

**Translanguaging & Teaching:  
Opportunities for Teaching Candidates  
to Connect Theory to Practice**

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**EXCELLENCE IN EDUCATION AND COMMUNITY CONFERENCE 2026**

- TRANSLANGUAGING AS A PRACTICE
- PURPOSE OF PRESENTATION
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- STEP BEFORE THE TRANSLANGUAGING ACTIVITY
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- FOR DISCUSSION
- QUESTIONS

## PRESENTATION OUTLINE

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TRANSLANGUAGING SHIFTS THE FOCUS FROM THE USE OF LANGUAGES AS DISTINCT ENTITIES...

**CODESWITCHING:**

{ENGLISH} / {SPANISH}

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**TRANSLANGUAGING:**

{ENGLISH & SPANISH}

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TO THE NATURAL WAYS BILINGUALS USE THEIR LANGUAGE REPERTOIRES TO COMMUNICATE.

# PURPOSE OF PRESENTATION

The use of translanguaging in the classroom is considered an equity-based pedagogical approach because it leverages the full linguistic repertoire of bilingual children in content-area teaching.

Although teacher candidates learn about translanguaging theories in their teacher education programs, they do not necessarily always have opportunities to enact these practices during the fieldwork experiences they have during their first semesters in which they are expected to observe classroom teaching practices.

This presentation discusses a **fieldwork assignment** in which incoming teaching candidates choose and try out a translanguaging strategy with a multilingual child based on what they have observed about this child's language use and development.

# TRANSLANGUAGING AS A PEDAGOGY

## WAWIRE & BARNES-STORY (2022) TRANSLANGUAGING FOR MULTILINGUAL DEVELOPMENT

While natural translanguaging is an act utilized by students to communicate, official translanguaging pedagogy entails **planned actions** set up by the teacher (p. 175).

Translanguaging as a teaching practice encompasses intentionally changing **language input** and **language output** (p. 175).

Translanguaging pedagogies that are **strategic** and **intentional** in using one language to reinforce the other tend to improve students' **multilingual capabilities** and **build their biliteracy skills**(p. 178).

Hamman, et al. (2018)  
**A PEDAGOGY OF TRANSLANGUAGING**

**3 GUIDING PRINCIPLES**

**Principle 1:**

Translanguaging pedagogies should be **purposefully designed** and **implemented**.

**Principle 2:**

Translanguaging pedagogies should promote **interaction** and **inclusion**, drawing upon what students know **individually** and **collectively**.

**Principle 3:**

Translanguaging pedagogies should enrich learning **across all of the languages** in a **student's repertoire**.

SONG ET AL. (2022)

## Translanguaging as a Strategy for Supporting Multilingual Learners' Social Emotional Learning

Walny also invited his students' families to become involved in their children's education by sending home letters about what students are learning. Walny wrote the letter in English, Spanish, and Haitian Creole ... The letter not only aims to inform families of the school curriculum, but also to encourage them to discuss the lesson topics with their children in their L1s, **based on the guided questions** included in the letter.

This means that the letter generated a chance for the students and their families to discuss lesson topics in their L1s, which increases not only these students' classroom participation, but also their **self-confidence and self-awareness about their L1s** and literary work in the languages.

# STEPS BEFORE THE ACTIVITY

- GIVING BILINGUALISM A NAME: BAÑUELOS & BAÑES, 2022 BEING BILINGUAL IS COOL ARTICLE
- FIELDWORK OBSERVATIONS OF MULTILINGUAL CHILD'S LANGUAGE PROFICIENCIES & MODALITIES

# BAÑUELOS & BANES (2022)

## Being Bilingual is Cool

### THREE PHASES OF BILINGUAL IDENTITY PROJECT

#### PHASE 3: CONNECT TO COMMUNITY & BEYOND

Maestra Flores invited three guests to discuss their bilingual experiences with the class. [She] introduced a service-learning project [where] ...her students created posters to raise awareness of what it means to be bilingual (p. 136).

#### PHASE 2: CONNECT TO LITERATURE & MUSIC

[Maestra Flores] a three-day lesson with a read-aloud and discussion of bilingual children's literature and music... [Then] students were given a template titled / *Am Bilingual/Yo Soy Bilingüe* to write and/or draw something they can do because they are bilingual. (p. 136).

#### PHASE 1: CONNECT TO SELF & FAMILY

[Maestra Flores] asked students to color representations of their languages on a body outline, using the body as a metaphor to prompt students' self-reflection on uses of and feelings about their languages in their everyday lives (p. 135).

