Feature Article

# Translanguaging and the Monolingual Teacher: Leveraging Students' Full Linguistic Competencies Within Literacy Development

*Windy Desmond, University of Texas at Tyler*

**Abstract**

The growing number of multilingual classrooms led by monolingual teachers necessitates the use of research-informed strategies and methods. Translanguaging, the practice of encouraging students to use their full repertoire of languages to collaborate and respond, is gaining momentum in Emergent Multilingual pedagogy. The following dimensions of translanguaging are examined: its elements, practice, research, implementation, and impact. The research data are analyzed, revealing strengths, weaknesses, and potential. Unique challenges for the monolingual teacher are reviewed and three potential keys to translanguaging are detailed. Finally, future research opportunities concerning comparative data between monolingual and bilingual teachers are identified.

**Key Words** translanguaging, monolingual, emergent bilingual, multilingual, semiotic, multicultural

## Introduction

Translanguaging as a concept and practice has gained momentum and increasing attention from researchers in recent years. A simple definition is, "when a multilingual person's full linguistic repertoire is used and honored, instead of trying to keep narrowly focused on a single language" (España et al., 2020, p. 20). Though controversial within certain groups, translanguaging promoters assert overall literacy improvement, increased comprehension, deeper understanding, and a positive multicultural ecosystem. Although many dual language, Emergent Bilingual, and Emergent Multilingual teachers are

generally aware of translanguaging, if not the theory, then some of its practices, emerging perspectives need to be refined and distilled into personal, working definitions, and practical, hands-on pedagogy.

One implementation challenge occurs when teachers feel ill-equipped or are ill-equipped to leverage students' heritage languages in instructional planning and execution due to lack of training and campus support. Another is the ubiquity of the monolingual teacher. How can a teacher support translanguaging, encouraging students to utilize their multi-linguistic repertoires, when the teacher, the purported "expert," does not speak the same language as the students? What are solutions for classrooms with two or more heritage languages, where dual language instruction is not possible? Should teachers be the only experts in the room when their students possess rich, layered, culturally informed, deeply ingrained heritage languages? This literature analysis poses possible solutions to these challenges. The selected articles establish that when monolingual teachers embrace multifarious linguistics – multiple ways of saying the same thing with varying semiotics – in classrooms that promote diversity and a multicultural ecosystem, learning potential and communication deepen. With training, acceptance of new concepts, a release of total linguistic control, and readiness to learn from students, the monolingual teacher can create a multilingual, multicultural classroom in which students thrive and grow, honoring their heritage languages as they discover, experience, and use increasing amounts of English.

## The Elements of Translanguaging

### A Working Definition

Preliminarily, translanguaging seems relatively straightforward. As previously quoted, it can be distilled into phrases such as "a full linguistic repertoire is used" (España et al., 2020, p. 20), or "A language practice – when bilinguals use two or more languages to communicate" (Ascenzi-Moreno, 2017, p. 12). However, a full understanding requires a more thorough examination of its complex processes. Espinosa et al. (2021) challenge the simple view of translanguaging, defining it as, "a creative and critical process in which multilingual people use their language and other resources in dynamic, flexible, multimodal, semiotic, and purposeful ways" (p. 12). In contrast to this resource-based perspective, the educational community has often viewed bilinguals and

multilinguals, commonly referred to as ELLs, with a marked lack of resources, language, or other factors that result in underperformance (Ascenzi-Moreno, 2017, p. 276). The term itself, "English Language Learner," is deficit-based language that does not account for each learner's linguistic abundance. Hence, the term "Emergent Bilingual," coined by Ofelia Garcia in 2008 (or the similar Emergent Multilingual), was created to challenge this adverse, limiting, and misrepresentative label.

