



SECOND EDITION

# The Translanguaging Classroom

Leveraging Student  
Bilingualism for Learning

Kate Seltzer  
Susana Ibarra Johnson  
Ofelia García

Foreword by Guadalupe Valdés  
Afterword by Nelson Flores



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# The Translanguaging Classroom

## Leveraging Student Bilingualism for Learning

Second Edition

by

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by Kate Seltzer, Ph.D., Susana Ibarra Johnson, Ph.D., and Ofelia Garcia, Ph.D.



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# Foreword

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When I wrote the foreword for the first edition of this book in 2017, the fall quarter had just begun at Stanford University and I had met the students enrolled in my course, Issues in the Study of Bilingualism, for the first time. The students were eager and interested, and many were clearly dedicated to making a difference as researchers and current and future teachers. In sharing their reasons for enrolling in the class, several students communicated a sense of urgency. They wanted to identify best practices for designing educational programs that would successfully teach science, math, reading, and writing to English language learners. They were eager to help immigrant-origin students to close what appeared to be an ever-widening achievement gap. There was little optimism expressed about schools' ability to make a difference in students' lives and much concern about whether immigrant-origin children could actually be educated in U.S. schools as currently configured.

After introductions, I began my brief lecture by talking about the shifts taking place in the field of bilingualism, about changing epistemologies, and about the excitement of moving forward by questioning the body of knowledge and the thinking that had informed us since *Languages in Contact* (Weinrich, 1953). From the questions my students asked, it was clear they had not yet heard about the *disinvention of languages* (Makoni & Pennycook, 2007), the *multilingual turn* (May, 2013), or *super-diversity* (Vertovec, 2007), and certainly not about *translanguaging* (Canagarajah, 2011, 2013; Creese & Blackledge, 2010; García, 2009, 2011a, 2011b, 2012, 2013, 2014; García & Wei, 2014; Wei, 2010, 2013). Most had heard about code-switching and disapproved of its use, some described their own language use as Spanglish or Chinglish, and the majority of the class fully subscribed to a narrow definition of bilingualism in which bilinguals are seen as two monolinguals in one person. It was clear that there was much work to be done if I wanted to move them gently from their unexamined deficit views about the flaws that they believed characterize immigrant youngsters' language(s) to embracing the richness of their present and future multicompetence. I knew, moreover, that it would be even more difficult to persuade these students that an intense focus on the teaching of bits and pieces of English and the exclusion of their home language in all intellectual activities would not benefit their students in developing their very fine minds.

As was the case every year that I taught that class, I required students to read both foundational works as well as the new literature (about translanguaging, plurilingualism, metrolingualism, and transidiomatic practices). They read about language ideologies, language variation, societal versus individual bilingualism, and the fuzzy boundaries of "named" languages. As a class, we engaged in extensive discussions of language and identity, multilingualism, multiculturalism, and new linguistic landscapes, and we argued about the types of instructional arrangements that might sustain and support bilingualism across generations. I hoped that the students would learn a great deal and possibly begin to question many strongly rooted beliefs and perspectives.

I was painfully aware, nevertheless—and I still am—that carefully selected readings will not change students' everyday teaching. If they are to link these new perspectives on bilingualism to a transformative practice that builds on what we now know about bilingualism, they will need to go beyond the existing theoretical and research literature. They will need to read and carefully study very different works, works that begin with theory and then invite teachers to explore new ways of thinking about language and new approaches in using "named" languages in classrooms to transform their practice. Ideally, such books will describe (1) how new theories can be instituted in everyday classrooms with students who are multicompetent, (2) how youngsters' needs can be identified, and (3) how particular pedagogies can respond to different students' characteristics and strengths. Such books will also provide details about designing classroom practices that meet these different needs and

about the types of pedagogies that can develop youngsters' subject matter knowledge and their linguistic repertoires.

