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EXPLORING THE USE OF TRANSLANGUAGING TO SUPPORT MIGRANT
STUDENTS' INTEGRATION INTO TÜRKİYE'S MAINSTREAM K-12
EDUCATION

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Annelie Yvonne Johnson

June 2025

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

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ABSTRACT

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MA in Curriculum and Instruction

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To remain relevant and just in an ever-diversifying world, education systems must continue to adapt. This evolution comprises creating more equitable opportunities for all learners, particularly those from marginalized groups. It further comprises the re-examination of policies that might limit students' full participation in the learning process. In pursuit of this goal, this thesis explores the potential of translanguaging philosophy – a philosophy that views multilingual learners' linguistic repertoires holistically – not only to promote social justice, but also to positively impact classroom behaviour and academic performance. The number of migrant children in Türkiye has created a need for additional support for their swift integration into the mainstream Turkish school system. I performed a systematic literature review to better understand translanguaging in the context of K-12 education, migrant education, and the Turkish education system. The integrative review showed a need for more teachers to be supported in the multilingual and multicultural education of migrant students. Using the insights from the review, I developed an instructional design aimed at empowering teachers to effectively integrate migrant students into their classrooms. This instructional design provides translanguaging strategies which teachers at mainstream K-12 public schools in Türkiye can use to support the inclusion of migrant students. The aim is for this instructional design to be validated and then disseminated in order to provide teachers with training materials to strengthen their everyday practice.

Keywords: translanguaging, migrant students, integration, multilingual education, teacher perspectives, social justice

ÖZET

Türkiye’deki Göçmen Öğrencilerin Devlet Okullarındaki Eğitime Entegrasyonunu

Desteklemek İçin Diller Arası Geçişlilik Kullanımına Dair İnceleme

Eğitim Programları ve Öğretim Yüksek Lisans Programı

Annelie Yvonne Johnson

Eğitim Programları ve Öğretim Yüksek Lisans Programı

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Giderek çeşitlenen bir dünyada geçerliliğini ve adaletini korumak için eğitim sistemlerinin uyum sağlaması gerekir. Marjinal grupların eğitime uyumlandırılmaları, bilgi ve öğrenmeye daha eşit erişim için gereklidir. Bunun için öğrenmeye aktif katılımı kısıtlayan katı dil uygulamalarını geride bırakmak gerekir. Bu hedefi gerçekleştirmek için de, bu tez, çok dilli öğrenenlerin dil repertuarlarını bütünsel olarak ele alan diller arası geçişlilik felsefesinin potansiyelini araştırmaktadır. Bu felsefe, sadece sosyal adaletsizlikle mücadele etmekle kalmayıp, sınıf davranışları ve akademik performansla da olumlu etki etmektedir. Türkiye’de artan göçmen çocuk sayısı, onların Türk okul sistemine hızlı bir şekilde entegre olmaları için ek desteğe ihtiyaç duymalarına neden olmuştur. Araştırmacı, eğitimi, göçmen eğitimi ve Türk eğitim sistemi bağlamında diller arası geçişliliği daha iyi anlamak için sistematik bir literatür taraması gerçekleştirmiştir. Bütünleştirici inceleme, göçmen öğrencilerin çok dilli ve çok kültürlü eğitiminde daha fazla öğretmenlerin desteklenmesi gerektiğini göstermiştir. Araştırmacı, incelemeden elde ettiği bilgilerden yararlanarak, öğretmenlerin göçmen öğrencileri sınıflarına etkili bir şekilde entegre etmelerini sağlamak amacıyla bir öğretim tasarısı geliştirmiştir. Bu öğretim tasarısı, devlet okullarındaki öğretmenlerin göçmen öğrencileri dahil etmesini desteklemek için kullanabilecekleri bir diller arası geçişlilik stratejileri sunmaktadır. Amaç, bu öğretim tasarısının geçerliliğinin doğrulanması ve ardından öğretmenlere günlük uygulamalarını güçlendirmek için eğitim materyalleri sağlamak üzere yaygınlaştırılmasıdır.

