaning of, complex content and texts by providing more points of entry and more opportunities for students to be active participants in their own learning. The following pedagogical strategies can be used at *any* stage of the design cycle because students are constantly engaging with complex content and texts:

- Teach students to use the internet to build background on a topic or concept in both their home and new languages.
- Assign bilingual reading and writing partners who share the same home language for mutual support and discussion.
- Encourage students to annotate texts they are reading with translations of vocabulary and other important textual information, including interesting structures and phrases.
- Encourage the use of dictionaries, glossaries, and iPads with translation apps to make meaning.
- Provide multilingual books/translations of books and materials whenever possible.
- Encourage students to "read the room" to find phrases, sentence starters, vocabulary, and transition words in multiple languages that are important for their writing.
- Create a multilingual listening center composed of fiction and nonfiction texts, narratives of community members, and books recorded by students or their families (a favorite book or students' own writing).
- Allow students to explain things to each other using all their language resources.

Purpose 2: Providing Opportunities for Students to Develop Linguistic Practices for Academic Contexts

Especially in the *imaginar*, *presentar*, and *implementar* stages of the design cycle, all students must be taught the kind of language practices that are associated with academic contexts. This means taking what students' *are already* doing with language and expanding their repertoires to include new features and practices. For example, during the *imaginar* stage, one of Justin's Tagalog speakers was struggling to write down her ideas in *either* English or Tagalog. Justin knew that this student had creative ideas that she wanted to contribute to her group, so he used his phone to record her talking through her ideas in both languages. After she had explained her ideas orally, Justin sat her with a more experienced bilingual in her group and the two students transcribed her ideas, many of which were included in the final draft of their children's book. Rather than render this student voiceless, Justin met her where she was and helped her see connections between her own oral language and the written forms expected of her in school. Following are several more pedagogical

strategies that can be used to develop students' linguistic practices for academic contexts:

- Allow students to audio record ideas using all their language resources, before writing.
- Have students prewrite using all their language resources; then select one language/voice in which to publish it.
- Provide students with opportunities to write translations to portions of a text.
- Assign language partners in class who share home languages, and differentiate language objectives (general linguistic and language-specific) based on their performances on the dynamic translanguaging progressions.
- Group students so they can use the same home language resources in collaborative work.
- Allow pairs to "turn and talk" using all their language resources.
- Allow students to raise questions, answer them, and participate in class discussion using the full features of their linguistic repertoires.
- Have students compare and contrast specific **language features** across languages to help them develop greater metalinguistic awareness.

Purpose 3: Making Space for Students' Bilingualism and Ways of Knowing

At each stage of the design cycle, but particularly in the evaluative stage, students can use their bilingualism and ways of knowing to think critically about content. To do this, we must provide opportunities for students to engage the full features of their linguistic repertoires, rather than ask them to "think in English only." For example, one of the children's books that Justin and his co-teacher provided for students was *Grandfather Tang's Story*, which used tangrams, Chinese puzzles made up of different shapes. One group of Mandarin speakers immediately grabbed the book and read through it together, having side conversations in both English and Mandarin about both the story and its math-related content. Though the book was written in English, it had cultural relevance to the students, which not only helped them make connections to the content but also provided them with an opportunity to share their own stories with one another and in their own children's book. Here are some additional pedagogical strategies that make space for students' bilingualism and ways of knowing:

- Provide books/stories where authors use translanguaging and that have culturally relevant meaning.
- Encourage students to do research using multilingual reading material, especially on the internet.
- Have students write stories with bilingual characters or in situations where other bilingual language practices have to be used.
- Encourage students to write performance pieces, for example, plays that include translanguaging for voices of bilingual characters.
- Have students use translanguaging in writing for bilingual audiences, including their families and communities, besides writing for monolingual audiences.
- Engage students in language inquiry tasks, comparing and contrasting different features of spoken language and coming up with word plays.

Purpose 4: Supporting Students' Socioemotional Development and Bilingual Identities

One of the most important purposes of translanguaging is that it helps us support students socioemotionally and honors their bilingual identities. Teachers enact this purpose at *every* stage of the translanguaging design cycle, and we

see it clearly in the evaluative and implemental stages. As bilingual students learned about geometry content, Justin and his co-teacher provided them with examples of children's books that related similar ideas in "kid friendly" ways. While these were important models for students, they soon realized how few books were available in languages other than English. Their teachers agreed, and explained that, for this reason, students' books *had* to include both English and their home languages—they were the ones who could fill the gaps in the literature. Students were excited about the opportunity and, when it came time to read their books to the elementary school students, they were proud of the contributions they had made. By enabling students to use their bilingualism in ways that are meaningful to them, teachers support them socioemotionally and foster their bilingual identities. The following are translanguaging pedagogical strategies that address this important purpose:

- Discuss what would have happened in a story if the characters were bilingual.
- Invite family and community members into the classroom to enrich instruction.
- Provide students with texts that highlight two or more sides of a complex issue, especially those issues that relate directly to their lives.
- Extend research projects and other culminating designs out of the classroom and into the community, where students can use their bilingualism for authentic purposes.
- Engage students in bilingual writing assignments that have a social justice focus, such as letter writing, blogging, grant writing, and editorial or newspaper article writing.
- Choose topics and texts in multiple languages that give voice to groups that are commonly silenced or left out of the traditional curriculum.
- Assess general linguistic performance, as well as language-specific performance, while encouraging students to leverage their entire language repertoire.²