The process of translating theory to pedagogical practice is a difficult one. Teachers cannot imagine what they have not seen. Once they are socialized into their disciplines, professional identities, and accompanying language ideologies, they cannot change their practice unless they have a solid understanding of the alternatives. Teachers may agree that established approaches have been ineffective. However, moving from that conclusion to an actionable understanding of what to do and how to do it requires detailed descriptions of what steps to take, as well as models of practice accompanied by commentaries relating particular pedagogies to their broader personal beliefs and their views on children's languages and abilities, curricular demands, policy expectations, and assessment challenges.

*The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* in both its first and the second edition provides precisely this important link between new theoretical perspectives on bilingualism and actual classroom practice. It is an important book that has and will continue to significantly shift and problematize our current approaches to teaching immigrant-origin students in the years to come. I continue to believe, moreover, that, because of this book, how researchers and educators view the use and role of language in the education of *all* children, especially language-minority children, will change dramatically as the ideas and practices presented here are discussed, debated, and implemented. At a time when we are engaged in a national conversation about race, inequality, poverty, opportunity, and immigration, this book brings us a groundbreaking and daring pedagogical vision. It invites us to re-examine and change the common-sense everyday classroom practices that we, as teachers and researchers, have used or recommended for (1) the teaching of content and language to immigrant-origin children in regular *and* bilingual education programs, and (2) the teaching of monolingual-English-speaking children who hope to acquire a language other than English (LOTE) in two-way, dual-language bilingual programs.

I purposefully refer to the book as presenting a view that is both groundbreaking and daring. I chose *groundbreaking* because the conceptualizations of language that underlie the pedagogical practices proposed here will be both new and unprecedented for many educators. I chose *daring* because the views and perspectives on linguistic multicompetence that inform the proposed approaches to instruction directly challenge established orthodoxies about bilingualism, bilingual children, and the use of two languages in education.

The translanguaging pedagogy described in detail in the text builds directly on García & Wei's (2014) book-length work on translanguaging and its role in education, which defines translanguaging as "an approach to the use of language, bilingualism, and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems, as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages" (p. 2). In this book the authors describe translanguaging as "a way of *thinking about* and *acting on* the language practices of bilingual people." They then present a step-by-step guide for a pedagogy that builds on bilingualism itself—in all of its richness and complexity—and that invites teachers to see dual-language competency as a repertoire of diverse and complex language practices that can be used and developed in multiple ways in everyday classrooms.

*Thinking* and *acting differently* about the language practices of bilingual people is fundamental to bringing about change. And change is imperative! Immigrant-origin children in particular are facing increasingly difficult challenges. For a number of years, those of us who work on the education of these children have continually looked for ways to call attention to the challenges facing youngsters variously classified as English language learners (ELLs) (Linguanti & Cook, 2013) as they struggle to "learn" English at the same time that they are learning challenging content. We have tried, for example, to describe ELL ghettos to those who, because they do not work in schools, imagine that "teaching" English is a straightforward, race-neutral, apolitical activity. We have also struggled to describe the disappointed faces of students who thought they would have the opportunity to learn, to excel, and to compete academically and their discouragement at being limited to meaningless drills on bits and pieces of language for hours at a time. Unfortunately, as many who spend time in classrooms with ELLs know too well, in many classes and in many schools, there is no



access to age-appropriate subject matter content for students classified as ELLs, only hours of worksheets and activities that keep them both busy and quiet. They are tested endlessly, and their progress is evaluated narrowly.

This book challenges the status quo and the well-meaning pedagogies that provide few challenges for pobrecito students. It assumes that students arrive with valuable linguistic capabilities that can be leveraged to develop their fine minds and to further expand their academic and personal competencies by using their full existing language repertoires at all times. It rejects deficit perspectives and approaches to teaching bilingual students, whether emergent or established, and insists on recognizing that their multiple ways of being and speaking are an essential part of their cultural ways of knowing.

In very important ways, *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* is by far the most compelling example proposed to date of a *culturally sustaining pedagogy* as defined by Paris (2012, p. 95):

The term *culturally sustaining* requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence. Culturally sustaining pedagogy, then, has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers. That is, culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling.

