

Making Sense Of A Multilingual World Through Translanguaging

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Abstract

Translanguaging is a term that started to gain educators' interest in the 21st century due to its benefits for multilingual learners. Research shows that translanguaging practices implemented by teachers support multilingual students to create meaning in academic content. At the same time, their linguistic systems and identities are being valued in an English-dominant education system. This project investigates teaching practices by multilingual and monolingual teachers that foster translanguaging practices in their teaching to support multilingual learners. These teaching practices are related to supporting multilingual learners' personal and home experiences in the classroom to understand academic content and be valued.

Keywords: translanguaging, pedagogy, practices, meaning-making, self-identity.

Making Sense Of A Multilingual World Through Translanguaging

This literature review examines the impacts of translanguaging practice on multilingual students (MLs). I will focus on K to 12 students. By translanguaging practices, students can use their entire repertoire in the classroom to succeed. Moreover, the different ways that teachers implement translanguaging in their lessons to support multilingual learners.

Context

I currently work at Clover Park School District (CPSD), where there are about 2,000 multilingual learners (CPSD). Students speak about 1,515 different languages in the CPSD, so these students have several skills in one than one language. The two schools I work at are located on base, which means that students come from different parts of the world due to constantly having to move. The students come knowing more than one language and other cultures. With translanguaging, the students would have the opportunity to bring all their knowledge and experiences into the classroom. In Washington State, there are about 135,000 multilingual learners (OSPI). In other words, students' native language is other than English. Across the United States, the multilingual learner student population continues to increase. The National Center for Education Statistics reported that from fall 2010 to fall 2019, there was an increase of 4.5 million to 5.1 million multilingual learners (2022).

Importance

I am a multilingual learner, which means I have two worlds that I think and speak with. It is crucial for me to be in an environment where I can use my two languages to make sense of things. Moreover, there are a lot of ML students in schools who are not able to use their repertoire because translanguaging is not regarded as important. I became interested in translanguaging when I first heard about it in college. My first language is Spanish, and English

is my second language. I have been using translanguaging to understand things better for most of my life, especially throughout my education. I have used translanguaging to make sense of the world around me for most of my life, especially throughout my education. Therefore, translanguaging became important because it helped me have a more precise and deeper understanding of things.

This made me curious about how students use their heritage languages in a classroom where English is dominant. In addition, how teachers implement translanguaging practices in their classrooms while overcoming challenges. As an educator and a multilingual learner, I want to create spaces where students' heritage languages are used to the maximum advantage so they can build on their knowledge and connect their learning to home or vice versa. Translanguaging provides the opportunity to help multilingual learners comprehend and communicate. Students can bring what they already know into the classroom to make connections. In the community, translanguaging is culturally responsive to create equity and support the development of the students' heritage language and communities.

Purpose

This project investigates effective classroom translanguaging practices that support multilingual learners by supporting students to use their entire repertoire. With my research, I want to inform myself about the impacts of translanguaging to educate other educators to support students. I would like to learn about the barriers and challenges of implementing translanguaging practices to start thinking about how to overcome these barriers and challenges.

Focal Question

By completing this project, I will familiarize the reader with translanguaging and provide meaningful information demonstrating how teachers could implement translanguaging practices

to support multilingual learners in the classroom. Translanguaging provides multilingual learners opportunities to act as literate and use their entire semiotic repertoire in academic content. To

guide my research, I will use the following questions:

- A. How is translanguaging being defined regarding the different ways the term has been taken in teaching practice?
- B. What are the primary barriers and challenges when implementing translanguaging practices?
- C. What are the impacts of translanguaging in classrooms?

Literature Review

This literature review studies the different ways that translanguaging impacts multilingual learners (MLs). I will focus on K to 12 students. By translanguaging practices, I mean any time students can use their full repertoire in the classroom to succeed. It is essential to be conscious that multilingual learners have skills in their native language that they use daily. These skills help them navigate and make sense of the world around them. Teachers who create spaces for students to use their entire repertoire to succeed in the classroom have noticed the benefits. This literature review explores articles on how implementing translanguaging pedagogies support multilingual learners by supporting students to use their entire repertoire. To make sense of this literature, I will discuss three themes; multilingual learners' educators implementing translanguaging practices, using translanguaging for students to make meaning, and student self-identity through translanguaging. Before explaining the themes, I will define what translanguaging means.

Translanguaging

Poza (2017) conducted a literature review where he reviewed fifty-three collected texts from 1996 to 2014 from sources better to understand translanguaging definitions, exemplifications, and attribution. The texts were coded in search of definitions, applications, and implications for invoking translanguaging pedagogies and examples of how translanguaging compromises data in empirical work. In the 1980s, translanguaging entered the education discourse when Cen Williams studied youth in Wales. Until the 21st century, the term gained circulation.

Based on findings, Poza (2017) notes translanguaging as “going between linguistic structures and systems, including different modalities (speaking, writing, singing, listening, reading, remembering) and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposed that transcend the combination of structures, the alternation between systems, the transmission of information, and the representation of values, identities, and relationships”.

Poza emerged the following three categories of the definitions for translanguaging based on the 53 texts, language alternation, heteroglossic views tied to sociocultural learning theories, and heteroglossic views with schooling and societal implications. Language alternation is the term's original use and refers simply to an alternation between language with no to minimal approach to language or language learning. Heteroglossic views tied to sociocultural learning theories recognize translanguaging as a conceptualization of language and overturning language separation but does not focus on social justice. In comparison, the heteroglossic views with schooling and societal implication address academic achievement issues and reimagine social relationships and power structures.

As stated, translanguaging first appeared in 1994 in the dissertation of Cen Williams' from the University of Wales (Poza, 2017). It was until 1996 that the first publication was made available. Today, the term translanguaging has increased in interest and publications due to its purpose and political stance. A clear understanding of what translanguaging is and the many works the term has taken is key for educators to implement translanguaging practices in the classroom to support multilingual learners and attempt to wipe out hierarchy.

Translanguaging as a pedagogy “aims to support learners’ subjectivities and ways of knowing as active, agentic bilingual subjects” (Garcia & Kleifgen, 2020, p. 559), and it “positions translanguaging as a right of learners to bring themselves with their linguistic repertoires fully into the classroom to grow and thrive academically, and it also transforms them from being positioned as inferior learners to being recognized as having valuable language and literacy practices and ways of knowing that extend beyond mandated curricula and standardized exams” (Garcia & Kleifgen, 2020, p. 559). Using translanguaging pedagogy as a tool to support multilingual learners is beneficial to create a translanguaging space for meaning-making and self-identity.

