

The Role of Translanguaging in Promoting SEL for Multilingual Learners

by

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Abstract

Multilingual Learners (MLLs) do not have their Social-Emotional Learning (SEL) needs met in current SEL programs. Research shows that the needs of MLLs are diverse compared to their peers based on their lived experiences and identities concerning being an MLL. With these diverse needs, a Culturally Responsive Pedagogy is required to make SEL programs equitable for MLLs. Literature shows that MLL's social-emotional needs can better be met using a Culturally Responsive strategy such as translanguaging in SEL programs. Translanguaging has multiple benefits, such as enhanced self-awareness and self-expression, promoting positive identity and self-esteem, promoting engagement and peer relations, and improving academic success. However, challenges concerning applying translanguaging in the classroom for general education educators include monolingualistic ideologies and experiences. To address this problem, a professional development course is proposed with the aim to help educators describe translanguaging and SEL while working to combine the concepts.

Keywords: Multilingual Learners, social emotional learning, translanguaging, culturally responsive pedagogy, professional development

Chapter 1: Introduction

Translanguaging is a prevalent theory and strategy that is becoming popular among educators of Multilingual Learners (MLLs). In this thesis, I use the term MLLs, which will be used as an inclusive term for those who speak multiple languages. The other phrases that fall under this umbrella term are English Language Learners (ELLs), emergent bilinguals, trilingual students, English as a second language (ESL), and English as a Foreign language (ENL).

Translanguaging consists of believing in a unitary linguistic repertoire where MLLs fluidly move through languages, celebrating the multilingual identity by acknowledging the social constructs restricting language use (Vogel & García, 2017; Wei & García, 2022). An area that would benefit from the use of translanguaging would be Social Emotional Learning (SEL) programs; however, SEL programs are not designed for MLLs' social-emotional well-being (Castro Olivo et al., 2021). Thus, MLLs need additional support in their SEL to address their diverse socio-cultural realities and emotional needs (Cuocci & Arndt, 2020; Heineke & Vera, 2022).). For example, MLLs who also identify as immigrants may face traumatic experiences related to their immigration status that their peers cannot relate to. With diverse social-emotional needs and experiences, current SEL programs must become more Culturally Responsive to address these needs (Castro Olivo et al., 2021; Vogel & García, 2017).

This thesis capstone project argues that translanguaging can address these needs by creating a positive outlook on identity, allowing self-expression and awareness, encouraging engagement and peer relations, and improving academic outcomes. The focus of this research addresses the benefits of translanguaging concerning Social Emotional Learning (SEL) for Multilingual Learners (MLL).

The next Chapter is a literature review in which I address the conceptual framework or theories I am using as a lens for my research findings. The conceptual framework consists of Culturally Responsive Pedagogy, translanguaging principles, and the SEL framework. Next, I explain the benefits of translanguaging and the application challenges of implementing translanguaging into SEL programs. I conclude this research in Chapter 2 by proposing a professional development that addresses how we can incorporate translanguaging into SEL programs. Chapter 3 describes this professional development aimed to assist educators in understanding and incorporating translanguaging in SEL programs. Chapter 4 concludes the thesis with implications for learning and teaching.

Chapter 2: Literature Review

This Chapter reviews the conceptual framework used to guide my research. It reviews the literature on the benefits of translanguaging in SEL, applications/ strategies for it, and the professional development needed. As mentioned in Chapter 1, SEL programs are not designed for MLLs' social-emotional well-being because they do not address the diverse needs and experiences of MLLs (Castro Olivo et al., 2022; Cuocci & Arndt, 2020; Heineke & Vera, 2022). Using translanguaging in SEL programs will better address MLLs' social-emotional well-being. In this Chapter, I begin by addressing the conceptual framework below with Culturally Responsive Pedagogy (Ladson-Billings, 1995), translanguaging (Vogel & García, 2017; Wei & García, 2022), and SEL (CASEL, 2024).

Conceptual Framework

This section has research that explores definitions, misconceptions, and key concepts of Culturally Responsive Pedagogy, translanguaging, and SEL framework. Culturally Responsive Pedagogy celebrates student diversity by bringing their identities into the classroom curriculum. MLLs have diverse backgrounds and identities. Some are immigrants, some speak more than two languages, and some may have been born in the States. With the diverse identities within MLL, it is important to view their differences as strengths and resources for success. To further this understanding, I have incorporated translanguaging and the SEL framework into my conceptual framework because both provide complementary approaches to support the needs of MLLs, contributing to their cognitive, academic, and social growth.