Anahtar kelimeler: diller arası geçişlilik, göçmen öğrenciler, entegrasyon, çok dilli eğitim, öğretmen perspektifleri, sosyal adalet

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CHAPTER 1: INTRODUCTION

Introduction

An increasing number of people in today's society are living in the *liminality*, the space *in-between*. While *in-betweenness* evokes a general feeling of being stuck in the gap, here it gives imagery for people caught between their diasporic and host cultures. In 2024, with the tremendous increase of globalization, 304 million people, 3.7% of the world's population, have migrated internationally for reasons including economic or educational opportunities, family reunification, conflict or persecution, human-rights abuses, or environmental causes (United Nations, n.d.). The United Nations High Commissioner for Refugees [UNHCR] (2025a) expects 139.3 million of those migrating in 2025 to be forcibly displaced people, including refugees, internally displaced persons, and asylum seekers.

There is a disproportionate impact of displacement on children, who make up only 30% of the global population but roughly 40% of forcibly displaced people (United Nations Children's Fund & United Nations High Commissioner for Refugees, 2023). This trend continues, as about two million children were born into refugee families between 2018 and 2023 alone (UNHCR, 2025b). Education systems all around the world are experiencing a drastic shift in student profiles due to the current migrant crisis. A variety of factors, a large one being language, impact the effective delivery of education in these intersectional classrooms.

The following chapter addresses the changing academic landscape and the need for policy and practice to reflect this, specifically in terms of language. The author discusses this in light of globalization and the centrality of language in equity and proposes translanguaging philosophy as part of the solution. Finally, they

contextualize the issues in Türkiye and conclude by presenting a need for a systematic literature review and material development.

Background

Globalization and Language in Education

Current globalization has created a need for a *trans*-perspective. In words such as transnationalism, translocal, transculturation, and translanguaging, “The affix ‘trans-’ evokes a sense of mobility across and between two or more entities, situations, or statuses. Transnational migrants, for instance, cross international borders to work and resettle in another part of the world” (Kim, 2021, p. 128). Transcultural border-crossings, whether physical or symbolic (Kim, 2021), have led to superdiversity in the classroom which, in the 21st century, is “not new but a norm” (Kim, 2021, p. 130). The classroom is a critical context for transculturation, and language is blatantly in the open as evidence of a school culture’s embrace or rejection of it.

Language mediates the transmission of thought, often functioning as a bridge between people’s political, economic, social, and cultural worlds. This bridge is essentially a medium for transferring ideas from one entity (an individual, a community, a country) to another. However, the overemphasis on standardized language norms negatively affects individuals, education systems, and societies. Across the globe, many education systems have often prioritized the conventional utterances of language over the use of language to advance knowledge. But, the overvaluation of language systems has the negative effect of creating barriers to expression and constricting thought amongst learners.

Translanguaging as an Alternative

Inextricably linked to transculturation is *translanguaging*, a term originally coined by Williams (1994), referring to bridging political, social, and academic contexts with language. Baker (2003) explains how Williams first theorized translanguaging and invented the word, their intention was to further the content development of students by feeding them input in their home language and requiring output in the medium language of instruction. Baker (2003) has since expanded on this with the following four purposes of translanguaging and transliteracy: promoting deep understanding of content knowledge; developing communication in their emerging language; encouraging partnership between the home and school; and improving the integration of students with varying proficiencies of the medium of instruction.

As a holistic view of languaging and transculturation, translanguaging acknowledges students' present environments, cultures, and histories and their interconnectedness with each other as with psychology, sociology, anthropology, and political science (Blackledge & Creese, 2014). Translanguaging offers students pathways to share meaningful contributions about their culture and worldview. As Woodley (2016) writes, "Translanguaging... opens up windows for cross-cultural learning by giving space for emergent bilingual students to be leaders in their classrooms" (p. 94). As Woodley writes, these students may be underrepresented or unheard in English-only or one-language classrooms. For this reason, translanguaging must be positioned in place and time within political narratives to represent the philosophy as holistically as it represents languagers. However, these pages will be directed at the use of translanguaging as a contemporarily relevant tool

to explore knowledge effectively with students, those in the mainstream, and, even more so, those on the margins of the mainstream.

Although one definition is too simplistic for this vast-reaching philosophy, theorist Canagarajah (2011) provides the following working definition for translanguaging: “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (p. 401). On its own, *linguaging* is understood as “different from language conceived simply as a system of rules or structures; languaging is a product of social action and refers to discursive practices of people” (García & Sylvan, 2011, p. 389). In the following pages, language users may be referred to as *linguagers*. Furthermore, the language referred to by some linguists and educators as a speaker’s *first language* (*L1*), *mother tongue*, or *native tongue* will be referred to as the *home language*. The language of power spoken in schools will be referred to as the Medium of Instruction (MI). In many cases, this language is also the predominant language in public places of society. It is vital to establish that, as the core of translanguaging is challenging rigid language boundaries, many translanguaging theorists do not utilize terms that establish or align with named languages. For functional purposes, however, the following pages will still use terms for named languages, named language speakers, and speakers with varying proficiency levels. Considering that theorists acknowledge translanguaging practice as a continuum (Parra & Proctor, 2022; Wang, 2022), I believe it still complies with the practice.