In recent years, translanguaging has been taken by many researchers as a term “for a variety of multilingual practices such as code-switching, code-mixing, borrowing and crossing which are commonplace amongst multilingual language users” (Wei, 2014, p. 158).

Educators Implementing Translanguaging Practices

In this section, I look at studies that focused on how educators implemented translanguaging. In most of these studies, researchers focused on qualitative and ethnographic studies, particularly level studies worldwide.

One study examined how teachers did not feel supported by other teachers and administrators.

Educators did not receive support to implement translanguaging. Allard (2017) conducted an ethnographic study that examined translanguaging as a pedagogical tool. The study examined two teachers who used translanguaging in a suburban high school ESL program that made the content more accessible and increased students' participation. However, translanguaging utilizes an ecological approach. Translanguaging by the side of other pedagogies, practices in and beyond the classroom, language policies, ideologies, and interpersonal relationships has the potential of translanguaging being fully realized. Teachers were not supported through collaboration with other teachers, and professional development was limited to serving multilingual students, which constrained teachers from implementing translanguaging practices while being supported.

However, five of the studies examined the creativity and capacity of teachers to create a translanguaging space for multilingual learners.

Without support, Latina pre-service bilingual teachers used their linguistics funds of knowledge to support multilingual learners. Musanti and Rodríguez (2017) conducted a qualitative case study on the Texas-Mexico border at the university. This could be a pedagogical tool and translanguaging practice to defy the monolingual tradition for teacher preparation. Pre-service teachers used their linguistic knowledge and competencies to construct narratives using grammatical knowledge, bridging languages, and building on hybrid language practices to convey meaning. Pre-service teachers' practices could be a translanguaging pedagogy to support multilingual students' understanding of academic content.

Teachers with solid characters in translanguaging are more feasible to implement practices in their classrooms. Poza (2019) conducted a qualitative study over a one-year ethnographic observation in a fifth-grade dual-immersion classroom. Teachers with a cheerful disposition towards translanguaging and life experiences that appreciate the relationship between language, culture, and power promote translanguaging pedagogies and modify the curriculum to engage students in translanguaging opportunities for the meaning-making process. The study showed that translanguaging was implemented in writing, research, and literature discussion. Multilingual learners' full linguistic repertoires are leveraged when teachers allow and encourage them in authentic opportunities where communicative opportunities to work with new linguistic forms and ideas to add to their repertoires. Moreover, teachers encouraged multilingual students to consult resources across languages and media in discussions, consulting work in other languages, consider the purpose of their discussion, and recognize and build on the students' linguistics knowledge.

Through observations, researchers demonstrated how teachers implemented translanguaging practices to activate multilingual learners' funds of knowledge and build new knowledge. Hernandez Garcia and Schleppegrell (2021) provide examples of engagement between a teacher and students in a social studies classroom in a Middle school where the teacher created a translanguaging classroom. The students' identity and agency goes recognized by centering their multilingualism by participating in the language and culture of the classroom learning in a U.S. school context. The researchers supported and observed for three years a middle school teacher, Mina, who is a learner of Spanish. Two Spanish-speaking students with formal education were the main focus of this research, who were newly arrived sixth-grade students from Mexico and Guatemala. The researchers worked individually or in pairs with these

students during their English as a second language (ESL) class. In the investigation, the following four movements by the teacher demonstrated translanguaging practices: extend on background knowledge, build on language and knowledge, learn English and Spanish disciplinary language, and the teacher also learned through translanguaging from students (Hernandez García & Schleppegrell, 2021). Students participated in any classroom activity regardless of the difficulty level with teacher support, promoting sharing of funds and knowledge and developing knowledge through translanguaging practices.

In looking at the different ways that teachers implement translanguaging. Garcia (2017) attempts to address the potential of translanguaging in schools and how it has been developed by analyzing several articles. In Garcia's findings, the translanguaging theory described language development as *subiendo y bajando* meaning that language should go up and down, not just rise. However, if linguistic practices are only elevated, they are restricted to a narrow linguistic standard and left behind. It is expected that language and linguistic practices should only rise from home language to standardized forms. Translanguaging provides that opportunity to escape the restrictive understanding of language. Because of the constant movement, teachers' translanguaging pedagogies must be continuously adjusted to respond to the students' learning needs.

Teachers's translanguaging stance impacts the translanguaging space created. Kim and Choi (2021) examine a case study of fifteen elementary teachers' perceptions and practices of pedagogical translanguaging for content-integrated literacy instruction. Teachers developed their translanguaging stance and commitment to create a translanguaging classroom that recognized the students' language practices regarding their raciolinguistic backgrounds and classroom context. The teacher's stance could have a positive or negative impact taking into account their

experiences and perceptions. Teachers built instructional resources in their lessons, translanguaging resources that were visibly displayed, and used the framework Methods, which embraced a translanguaging pedagogy. However, some teachers found the Methods framework limited in creating an exclusive focus and did not fully execute an implementation due to their stance.

Several studies explored how monolingual teachers effectively created translanguaging spaces for multilingual students.

Monolingual teachers who implemented a continua lens support multilingual learners. Hornberger and Link (2012) collected ethnographic data from two different educational context scenarios demonstrating that translanguaging is a desirable education practice. The authors argue that with the Obama administration's Blueprint for Reform: The Reauthorization of the Elementary and Secondary Act (2010) and innovative programs, curricula, and practices that supported translanguaging practices through the continua of biliteracy tool. This tool permits teachers to understand how learning may start at any point and proceed in any direction along the continua of L1 - L2 (Hornberger & Link, 2012) by acknowledging fluid, multilingual, oral, contextualized practices at a local level that are essential for the learners' development. In monolingual classrooms, the continua lens makes it possible for monolingual teachers to implement translanguaging pedagogies in curricula, even if there are school policies of English as the sole medium of instruction.

Looking at similar issues, researchers observed teachers who scaffolded lessons to make content more accessible for multilingual learners. de Oliveira, Gilmetdinova, and Pelaez-Morales (2016) reported on a case study in a kindergarten classroom with a monolingual teacher. The classroom consisted of eight English language students out of twenty-three students. The teacher

scaffolds the students' learning by developing and emerging knowledge in Spanish by "emphasizing instruction, reinforcing key concepts, checking comprehension, managing the classroom, relating to students and providing encouragement" (de Oliveira et al., 2016, p. 24). Guided by de Oliveria et al. framework, the teacher's use of Spanish was reviewed and analyzed. It was observed that clarifying and emphasizing instruction, reinforcing a concept such as an important word, phrase, or sentence, checking and improving comprehension and avoiding potential confusion, managing the classroom, relating to students, and providing encouragement were practices that Ruby used in her classroom to support multilingual student's content and language learning. Monolingual teachers could implement translanguaging pedagogies and practices for students by developing skills that foster the student's home language as a successful literacy teaching tool.