Culturally Responsive Pedagogy

A Culturally Responsive framework of education is based on facing the structural inequalities that target diverse students in the classroom, whether based on race, social class, or

gender, language, sexual orientation, nationality, religion, or ability (Culturally Responsive-Sustaining, n.d.; Ladson-Billings, 1995). The goal is to create an education that is accessible to all students, going against the idea that one method will work for every student (National Equity Project, n.d.). To accomplish this goal, educators need to acknowledge and use their student's diverse backgrounds as a celebrated resource in the classroom. One way to do this is by following the New York State Guidelines for Culturally Responsive Sustaining education, which emphasize four keys: “1) creating a welcoming and affirming environment; 2) maintaining high expectations and rigorous instruction; 3) developing inclusive curriculum and assessment; and 4) engaging in ongoing professional learning” (Culturally Responsive-Sustaining, n.d., p.7).

MLLs are a part of our diverse student body, fitting into the category of having diversity in their language knowledge, which differing cultures can also accompany. I use a Culturally Responsive framework as a lens for my research to guide my understanding of a student's individuality. By examining the differing needs and resources of MLLs, I recognize the importance of their background knowledge and experiences, which are essential to their education and well-being. One way to address the individual needs of MLL in SEL programs using a Culturally Responsive framework is by using translanguaging to celebrate diverse identities.

Principles of Translanguaging

Translanguaging is both a theory and practice of teaching. The theory first emerged to combat the traditional ideal of language separation within the classroom (Vogel & García, 2017). The foundations of this theory are rooted in the belief that individuals can use a unitary linguistic repertoire; using it, one can bring a positive perspective on language diversity, and the practice recognizes the effects of social constructs on the use of language (Vogel & García, 2017; Wei &

García, 2022). In other words, translanguaging can also be viewed as dynamic multilingualism, the ability of an individual to fluidly move between the languages they know to communicate or understand the content (Wei & García, 2022). A common misconception about translanguaging is the idea of a unitary language repertoire; many view MLLs as double monolinguals (e.g., García et al., 2019). Viewing multilingualism from a monolingualistic perspective obscures the understanding of translanguaging. The main objective of my research is to connect the theory and practice of translanguaging to SEL.

Social Emotional Learning Framework

SEL is seen as a newer framework for curriculum but has always been a part of students learning (CASEL, 2024). The SEL Framework began in 1968 with a program created by Dr. James Comer to support the “whole child”. From here, schools and educators built off the concept to develop a framework that supported social and emotional skills within the school; by 1994, CASEL and SEL, as we know it today, were produced. SEL evolves or changes to meet the needs of our students’ social and emotional well-being. CASEL is the organization responsible for representing the framework of SEL. Through my research, I will follow the SEL framework represented throughout their website.

The framework of SEL I use is based on research that supports positive SEL outcomes in schools (Álvarez, 2021; Dutton et al., 2022, 2021; Flynn et al., 2021; Heineke et al., 2022; Kalan, 2022; Moses et al., 2021; Parra, 2023; Zheng & Drybrough, 2023), a belief that there is not a one-size-fits-all approach for any students SEL development (Álvarez, 2021; Barros et al., 2021; Lin, 2020), and the belief that when these SEL skills are practiced within the school community, will carry outside of school grounds and act as a resource (Moses et al., 2021; Öztürk & Çubukçu, 2022; Soalnd & Sandilos, 2021) throughout a student’s life (CASEL, 2024).

The framework consists of five areas of SEL and the key settings in which these areas are most impacted (CASEL, 2020). The five components of SEL are self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. The settings in these components emerge are shown in the SEL framework, from as wide communities to smaller communities, starting with ‘community,’ then families and caregivers, schools, and ending with classrooms.

Interconnection Between Translanguaging and SEL

Translanguaging connects to SEL because it leverages MLL’s prior knowledge through a unified language repertoire, which results in the acknowledgment of identity (Vogel & García, 2017; Wei & García, 2022). Educators use a unified language repertoire within SEL programs to positively perceive MLLs’ identities and use their prior knowledge as a resource. Both prior knowledge and identity impact a MLL’s social-emotional development (e.g., Álvarez, 2021; Castro-Olivo et al., 2022). By using translanguaging in SEL programs, educators will help create SEL programs designed with MLLs in mind.

Benefits of Translanguaging for SEL

Translanguaging for Social Emotional Learning (SEL) has various benefits for MLLs regarding social-emotional well-being and academic development. The benefits include 1) enhancing self-awareness and self-expression, 2) Promoting Positive Identity and Self-Esteem, 3) Promoting Engagement and Peer Relationships, and 4) Improving Academic Outcomes. However, translanguaging does come with challenges upon application, such as ideologies and experiences in the classroom. With the benefits and challenges of translanguaging, teacher training and knowledge of different translanguaging strategies are essential.