Translanguaging with Current Pedagogy

While translanguaging theory has developed in more recent years, it closely correlates with long-recognized best practices that ensure a classroom is culturally sustaining, differentiated, inquiry-based, and learner-centered. While the field of

education is familiar with differentiation, inquiry, and learner-centered instruction, the operative term in translanguaging is culturally sustaining pedagogy. This term affirms and encourages the expression of the multifaceted identities of all language users in environments where linguistic expression may be constrained.

Educators have long recognized that no learner is the same, in line with differentiated instruction pedagogy (Tomlinson et al., 2003). However, there is progress to be made for them to affirm that no learner's linguistic repertoire is the same (García & Wei, 2013). Rather, they expect all students to perform at the same linguistic level. Meanwhile, contemporary pedagogical theory has shifted from a top-down classroom approach with the teacher as the only expert in the room to a parallel relationship between teacher and students. The teacher best serves their students as a mentor and facilitator in the search for knowledge. Translanguaging philosophy lends itself to this by positioning the teacher as detective, co-learner, builder, and transformer (García, 2017). Since few teachers possess the ability to speak all the languages represented in the contemporary classroom, the situation is, as Woodley (2016) describes, "ripe for students to take the lead, to facilitate learning in their home languages, and to use translanguaging to support themselves and others" (p. 84).

In line with contemporary theory and best practice, it is important to recognize learners' diverse needs, provide them with opportunities to inquire, and encourage them to take an active role in their learning. These best practices are further enriched through translanguaging by incorporating cultural sustainability. Instead of contradicting or compromising current agreed-upon educational strategies, translanguaging is in perfect alignment with them. With the increasing complexity of student populations, teachers can benefit from translanguaging tools that serve their

diversifying student profiles. While change does not come easily at the administrative or classroom level, the superdiversity faced in education requires systems, institutions, and teachers to adapt. With both a comprehensive and practical understanding of translanguaging pedagogy, teachers “would be able to conceive superdiversity as resources instead of barriers for the translanguaging classroom” (Kim, 2021, p. 139).

Practical Applications of Translanguaging

Practically, a translanguaging classroom encourages more balanced recognition “among named languages, semiotic modalities, and diverse cultural identities through, for example, classroom signs in multiple languages, cultural artifacts from different places and times, and creative translanguaging/transmodalising projects that students have created” (Kim, 2021, p. 138). In a translanguaging classroom of any grade level and content area, languages spoken by the student population may be visually represented on the walls. Teachers and students may access their full linguistic repertoire with, though not limited to, the following seven aims: differentiating instruction, scaffolding material, extending knowledge, honing communication skills, developing linguistic flexibility, fostering student engagement, and fighting against injustice as manifested through linguisticism (García & Wei, 2013, p. 121).

Additionally, languages may be used in tandem in all stages of learning. However, as translanguaging is a philosophy for interaction from the classroom to the community, its scope goes beyond a prescriptive set of rules. Kim (2021) argues that translanguaging “aims to build connections with students’ identities, capacities and community repertoires” (p. 139); therefore, it is not simply a strategy.

Administrators, teachers, and students alike ought to adopt a posture aimed at inclusivity and openness.

Problem

Türkiye has maintained its position for eleven consecutive years as the world's leading host of refugees, with over three million refugees alone, including those under temporary protection, international protection applicants, and status-holders (UNHCR, 2025c). School-aged children constitute a large number of this population, and additional efforts are required to ease their swift integration into the Turkish school system. However, with the dominance of traditional linguistic views on language, students' diverse linguistic backgrounds are often viewed as a liability instead of an asset. Furthermore, both public and private academic institutions often prioritize language development over content learning, and consequently, students are set back until they can dexterously employ the classroom's MI.