Reflecting on the necessary components for multilingual education, it becomes clear that functional literacy is rooted in the strengths of bilingual and multilingual children. Emergent Multilinguals come to school with a wealth of knowledge that might not be traditionally valued in an educational setting (Ascenzi-Moreno, 2017). Although these learners may be unfamiliar and inexperienced with academic language and registers, many times they are "legitimate, skilled language users in other contexts" (Cavallaro & Sembiante, 2020, p. 163). Often educators have the tendency to wait until students' English is "good enough" to fully engage in their vision of literacy pedagogy (Espinosa et al., 2021, p. 163). Delaying instruction prevents students from achieving their full potential, and ignores or even marginalizes their cultural histories, experiences, linguistic strengths, and amalgamation of resources. A proposed working definition of translanguaging for this analysis: The theory and process in which educators co-learn with students, honoring heritage languages, by encouraging and teaching them to dynamically employ the totality of their semiotic knowledge to make meaning and communicate.

**Theory**

Within the theory of translanguaging is a theory of language itself: a process that is harmoniously blended and intricately entwined with expression, making meaning, and communicating (Gonzales & Machado, 2022). Through this lens, Emergent Multilinguals utilize their complete, fluid, integrated language capabilities as they read, write, speak, and listen. Social interaction fuels this dynamic discourse as opposed to grammatical and semantic linear language acquisition (Ascenzi-Moreno, 2017). Educators are frequently more familiar with code-switching, the process of alternating between two or more languages while communicating, replacing or translating words when necessary, which does share some features with translanguaging. However, a translanguaging framework is

distinguished by a continual flow of comprehending input, accessing and employing all semiotic assets to apply ideas, synthesizing a discussion, lesson, or activity, and is enmeshed with socio-cultural expressions as well as identity affiliations embedded within a language (Dougherty, 2021). "All semiotic assets" includes more than written and spoken language; it includes visuals, sounds, body language, and all other signs and symbols that are used to make meaning (Ollerhead, 2018, p. 19). This asset-based framework requires a mindset of integrated language teaching as opposed to the teaching of two discrete languages (Ascenzi-Moreno, 2017, p. 280). Teachers should not educate "two monolinguals in one" (p. 280) but a cohesive individual who assesses social contexts and uses language fluidly and resourcefully. The ultimate goal within translanguaging is an educational space where students' rich, robust linguistic tapestries are valued and leveraged as a whole. With purposeful translanguaging pedagogies, students can access instruction and deeper meaning while analyzing linguistic features that promote language acquisition (Dougherty, 2021).

**The Monolingual Teacher**

The US Department of Education identifies approximately 10% (five million) of all students as English language learners, yet there is a shortage of multilingual teachers to support these students in their 800 different home languages (Lanvers et al., 2022). Despite the current student diversity, most teachers, candidates preparing to teach, and those teaching the candidates, are white women from middle-class rural and suburban communities (Assaf et al., 2010). Stewart et al. (2021) write that in the superdiverse classrooms of today, most teachers do not share a common language with their students. However, considering these "superdiverse spaces" (p. 193), is it reasonable to expect that teachers speak the L1 of each of their students?

How do teachers who do not speak all the languages represented in their classrooms, or even monolingual teachers, utilize translanguaging and successfully teach Emergent Multilinguals? Multiple studies cited in this paper concerning monolingual teachers using translanguaging indicate gains when strategies are skillfully implemented (Gonzalez & Machado, 2022; Ascenzi-Moreno, 2017; Ollerhead, 2018; Martin-Beltrán, 2014; Stewart et al., 2021; Seltzer, 2020). In Ollerhead's 2018 study, though the school consisted of mostly multilingual teachers, an understood "English-only rule" (p. 110)

exposed the dominance of the school's monolingual ideologies. The teachers believed that if the goal was to learn English, any L1 use was distracting. While this and other studies have shown multilingual teachers possessing stronger translingual ideologies (Stewart et al. 2021; Lang, 2019), a body of research exists that suggests monolingual teachers can possess similar strengths.