Enhancing Self-Awareness and Self-Expression

Translanguaging allows MLLs to express themselves and become self-aware (Dutton et al., 2022, 2021; Heineke et al., 2022; Kalan, 2022; Zheng & Drybrough, 2023). Translanguaging spaces allow students to see their diverse identities in texts, which enables them to become more self-aware. According to Heineke et al. (2022), books were seen as mirrors for students' identities. More specifically, translanguaging was used within multilingual texts to become mirrors that strengthened MLL identities. Likewise, an ethnographic study of a poetry unit with 27 MLLs in secondary English by Dutton and Rushton (2021) showed that translanguaging allowed students to create symbolic language and identity in their poetry through the translanguaging space provided. Specifically, this voice was found in the translanguaging poetry created through students' linguistic repertoires. Therefore, through the source of multilingual texts becoming mirrors for students' identities (Heineke et al., 2022) and translanguaging space for poetry allowing voice for identity (Dutton & Rushton, 2022), translanguaging spaces enable MLLs to become self-aware through the identification of their diverse identities in text.

Relatedly, translanguaging gives MLL a voice through self-expression. Dutton and Rushton (2021) mentioned that voice was used in poetry through translanguaging. According to a review of a 4-year ethnographic study of writing practices across three multilingual writers, Kalan (2022) found that writing identity played a significant role in writing success. Writing identity consists of writing skills, strengths, and abilities. When MLLs can use translanguaging in their writing, educators give their students a voice to express their ideas and create relevant writing identities. Translanguaging uses symbolic language for identity (Dutton & Rushton, 2021) and relevant writing identities (Kalan, 2022), giving MLLs voice through self-expression.

Translanguaging also promotes self-regulation for MLLs, which heightens self-awareness. According to a quantitative study of Chinese postgraduate students' use of translanguaging in their notetaking, outlining, and drafting by Zheng and Drybrough (2023), translanguaging is a fluid process that requires students to choose the language that will benefit the most in the situation. When MLLs choose their language use, they self-regulate their language repertoire and become self-aware of how they can use it. In their case study of two classrooms comprised of 167 students, 22% being MLLs, Espinet and Chapman-Santiago (2022) found that when a classroom has an environment of celebrating translanguaging, the translanguaging process promotes self-regulation as students rely on peers to access texts, leading to self-awareness of their skills and needs. A qualitative study by Pinho-Feller (2022) found that translanguaging could be teacher or pupil-directed. Through the self-direction of translanguaging strategies, students self-regulate and become aware of their available language resources.

Translanguaging allows students to see themselves in diverse texts and promotes self-regulation, leading to self-awareness. Translanguaging also gives students a voice, leading to self-expression and awareness. Self-awareness and self-management are two core concepts of the SEL framework; therefore, translanguaging should be incorporated into SEL programs to create equitable SEL programs that support MLL self-awareness and self-management. By meeting MLLs' self-awareness and self-management needs, educators will follow a Culturally Responsive pedagogy that responds to the needs of MLLs in SEL programs.

Promoting Positive Identity and Self-Esteem

In addition to enhancing self-awareness and self-expression, translanguaging promotes positive identity and self-esteem (Álvarez, 2021; Flynn et al., 2021; Moses et al., 2021; Parra,

2023). Through a positive view of oneself as a MLL, MLLs are included in SEL. SEL focuses on viewing oneself, especially in self-awareness (CASEL, 2024). One significant way translanguaging promotes a positive identity is by creating an identity-affirming community within the classroom. An identity-affirming community for MLLs celebrates multilingualism (Moses et al., 2021). According to a co-planned educator project for emergent bilinguals by Moses et al. (2021), translanguaging used in scaffolding celebrated multilingualism by breaking barriers to traditional language separation practices. Through this celebration, MLLs developed positive bi-literate identities (Moses et al., 2021).

However, Parra's (2023) study of 3rd-grade MLL vocabulary lessons revealed that some translanguaging scaffolding techniques in vocabulary lessons overlook the complexity of concepts. By ignoring the complexity of concepts, educators are missing opportunities to improve identity development even more. Indeed, there is a link between vocabulary learning and identity development (Flynn et al., 2021; Parra, 2023). Whereas translanguaging creates identity-affirming communities, ensuring these communities pair vocabulary and identity is important. Another way translanguaging creates an identity-affirming community in the classroom is through validation and expression. Álvarez's (2021) study of 22 MLLs and their families found that translanguaging allows students to validate their identities and experiences. In these co-constructed projects MLL students made with their families, students could use their full language repertoire as an accepted form of communication within the classroom. An identity-affirming community is made by giving space for students to use their complete language resources, which allows MLLs to feel validated and seen.