Some monolingual teachers drew on multilingual learners' variety of linguistic resources to ensure they mastered academic content. Lucas and Katz (1994) conducted a study that focused on how using the students' native language in the classroom is beneficial even if there are policies and assumptions against it. English-dominant teachers can still implement translanguaging practices even if they do not speak or are limited in the student's heritage languages. Research shows that monolingual English teachers that do not speak the student's native language could integrate the students' native language into instruction in several ways that serve educationally desirable purposes. Findings demonstrated that monolingual teachers drew on a variety of linguistic resources to ensure that multilingual learners mastered academic content and developed English proficiency through implementing the multilingual learners' native language in different educational functions such as in group work, linguistic resources, and classroom activities.

Meaning-Making

In this section, I look at studies on how multilingual students made meaning through the translanguaging practices teachers implemented in their classrooms. In most of these studies, researchers focused on qualitative and ethnographic studies. Across the studies, heritage language use, funds of knowledge, and culture were common findings.

Four studies examined how multilingual students made meaning of content by activating their funds of knowledge.

Translanguaging works as a tool for multilingual students to make meaningful comprehension. Esquinca, Araujo & de la Piedra (2014) conducted a three-year ethnographic study in El Paso, Texas. Six hundred students attended the school, and 99% were of Mexican origin, and half were labeled as “limited English Proficient” (Esquinca et al., 2014). The data was gathered from a dual-language program focused on *transfronterizo*, a person who maintains close ties to Mexico, fourth-grade, fifth-grade, and sixth-grade. The data collected were from the fourth grade, comprised of nineteen students, but only thirteen participated; nine out of seven preferred Spanish during the 2011-2012 academic year through observations during class, other school activities, collected work, and tape-recorded interviews from students, teachers, administrators, and staff members. Field notes were gathered from the 100 observational hours.

The research team observed the interactions and language use in TWDL programs from this ethnographic study. The program's outcomes have been associated with several student outcomes, such as promoting academic achievement, developing language proficiency, positive school attendance, and student motivation. The TWDL programs use translanguaging for meaning-making, which permits the student to retain, create an understanding, and recall information using both languages (Esquinca et al., 2014). With the pedagogical practices Ms.

Ornelas implemented, students were challenged. At the same time, high support was provided for students to make meaning through translanguaging by using their full range of language and tools such as spoken interactions, visual representation, connected with personal experiences, clarified meaning, and breaking down procedures. This resulted in the opportunity for students to construct an understanding of the concepts discussed in the lesson. Translanguaging also serves as a tool for maintaining the flow of a conversation in any language while maintaining conversational coherence instead of interrupting for students to understand (Esquinca et al., 2014). Translanguaging encouraged meaningful comprehension of the conductors of sounds of energy.

Very similar, multilingual learners used their home experiences to make sense of English. Through a formative and design-based approach, Kelly and Bolanos (2020) implemented a program that was based on theory and prior research to help families maintain Spanish at their homes. The authors are part of a research college-based research that started a bilingual storytime for the Public Library System to support immigrant families in maintaining Spanish at home. Seven members run the bilingual storytime, and about forty to sixty people attend the events. During story time, the activities consisted of picture books, songs, dances, games, and poems that were culturally relevant to the families. Data were collected through two focus groups, with exit surveys, feedback, reflections, and observations. The data informed that implementing translanguaging using both languages within forty-five minutes of the activity created inclusiveness and added support to the activity. The participation and attention of the children increased due to being able to use both languages to rely on their background to support their learning.

Activating from multilingual learners' repertoire, Henderson and Ingram (2018) explore the concept of translanguaging in a 3rd-grade bilingual classroom that explored the pedagogical practices of teacher's use of language and instructional practices by drawing on the students' full linguistic repertoires for instruction. A translanguaging pedagogical framework is presented that uses students' bilingual practices as a resource to validate their everyday language practices and meaning-making process. The teacher intentionally uses translanguaging to access academic content, cultivate the classroom community, and develop the student metalinguistic awareness.

The third-grade teacher for this study was purposefully selected based on his ideologies and interview. The school, Otter Elementary, consists of 86% Hispanic, 93% economically disadvantaged, and a population of 41% ELL (Hednerson & Ingram, 2018). The students in the classroom were Spanish-dominant at different levels of bilingualism and biliteracy. The study collected data through classroom observations, field notes, video recordings, classroom artifacts, surveys, and teacher interviews. In two stages, data was analyzed. The first stage used an ethnographic method where each video was coded for language use and purposes of translanguaging. For the second stage, discussion and description occurred regarding the completed stage one, the third-grade bilingual teacher reflected on their own practices. The translanguaging shift demonstrated that students had access to meaningful classroom content through translating, shifting based on the language practices of interlocutors, and producing formulaic expressions.

Similarly, Kiramba (2017) conducted a qualitative case study influenced by sociocultural approaches to literacy, including the students' funds of knowledge. In the study, Kiramba described invisible literacies, which are the knowledge, practices, and skills within and outside of school that the student possesses that go unacknowledged and discouraged in the classroom.

These invisible literacies included the student's funds of knowledge and crucial skills necessary for the student's well-being in a non-dominant society. Recognizing these invisible literacies by educational stakeholders allowed students to reposition their strengths that are not aligned with school norms.

The following three studies examined multilingual students making meaning through translanguaging by using their heritage language and culture.

By moving fluidly between all languages, multilingual learners make meaning. Daniel and Pacheco (2016) conducted an ethnographic study where findings were gathered through two qualitative studies from a secondary school. Two students out of twenty were selected through criterion-based purposive sampling and observed over twelve days. Data were collected from field notes, videotapes, and interviews. Daniel and Pacheco (2016) observed that students' experiences with language shaped their complex relationships with language use. Multilingual students wanted to learn English. However, they fear losing their heritage language and acknowledge the challenges they face when they wish to use their native language in school. Translanguaging practices allowed students to develop their full range of linguistic resources, provided the teacher an opportunity to know their students and make evident the linguistic practices, proficiencies, and perspectives the students possess. Students in the study demonstrated making meaningful of multiple communicative contexts in their multilingual worlds by using their multilingual resources through adapting, adjusting, and employing linguistic resources to make sense of the multiple communicative contexts that they encounter in their lives.