## The Practice of Translanguaging

### Teacher Training

Unfortunately, theory alone is not enough. Stewart et al. (2020) found that translanguaging can, at times, feel "uneven and ambiguous" (p. 160) to educators without training in theory and specific practices. They discovered that some teachers believed utilizing other semiotic resources was counter-intuitive when the main goal was English acquisition. Therefore, it is essential that educators receive training that emphasizes translanguaging as not just a scaffold, but a transformation of the emergent multilingual classroom ensuring that "The language practices of all students can be used for a learning resource at all times" (Garcia & Kleifgen, 2018, p. 83). This instruction starts with a multilingual school ecosystem and robust professional development opportunities with the goal of producing expert educators who connect Emergent Multilinguals with skillful, challenging pedagogy (Garcia & Kleifgen, 2018). Findings by Lang (2019) indicate that "teachers need additional preparation to effectively leverage students' bilingualism, considering both the complex instructional context and students' own perspectives" (p. 13). Dougherty (2021) concluded that educators must be exposed to professional development and training directly related to translanguaging and its planning and implementation. A critical step for the educational community is creating and executing professional development explicitly teaching theory and methods of translanguaging so that educators can implement informed practices into their planning, lessons, and instruction.

### Teachers as Learners

Co-learning, as indicated in heteroglossic ideologies, exists both as a theory and pedagogical strategy. Teachers should adopt a willingness to learn alongside their students and become partners in classroom education. (Stewart et al., 2020). They should

be ready to co-learn with students, explicitly demonstrating that they are not the sole keepers of expertise. Van Viegen Stille et al., (2016) worked with school staff in Ontario to create a "mirror" representing the learning environment of their classrooms and school. The mirror effect renders students as teachers, as they teach and learn from one another, and teachers as learners, as the teacher teaches and learns from the students. The principal wrote,

> Deep knowledge, not just of curriculum, but of our students as individual learners, enabled us to integrate lived experiences into the daily learning of the classroom. Understanding more about our students' experiences provided teachers with the opportunity to present the curriculum so it was meaningful and as a result, the students saw themselves reflected in the learning (Van Viegen Stille et al., 2016, p. 489-490).

One teacher in a study by Gonzalez and Machado (2022) purposefully selected poetry in languages he did not know for a unit of study. In this design decision, he removed himself from the expert role that is usually assumed by teachers only, effectively prioritizing the students' languages and language practices.

Training and development can precipitate attitude shifts and changes in perspective about the traditional role of teachers and instruction. Seltzer (2020) worked with a teacher who began learning about different translingual approaches. After reflecting on her privilege and educational posture, she created a new pedagogy infused with the "destabilization of her role as 'linguistic expert' in the classroom" (p. 302). This enabled her to become a co-learner instead of the traditional sole steward of knowledge and linguistic proficiency (Seltzer, 2020). As educators build a practice of investing in the lives of students, while learning and growing with them, they have the unique opportunity to become a new kind of listener – one who monitors and adjusts their thinking, practices, and attitudes informed by students' lives, skills, and experiences.

## Research into Translanguaging

### Translanguaging in Action

Considering the range of qualitative research on translanguaging, one could expect diverse and debated translanguaging practices. However, when method is grounded in theory, consistent best practices emerge. These practices may be implemented in slightly

different ways from classroom to classroom, but similar processes develop in the context of literacy, specifically within reading and writing. These all begin with knowledge of students, their heritages, education, and language use. Teachers can then open spaces that "purposefully invite students to use all their languages to engage academically, express their identities, and develop advanced literary skills" (Stewart et al., 2021, p. 152). These moments of sense-making that transcend heritage languages can be used to identify metalinguistic language participation to better support students' language acquisition (Martin-Beltrán, 2014). Educators can then support translanguaging practices that access students' semiotic wealth of knowledge and mediate between "socially constructed languages" (p. 215). A study by Dougherty (2021) describes how different strategies can develop both "spontaneously and purposefully" (p. 22). Once a safe space for translanguaging has been opened, students' actions that take place in-the-moment can influence instruction based on the current needs of learners. In addition, educators can use their knowledge of students and translanguaging theory to create purposeful instruction tailored to each student's needs (Dougherty, 2021). The opening of these spaces and creating purposeful instruction do not require a bilingual teacher. Stewart et al. (2020) find that teachers can become equal contributors in instruction without being completely bilingual. Although bilingualism can be helpful, it is not required to implement these best practices.