Furthermore, translanguaging builds self-esteem by building confidence in MLLs (Flynn et al., 2021; Moses et al., 2021). Through a year-long study of three MLL preschoolers'

storytelling, Flynn et al. (2021) found that representing the use of the fluidity of multiple languages provided confidence in the students to tell stories. As educators presented examples of translanguaging, MLLs were empowered to participate in the classroom as their self-esteem improved (Flynn et al., 2021; García & Kleifgen, 2019). Through identity communities that celebrate multilingualism, validate students and their experiences, and build confidence, my research has shown that translanguaging promotes positive identity and self-esteem. By having a positive view of identity and raised self-esteem, MLLs are working on their social-emotional development, which results in another benefit of translanguaging in SEL programs.

Promoting Engagement and Peer Relationships

As MLLs build on their self-awareness and self-esteem through translanguaging spaces and opportunities, research has shown that translanguaging promotes engagement and peer relations (e.g., Song et al., 2022; Van Viegen & Zappa-Hollman, 2020). Creating a space for students to access their complete language resources can be challenging. However, a study done at two Multilingual universities in Canada by Van Viegen and Zappa-Hollman (2020) revealed that educators who use purposeful translanguaging strategies to engage help MLLs succeed.

Fundamentally, engagement does not simply have to apply to participating in academics. In a different case study with two MLL educators by Song et al. (2022), findings showed that both groups increased engagement with their peers in the 3rd-grade classroom with translanguaging checklists and a 9th-grade classroom with translating scaffolds for reading. We can even see the increase in motivation itself. In the study mentioned by Moses et al. (2021), integrating translanguaging support increases motivation and engagement. This motivation could be from the positive attitudes MLLs have toward translanguaging. In their quantitative study of 28 students,

Öztürk and Çubukçu (2022) found that even translanguaging was seen from a positive perspective by MLLs, regardless of the purpose translanguaging was applied.

A qualitative study of two three-year-olds engaging in child-led and adult-led translanguaging activities by Kirsch and Mortini (2023) found agency and ability to connect with peers of similar home language backgrounds. According to Poon (2021), student agency can be seen as students' ability to setting advantageous goals take action to achieve those goals, and reflect on and regulate their progress toward those goals. In other words, student agency can also be described as self-regulation or self-management, which would fall under the self-awareness category, which has been previously mentioned as something translanguaging produces (e.g., Kalan, 2022; Rajendram, 2023; Zheng & Drybrough, 2023). Kirsch and Morini (2023) argue that agency and peer relations are created with translanguaging. These findings show that translanguaging addresses three SEL framework components: self-management, responsible decision-making, and relationship skills (CASEL, 2024). Relationship skills are addressed by translanguaging through the positive peer relations portion of the findings.

Relationship skills are also built through translanguaging because it helps students to work together. According to Espinet and Chapman (2022), students used translanguaging as an integral part of their interaction with peers, especially in decision-making. In Rajendram's (2023) study of grade 5 students in Malaysia, students used translanguaging to build rapport and resolve conflicts. Through a positive outlook of translanguaging, increased motivation to participate, engagement in the classroom, collaboration, relationship developments, and agency translanguaging greatly benefit SEL programs (Moses et al., 2021; Song et al., 2022; Van Viegen & Zappa-Hollman, 2020).

Improving Academic Outcomes

As stated above, translanguaging engages students to help them succeed in their academic conquest (Van Viegen & Zappa-Hollman, 2020). Translanguaging improves academic outcomes for MLLs by increasing self-efficacy and deepening understanding of the text. Translanguaging promotes self-efficacy, which is connected to closing academic gaps with MLLs (Soland & Sandilos, 2021; Sandilos et al., 2020). Self-efficacy is “confidence in the ability to exert control over one's motivation, behavior, and social environment” (American Psychological Association, n.d.).

Looking at the definition of self-efficacy, it is important to remember that previously mentioned in the Engagement and Peer Relations portion of this paper, translanguaging has a strong correlation with motivation for MLLs (Moses et al., 2021; Öztürk & Çubukçu, 2022). In their study of 332 students starting in fifth grade during the 2024 school year and ending in eighth grade in 2018, Soland and Sandilos (2021) found that MLL's academic growth correlated to mathematics self-efficacy. This finding suggests that increasing MLLs' self-efficacy correlates with closing academic gaps. Findings also revealed that strength-based approaches, like translanguaging, to education were necessary to improve self-efficacy for MLLs across content. However, it is important to consider the proficiency level when working with each MLL individually, for their proficiency may impact their self-efficacy and academic achievement.