Elevating students' home experiences and resources to make meaning, Song (2016) conducted a qualitative study investigating the translanguaging practices four Korean students

and their families used in home literacy events. Data was collected through video recording and field notes that were analyzed for the type of language used and focal literacy events where the students made meaning based on Heath's definition. Families' language experiences in home literacy events supported the student's heritage language learning while using the student's English skills. Translanguaging is combined in family literacy practices across written, oral and other contexts to construct and negotiate meaning and strategies, make connections, develop metalinguistic knowledge and metacognitive ability, and develop linguistic repertoires. At home, students are thriving in using translanguaging to make meaning of literacy. Teachers could support multilingual students by supporting their linguistic experiences and resources at home.

Using the students' home language, García and Sylvan (2011) presented translanguaging as an adaptation of linguistic resources for meaning-making and in tending to the singularities in the pluralities in multilingual classrooms. The authors examined dynamic structures, pedagogies, and language practices in schools. A model was developed that used dynamic plurilingual pedagogy and built on translanguaging. Seven principles were presented that build on and instruction support multilingual students' plurilingual abilities. Multilingual students' become greatly knowledgeable, academically successful, self-assured users of academic English and greater at using translanguaging. The model presented allowed the students and teachers to use their home language practices to make sense of learning moment by moment rather than having an assigned time, space, and place for language in the curriculum.

Also, examining language use, multilingual students moved fluidly between more than one language. Martin-Beltrán (2014) addresses translanguaging built on linguistic and cultural resources and could be a mediational tool to construct expanded zones for learning. The study drew on theoretical and methodological tools. The study was conducted in a culturally and

linguistically diverse high school in Washington, D.C., where 20 percent spoke a language other than English at home. The data analysis was guided by microgenetic analytic methodologies that provided a moment-by-moment explanation of learning in a particular moment. The analysis of students' transcripts demonstrated that they used translanguaging to ask questions about language, play with different language possibilities in oral and written text, reflect on form and meaning, correct themselves, go between socially constructed languages, use the target language, high participation. The translanguaging practices engaged the students in sophisticated literacy work and grapple with linguistic problems. A translanguaging space was created for multilingual learners to access a wider linguistic repertoire and mediate learning.

The following two studies explored how translanguaging allowed multilingual students to make meaning through their culture.

In instructional activities, multilingual students connected with their culture and school activities. Pacheco and Miller (2016) conducted two qualitative studies in an English-dominant school to understand how multilingual students draw from linguistic resources to make sense of their worlds and how they perceive their language across context. Both studies focused on two students selected based on linguistic proficiencies, how long the students had been in the United States, age, and aspirations. One was a five-month ethnographic study, and the second was four weeks. Both studies collected data through observations with field notes, videotaping, and individual interviews. Pacheco and Miller's data was described and theorized with open and axial coding using HyperResearch. The studies showed that multilingual students' first language is always active because they think in multiple languages. Pacheco and Miller (2016) worked with elementary teachers over four years by observing them incorporate translanguaging pedagogies that support students' native language into instruction in innovative and productive

ways. The translanguaging pedagogy is applied to these three instructional activities; informational texts by using the text feature for the students to make sense of the text features, summarizing and writing bilingual reports, and students translating home photos that beneficially engage and leveraged students' native languages to promote emerging bilingualism and academic achievement in English. By welcoming translanguaging in their classroom, students were allowed to use both of their languages, and the teachers learned the different languages that the students were using.

Multilingual learners' culture and background language are affirmed in a science classroom. Karlsson, Nygård Larsson, and Jakobsson (2019) conducted an ethnographic study in a translanguaging science classroom for over three years. Data was collected through observed lessons by video, audio recorders, field notes, and students' text. The student's use of language was analyzed to explore how students linguistically moved between languages and discourses. A science classroom that implements translanguaging in which the students' cultural and language background is emphasized and appropriated allows the students to develop knowledge in science because a translanguaging space was created. This translanguaging space is crucial because students used their own voices to generate and create more complex explanations, created greater opportunities to participate, and placed students as co-constructors of their learning.

Self-identity Through Translanguaging

In this section, I looked at studies on how translanguaging impacted multilingual learners' self-identities. In most of these studies, researchers focused on qualitative and ethnographic studies. Across the studies, how multilingual learners positioned themselves, constructed and valued their identities, and liberated old understandings were common findings.

Three studies examined how multilingual learners positioned themselves through translanguaging.

Examining how multilingual learners position themselves in political activity, Sayer (2013) analyzed language practices in a second-grade classroom at Callaghan Elementary in San Antonio, Texas. An example is presented where a student moves between two languages, English and TexMex. In a school's mock election, the students discussed Arizona's anti-immigrant law enacted in 2010. During the activity, the student questioned and thought critically about the two languages by associating TexMex and Spanish with English to support the academic task (Sayer, 2013). Findings demonstrated how the students are comfortable engaging politically with their Tejano ethnolinguistic identity to position themselves. The students' ethnolinguistic price and critical language awareness were valued in academic content learning through translanguaging regardless of the liminal discursive zones and contested ideologies (Sayer, 2013).

Similarly, García-Mateus and Palmer (2017) explore how identity co-constructs happen through linguistic interaction by resisting English monolingualism's historical and cultural positioning. The researchers drew from Bucholtz and Hall's sociocultural, linguistic framework that defines identity as "the social positioning of self and other" (García-Mateus & Palmer, p. 247, 2017). Individuals negotiated the meaning of their social positions and emerging identities through tools or linguistic resources. Translanguaging pedagogies offered a greater metalinguistic awareness and developed bilingual identities. Translanguaging opened up a space for multilingual learners to co-construct identity and negotiate to mean, support the development of cross-linguistic awareness to construct empowering bilingual identities and address language-related social justice issues.

Following similar studies on how multilingual learners positioned themselves in a political, Nuñez (2021) presented findings of a multiple-case study in the US-Mexico borderlands of three transfronterizx students' everyday language and literacy practices in a monolingual school. The curriculum is expected to be Standard English Language and literacy skills only, which erase the linguistic practices of communities of color. These students were under academic surveillance, which restricted their language and literacy practices, causing them to shape their embodied identity to academic expectations. When linguistic boundaries were pushed, desired identities were encouraged, which led to critical reading and sense-making. When linguistic hierarchies are enforced in academic settings, the knowledge and practices of communities of color are limited. By (re)defining and (re)imagining the academic border and including realities and everyday practices of multilingual learners to translanguaging and positively impact their academic identities.