***Reading***

Ollerhead (2019) proposes these thematic questions to analyze translanguaging pedagogy and its effectiveness:

- What meaning-making resources are being engaged during this lesson?
- How are multilingual and multimodal resources functioning pedagogically in this lesson?
- What is the impact of the multilingual and multimodal affordances on students' investment in their learning? (p. 109)

With these questions in mind, teachers can plan and guide reading instruction using tools such as:

- Multilingual and multimodal resources to promote a multicultural ecosystem (Espinosa et al., 2021)
- Pre-teaching of important vocabulary with multimodal resources (Van Viegen Stille et al., 2016)
- Vocabulary instruction with inquiry and cognates (Dougherty, 2021)
- Translation of instructions and texts into L1 (Lang, 2019)
- Multilingual texts (Dougherty, 2021)
- Discussion of texts in homogeneous language groups to deepen comprehension (Lang, 2019)
- Translation technology for instructions, individual words, and texts (Ollerhead, 2019)

Multiple studies recommended the use of technology such as Google Translate to assist both in providing directions so that they can be comprehensible and for direct translation of individual words and texts (Ollerhead, 2019; Gonzalez & Machado, 2022; Garcia & Kleifgen, 2018; Stewart et al., 2021). The use of translation technology has significant implications for the monolingual teacher; they can utilize such tools as Google Translate, ChatGPT, and spreadsheets with embedded translation features for in-the-moment learning. Ollerhead (2019) followed the practices of a monolingual teacher deeply committed to translanguaging strategies. Her "careful and systematic collaborative design for learning" (p. 119) allowed and encouraged students to draw upon their full semiotic repertoire which provided the students agency and the resources to enhance their educational endeavors. A teacher in a study by Martin-Beltrán (2014) assigned student language experts who could help one another when, for example, she was not aware that *embarrassed* had a false English cognate. The language experts also "appropriated new language…with their peers through translanguaging" (p. 224).

***Writing***

To successfully employ translanguaging in the classroom, Dougherty (2021) recommends that each lesson include dedicated translanguaging strategies. Although it may seem daunting, a diverse array of strategies can be integrated into existing curricula as the subsequent examples suggest. In a study by Ascenzi-Moreno (2017), one teacher

identified deeper thinking and richness of writing when students were afforded the opportunity to write about the assigned topic in their heritage language. Seltzer (2020) identified the need for translingual mentor texts to explicitly teach students how to translanguage. Other examples of best practices are described in the research from Gonzalez and Machado (2022) as they identified multiple "entry points to translanguaging pedagogies" (p. 690) and some of the following examples:

- Intentional invitation to write multilingually – "allowing" multilingual composition is not sufficient
- Choose texts and genres that enable multilingual composition – composing a personal narrative encouraging students to think about their home lives and connect to experiences that generate heritage language thought and expression
- Scaffold thinking with strategic supports to write using all semiotic resources – language partners with varying levels of bilingual "expertise" as interpersonal supports
- Step out of monolingual comfort zones and push the boundaries of language – teachers' willingness to become learners of languages in which they are not fluent (Gonzalez & Machado, 2022, p. 690)

One case study by Ollerhead (2018) gave an in-depth analysis of a lesson steeped in translanguaging theory and practice. To elicit deeper and richer English responses describing mood in poetic musical texts, translanguaging scaffolds were used. The lesson began with L1 responses to color, transitioning to feelings attached to the colors, aligning colors and emotions with a variety of songs. Finally, the students wrote scaffolded responses identifying the mood of the musical texts while using the vocabulary previously identified and discussed. The teacher's intentional opening of translingual spaces, encouragement of heritage language use, multimodal resources to scaffold vocabulary development, and finally scaffolds to respond in English utilizing developed vocabulary is a useful exemplar of translanguaging instruction.

## The Keys to Successfully Implement Translanguaging

Because translanguaging entails students using their full semiotic capacity to receive input, think, collaborate, and respond, how could a teacher who does not share every

student's heritage language effectively instruct? How could students who do not understand the teacher's language effectively learn? The keys are a combination of teacher preparation, willingness to release linguistic control of the classroom, and heteroglossic ideologies that support translingualism. If one of these things is absent, translanguaging in its full capacity cannot be realized.