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In **Phase 1**, most students understood that they used two languages and that they did not interact in exactly the same ways in each language, but they did not realize that this ability has a name or that it represents a special skill (p. 138).

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By the end of **Phase 2**, ... 21 students were able to correctly define the term bilingual, describing it as 'talking two languages' or 'hablar en español y inglés' (speak in Spanish and English) (p. 138).

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In **Phase 3**,... all 25 students correctly defined the term bilingual *and* self-identified as bilingual. When asked, 'How do you know you are bilingual?', 11 students provided definitions that went beyond restating the definition to include other elements, such as connecting to other people or expressing what they do with their bilingualism (p. 139).

# BICS versus CALP

CUMMINS(1979)

## Basic Interpersonal Communication Skills

These are the "surface" skills of listening and speaking which are typically acquired quickly by many students

**LISTENING & SPEAKING**

## Cognitive Academic Language Proficiency

the basis for a child's ability to cope with the academic demands placed upon her in the various subjects

**READING & WRITING**

Acquired in 1-3 years

Acquired in 5-7 years

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	<p>The student</p> <ul style="list-style-type: none"> <li>• Has minimal comprehension.</li> <li>• Does not verbalize.</li> <li>• Nods "Yes" and "No."</li> <li>• Draws and points.</li> </ul>	0–6 months	<ul style="list-style-type: none"> <li>• Show me ...</li> <li>• Circle the ...</li> <li>• Where is ...?</li> <li>• Who has ...?</li> </ul>
Early Production	<p>The student</p> <ul style="list-style-type: none"> <li>• Has limited comprehension</li> <li>• Produces one- or two-word responses.</li> <li>• Uses key words and familiar phrases.</li> <li>• Uses present-tense verbs.</li> </ul>	6 months–1 year	<ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Who ...?</li> <li>• What ...?</li> <li>• How many ...?</li> </ul>
Speech Emergence	<p>The student</p> <ul style="list-style-type: none"> <li>• Has good comprehension.</li> <li>• Can produce simple sentences.</li> <li>• Makes grammar and pronunciation errors.</li> <li>• Frequently misunderstands jokes.</li> </ul>	1–3 years	<ul style="list-style-type: none"> <li>• Why ...?</li> <li>• How ...?</li> <li>• Explain ...</li> <li>• Questions requiring phrase or short-sentence answers</li> </ul>
Intermediate Fluency	<p>The student</p> <ul style="list-style-type: none"> <li>• Has excellent comprehension.</li> <li>• Makes few grammatical errors.</li> </ul>	3–5 years	<ul style="list-style-type: none"> <li>• What would happen if ...?</li> <li>• Why do you think ...?</li> <li>• Questions requiring more than a sentence response</li> </ul>
Advanced Fluency	<p>The student has a near-native level of speech.</p>	5–7 years	<ul style="list-style-type: none"> <li>• Decide if ...</li> <li>• Retell ...</li> </ul>

## KRASHEN & TERRELL (1983)

READING / WRITING / ACADEMIC LANGUAGE

### STAGES OF SECOND LANGUAGE ACQUISITION

# What is the SOLOM-R?

SOLOM-R stands for **Student Oral Language Observation Matrix-Revised**.

It was developed as a way to quickly assess the listening and speaking modalities of students learning a new language.

It can be used throughout the year to track a student's listening and speaking progress in their new language.

A student can receive a score ranging between 5 (beginner) to 25 (proficient) on the rubric.

# SOLOM-R

## Student Oral Language Observation Matrix - Revised (SOLOM-R)

To what extent does the child comprehend a conversation?

**Comprehension**

1  
Can understand simple words and phrases when spoken slowly accompanied with visual support or gestures.

2  
Can comprehend simple speech when spoken slowly and with frequent repetitions.

3  
Can understand most of what is said at slower-than-normal speed with repetitions.

4  
Can understand nearly everything at normal speed, although occasional repetition may be necessary.

5  
Can understand even rapid speech similar to other proficient speakers.

**Fluency**

1  
Can produce simple words and phrases to convey meaning, but halting, fragmentary speech can make conversation difficult.

2  
Can express self in simple interactions, but usually hesitant and often forced into silence by language limitations.

3  
Can express self, but with frequent pauses to search for the correct manner of expression.

4  
Can express self with general fluency, with occasional pauses to search for the correct manner of expression.

5  
Can express self fluently and effortlessly similar to other proficient speakers.

**Vocabulary**

1  
Can use a few words and phrases, but vocabulary knowledge not yet sufficient to express self beyond very basic messages.