Social interactions also impacted how multilingual learners' positioned themselves in the classroom. In Poza's (2019) ethnographic observation of a full academic year at Riveria Elementary that enrolls 500 students, over 70% of the students identified as Latinx. The analysis of data was collected through 150 hours of audio recorded during student interaction in the classroom and playground, discussions with teachers, and student teachers. The data was analyzed by transcribing and coded for examples of translanguaging, such as oral translanguaging, translanguaging between text and speech, and alternations in communicative modalities (Poza, 2019). The author also used Benjamin's framework of speech functions in classroom interactions to "note the specific relational purposes students' translanguaging served as they forged alliances, excluded others, or engaged in social storytelling (Poza, 2019). Student interaction demonstrated expressing identity by connecting linguistic repertoire with hybrid

identity, a combination of the different identities that the students have to position relative to peers and prevalent social ideologies (Poza, 2019). Suitable accommodation is a form of translanguaging to exchange information and build social bonds (Poza, 2019).

The following two studies explored how translanguaging contributed to multilingual students constructing desired identities.

By recognizing all of the multilingual learners' languages, they can establish identity positions. Creese and Blackledge (2010) ethnographic research described two case studies from their four interlocking case studies in two complementary schools where they observed, recorded, and interviewed participants for four weeks during class. Their study showed how students use translanguaging to deliberately defy curricular language boundaries and affirm their bicultural identities (Creese & Blackledge, 2010). Multilingual learners drew from both languages for additional value and resources which contributed to their identity performances.

Examining how teachers supported multilingual learners' identities played an essential part for multilingual learners' identities. Kayi-Aydar and Green-Eneix (2019) conducted a study where they collected qualitative data from a mariachi classroom where the music teacher drew on translanguaging, translanguaging pedagogies to construct shared sociocultural identities for the student and himself. The study showed that educators who viewed their professional identity as role models and advocates critically understood language choice and use in society. Classroom instruction and relationships are key for supporting identities in the classroom because multilingual students can embrace their heritage, construct expert identities, and claim their entire sociolinguistic repertoires.

Two studies examined how translanguaging motivated multilingual learners to value their native language.

Highlighting the importance of multilingual lives outside school, Lagman (2014) drew on situated data from interviews with district personnel, teachers, and classroom activities. Three examples of teachers implementing translanguaging to create a space where students could enact multiple identities are provided. The examples demonstrated that keeping a classroom linguistically real engages students, and students' lives and concerns are valued. Opening safe spaces to more academic forms and multiple languages encourages multilingual learners to connect more in-depth to their lives.

Implementing multilingual learners' native language in lessons, Rowe (2018) identifies six principles for designing instructional activities that support multilingual learners. Using the six principles in her study, she designed an instructional activity for her second-grade class of students who spoke nine different heritage languages. The activity involved the students recording their own oral narration of their texts to create multiple language recordings to support literacy learning and translanguaging during read-alouds, class discussions, and workshops. At first, students were hesitant to complete activities in their heritage language. With the six principles that implemented translanguaging, students were comfortable and encouraged to use multiple languages efficiently in their activities. Encouraging students to use their native language demonstrate to multilingual students that their native language is valuable.

The last two articles explored how multilingual positive identities liberated old socialpolitical ideologies of languages other than English.

Examining the impacts of identity development, social relationships, and values among multilingual learners', Wei (2014) examines translanguaging practices in a complementary Chinese classroom in the UK for minority children of immigrant backgrounds where literacy in a heritage language was the main task of teaching and learning. The students and teachers moved

fluidly between different varieties of Chinese and English speaking, writing, linguistic knowledge and skills, personal histories, sociocultural experiences, attitudes, beliefs, and ideologies to negotiate meaning, power relations, and identity (Wei, 2014). Translanguaging practices liberate old understanding and structures of language while new configurations of language knowledge, cultural values, and identities are constructed. Multilingual learners who practiced translanguaging, the mix of languages, were frowned upon and seen as having deficits in linguistic, cognitive, and social capacities but had high linguistic and cognitive skills and the bringing of knowledge and experiences of the social world and history, which lead to their positioning, attitudes, and beliefs.

Examining a similar issue, Creese and Blackledge (2015) examined research on recent scholarship on translanguaging, where they presented an empirical example of language performance and identity in education. Creese and Blackledge's (2015) recent empirical research in the United Kingdom, teachers and students engaged in translanguaging to deepen understanding, and sociopolitical engagement, developed critical thinking and extended metalinguistic awareness and cross-linguistic flexibility. Identities are socially built in the relation between language and communication. The communication patterns described and analyzed demonstrated that language in use and action engage multilingual learners through identity investment and transform relations of power. Students who develop an identity repertoire and sense of identity can negotiate their identity and form a powerful position. Translanguaging offers language choice, which allows multilingual learners to negotiate their linguistic resources and construct their identity and sense of belonging.

Conclusion

In this section, I have tried to analyze the literature on translanguaging and identified three themes: educators implementing translanguaging practices, making meaning, and self-identity through translanguaging. In the next section, I will apply the recommendations to my own school of site.

Action Plan

This literature review examines how translanguaging practices provide advantages to multilingual learners within the k to 12 education system by providing support. The literature review has demonstrated that leveraging multilingual students' entire repertoire through translanguaging supports the students in the classroom. The questions that guided this literature review are as follows: How is translanguaging being defined regarding the different ways the term has been taken in teaching practice? What are the primary barriers and challenges when implementing translanguaging practices? What are the impacts of translanguaging in classrooms? While researching, the three major themes were educators implementing translanguaging practices, meaning-making, and self-identity through translanguaging.

This action plan focuses on La Joya Elementary School (pseudonym), located on a base in the PNW region in Washington. I am currently a Spanish teacher for the 2022 to 2023 school year. The school serves 436 students, a diverse range of students, as this is a school located on a military base. The population it serves is 40% white, 29% Hispanic, 18% Black, 5% Native Hawaiian or Other Pacific Islander, 2% Asian, and 11% identified as two or more races. Knowing that this school serves military children from different demographics, students know more than one language, or their first language might not be English. The following tables provide recommendations for teachers implementing translanguaging, student meaning-making, and identity support at my school site.

Educators Implementing Translanguaging Practices

Based on my research, the following action plan aims for teachers to implement translanguaging in their classrooms to support multilingual students.