**Teacher Preparation**

Teacher preparation can come in the form of self-reflection, analysis, and research into best practices. It can also be formal education or district and school initiatives. Teachers in a Stewart et al. (2020) study initially struggled with translanguaging, thinking some of its practices were questionable, but found that after training their perspectives changed. They began to see translanguaging as a "key to help unlock meaning through negotiating with our students" (p. 158). Suddenly, instructions that were incomprehensible became simple directions after help from student-translators, and practices enabled teachers "greater access to students' knowledge of the content and English" (p. 158).

Not all training needs to be formal. In a collaborative inquiry study by Van Viegen Stille et al. (2016), participating teachers created their own learning and development designed to leverage translanguaging principles, and as they became learners of their students and cultures, they added multilingual resources to the school and classrooms. The school staff concluded that, "the professional learning was significant in generating change at the school" (p. 492). For these teachers, training, development, and preparation were paramount in the deployment of successful translanguaging methods.

**Release of control**

Releasing linguistic control in the classroom is a difficult concept that is rooted in excellent preparation and introspection. As the teacher candidates in the Gonzalez & Machado (2022) study developed their theory and practice through training, they found themselves loosening language dominance in the classroom. They developed a "willingness to step beyond their own comfort zones regarding language – to speak, write, and understand in languages in which they did not consider themselves fluent" (p.

691). They made the shift from always teacher to sometimes learner, and then used their novel knowledge about students to guide instruction.

Stewart et al. (2020) maintain that "Teachers do not need to be fully bilingual to engage in learning with their students and become equal participants in the educational enterprise in order to equalize power relations between students and teacher" (p. 153). This perspective is realized in their 2020 study in which teachers, after training, established themselves as mediators of language even though they had very limited abilities within the languages represented in the classroom.

**Heteroglossic Ideologies**

Each teacher must examine their own stance and ideology about language, heteroglossia, and teacher-student dynamics, and a school's ecosystem should support multilingual principles and practices for translanguaging to be successfully implemented. In the collaborative inquiry study from Van Viegen Stille et al. (2016), school staff were unpleasantly surprised to find that their school consistently promoted monolingual attitudes. Over the course of the study, the teachers and staff began adding multilingual resources to the school and classrooms, and more importantly, became learners of their students' heritages. They displayed their new ideology by modeling the difficulties of learning a new language, explicitly speaking and writing the students' varied heritage languages.

Sometimes, deep introspection is needed to examine one's attitudes and practices. One teacher in the Seltzer (2020) study, after training and development, changed not only her practices but her stance as a co-learner in the classroom and language expert. As she continued repositioning as listener instead of educator only, she became uncomfortable at times, recognizing her privilege and that it had in some ways hindered her from viewing her students' depths of knowledge about language itself. Instead of withdrawing from these moments, and focusing on her feelings and discomfort, she used them as learning opportunities and chances to hone her language ideologies and "raciolinguistic literacies" (Seltzer, 2020, p. 303).

## Impact of Translanguaging

### Gains

The research identified that the use of translanguaging accomplished literacy gains in learning, ability, comprehension, expression, and confidence. Martin-Beltrán (2014) found that when students engaged in thinking and collaborating in L1, they were able to conceptualize and consider new perspectives, compare and support their word choice, and integrate and utilize new language. As a result, the students' literary compositions became more sophisticated as they encouraged and supported their peers. One teacher found that after students created literary works in L1, they had greater motivation to translate it into English because they were "invested in the ideas they put on paper" (Ascenzi-Moreno, 2017, p. 293)

Some teachers who had previously held an "English only" stance changed their perspectives as they saw literary gains using students as translators. Not only were directions understood more often, but the translators were also required to think deeply about the concepts and ask clarifying questions before translating. They also noticed that the students in need of the most translation were able to participate more successfully and authentically. (Stewart et al., 2021) In a collaborative inquiry study by Van Viegen Stille et al. (2016), participating teachers who incorporated and allowed "students' voice, prior knowledge, and individual language" (p. 497) to guide instruction found an overall increase in learning opportunities, improvement in classroom ecosystem, amplified language and vocabulary awareness, heightened multilingual aptitude, and confidence in their ability to express themselves. Literacy gains were augmented by benefits to students' social-emotional well-being with an increase in overall confidence and self-assurance as noted in Dougherty's 2021 study.