There is a continuing need for equitable pedagogy and resources both inside and outside the classroom to ensure these students' successful integration into the system. Although the educational philosophy *translanguaging* has arisen to address this, it must be ascertained whether it is being used to support migrants in mainstream education in Türkiye and, if so, how this is being done. An analysis of the research is needed to determine what support teachers need in order to implement the philosophy effectively and if, in fact, they are willing to implement these new instructional practices with the potential to right the present academic inequity faced by migrant students.

To date, a bibliometric analysis of translanguaging was performed by Xin et al. (2021), mapping the literature in the twenty years prior. Only two reviews have been performed specific to the context of Türkiye, one by Karahan and Atmaca

(2023) and another by Aydın and Dikilitaş (2024). Karahan and Atmaca's systematic review focused only on master's theses and doctoral dissertations about translanguaging in Türkiye with no explicit focus on migrant education. Aydın and Dikilitaş's meta-synthesis focused on translanguaging in teacher training, again without a focus on the education of migrant students. Once understanding is deepened about Turkish teachers' responsiveness to translanguaging in the context of migrant students' education, they must be provided with further practical materials and guidance.

Purpose

Implementation of translanguaging in the K-12 classroom has the potential to subvert the imbalances that hinder migrant students from expressing their voices and from learning at the same pace as their peers whose first language is the medium of instruction. Not only does this language philosophy address educational disparities, but its application may also positively impact classroom behaviour and academic performance. Since the reviews of Karahan and Atmaca (2023) and Aydın and Dikilitaş (2024) did not focus on the application of translanguaging to the integration of migrants into the Turkish education system, performing a systematic literature review allows for a higher degree of certainty regarding the research in this area, the key concepts and theories, and the gaps within the literature requiring further investigation. Furthermore, a systematic literature review provides a foundation for material development, ensuring that instructional design is evidence-based. Without this, there is a risk of the instructional design not being aligned with the practical needs of the classroom or being relevant to the context.

Beyond theory, a systematic literature review can lead to the discovery of materials and strategies that can be adapted to fit the needs of migrant students in

Türkiye. Consequently, I used a transformative mixed methods design to carry out a systematic literature review. The purpose of this study was to determine how translanguaging is a viable teaching practice that can enhance education for multilingual classrooms in Türkiye. With this aim in view, I did not perform a classic systematic review. Instead, I focused on the research relevant to the material development. Stemming from the comprehensive literature review, I developed an instructional design to provide teachers with easily accessible materials integrating translanguaging practices. The intention is to provide this translanguaging guide for teachers' use in diverse K-12 Turkish mainstream classrooms, especially those with large populations of migrant students.

Research Questions

1. According to the literature, what are the experiences of migrants in the K-12 education system in Türkiye?
2. According to the literature, what do teachers in Türkiye deem their biggest challenges regarding the instruction of migrant students?
3. According to the literature, what are Turkish teachers' greatest needs regarding the instruction of migrant students?
4. According to the literature, what is the impact of translanguaging philosophy on the learning of students from multilingual and multicultural backgrounds?
5. According to the literature, what is known about the use of translanguaging strategies in Türkiye?

Significance

Through systematic literature review and development of translanguaging materials, this study offers resources that may be directly employed in Turkish classrooms with students from minority-language backgrounds. Through the

literature review, this study provides insight into the current climate surrounding translanguaging pedagogy. Furthermore, through the instructional design, teachers may be exposed to translanguaging materials suited for use in multilingual and multicultural classrooms. Consequently, there may be an increased use of the philosophy in the classroom. Through it, Türkiye's vast number of migrant students may be better reached with education, which serves a much higher function than filling classroom seats. Additionally, more stakeholders may be engaged in the discussion of furthering translanguaging in both practice and policy.

Finally, advocates throughout the field of education have been fighting for education to be a right for all, and accessibility to education must increase with the enhancement of best practices. Translanguaging has the potential not only for students to access more content knowledge and enhance their 21st-century skills of creativity, criticality, and collaboration, but also to promote equity and inclusion. While the promotion of this philosophy does not solve injustice, it is a step in the direction of providing quality instruction to each student without discrimination.

Definition of Key Terms

Inquiry-based learning: While the term encapsulates many pedagogies of engagement, the premise is that students explore, create, and apply information in the process of learning.