TRANSLANGUAGING SHIFTS IN INSTRUCTION

Translanguaging shifts refer to those unplanned moment-by-moment decisions that teachers make in response to the flow of the translanguaging corriente in their classrooms. The flexible shifts are an integral part of creating the translanguaging classroom—they enable teachers to engage with the flow of the translanguaging corriente whose pulls and shifts we cannot always predict. These shifts respond to content and language needs and interests that are not built directly into the translanguaging unit plan, but which students need to be successful in the classroom. They emerge directly out of our stance and our design. Our stance enables us to see and hear the translanguaging corriente, and our design makes space for the kind of performance-based learning that illustrates what bilingual students know and can do on different tasks. Going with the flow, rather than fighting and pulling away from it, is key to the success of bilingual students and translanguaging classrooms.

Flexible translanguaging shifts are important because they open opportunities in our instructional design. When teachers go with the flow of the translanguaging corriente, they meet bilingual learners where they are in terms of their general linguistic and language-specific performances, and they leverage the corriente to accelerate student learning.

Flexibility is a key element of the translanguaging classroom. Not only must educators be flexible in terms of language use; they must also be flexible with students' understanding of new content. This means that the way we

²See Celic and Seltzer (2012), García and Kleyn (2017), and García and Li Wei (2014) for more translanguaging strategies.

think they will learn something isn't necessarily the way they *actually* learn it. Each group of students brings a unique set of experiences, personalities, biases, and challenges. As teachers, we must open ourselves and our classrooms to students' own interpretations and perceptions of content and language. Translanguaging shifts allow for this *flexibility* in language practices, conversations, activities, and plans because the teacher is responding to an unanticipated aspect of the translanguaging corriente. Some shifts that we have seen teachers make in translanguaging classrooms include the following:

- Helping individual students understand difficult new vocabulary or phrases by providing translation, rephrasing, and using synonyms or cognates
- Helping students make sense of new content by using culturally meaningful metaphors and/or stories
- In moments of difficulty or misunderstanding, encouraging students to talk to one another about a new concept or vocabulary word using their own language practices
- Looking up words and phrases using online translation tools or having students do so on their own
- Encouraging students to relate new content to their own worlds through stories and other text/world connections

Here we see how Justin uses translanguaging shifts to support emergent bilinguals during a science class:

Justin was going over students' homework for their science class. As he discussed the topic, heredity, he got the sense that his students, especially Fatoumata and Yi-Sheng who had recently arrived, did not understand what he was explaining. There were blank looks, some off-task behavior, and very little participation. Rather than plow forward, he stopped and asked students to talk to one another in Spanish, Mandarin, French, Vietnamese, Tagalog, or any of their languages about whether they looked like people in their families or not. Though he did not speak most of these languages, Justin could tell from the shift in energy in the room and the excited conversations that students were engaged in the discussion. After they had spoken to one another, Justin asked them to share some of their ideas in English. Danilo, with the help of his Tagalog-speaking classmates, said that he had dark skin but that his sister was fair and even had freckles. A student translated for Fatoumata that though both her parents had brown eyes, she had green eyes but no one knew why. Some students shifted the conversation to the many names for different skin colors in Spanish. Jumping off from these comments, Justin connected the idea of looking like (or not looking like) a family member to the work students had done that day with Punnett squares. Suddenly students started to make connections to concepts like dominant and recessive alleles, phenotype, and genotype that they had not tapped into before.

As we can see, rather than limit the conversation, Justin's shifts—using students' connections to strengthen their understanding of and engagement with the difficult new content—enabled him to go with the flow of the translanguaging corriente and meet his students' needs. Without paying close attention to his students, as well as applying flexibility and willingness to tap into the corriente, Justin's lesson might have ended in frustration instead of excitement and learning.

CONCLUSION

Translanguaging in instruction means that you *purposefully and strategically* design your classroom space, your unit and lesson plans, and your pedagogical strategies with the translanguaging corriente and students' general linguistic and language-specific performances at the center. Translanguaging also means responding to that corriente and to students' needs, interests, and ways of knowing through a series of unplanned, responsive shifts. Though teachers' translanguaging in different instructional contexts varies, we always find intentionality, purposefulness, and mindful flexibility in translanguaging classrooms.

QUESTIONS AND ACTIVITIES

1. Are English and students' other languages present in the ecology of your classroom? Does the ecology encourage students to use their full linguistic repertoires when learning? If not, what changes could you make?
2. Does the way you plan instruction make room for students' use of their home languages and cultural understanding? If not, what changes could you make?
3. Think about a recent unplanned decision you made while teaching. How did you come to make that decision. Can you pinpoint parts of your stance that informed that shift?

TAKING ACTION

1. Review Justin's translanguaging unit planning template in Box 5.1 and his translanguaging design cycle in Figure 5.1. Using the blank templates provided in Appendices A.5.1 and A.5.2, plan a translanguaging unit of instruction for your class. Explain how your unit plan leverages the translanguaging corriente and is informed by your students' general linguistic and language-specific performances along the dynamic translanguaging progressions. Share your thinking with a planning partner, coach, or administrator.
2. Implement the unit plan you developed. Videotape or take pictures of your unit in action and share it with your colleagues. How does your unit plan reflect your translanguaging stance? What stands out? What works well? What questions do you have?