As Paris (2012) argues, our search for asset or resource pedagogies, that is, for pedagogies that resist deficit perspectives and seek to honor, explore, and build on the cultures and experiences of minoritized students, has been a long and challenging one. All of us, including scholars deeply committed to equity, have found it difficult to convince others to question the deeply embedded notion that students' heritage and community practices are incompatible with opportunity and academic excellence. Too often, proposed pedagogies for cultural responsiveness or relevance have not necessarily invited students to value what they bring or to proudly continue to use features of their full linguistic repertoires in both formal and informal oral and written production for a variety of purposes in and out of school.

This book is different. It explicitly takes the position that past scholarship on language has misunderstood the nature of bilingualism and bilingual practices. It insists that students be invited to foster, maintain, and develop their complex repertoires. It invites teachers to reject static views of Language A versus Language B kept separate and pristine. It urges them to engage thoughtfully and joyfully with the richness of multicompetence in children's lives.

Educators and researchers will learn much from this timely and significant book and from the implementation of the *linguistically sustaining pedagogies* presented here. As these pedagogies are implemented, I am confident that the field will engage in challenging and important conversations and debates about the theories and ideologies that are uniquely presented and problematized in this volume. As my class at Stanford made enormously evident, our understanding of "bilingualism" has shifted in important ways. We now know more, and we now question many established views that had prevented us from seeing the complexity and potential of linguistic flexibility and range. In the case of my students, most of whom are deeply committed to social justice, making a difference in students' lives across their professional careers will require their constant examination and problematization of both established and current theories. It will also require, as Paris (2012) suggested, a clear change in *stance*, *terminology*, and *practice*. How we think, how we talk, and how we act matters. I applaud the authors for providing us with a guide for moving forward and sincerely thank them for their deep commitment to the complex, multicompetent voices of the children of the world.

Guadalupe Valdés  
Palo Alto, California

# Preface

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## A NOTE ABOUT THIS SECOND EDITION

The second edition of *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* includes several changes that are important to note. When we wrote the first edition, Kate had just left her position as a classroom teacher and was starting her doctoral work with Ofelia as her advisor. Susana was working with WIDA as an Associate Researcher and was also a doctoral student. Ofelia was a Professor at the CUNY Graduate Center. We became a collaborative trio as we discussed what teachers needed to understand about translanguaging if they were to change practices and transform language education, and so this book became reality.

In the almost 10 years that have elapsed since we started preparing the first edition, Kate and Susana have become accomplished scholars on their own, working with their own students and numerous other scholars. Ofelia has retired. Thus, it was important for us to change the order of authorship. While Ofelia continues her seminal work on translanguaging in other ways, it is Kate and Susana who are moving it forward with teachers and in the classrooms where they continue to work. The author order in this second edition ensures that the work is projected into the future.

Over the years, we have received feedback from many educators working with the first edition of *The Translanguaging Classroom*. We listened, and have made changes that reflect what we've heard. We have removed parts of the first edition that were not as useful to educators or that they found confusing. We also have included new content and connections in sidebars within the chapters, which we hope will serve as helpful resources. In addition, given the availability of multimedia and other work on the Internet, this edition has a companion website, where more resources can be found and accessed. Lastly, and perhaps most importantly, we have included throughout the book testimonials from the educators whose feedback has shaped this second edition; we hope their voices resonate with you as much as they have with us.

In the years since we started working on the first edition of this book, much critical language scholarship has emerged, and translanguaging scholars have insisted on its decolonial purposes. The work on raciolinguistic ideologies spearheaded by Nelson Flores and Jonathan Rosa has also shaped today's understandings of translanguaging. If you read the first edition, you know that these critical orientations were always there; now they are explicitly named, along with the work of the many scholars who have and continue to develop these connections. Relatedly, this second edition features a new Afterword by Nelson Flores, whose criticality and contributions to this book and to our field are immeasurable.

Finally, the first edition was published by Caslon, and Rebecca Field played an important role in shaping it. Brookes Publishing acquired the rights for this second edition, and we're grateful to Liz Gildea, and many other members of the Brookes team, for moving it forward.