Table 1

Educators Implementing Translanguaging Practices

Research says...	Practice at La Joya Elementary School	Recommendation
Research says that translanguaging allows the teacher to draw on the student's linguistic household and funds of knowledge that allows students to make meaning-making of content (Hernandez García et al., 2020; Kelly & Bolanos, 2020; Sayer, 2013).	Teachers use active prior knowledge in lessons. However, they do not draw on students' personal history, experience, environment, attitudes, beliefs, and ideology of culture.	The district needs to provide professional development (PD) for teachers draw on the student's household linguistics and funds of knowledge for students to make meaning of content in the classroom.
Research says that teachers that create instructional activities that support multilingual students leverage and grow the student's existing linguistic and literacy skills (Rowe, 2018; Hayriye-Aydar, 2019).	There is no consistency in teachers encouraging students to demonstrate their learning differently or using their full skills to make sense of content.	Teachers should create lessons that support multilingual learners leverage and linguistic and literacy skills that they already possess to make sense of content.
Research says that teachers who are multilingually aware need to promote spaces for students to make meaning and develop metalinguistic awareness (Henderson & Ingram, 2018; Hernandez-Garcia & Schleppegrell, 2021).	Only multilingual teachers receive some training in supporting multilingual students but does not support teachers to become multilingual aware to support multilingual learners.	Professional development (PD) and professional learning communities (PLCs) should focus on supporting teachers to reflect on their metalinguistic awareness.

Students making meaning

The following table provides recommendations around students meaning making through translanguaging in my school site.

Table 2

Students Making Meaning in the Classroom

Research Says...	Practice at La Joya Elementary School	Recommendation
Teachers that welcome translanguaging into the classroom facilitate an environment with language, culture, and multiple perspectives that encourage multilingual learners to use their linguistics resources from home for achievement (Pacheco & Miller, 2016; Kayi-Aydar, 2019).	Teachers do not welcome or encourage multilingual learners to use their linguistic resources from home to be successful in the classroom.	Learn more about multilingual learners' language, culture, and linguistic resources to facilitate in the classroom for achievement.
Allowing students to use both languages to rely on their background using one language to support their learning in the other increases participation and attention (Kelly & Bolanos, 2020; Creese & Blackledge, 2010).	The work that the students complete is in English. The school is not encouraging using other languages to complete work.	Provide a space for students to use multiple languages to support their work. That is, allowing students to complete academic content in their mother tongue.
When students use their full range of language and other meaning-making practices helps students accomplish academic and personal goals (Daniel & Pacheco, 2016; Esquinca et al., 2014).	La Joya Elementary school teachers only use English with all students.	Encourage and provide more opportunities for students, especially multilingual students and those learning English, to express themselves in whatever language they feel proficient at, recognizing their academics and language practices.

Self-identity Through Translanguaging

The following table provides recommendations around identity support for multilingual students at my school site.

Table 3

Student's Self-identity Through Translanguaging

Research Says...	Practice at La Joya Elementary School	Recommendation
Opening spaces where students could resist English monolingualism's historical and cultural positionings empowers bilingual identities (García-Mateus & Palmer, 2017).	La Joya Elementary School picks and chooses when and what to implement in its lessons that could empower bilingual identities.	All teachers should expand on lessons for students to share and make personal connections with content.
When a student's native language is not accepted in a formal context or is fully written down, it demonstrates their position, and sociocultural identity is not accepted (Wei, 2014; Langman, 2014).	La Joya Elementary only encourages newcomers to use their native language because of their limitation of English for completion of work purposes.	On content and around the school, translanguaging practices should be implemented to create a fluid space where students' home cultures and languages are integrated for students' identities to be valued.
Teachers who engage in diverse linguistic and cultural practices in content provide a learning environment that values intersectional identities (Kayi-Aydar & Green-Eneix, 2019; Hernandez García et al., 2021).	La Joya Elementary School creates a diverse environment by celebrating all students' cultures around the school. However, school content is minimal and connects with students' culture in the classroom.	Learn from the different student's family cultures, home languages, and home practices to implement content for students to value their identities and position them as knowledgeable and resourceful.

Conclusion

This action plan outlines my recommendations on how teachers can implement translanguaging practices for students to make meaning of content and empower their identities.

The key aspect of these recommendations is providing support for teachers through district

professional development (PD) or professional learning communities (PLC) to develop metalinguistic awareness of themselves and implement translanguaging pedagogies to support students. The next section will return to my rationale and try to answer the three questions I asked based on the research and the site where I work.

Discussion

This research project started with a personal connection. I am a multilingual learner (ML) student, which means I have two worlds that I think and speak with. It is crucial for me to be in an environment where I can use my two languages to make sense of things. Moreover, many ML students in schools cannot use their repertoire because translanguaging is not regarded as important. I became interested in translanguaging when I first heard about it in college. My first language is Spanish, and English is my second language. I have been using translanguaging to understand things better for most of my life, especially throughout my education. To make meaning of content in classrooms, making connections with my native language helped me. Therefore, translanguaging became important because it helped me have a more precise and deeper understanding of things. I want to create spaces where students can build on their knowledge and connect to things at home. Translanguaging provides the opportunity to help multilingual learners comprehend and communicate. Students can bring what they already know into the classroom to make connections. In the community, translanguaging is culturally responsive to create equity and support the development of the students' heritage language and communities.

This research project explored how teachers implementing translanguaging practices in their classrooms support multilingual learners. The guiding question for this project is, "How do translanguaging practices provide advantages to multilingual learners within the education

system?”. The research was focused on three questions. I will answer my question and speculate on future trends in translanguaging research. The questions led to the following significant findings, educators implementing translanguaging practices, students making meaning using translanguaging, and student self-identity through translanguaging. I will discuss my findings of those major findings, implications for teachers and school administrators, implications for future research, limitations of my research, and my conclusions.

So far, from my research literature, I have drawn that teachers adapt translanguaging practices for students to make meaning of content material while continuing to develop their heritage language at home. With students who are developing language, it helps build their language skills. Translanguaging makes connections between the home and school language being used. From my place of practice, translanguaging is not implied.

Discussion of Findings

In this section, I will attempt to answer my three questions. My three questions are: How is translanguaging being defined regarding the different ways the term has been taken in teaching practice? What are the primary barriers and challenges when implementing translanguaging practices? What are the impacts of translanguaging in classrooms? I am also going to speculate on future trends in translanguaging research.

Contrast definitions of translanguaging

My first question was, "How is translanguaging being defined regarding the different ways the term has been taken in teaching practice?" The research began defining the meaning of translanguaging and how it is being defined regarding the different ways the term has been taken in teaching practice. Through my research, I learned that translanguaging is an approach to how multilingual students use language to communicate and make meaning of content by drawing on

one linguistic repertoire instead of a separate language (Hornberg & Link, 2012; Poza, 2019; Garcia, 2017; Rowe, 2018). Poza (2017) presented different definitions of translanguaging regarding how translanguaging was exemplified regarding language use and practices and implications or applications of teaching practices.