### Weaknesses

The research identified in this paper greatly supports translanguaging as an invaluable resource and scaffold for learning. However, there are exceptions and weaknesses. One study by Lang (2019) indicates that teachers' efforts to make students comfortable in class by encouraging heritage languages can occasionally limit students' motivation to use English. Creating "leveled" classes regarding English proficiency resulted in almost exclusive Spanish use in the "lower level" classes. One student

postulated that her peers' choice to use only Spanish while speaking with students at similar proficiency levels could be impeding their English development. Lang did not see improvements in students' English literacy and language development despite the attempted use of multiple translanguaging practices and scaffolds. Allard (2017) found in her study that despite teachers' frequent and informed translanguaging utilization, students did not realize significant English proficiency gains. She concluded that translanguaging alone is not sufficient to support literacy gains.

What is causing these disparities? One argument is the need for multilingual teachers. Stewart et al. (2021) found that although all educators in their study embraced heteroglossic principles, multilingual teachers with experience teaching and working with Emergent Multilinguals had stronger translanguaging ideologies. Schools must also embrace multilingualism, creating a culture that supports active translingual education. Furthermore, Allard (2017) discovered that without training in dynamic translanguaging, teachers viewed it as a last resort that they worked into existing lessons as opposed to creating lessons purposefully including translanguaging strategies.

There is a need for high-quality professional development that trains educators not only in the practices of translanguaging but the supporting theory. Had the teachers in Allard's 2017 study been trained in dynamic translanguaging, perhaps they would have observed similar literacy and socio-cultural gains found in other research that demonstrates the "power and possibility" (p. 118) of translanguaging policies and practices. Espinosa et al. (2021) maintain that understanding literacy and translanguaging through the lens of students' strengths requires a deep understanding of theory. They contend that not all professional development needs to be formal – teachers can engage in exploration of their own mono/multilingual practices, observe the neighborhoods' language ecosystem, explore ways to incorporate it into the schools' linguistic landscape, and collaboratively create a language ecosystem map personalized to the strengths of their students. Garcia and Kleifgen (2018) write about the necessity of teacher expertise in language as well as content areas. It is not enough for a teacher to be a content area expert; they must also have some skill in language acquisition. Teacher preparation programs need to include hands-on experience teaching Emergent Multilinguals and courses incorporating language development and bilingualism.

## Implications of Translanguaging

Evidence from these studies suggest that when translanguaging is implemented correctly and with fidelity by trained skilled teachers using commonly held best practices within a multilingual school ecosystem, increases in overall literacy are a likely result. Furthermore, although teacher bi/multilingualism can be beneficial, and can at times indicate stronger heteroglossic ideologies, contrasting research indicates that with training, monolingual teachers can reap the same benefits if they apply the three keys – teacher preparation, release of linguistic control, and development of heteroglossic ideologies.

Monolingual teachers have strengths and weaknesses. An obvious weakness is the inability to communicate with any Emergent Multilingual student in their heritage language, which strongly manifests while teaching Newcomer students who speak very little English. It is also difficult if there are few English experts or bilingual experts in the class that can access deeper learning and comprehension of content with the L1 experts. However, monolingual teachers have strengths that include a non-exclusionist perspective when many languages are represented in the classroom. The teacher will not unintentionally promote one particular language while minimizing others. Another potential strength is a readiness to learn out of necessity. When little communication is occurring between teacher and students, both participants are motivated to learn one another's respective language. Monolingual teachers may be more willing to position themselves as learners thus achieving one key of translanguaging.

Although there are studies researching monolingual teachers implementing translanguaging, they are few, and the sample sizes are small. A study conducted at a Newcomer school comparing the effectiveness of bilingual teachers vs. monolingual teachers would offer additional insight into the advantages and limitations of each. Such a study should utilize multiple data points including student assessment to gauge effectiveness, teacher interviews to gauge attitudes about the theory and practice of translanguaging, and students interviews to gauge attitudes and social-emotional support. As more research is conducted into translanguaging and its impact, practices, and

evolution, Emergent Multilinguals and the teachers of this often-misunderstood, unique, and underserved population will greatly benefit.