## THE BOOK

If you have chosen to read *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*, you are probably an educator—a teacher, a curriculum developer, a professional development provider, a school administrator, or other school personnel. And, like most educators, you probably have students in your classrooms and schools who speak languages other than English (LOTE), and you are interested in how to further their education, including their English language and literacy development. This book is for you.

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This book shows teachers, administrators, consultants, and researchers how **translanguaging**, a way of thinking about and acting on the language practices of bilingual people, may hold the key to successfully educating bilingual students. The translanguaging pedagogy that we put forward in this book is purposeful and strategic, and we demonstrate how teachers can use translanguaging to do the following:

1. Support students as they engage with and comprehend complex content and texts.
2. Provide opportunities for students to develop their linguistic practices for a variety of purposes and contexts, including those deemed academic.
3. Support students' bilingual identities, socioemotional development, and critical consciousness and disrupt ideologies that render bilingual students as deficient.
4. Make space for all students' language practices and ways of knowing, and in so doing build a classroom and society that is inclusive of linguistic, racial, gender, and ability differences.

You will notice that these purposes are slightly different from those in the first edition. We have chosen to sharpen our focus and name *transformative social purposes* for translanguaging that include and go beyond classroom instructional practices. These four purposes frame the translanguaging pedagogy, and they work together to advance the primary purpose of translanguaging—social justice—ensuring that bilingual students, especially those who come from minoritized groups, are instructed and assessed in ways that provide them with equitable educational opportunities.

With that said, we have not abandoned our focus on classrooms, and in Chapter 1 we describe four reasons for opening up translanguaging spaces in *instruction*:

1. To assess or document what students know and can do
2. To scaffold instruction and provide support to individual students
3. To deepen understandings
4. To transform individual and classroom subjectivities

*Translanguaging classrooms* are aligned with the global and local realities of the twenty-first century. These dynamic classrooms advance the kinds of practices that college and career-readiness standards demand, as they enhance bilingual students' critical thinking and creativity. Teachers learn to expand and localize their teaching in ways that address all content and language standards and integrate home, school, community, and societal practices and understanding. Translanguaging classrooms also allow teachers to carry out the mandates of the growing number of states that are adopting Seals of Biliteracy to recognize and reward students' bilingual abilities.

## WHO SHOULD READ THIS BOOK?

This book has been written specifically with bilingual students in fourth through 12th grades in mind. However, teachers and other educational leaders can use this book to guide teaching, instructional programming, and action-oriented research in any context.

Our primary audience is teachers. Any teacher, whether monolingual or bilingual, and whether involved in a program officially designated as English-medium<sup>1</sup> or bilingual education, can create a translanguaging classroom. You could be a specialized language teacher or professional—a teacher of English as an additional language, bilingual education, home language literacy, or world language<sup>2</sup>—a general education teacher of either children

<sup>1</sup>English-medium classes and programs officially use English for instructional purposes, and they aim for academic achievement and language development in English. Bilingual education classes and programs use two or more languages for instructional purposes, and they aim for biliteracy and academic performance in two languages.

<sup>2</sup>In the United States, "world language" refers to a class focused on the teaching of a LOTE as a subject to language majority students, whereas home language literacy classes teach that language to bilingual students as a subject. English as an additional language teachers can teach only the subject (English literacy) or be classroom teachers of all subjects. Bilingual teachers are classroom teachers teaching subjects through two languages.

or adolescents, or of a specific content area at the secondary level, or even the principal of a school. Teachers and administrators can build instructional spaces that go beyond our traditional understanding about programs for bilingual students.

Most classrooms today are multilingual, with students who speak languages in addition to English. Some of these students are highly bilingual and biliterate (*experienced bilinguals*), whereas others' bilingualism and biliteracy are emerging (*emergent bilinguals*). Some of these bilingual learners have developed strong academic foundations through quality school systems, while others may have experienced limited formal schooling. Regardless of where your students fall along bilingual or educational continua, this book demonstrates innovative ways of educating them.