Additionally, the translanguaging role in this discovery plays out as it encourages motivation (Moses et al., 2021; Öztürk & Çubukçu, 2022). The connection between motivation and self-efficacy is within the definition, pairing with behavior and social environment. Self-efficacy can most likely be paired with the self-management, relationship skills, and responsible decision-making portions of CASEL's (2024) SEL framework. As translanguaging is found to

support more familiar components of the SEL framework, its benefits and contribution to SEL programs continue.

Indeed, translanguaging also deepens students' understanding of the text. One-way translanguaging deepens MLLs' understanding of the text by developing metalinguistic awareness, especially using cognates (Leonet & Saragueta, 2023; Zhang & Chan, 2022). According to a case study by García and Kleifgen (2019), translanguaging is seen as a tool to foster metalinguistic awareness and deepen understanding of the text. The authors list different strategies for text understanding through translanguaging, such as annotating in an MLL language of choice or providing an English and other text side by side (García & Kleifgen, 2019, pp. 9-10).

Metalinguistic awareness also includes vocabulary development (Leonet & Saragueta, 2023, p. 10). Using cognates is a common form of translanguaging vocabulary strategies within the classroom (Leonet & Saragueta, 2023; Zhang & Chan, 2022). Cognates are words of “similar meaning, spelling, and pronunciation” (Cognate List, 2015). In their 72 primary school MLLs study, Leonet and Saragueta (2023) found that translanguaging increased metalinguistic awareness, partly through cognates. Students in this study viewed cognate vocabulary strategies as being grounded. In their study of two English as a Foreign language educators at Xinjiang University, Zhang and Chan (2022) found that the translanguaging strategy that uses word cognates activated MLL's linguistic repertoires. Through the activation of repertoires to make connections with vocabulary, MLLs can better access SEL texts in SEL programs. An example of cognate use in an SEL lesson could be when MLLs find cognates of these emotions to match the other languages in their repertoire.

Translanguaging will also deepen the text's understanding by improving reading ability. Reading ability may consist of semantics, comprehension, fluency, and competency. A study at a South African university by Yafele (2021) shows translanguaging's impact on semantics and comprehension through the study's conclusion:

The study shows that there were significant comprehension gains because of the translanguaging approach because it increased semantic awareness of the academic text's language, understanding and academic reading success and it drew on their linguistic and cultural resources to become text participants, not just text decoders. (p. 418)

Examining different examples of educators' use of translanguaging, Wawire and Barnes-Story (2023) found that translanguaging supports fluency and competence in the languages being used. Both fluency and competence are components essential to reading ability, a finding supported by several studies (e.g., García & Kleifgens, 2019; Velasco & García, 2014; Yafele, 2021). Through a deepened metalinguistic awareness, increased comprehension, semantic awareness, and understanding of the academic text, translanguaging deepens MLLs' understanding of the text, which can help them succeed in SEL programs.

Applications and Challenges in the Classroom

As much as translanguaging has benefits, multiple challenges come with implementing this strategy in the classroom. Many of these challenges come from ideologies and experiences. For example, monolingual ideologies prohibit the implementation of translanguaging. One of those ideologies is viewing languages as separate constructs instead of a working linguistic team (García, 2020). This view affects MLLs because of the creation of a monolingual perspective of literacy. This perspective results in differing answers to essential questions for MLLs, such as

“What is the focus of reading education?” (García, 2020, p. 558). From a monolingual point of view, the answer to this question is “the monolingual text,” and from a translanguaging perspective, the answer is “the bilingual student” (García, 2020, p. 558).

Another monolingualistic ideology that challenges translanguaging in the classroom is the deficit perspective of culturally and linguistically diverse students (Álvarez, 2021; Barros et al., 2021; Lin, 2020). According to the study on MLLs and their families through a collaborative study previously mentioned in the section of the paper; ‘Promoting Positive Identity and Self-Esteem’, the introduction of the study claims that deficit perspectives for MLLs are positioning “families’ racial, socioeconomic, ethnic, and linguistic differences as problematic and at fault for academic achievement discrepancies” (Álvarez, 2021, p.106). A case study of research by Barros et al. (2021) found that educators needed to adjust their views on “language ‘appropriateness’” within the classroom (p. 251). This research also found that many educators are dedicated to these ideologies because of testing and accountability expectations.

