

Translanguaging and multilingual identity in the language classroom (Part II)



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About me

- Professor, World Languages Education
- Teach WL Methods (Secondary and Elementary), Educational Linguistics
 - Previously taught Spanish (1st grade to adults) and Portuguese for Spanish speakers (university)
- Faculty director: Cusco program
- Former ACTFL Board Member
- Speak Spanish, Portuguese, Quechua, and French (those last two are at definitely novice high/intermediate low!)



Opening think-pair-share

Report out on your noticings about translanguageing in your classroom, guided by the following prompt questions from last session:

- Who is translanguageing?
- When does it happen?
- Why does it happen?
- What are teachers and students working on when it occurs?
- Is the translanguageing planned or spontaneous?
- What effects does it seem to have on learning, participation, or identity?

Recent research on translanguaging in WL settings (2024-2026)

Key findings:

Translanguaging seen as a scaffold for participation, meaning negotiation, pragmatic/metalinguistic awareness, multimodal composition, identity affirmation, and critical cultural learning...

...BUT not yet established as causally superior versus target-language-only instruction.

The field is moving beyond a simple “L1 permitted versus target-language only” binary. Recent work examines:

- Who controls language choice
- How translanguaging interacts with culturally sustaining/decolonial pedagogy
- When target-language boundaries remain instructionally useful

Emerging 2026 directions (spoiler alert, it's AI)

AI is becoming a major conceptual extension of translanguageing.

Recent work also looks at how multimodality and AI alter the language repertoires available to learners.

Things to think about for WL education:

How can teachers design tasks in which learners compare, contest, and reshape multilingual/AI outputs while retaining authorship and developing target-language form awareness?

The risk is that “translanguageing” becomes a label for any multilingual tool use without specifying agency, learning mechanisms, or power relations.

Discussion question: Do you use GenAI in your classrooms? What do you feel is the relationship between GenAI and translanguageing? Does GenAI have a place in the discussion on translanguageing?

Research gaps

The largest research needs are:

- Studies in languages other than Spanish and Mandarin/Chinese.
- Observational and intervention research in secondary WL classrooms.
- Longitudinal designs that measure both target-language development and equity/identity outcomes.
- Explicit differentiation among teacher-planned translanguaging, learner-initiated repertoire use, code-switching, translation, and multimodal/AI mediation.
- Assessment research that tests validity, fairness, and construct representation—not only learner acceptance.
- Teacher-education studies linking changed beliefs to subsequent classroom enactment.
- Research on how translanguaging interacts with program models designed to protect minoritized target languages, where unrestricted majority-language use may reproduce rather than disrupt hierarchy.

Discussion of Elsherbiny (2025)

1. Why did Hossam Elsherbiny feel that maximum target language use wasn't working in his classroom?
2. What are some of the benefits of translanguaging or “strategic L1 use”?
3. What are some important caveats to remember when using the L1 in the classroom?

Group work

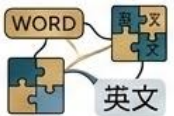
In groups or individually, pick one of Elsherbiny's strategies:



1 | Concept comparison



2 | Audiovisual translation



3 | Building vocabulary through language connections



4 | Complex discussion strategies

Develop an activity using one of these strategies.

Pre-flection

What challenges do you anticipate when implementing this activity?

How will you address them?

Final questions, concerns...

Coming up for Session III (October 23): Reflections

1. What did we learn from implementing translanguaging pedagogy in our classrooms?
2. How might we integrate these practices into your curricula in a more holistic, sustained way in the future?

Further reading on translanguaging

Available at

<https://docs.google.com/document/d/1TZTKW0F55IZG0yEJYCKGTg4UFkSZBuWmHUTmtci10Pg/edit?usp=sharing>

Or at the QR code!