Because of the important place of bilingual Latinx students in U.S. education, this book emphasizes the context of Latinx students in both English-medium and bilingual instructional settings to help you understand translanguaging classrooms. But because we know that translanguaging is not limited to Spanish–English bilingualism, we also draw on examples from English-medium classrooms that include bilingual students from linguistically and culturally diverse backgrounds. Whether your students are speakers of Spanish, Mandarin, Korean, Karen, Pular, or any other language, the principles for translanguaging in the classroom are the same.

Research and practice on bilingualism at U.S. schools have focused narrowly on English language learners' content and language learning, generally in English-medium classrooms, and have reflected a language-as-problem or deficit orientation. In contrast, *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* takes a much broader approach. We focus on all bilingual students, including those who are emergent bilinguals as well as those who are seen by the academic mainstream as English speakers but speak languages other than English at home. We show teachers how to identify and build on the varied bilingual performances of all bilingual students, whether or not they perform well academically in English or another language, and whether they are learning in English-medium, bilingual, or LOTE classrooms.

We bring the translanguaging pedagogy to life through vignettes from three very different classrooms:

- A fourth-grade dual-language bilingual education classroom of students who speak English, Spanish, or both at home, taught by a bilingual (Spanish–English) teacher in New Mexico
- An 11th-grade English-medium social studies classroom of students who mostly speak English, Spanish, or both at home, though others speak additional languages, taught by a monolingual English-speaking teacher in New York City
- Seventh-grade English-medium math and science classrooms that include emergent bilinguals who speak Spanish, Cantonese, Mandarin, French, Tagalog, Vietnamese, Korean, Mandingo, and Pular (Fula) at home, co-taught by English monolingual math and science teachers and an ESL teacher in California

These rich and varied cases clearly demonstrate how teachers can adapt the translanguaging pedagogy that we introduce in this book for all students, whatever their bilingualism looks like, in whatever instructional context.

## WHAT ARE THE KEY COMPONENTS OF A TRANSLANGUAGING PEDAGOGY?

The central innovative concept in this book for teachers is *translanguaging*, which García (2009) describes as “an approach to bilingualism that is centered not on languages, as has been often the case, but on the practices of bilinguals that are readily observable” (p. 45). An additional, much-cited definition is “the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages” (Otheguy et al., 2015, p. 281). This book builds on this approach in three important ways. First, we describe the **translanguaging corriente**, the natural flow of students' bilingualism through the classroom. Second, we explore bilingual students' **dynamic translanguaging performances**, which allows teachers to look holistically at their



language performances in specific classroom tasks from different perspectives at different times, setting learning in motion. Third, we introduce a **translanguaging pedagogy** for instruction and assessment that teachers can use to purposefully and strategically **leverage** the translanguaging corriente produced by students.

Translanguaging classrooms have two important dimensions. First, teachers observe students' languaging performances and then describe and assess their complex language practices. Second, teachers adapt and use the translanguaging pedagogy for instruction and assessment to leverage the translanguaging corriente for learning. These two dimensions have at their core three important principles:

1. Bilinguals use their linguistic repertoires as resources for learning and as flexible identity markers that point to their innovative and changing ways of knowing, being, and communicating.
2. Bilinguals learn language through their interaction with others within their home, social, and cultural environments.
3. Translanguaging is fluid language use that is part of bilinguals' sense-making processes.

### Translanguaging Corriente

We suggest that the translanguaging corriente, produced and driven by the positive energy of students' bilingualism, flows throughout all classrooms. Metaphorically, we think about the translanguaging corriente as a river current that you can't always see or feel but is always present, always moving, and responsible for changes in the (classroom) landscape. Sometimes the translanguaging corriente flows gently under the surface, for example, in classrooms where teachers do not generally tap into students' home language practices for learning. At other times the translanguaging corriente is much stronger, for example, in bilingual classrooms or English-medium classrooms that do draw on students' home language practices.

To feel the translanguaging corriente, all you have to do is take a step back from your daily routine to really listen. Listen to what your students say to you and their peers, inside the classroom, in the hallways and the cafeteria, and on the playground. If you listen hard enough you might be able to perceive their **intrapersonal voices** (the unvoiced dialogues they have in their heads with themselves or friends). Listen also to the conversations that take place when their families and peers are present; try to hear what is being said and how it is said, as well as what is not being said and why. Listening in this way allows you to perceive your students' voices anew and puts you in touch with the translanguaging corriente, even if it is not obviously at the surface of your classroom.