Educators have a large impact on their students, for they are the ones to create the lessons and teach said lessons. In my research, I have found that educators draw mostly on their own disciplinary experiences to inform their instruction, which can be challenging for MLLs. This is a challenge for MLLs because educators rely on their own experiences instead of the diverse experiences of their students. In their comparative case study of educators and their MLLs SEL, Heineke and Vera (2022) found that cultural differences influenced students' social-emotional well-being. Educators have experiences like other students, but they cannot have the same cultural experience as every child and, therefore, cannot rely solely on their own experiences to conduct SEL lessons for MLLs.

Teacher Training and Integrating Translanguaging Strategies

Through educators' knowledge and the ideologies surrounding them that greatly impact instruction for MLLs, it is essential to have teacher preparation for working with MLLs in SEL programs. Multiple educators reported low self-efficacy in validating the culture and languages of their students (Cruz et al., 2020), as well as wanting education on how to meet MLL needs (Olds et al., 2021). According to a Culturally Responsive Teaching Self-Efficacy scale across preservice and practicing teachers by Cruz et al. (2020), the lowest scores were related to cultural knowledge relating to native language and cultural contributions to STEM areas. In their qualitative study of elementary educators and their MLL strategies, Olds et al. (2021) showed that “teachers want purposeful and relevant professional development to meet ELLs’ academic needs” (p. 24). The lack of formal preparation for educators to teach MLLs diverse needs causes a lack of preparation to teach MLLs in SEL programs (Heineke & Vera, 2022; Stairs-Davenport, 2023).

The different translanguaging strategies to be taught to educators include classroom environment enhancements, scaffolding, and other strategies (Dutton & Rushton, 2022; Heineke et al., 2022; Parra, 2023; Song, 2022; Zhang & Chan, 2022). An inclusive environment is one of the first steps to incorporating translanguaging strategies into the classroom. An inclusive classroom is a space where all learners are welcomed, celebrated, and given opportunities to succeed. A translanguaging space creates an inclusive environment for MLLs (Dutton & Rushton, 2022; Heineke et al., 2022; Rushton, 2022; Yafele, 2021; Zheng & DryBrough, 2023). Translanguaging scaffolding techniques can be used in any literary form of learning, from reading and vocabulary to writing (Parra, 2023; Song, 2022). An example could be using cognate words in vocabulary development or developing checklists with multiple languages (Leonet &

Sargueta, 2023; Song, 2022; Zhang & Chan, 2022). Almost any activity within the classroom can incorporate a translanguaging scaffold or a translanguaging activity; it is all about empowering and supporting MLLs.

Summary

Implementing translanguaging in educational settings substantially benefits Multilingual Language Learners (MLLs) regarding their social-emotional well-being. By enhancing self-awareness and self-expression, promoting positive identity and self-esteem, encouraging engagement and peer relationships, and improving academic outcomes, translanguaging is a powerful tool for fostering an inclusive and supportive learning environment. These benefits highlight the necessity of incorporating translanguaging into Social Emotional Learning (SEL) programs by providing a Culturally Responsive strategy that caters to the unique needs, experiences, and identities of MLLs.

I will use the benefits presented in this chapter to inform professional development for all educators. This professional development will occur over two days, helping educators understand the meaning of translanguaging and SEL and how they can be paired together. According to the application challenges found in my research, I noticed that multiple educators felt unprepared to work with the diverse needs and experiences of MLLs (Cruz et al., 2020; Heineke & Vera, 2022; Olds et al., 2021; Stairs-Davenport, 2023). The professional development described in the next chapter aims to give educators the knowledge they lack and help them view MLLs' extensive language repertoire as a tool for social-emotional development and academic success.

By understanding this research, professional development is proposed in chapter three below. This professional development addresses the application and challenges of translanguaging by introducing translanguaging for general education educators. By helping

educators become aware of what translanguaging is and the need for it in their SEL curriculum, deficit views of MLLs' language repertoire will be demolished, and the creation of inclusive classrooms will emerge, resulting in meeting the diverse need for MLLs' social-emotional well-being. The professional development described in chapter three will define translanguaging and SEL and provide activities to combine the two as a unit.

Chapter 3: Description of the Product and Tools

As discussed in Chapter 2, there is a need to update Social Emotional Learning (SEL) programs to address better the social and emotional well-being of Multilingual Learners (MLLs) (Castro-Olivo et al., 2022; Zaidi et al., 2021). Research has also revealed that prior knowledge and identity contribute to MLLs' social-emotional development (e.g., Álvarez, 2021; Castro-Olivo et al., 2022). Therefore, educators should be mindful of the need to value the identity, resources, and needs of MLLs. Translanguaging effectively highlights identity and prior knowledge (e.g., Vogel & García, 2019). To help educators integrate translanguaging skills into their classrooms, I propose professional development sessions for educators at Pine Brooke Elementary, which serves students in grades K-5. It is important to reach all the general classroom teachers because all educators are responsible for educating MLLs (The State Education Department, 2014). Below, I describe the agenda we will follow, how many days the professional development will be, and how I will split the activities between the two days. I will then describe the activities and why they are essential to this professional development session—closing with what educators can do after this session and why they should learn how to do it.

