

Implementing Translanguaging Strategies

Part III of *Translanguaging and Multilingual Identity in the Language Classroom*
October 23, 2026



Overview

→ Part I

- ◆ Who are our multilingual students?
- ◆ Who are we as multilingual teachers?
- ◆ What is translanguaging? How does it appear in our classes?

→ Part II

- ◆ What is the literature currently saying?
- ◆ What might translanguaging look like as a pedagogical practice?
- ◆ How have some teachers implemented it successfully?



What is translanguaging?

"Deployment of speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages"

(Otheguy, García, and Reid, 2015)

"The fluid integration of different modes of communication (speaking, listening, reading, writing, gesturing, etc.) and features (lexical, syntactic, phonological, semantic, etc.) of two or more languages in order to transmit and make meaning"

(Adolfini & Astruc, 2017; in Back, 2025)



In the past few weeks:

- Have you noticed any more patterns around how translanguaging and multilingual identity appear in your classes?



In the past few weeks:

- Have you intentionally incorporated translanguaging and/or “strategic L1 use” into your teaching?
- If you have tried out or adapted an activity to incorporate translanguaging as a learning strategy, please share it. What worked? What didn't?



Adapting

- Think of an in-class activity you did recently, or plan to do soon.
 - ◆ At what stage(s) of the activity can you incorporate opportunities for students' other languages to support their learning?



Adapting

- Try out this describing activity for high-beginner ESL learners.
 - ◆ What opportunities do you see for incorporating students' full linguistic repertoires?



For the future:

- ➔ With your group, write 1-2 guiding principles for intentional incorporation of students' full linguistic repertoires in their language learning.

"During unstructured planning time, help students feel welcome to use all languages they know."



Next steps

ACTFL's "90% target language" guideline

Strategic translanguageing in the language classroom can:

- Improve oral skills (Shen & Yüzlü, 2026)
- Deepen conceptual understanding by accessing all prior knowledge (Cenoz & Gorter, 2022)
- Develop plurilingual/pluricultural competence (Galante, 2022)
- Encourage collaboration (Zhang et al., 2020; in Back, 2025)
- Enrich sense of self
- Increase participation (Elsherbiny, 2025)



References

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Yu, Q. & Back, M. (n.d.). Spring 2026 Teachers and Researchers in Dialogue Tensions and Trade Offs: Thoughtful Decision-Making About Translinguaging. Retrieved https://www.thelanguageeducator.org/actfl/library/item/spring_2026/4338642/

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Zhang, Q., Osborne, C., Shao, L., & Lin, M. (2022). A translinguaging perspective on medium of instruction in the CFL classroom. *Journal of Multilingual and Multicultural Development*, 43(5), 359–372. <https://doi.org/10.1080/01434632.2020.1737089>



More Resources

From María Eugenia Lozano:

María Hinojosa (ejemplo de [code-switching](#)). @ minute 23:00. Hinojosa habla en español, luego cambia al inglés y luego vuelve al español. (*"Hinojosa speaks Spanish, later changes to English and later returns to Spanish."*)

Michelle Rodríguez (ejemplo de [translanguaging](#)), donde ella (y el entrevistador también) mezcla de forma fluida las dos lenguas usando fenómenos como simplificación, calcos, préstamos y alternancia de códigos también. (*"Rodríguez...fluidly mixes the two languages using phenomena like simplification, calques, loanwords, and code-switching as well."*)



More Resources

Shared by Reyes Llopis-García

A recent publication: [Translanguaging in Classroom Discourse](#) by Kevin W. H. Tai

Another: [Translanguaging in English Language Classrooms: A Guide for Teachers](#) by Jason Anderson and Suyog Dixit



More Resources

CUNY-NYSIEB

<https://www.cuny-nysieb.org/>

CUNY-NYS Initiative on Emergent Bilinguals