The different definitions were categorized as follows; language alternation, heterological sociocultural learning theories, and heterological views with schooling and societal implications. All three definitions support that translanguaging combines two or more languages used in one activity. The heterological sociocultural learning theories add that translanguaging is making meaning, shaping experiences, and gaining understanding and knowledge by using multiple languages. The heterological views on schooling and societal implication is everything the heterological sociocultural learning theory describes while adding a framework for social justice (Poza, 2017; Garcia & Kleifgen, 2020).

Language alternation is mainly known as the original use of translanguaging, which refers to systematically merging multiple languages in the same learning activity (Poza, 2017). It is very similar to what people know as “code-switching,” which is a “strategic and contextually responsive alternation between features of distinct languages” (Poza, 2017, p. 103). Language alternation has no approach to language learning. In other words, it is a natural skill for multilingual learners to receive information in one language and then apply it in another.

Heterological sociocultural learning theories refer to the process of meaning-making, shaping experiences, understanding, and knowledge using multiple languages (Poza, 2014). This means that translanguaging is used as a function rather than a form. As a norm, the multilingual learners’ and multilingual students’ language practices are seen as the starting point as opposed to the language of monolinguals. This term recognizes that multilingual learners have only one

linguistic repertoire that merges all their linguistic skills and literacies, where they select specific features strategically to communicate effectively (Poza, 2014). Language separation is significant as it is seen as an overturning of prior conceptualization and linguistic norms but does not support social justice.

Heterological views with schooling and societal implications are similar to Heterological sociocultural learning theories in that translanguaging does not acknowledge multilingual learners' languages separately but as one linguistic system (Poza, 2017). This term stresses how multilingual students, through meaningful actions, flexibly select features in their linguistic repertoire to communicate. This term is different because it incorporates a framework for social justice. Heterological views with schooling and societal implications imply that translanguaging includes transformative language practices in attempts to wipe out hierarchy (Poza, 2017).

However, in practice, what translanguaging means is that the language user purposely selects linguistic features from their single repertoire that is made up of more than one language. It seems that in my school of practice, translanguaging is minimally implemented. Teachers encourage students to use their funds of knowledge during lessons to recall information. This means that the student brings into the classroom what they already know, from home or school, to make meaning. In my class, I also access the students' funds of knowledge from school and home. However, I encourage students to make connections between languages, demonstrate their learning in any way they feel comfortable and less restricted, and generate new linguistic and social possibilities. As a school, much work must be done for teachers to support multilingual students through translanguaging.

The ultimate goal is for teachers to implement translanguaging practices that include heterological views with schooling and societal implication. This approach makes room for

translanguaging while engaging in acts of social justice to provide multilingual learners to use their entire semiotic repertoire (Garcia & Kleifgen, 2020) in an English-dominant classroom that devalues other languages in academic content.

Primary barriers and challenges

My second question was, “What are the primary barriers and challenges when implementing translanguaging practices?”. Through my research, I learned that translanguaging is increasingly being utilized in practice to support multilingual learners by educators. Teachers can implement translanguaging practices; even monolingual teachers can incorporate the students’ native language into instruction in several educational functions (Lucas & Katz, 1994; García & Kleifgen, 2020). Teachers need to know their multilingual students to support them in obtaining knowledge and making meaning of academic content by including school and everyday outside of school literacies. Moreover, a positive translanguaging stance is key to developing positive teacher identities which promote students’ holistic language learning experiences and encompass critical understandings about why named languages have been invented (Kim & Choi, 2021; Garcia & Kleifgen, 2020)

Because English is the language of instruction, school policies do not support other languages as forms of instruction, translanguaging goes against several language in-education policies (Garcia & Kleifgen, 2020; Allard, 2017). This can cause some obstruction for teachers to implement a translanguaging pedagogy in a curriculum that only recognizes English linguistic skills and literacies. Policies that oppose translanguaging pedagogies result in “raciolinguistic ideologies, legacies, and structures of coloniality (Garcia & Kleifgen, 2020). Teachers are not given collaborating time, professional development, or other training types focused on translanguaging practices (Kim & Choi, 2021).

My research also suggests that when educators implement translanguaging pedagogies, barriers are lifted for multilingual learners, enabling them to make meaning of academic content through comprehension checks, translate lessons, explain and provide instruction, and interact socially and provide instruction that includes native language, culture, history of the student (Lucas & Katz, 1994). At the same time, the student's native language and multiple forms of literacy go recognized in the school and supported as a whole. When teachers recognize the multiple forms of linguistic skills and literacies that multilingual learners use for meaning-making, go beyond reading and writing, which are primarily acknowledged in schools, and also recognize other literacies in music, drawing and are flexible to measure what multilingual students bring for competency and success (Kirambra, 2017).

In my practice, many teachers have not heard of or are unfamiliar with translanguaging, whereas multilingual teachers have heard of this term. No support is provided either through professional learning communities or professional development. Multilingual teachers are familiar with this term because they have mastered translanguaging during their educational journey. Despite teachers not being familiar with translanguaging, they must become familiar with and implement these practices, especially working in a school on a military base serving a drastically diverse population of students.

Impacts of translanguaging in classrooms

My third question was, "What are the impacts of translanguaging in classrooms?" The impacts of translanguaging implementation consist of multilingual learners meaning-making of academic content and positive self-identity. In learning environments where multilingual learners' entire linguistic skills and literacies are supported, students can make meaning by constantly adapting, adjusting, and employing linguistic resources in academic content to be

successful (Daniel & Pacheco, 2016). Multilingual students can make meaning in school and home experiences by fluidly moving between more than one language while using their linguistic resources and literacies to make sense of assignments, switch between formal and informal, depending on the environment, students could assist one another, ask and answer questions, express their understanding in multiple languages, and interact socially (Lucas & Katz, 1994). These actions can demonstrate that they have skills that meet English standards in school, yet school systems do not recognize them.

Regarding self-identity through translanguaging, hierarchy is crucial because language placement can impact a multilingual student's identity. When the student's native language practices are seen as valuable, generative, and powerful (Poza, 2017) rather than ignored or discredited, the multilingual learner's identity is boosted, and multilingual learners are recognized as capable workers. Teachers who create a translanguaging space where multilingual students can construct expert identities and claim their full sociolinguistic repertoire are able to claim their identities and embrace their heritage (Kayi-Aydar & Green-Eneix, 2019). Hierarchy in the school system needs to be wiped out by recognizing languages other than English, and multilingual students' personal and outside school experiences need to be implemented in curricula. For this to happen, social justice work needs to happen for multilingual learners' native language to be positioned as equal to English and for their linguistic practices to be recognized.