2  
Can use small but growing vocabulary, but large gaps in vocabulary knowledge and frequent misuse of words make it quite difficult to express intended meanings.

3  
Can use increasing range of vocabulary, but gaps in vocabulary knowledge and frequent misuse of words make it somewhat difficult to express intended meanings.

4  
Can use extensive vocabulary, but gaps in less familiar domains and occasional misuse of words may require need to rephrase to fully express intended meanings.

5  
Can use extensive vocabulary and idioms similar to other proficient speakers.

**Pronunciation**

1  
Can say a few words and phrases, but severe pronunciation challenges makes speech very difficult for others to understand.

2  
Can express self, but pronunciation challenges necessitate strong concentration on the part of the listeners and frequently leads to misunderstandings.

3  
Can express self, but pronunciation challenges necessitate some concentration on the part of the listeners and occasionally leads to misunderstandings.

4  
Can express self with good pronunciation that seldom leads to misunderstandings, though listeners may detect a non-standard accent and occasional intonation pattern differences.

5  
Can express self with pronunciation and intonation similar to other proficient speakers.

**Grammar**

1  
Can say a few words and phrases, but errors in grammar and word order make speech very difficult for others to understand.

2  
Can express self using simple patterns, but frequent errors in grammar and word-order in longer utterances frequently obscure intended meanings.

3  
Can express self using longer utterances, though errors of grammar and word order may occasionally obscure intended meanings.

4  
Can express self well with only occasional grammatical and/or word-order errors that do not obscure intended meanings.

5  
Can express self with grammatical usage and word order similar to other proficient speakers.

Based on your observation of the student, circle the block in each category that best describes the student's abilities. Add the scores to determine the student's level.

SOLOM-R Levels: Level I, Score 5–11 = Beginning; Level II, Score 12–18 = Intermediate; Level III, Score 19–24 = Advanced; Level IV, Score 25 = Proficient.

To what extent does the child's speech flow without extended pauses?

To what extent does the child proficiently use advanced vocabulary and idiomatic expressions?

To what extent is the child's accent and word pronunciation like that of a proficient speaker?

To what extent does the child's speech adhere to proficient use of grammar and word order?

# FIELDWORK OBSERVATIONS



DOCUMENT 1:

[https://docs.google.com/document/d/1wxdp\\_Ny3hqGxgUNq7EvjPB5SQhCXcLXtQTqEt9nborM/edit?usp=sharing](https://docs.google.com/document/d/1wxdp_Ny3hqGxgUNq7EvjPB5SQhCXcLXtQTqEt9nborM/edit?usp=sharing)

# TRANSLANGUAGING ACTIVITY & REFLECTION



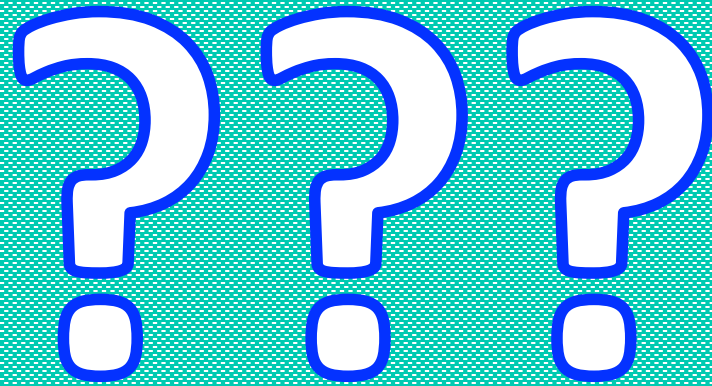
DOCUMENT 2:

<https://docs.google.com/document/d/1Tmw03Shaiba1YBnXLQ8U-3wIE5BrJX8R9-QwPOo9kgl/edit?usp=sharing>

# FOR DISCUSSION

Are there any ways that you use or would consider using translanguaging in your classrooms?

# QUESTIONS



# CITED SOURCES & RESOURCES



PLEASE REFER TO DOCUMENT 3:  
[https://docs.google.com/document/d/  
1vjP6sZUT2kJ2CUlejeFoHDr-  
8T6lBArsmPeT2D6pR3E/edit?usp=shari  
ng](https://docs.google.com/document/d/1vjP6sZUT2kJ2CUlejeFoHDr-8T6lBArsmPeT2D6pR3E/edit?usp=sharing)

**THANK YOU!!!!!!!!!!**