In this book the translanguaging corriente runs through the content it communicates; we have chosen to use words in Spanish in this predominantly English-language text, without any italics. We do this to indicate that, for us, the Spanish features we use are not alien or foreign; they are simply part of our narrative, always present and part of us, even when we are writing in English. We translate some documents in the Appendix into Spanish because, as we said earlier, Latinx students make up the largest population of U.S. bilingual students and represent the majority of the students featured in the classrooms in this book. However, you can translate the English text in these documents to any of the languages in your classroom as one means of leveraging the translanguaging corriente in your classroom.

### Dynamic Translanguaging Performances

The notion of the translanguaging corriente moves us from the concept of linguistic *proficiency*, which is assumed to develop along a relatively linear path in more or less the same way for all bilingual learners, to one of linguistic *performance*. The focus on students' dynamic translanguaging performances enable teachers to do the following:

- Gauge the students' different linguistic performances on different tasks and from different perspectives

- Distinguish between **general linguistic performance** (bilingual students' ways of performing academic tasks—e.g., express complex thoughts effectively, explain things, persuade, argue, compare and contrast, recount events, tell jokes—without regard to the language used to express these tasks) and **language-specific performance** (bilingual students' use of features corresponding to what society considers a specific language or variety)
- Leverage the translanguageing corriente for learning in their classes

Teachers in translanguageing classrooms document their students' language performances on specific classroom-based tasks—in any language.

## Translanguageing Pedagogy: Stance, Design, and Shifts

The translanguageing pedagogy in this book encompasses both instruction and assessment and is structured into three interrelated strands: the *translanguageing stance*, *design*, and *shifts*.

A stance refers to the philosophical, ideological, or belief system that teachers draw from to develop their pedagogical framework. Teachers with a translanguageing stance believe that bilingual students' many different language practices work **juntos**, not separately, as if they belonged to different realms. Thus, the teacher believes that the classroom space must promote collaboration across content, languages, people, and home, school, and community. A translanguageing stance sees the bilingual child's complex *language repertoire* as a resource, never as a deficit.

Designing translanguageing instruction and assessment involves integrating home, school, and community language and cultural practices. The movement is created by the interaction between the translanguageing corriente and the teacher and students' joint actions, which enable bilingual students to integrate *all* of their linguistic and other meaning-making practices. Designing translanguageing instruction also means planning carefully (e.g., the grouping of students; elements of planning—essential ideas, questions, and texts; content, language, and translanguageing objectives; culminating projects; design cycle; pedagogical strategies). The translanguageing design is a flexible framework that teachers in English-medium and bilingual classrooms can use to develop curricular units of instruction, lesson plans, and classroom activities. The flexible design is the pedagogical core of the translanguageing classroom, and it allows teachers and students to address all content and language standards and objectives in equitable ways for all students, particularly bilingual students, who are often marginalized in mainstream classrooms and schools. Designing assessment to set the course of the translanguageing corriente means including the voices of others, taking into account the difference between content and language and between general linguistic and language-specific performances, and giving students opportunities to perform tasks with assistance from other people and resources when needed.

Because the translanguageing corriente is always present in classrooms, it is not enough to simply have a stance that recognizes it and a design that leverages it. At times it is also important to follow the dynamic movement of the translanguageing corriente. The translanguageing shifts are the many moment-by-moment decisions that teachers make all the time. They reflect the teacher's flexibility and willingness to change the course of the lesson and assessment, as well as the language use planned for it, to release and support students' voices. The shifts are related to the stance, for it takes a teacher willing to keep meaning-making and learning at the center of all instruction and assessment to go with the flow of the translanguageing corriente.

## USING THIS BOOK

We have three purposes for this book. First, we want educators and researchers to see a clearly articulated translanguageing pedagogy in practice. The examples from three very different classrooms stimulate concrete thinking about students, classrooms, programs, schools, practices, and research in different bi/multilingual communities. Second, we want to guide teachers' efforts to adapt the translanguageing pedagogy put forth in this book to any translanguageing context. Third, we provide the foundation for teachers and researchers

to gather empirical evidence in translanguaging classrooms, which will help refine theory and strengthen practice.