In my practice, the few practices of translanguaging that have been implemented have a significant impact. As for my classroom, students become more comfortable because of the created translanguaging space. It is evident that when applying translanguaging practices, students' full identity is being recognized, which means their full linguistic identity, linguistic skills, and literacies. This allows the students to make meaning in any language to complete

assignments. In my place of practice, this little evidence demonstrates that implementing translanguaging practices is helpful for students. Therefore, teachers in my school practice should become advocates for translanguaging and implementing practices in their classrooms.

Speculations On Future Trends

Regarding future trends in translanguaging research, I would anticipate seeing three critical areas of study. The areas I anticipate are sociopolitical factors such as power and identity to gain more attention, transformations in educational contexts such as adapting policies or frameworks that support translanguaging, and teacher preparation programs that implement translanguaging practices. As mentioned, translanguaging is a form of social justice; translanguaging will increase attention to how it breaks language barriers in the education system by recognizing languages other than English as one of the main languages. Sociopolitical factors studies would increase how multilingual learners' entire identity is being represented without suppressing their roots and culture. With transformations in the education context, I mean how the education system is designed to meet specific goals, objectives and address specific needs. As research continues to support translanguaging as a pedagogy and practice, interest in policies that support translanguaging will be advocated for, as there are no policies that support translanguaging in a monolingual school system. The last trend is teacher preparation programs that implement translanguaging practices. With educators' interest in translanguaging and pre-service teachers starting to be involved with translanguaging at graduate-level teacher education, graduate-level education should be teaching about translanguaging whether the teacher plans to obtain an endorsement in multilingual education. In addition, because identity is important, an increase in teacher identity would be of interest such as reflection on teacher

identity work that happens in the classroom to support the students' identities (Kayi-Aydar & Green-Eneix, 2019).

Implications for Future Teachers and Schools

The results of my research have several important implications for teachers and schools to implement translanguaging. In this section, I will discuss specific implications and challenges for teachers implementing translanguaging, students making meaning of content using translanguaging, and translanguaging supporting student identity.

To begin with, teachers need to develop metalinguistic awareness to support multilingual learners linguistically. This could start with teachers reflecting on their linguistics and how they could support multilingual learners' full linguistic skills—moreover, recognizing the invisible linguistic skills that school norms do not recognize that multilingual learners possess and recognizing them in academic content by implementing translanguaging practices in the curricula. Since teachers' raciolinguistics backgrounds influence their perceptions and backgrounds, which impacts their translanguaging stance (Kim & Choi, 2021), any bias or misperceptions should be addressed. As necessary, a translanguaging space needs to be created for students. Principals should also be held accountable for knowing translanguaging; therefore, they should also be included in professional development training aimed at translanguaging.

As for implications for schools, reframing professional development (PD) and professional learning communities (PLC) to focus on supporting teachers to implement translanguaging pedagogies to implement translanguaging in curricula. Teachers are not provided collaboration time to increase student learning and strengthen teacher-student bonds through translanguaging (Allard, 2017). School districts must provide training on how all teachers could implement translanguaging practices for students across all grade levels and

content. These should not be limited to the content area or if the teacher is monolingual, as studies have proven that monolingual teachers could implement translanguaging.

Adopting policies or frameworks in a school district that support translanguaging strategies would support educators in implementing a translanguaging pedagogy. Poza (2014) reported on how linguistically diverse schools in New York City embedded translanguaging within the framework of the CUNY-NYSIEB translanguaging guide. The framework informed that “all instruction, whether in the home language or in English, should include translanguaging strategies” (Poza, 2014, p.113). and “that “[long term English learners] frequently engage in translanguaging practices, moving between English and their home language” (Poza, 2014, p.113). Based on my research, hardly any schools have adopted or implemented translanguaging as part of their policies or framework. Adopting policies or a framework that supports translanguaging would ensure consistency in implementing practices throughout the schools.

Implications for Future Research

Future research is needed to explore how current school policies support and oppose translanguaging in the school system. Specific studies focus on current policies, such as English being dominant in the classroom, standardized testing only being available in English, and standards only recognizing English skills. Because the school system marginalizes multilingual learners, it is even more essential that school policies start recognizing the linguistic skills and literacies the multilingual students possess in different languages because multilingual students are meeting those standards in a different language, and they go unrecognized.

Certainly, further research is needed regarding how best to engage these different stakeholders to foster a translanguaging stance, how much dispositions and practices change as a result of such engagement, and how sustained any changes are despite sociopolitical headwinds

that insist on subjugating Latino/a students, their families, and their linguistic practices to the hegemony of a white listening subject.

Most of the studies in my research focused on multilingual learners and teachers. Future research should also include monolingual students and principals. By monolingual students, I imply how translanguaging could be an advantage or disadvantage for them. Research shows that translanguaging is significantly valuable for multilingual students, so implementing translanguaging practices might have advantages for students. As for principals, future research on how important it is to comprehend the advantages of translanguaging, know how to implement it in practice, and what kind of impact they could make when they are advocates for translanguaging. This type of research could positively impact translanguaging because it could make it evident that more stakeholders are positively affected.

Limitations of the Project

This project uses articles that were published between 1994 to 2022. When searching for articles, I used the terms translanguaging, meaning-making, identity, and translanguaging pedagogies. Articles I came across focused on higher education, such as college, while my focus was K to 12. Moreover, some articles were studies conducted outside the United States. This was a limitation because other countries have different education systems, and students have different school experiences that cannot apply to those in the United States. Through my research, I did not find studies that were conducted on different subjects other than literacy, history, music, and science. This causes a gap in how translanguaging pedagogies in other content, such as math, physical education, and other classes, are desirable for multilingual learners' success. The studies conducted focused on Spanish, and studies on other languages were very limited. With more research conducted in different content areas and languages, it will build more substantial

evidence that translanguaging practices, in fact, support multilingual learners' full linguistics skills and literacies in any academic content.

Conclusions

Because schools disrespect the home languages, they also disrespect home cultures and multilingual learner's identities. Students are left demoralized without the tools they need to engage in education. For a multilingual learner's identity to feel valued and have the opportunity to make meaning in academic content by recognizing all their skills, translanguaging practices need to be implemented by supported educators. In this paper, I tried to explore the impact of translanguaging practices on multilingual learners and make recommendations for teachers to implement effectively.

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