Agenda of Events

The professional development will take place in the school cafeteria, the same location as the Union meetings on Wednesday mornings. The reason this location was chosen is because it can accommodate all participants. The sessions will occur before school begins to avoid interfering with educators' personal lives. The sessions meeting will begin at 7:30 AM, allowing for 30-minute sessions and giving educators time to prep before school begins at 8:30 AM. The professional development will span two days, October 8th. 2024, and October 15th. 2024.

Spreading the sessions over two weeks will give educators time to process information and report findings from the call to action.

During these sessions, participants will be encouraged to be active listeners and learners. There will be PowerPoint slides to follow for each talking point and activity (Appendix A). These slides will include bullet points to help viewers stay engaged with the conversation, as well as explanations, definitions, and activity instructions. A 4:50-minute video will also be shown during day 2 session. After the professional development, educators will be mailed this presentation via email for reference, including contact information on one of the last slides. A handout (Appendix 3) will also be provided on day two, which educators can take with them. The participating educators will collaborate with peers in small and whole group discussions and activities that will highlight the definition of translanguaging and its connection to SEL. Participants will also read and write during activities to aid their learning. After completing the professional development, educators will be equipped to incorporate translanguaging into their classrooms to support the SEL of MLLs.

Activities

The format of this professional development was designed with the understanding that educators often lack adequate preparation to teach MLLs effectively (Stairs-Davenport, 2023). Therefore, the activities are set up to explain what translanguaging is and how we can use it in the classroom, especially with SEL. Each professional development day will begin with an “I can” statement to clarify objectives.

The first professional development day objective is “I can define translanguaging”. The introduction of translanguaging gradually allows educators to participate in an activity where they must use different forms of language to describe the different inside-out characters. *Inside*

Out characters from the Disney movie *Inside Out* represent emotions such as sadness, anger, etc. (Appendix B). The goal of this activity is to have educators consider their language repertoire. Language repertoire can be defined as “the set of skills and knowledge a person has of one or more languages, as well as their different varieties” (Linguistic Repertoire, n.d.). As they use their vast vocabulary or phrases or languages to describe the characters, they will begin to consider the amount of access they have to their language repertoires. To bring the focus back to MLLs, we will participate in a group discussion that will hit points on cultural differences between the representation of emotions, how this activity can be used for all ages, and how the use of language should be intentional. This will lead us to the PowerPoint slide with the definition of translanguaging, which connects the activity to MLLs. The closing activity for day one is a call to action where educators will be asked to return to their classrooms for a week and think about how translanguaging can be linked to SEL.

On day two, educators place their call-to-action ideas on anchor charts separated into three categories: Valuing identity, Valuing MLL resources, and Valuing MLL needs. This helps educators see how multilingual learners' identities, resources, and needs contribute to their social-emotional well-being. Next, educators will view an SEL video (https://youtu.be/ouXhi_CfBVg), where they will learn about the core competencies and settings of the SEL framework, helping them continue their understanding of connecting translanguaging to SEL. A discussion and a call to action follow the video. Educators are asked to apply what they have learned in their classrooms, not as a lesson but as an essential part of their classroom community. Small groups will brainstorm how to connect what was learned to daily activity and leave being able to follow the statement, “I can share 3 ideas on how to incorporate translanguaging into SEL”.

Summary

As educators leave this professional development, they will be able to define translanguaging and understand, along with examples, how to incorporate translanguaging within SEL into their daily classroom activities. Our current programs in SEL do not have MLL in mind. By using translanguaging in SEL, we highlight MLLs' identity, use of their resources, and ability to meet their needs. The better educators can connect translanguaging and SEL, the more prepared they will be to help MLLs be successful in their social, emotional, and academic development.

Chapter 4: Conclusion

One of the primary advantages of translanguaging is its ability to create spaces where students can see their diverse identities reflected in the classroom. This approach not only strengthens students' self-awareness but also provides them with a voice to express their unique identities, fostering a sense of belonging and confidence within the classroom (Blomberg & Karastic, 2012; Heineke et al., 2022; Kalan, 2022; Zheng & Drybrough, 2023). Self-awareness, voice, sense of belonging, and confidence contribute to MLLs' emotional well-being. By seeing a reflection of their identities as strengths and celebrations in the classroom, they will begin to see where they fit in SEL programs and have the confidence to share their diverse identities and experiences (Álvarez, 2021; Flynn et al., 2021; Moses et al., 2021; Parra, 2023).