We provide templates and examples from our focal bilingual and English-medium classrooms to assist you in designing instructional units, lessons, and assessments that identify and build on the translanguaging corriente in your classroom, school, and community context. When teachers enact a translanguaging stance, implement a translanguaging design for instruction and assessment, and intentionally shift their practices in response to student learning, they help fight the English-only current of much U.S. educational policy and practice and advance social justice.

We have organized the book into three parts:

**Section I: Dynamic Bilingualism at School**

This part of the book focuses on the “what” and “why” of translanguaging.

**Section II: Translanguaging Pedagogy**

This part of the book focuses on how to create a translanguaging pedagogy.

**Section III: Reimagining Teaching and Learning Through Translanguaging**

This part of the book focuses on how a translanguaging pedagogy works to enhance students’ performances in different standards and literacy, develop their socioemotional identity, and advance social justice.

In each chapter, learning objectives lay out what readers will learn and be able to do with chapter content materials. This is then followed by the core of the chapter—vignettes of classroom practices, tools, templates, and/or frameworks. Each chapter ends with questions and activities that educators can use to reflect on aspects of translanguaging classrooms, as well as “take action” in their contexts. As a whole, the taking action questions guide educators to develop a translanguaging pedagogy in their own specific contexts. They also assist practitioners in developing, implementing, monitoring, and evaluating their translanguaging pedagogy in practice. We encourage you to work through these questions and activities with a close community of fellow educators so that you can support one another as you explore and take up the translanguaging corriente in your classroom.

We invite you now to become a reflective practitioner and let yourself be swept up by the translanguaging corriente, as we explore its meaning in instruction and how to teach by capitalizing on its ebbs and flows. We hope that together we will:

- Listen to and deepen our perceptions of the translanguaging corriente that *already* exists in classrooms and schools.
- Learn how to intentionally, purposefully, and strategically navigate the translanguaging corriente in both instruction and assessment by integrating the translanguaging stance, design, and shifts.
- Demonstrate ways that bilingual students and teachers leverage the translanguaging corriente to learn and access content, develop linguistic practices for a variety of purposes, foster secure socioemotional identities and critical consciousness, and make space for all students’ language practices and ways of knowing.
- Become more critical as we take up the stance of reflective practitioner and/or critical researcher and work toward social justice.
- Confront the kinds of challenges educators may face in translanguaging classrooms and reflect on how to navigate them.
- Launch an action-oriented, social justice agenda to strengthen translanguaging pedagogy, practice, and research in diverse multilingual contexts.



The concept of *translanguaging*—using a child’s full linguistic repertoire, or all of their linguistic resources, to make meaning—is key to bilingual students’ success in school and beyond. Created by some of the most prominent leaders in the field of educating bilingual students, this second edition provides the foundational knowledge teachers need to understand translanguaging and use it strategically and meaningfully to support bilingual learners.

A revised edition of a highly influential bestseller, this book is ideal for pre- and in-service educators of Grades 4–12 in English-medium and bilingual classrooms. Educators will discover how asset-based translanguaging pedagogies can level the playing field for bilingual students and help them develop essential skills in all their languages—all while honoring their identity and culture.

### LEARN HOW TO:

- **Help** bilingual students become better readers and writers by accessing different features of their languages.
- **Plan** and **implement** effective translanguaging designs for instruction.
- **Integrate** mandated standards into translanguaging instructional designs.
- **Support** bilingual students as they engage with complex content and texts.
- **Use** translanguaging design for assessment to holistically evaluate students’ content and language learning.
- **Leverage** translanguaging to support social justice and social-emotional well-being.

**WHAT’S NEW:** This edition includes the latest research on translanguaging, engages with the exciting expansion of biliteracy in U.S. schools, discusses translanguaging in relation to literacy and comprehension, and deepens the connection between translanguaging and social justice.

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