## References


Allard, E. C. (2017). Re-examining teacher translanguaging: An ecological perspective. *Bilingual Research Journal*, *40*(2), 116–130. https://doi.org/10.1080/15235882.2017.1306597

Ascenzi-Moreno, L. (2017). From deficit to diversity: How teachers of recently arrived emergent bilinguals negotiate ideological and pedagogical change. *Schools*, *14*(2), 276–302. https://doi.org/10.1086/693792

Assaf, L. C., Garza, R., & Battle, J. (2010). Multicultural teacher education: Examining the perceptions, practices, and coherence in one teacher preparation program. *Teacher Education Quarterly*, *37*(2), 115–135.

Cavallaro, C. J., & Sembiante, S. F. (2020). Facilitating culturally sustaining, functional literacy practices in a middle school ESOL reading program: A design-based research study. *Language and Education*, *35*(2), 160–179. https://doi.org/10.1080/09500782.2020.1775244

Dougherty, J. (2021). Translanguaging in action: Pedagogy that elevates. *ORTESOL Journal*, *38*, 19–32.

España, C., Herrera, L. Y., & García, O. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

Espinosa, C. M., Ascenzi-Moreno, L., & García, O. (2021). *Rooted in strength: Using translanguaging to grow multilingual readers and writers*. Scholastic.

Garcia, O., & Kleifgen, J. A. (2018). *Educating emergent bilinguals*. Teachers College Press.

Gonzales, G. C., & Machado, E. (2022). Taking the leap: Supporting multilingual writers through translanguaging. *The Reading Teacher*, *75*(6), 685–692. https://doi.org/10.1002/trtr.2097

Stewart, H., Stewart, M. A., Flint, P., & Dollar, T. (2020). Co-learning in the high school English class through translanguaging: Emergent bilingual newcomers and monolingual teachers. *Journal of Language, Identity & Education*, *20*(3), 151–166. https://doi.org/10.1080/15348458.2020.1726759

Lang, N. W. (2019). Teachers' translanguaging practices and "safe spaces" for adolescent newcomers: Toward alternative visions. *Bilingual Research Journal*, *42*(1), 73–89. https://doi.org/10.1080/15235882.2018.1561550

Lanvers, U., Thompson, A. S., East, M., & Zhang-Wu, Q. (2022). Preparing monolingual teachers of multilingual students: Strategies that work. *Language Learning in Anglophone Countries: Challenges, Practices, Ways Forward*. essay, Palgrave Macmillan.

Martin-Beltrán, M. (2014). "What do you want to say?" how adolescents use translanguaging to expand learning opportunities. *International Multilingual Research Journal, 8*, 208-228. https://doi.org/10.4324/9781315180052-7

Ollerhead, S. (2018). Teaching across semiotic modes with multilingual learners: Translanguaging in an Australian classroom. *Language and Education*, *33*(2), 106–122. https://doi.org/10.1080/09500782.2018.1516780

Seltzer, K. (2020). "My English is its own rule": Voicing a translingual sensibility through poetry. *Journal of Language, Identity & Education*, *19*(5), 297–311. https://doi.org/10.1080/15348458.2019.1656535

Stewart, M. A., Hansen-Thomas, H., Flint, P., & Núñez, M. (2021). Translingual disciplinary literacies: Equitable language environments to support literacy engagement. *Reading Research Quarterly*, *57*(1), 181–203. https://doi.org/10.1002/rrq.381

Van Viegen Stille, S., Bethke, R., Bradley-Brown, J., Giberson, J., & Hall, G. (2016). Broadening educational practice to include translanguaging: An outcome of educator inquiry into multilingual students' learning needs. *Canadian Modern Language Review*, *72(4)*, 480–503.

## Author

**Windy Desmond** is a student pursuing a reading master's degree at the University of Texas at Tyler. Her current placement is at a Newcomer Academy, teaching reading to Emergent Multilinguals, leading their reading department, and writing curriculum. Her personal experience instructing students with extensive capabilities but beginning reading levels led to discovering her passion: advancing literacy shifts within marginalized populations to empower and transform communities.