Self-expression opportunities and confidence also contribute to an identity-affirming classroom. Inclusive classrooms that affirm identity are essential parts of classrooms as they work with diverse populations (Álvarez, 2021; Blomberg & Karastic, 2012; Dutton & Rushton, 2021; Espinet & Chapman-Santiago, 2022; Flynn et al., 2021; Heineke et al., 2022; Kalan, 2022; Moses et al., 2021; Parra, 2023; Zheng & Drybrough, 2023). Furthermore, translanguaging supports self-regulation and self-efficacy, enabling students to make decisions about their language use (Espinete & Chapman-Santiago, 2022; Moses et al., 2021; Öztürk & Çubukçu, 2022; Sandilos et al., 2020; Soland & Sandilos, 2021; Zheng & Drybrough, 2023).

These skills development is crucial for navigating complex academic and social contexts, as it empowers MLLs to leverage their linguistic repertoire effectively. By promoting self-regulation and self-efficacy, translanguaging improves academic outcomes while contributing to a key component of the SEL framework: self-management. When educators use translanguaging

within SEL programs, they will aid in developing these skills for MLLs while making the base SEL curriculum accessible.

With an accessible curriculum, translanguaging encourages engagement and peer relations (Moses et al., 2021; Song et al., 2022; Van Viegen & Zappa-Hollman, 2020). MLLs gain a sense of agency as they navigate their unitary linguistic repertoire and become motivated to with their resources (Kirsch & Mortini, 2023; Öztürk & Çubukçu, 2022; Poon, 2021). As their peers (monolingual and MLL) see their translanguaging as a tool, there is increased communication and cooperation. However, applying translanguaging is not without challenges. Educators must navigate existing ideologies and experiences that may hinder the successful integration of translanguaging practices. To overcome these obstacles, teacher training and familiarity with diverse translanguaging strategies are essential.

Implications for Learning and Teaching

Translanguaging is a part of a Culturally Responsive pedagogy. To properly implement this strategy, educators need to focus on the needs and experiences of their MLLs. Most educators feel unprepared to work with MLLs and their diverse needs (Cruz et al., 2020; Heineke & Vera, 2022; Olds et al., 2021; Stairs-Davenport, 2023). In Chapter 3, I proposed a two-day professional development to improve the knowledge, perspective, and understanding of all educators working with MLLs. After this professional development, educators will feel more prepared to use translanguaging, develop a positive perspective of language repertoires, and become prepared to apply them in SEL programs. When educators are more aware of their MLLs' needs and know how to incorporate the strategy, MLL's social-emotional development will improve.

Recommendations for Future Research

As educators and researchers continue to explore the intersection of translanguaging and SEL, further investigation into specific translanguaging strategies and their impact on different linguistic and cultural contexts will be vital. Additionally, examining the long-term effects of translanguaging on MLLs' academic and social-emotional trajectories can provide valuable insights into the sustained benefits of this approach. By expanding the scope of research and practice, the educational community can better support MLLs and contribute to a more inclusive and equitable educational community. From my conclusions, translanguaging can be used in SEL programs to create Culturally Responsive programs that will benefit the social-emotional development of MLLs.

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Appendix A

Canva Presentation

https://www.canva.com/design/DAGMee9Zz_o/us4bh4DplzWnyLT2bsidbA/edit?utm_content=DAGMee9Zz_o&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix B

Inside Out Character Reference Sheets



JOY



DISGUST



SADNESS



ANGER

FEAR



ENVY



EMBARRASSMENT



ANXIETY



BOREDOM

NOSTALGIA

Appendix C

Professional Development Summary Handout

Thank you for participating in our professional development for Translanguaging in Social Emotional Learning (SEL)!

Here are some key takeaways and tips as you take your call to action by implementing translanguaging into your SEL programs.

What is translanguaging?

“Translanguaging is the ability to move fluidly between languages and a pedagogical approach to teaching in which teachers support this ability” (Najjarro, 2023).

Translanguaging in a snap!

- Translation tools and opportunities
- Opportunities to switch between languages for understanding or sharing
- Translanguaging spaces (Where Multilingual Learners know they can use all their languages)

Why do we need to know this?

- Multilingual learners' diverse social-emotional needs are not met within the classroom. With translanguaging in SEL programs, general educators can change this!

For more information

- Please visit the presentation slides through the QR code
- *Contact me at:*
 - o Work Phone: (585) 123-4567
 - o Email: FabTeacher@email.com