Language purism: A belief that languages must not be polluted by behaviours such as mixing languages and widely spreading vernaculars and colloquialisms

Linguicism: Discrimination based on one's language use

Deficit thinking: “[Posits] that the student who fails in school does so because of internal deficits or deficiencies. Such deficits manifest, it is alleged, in limited intellectual abilities, linguistic shortcomings, lack of motivation to learn, and immoral behavior. The proposed transmitters of these deficits vary according to the intellectual and scholarly climate of the times... genetics, culture, and class, and familial socialization have all been postulated as the sources of alleged deficits expressed by the individual student who experiences school failure” (Valencia, 2012, p. 2).

Linguistic resistance: Resisting or directly opposing hegemony through language practices

Medium of Instruction: The dominant language used for teaching

Multimodality: “builds on the idea of semiotics and critical pedagogy and calls for integration of semiotic modes, such as written, visual (still and moving images), gestures, and sound in meaning-making. Multimodal composing may be in the form of digital (e.g., CDs, computers, or the internet) or print-based texts. Proponents of multimodal composing as a means of developing digital literacy in second language education argue that learners should be helped to understand the

affordance of digital tools (how digital technologies are designed and what they allow users to do)” (Dzekoe, 2021, p. 220).

Superdiversity: As described by Arnaut et al. (2015), “Superdiversity captures the acceleration and intensification of processes of social ‘mixing’ and ‘fragmentation’ since the early 1990s” (Frontmatter).



CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

The following literature review synthesizes research on translanguaging philosophy as a unitary model of language; a holistic approach to learners; a movement toward inclusive linguistic practices; an alternative to monolingual stances prevalent in academia; and an inspiration for creative, critical thinking in diverse educational contexts. After presenting the basis of translanguaging theory, it explores the globalization transforming 21st-century classrooms, specifically in light of the global refugee crisis. It lays a foundation for teacher involvement in curricular and instructional change necessary to integrate these students into school systems. Turkish policies and perspectives informed by a translanguaging stance are analysed, along with differing perspectives on translanguaging from theorists and academic stakeholders alike. Finally, the review builds a conceptual foundation for this study, which guided me in developing the instructional design.

A Specialized Approach to Refugees in Education

A central tenet of this study is that marginalized students feel respected and safe. Beauregard et al. (2017) report that minority children experience greater satisfaction when they maintain strong connections with their ethnic, religious, and family groups. Their case study looked at a Palestinian child's restorative journey as a refugee to Canada. Beauregard et al.'s data included drawings in which they found evidence of "overwhelming and chaotic, evoking trauma" (p. 117). Like many refugees, this child was uncertain which group s/he belonged to. Some may wish to avoid or deny their identity, and others lean into it as a protective role, specifically when the majority has affirmed this identity.

For youth having experienced trauma, it is necessary for them to be able to “redefine, reconstruct and reorganise conflicting experiences in a meaningful way” as they make sense of their world and their identity (p. 115). Over time, the art and storytelling program in this study provided an avenue for this student to release feelings of inner turmoil and identity conflict, while also improving their educational experience. Freedom of diverse expression is especially necessary for trauma-affected students. Institutional improvements worldwide are necessary to address their unique needs, but realistic steps must first be taken to arrive at such change.

Refugee students have an increasing presence in the school system due to the refugee crisis of the current century. The challenges of globalization are heightened in their situation as they bring their trauma, their transnationalized identities, and, as newcomers, their emerging language into the classroom. Students’ trauma may result in “social withdrawal and regressive behaviours, hyperarousal or dissociation, flashbacks, aggression, inability to concentrate, attachment difficulties, memory difficulties, sleep disturbances, feelings of guilt, depression, post-traumatic stress disorder and anxiety disorders” (Block, 2014, p. 1339).

According to Jennings (2019), trauma-exposed students may “have difficulty trusting peers and adults, especially authority figures...be overly defensive, anticipating adult criticism, or defiant as a way to assert control” (p. 12). The influence of trauma on a student’s development of social skills and emotional regulation may also cause them to have conflict with their classmates, be victims or instigators of bullying, or “dissociate and become invisible as a way to cope in social situations, leading to social isolation” (pp. 12-13).

As Stewart (2012) argues, schools are frontrunners in systemic change since they are strategically placed as an “integral part of the larger community” (p. 185).

Stewart's study of migrant students found academic challenges caused by interrupted learning and lower academic literacy levels, financial concerns distracting students from their learning, and an environment that lacked a sense of welcome or strong support due to systemic, organizational, and policy issues. Furthermore, language barriers and work demands prevented parental involvement.

For these reasons and others, some teachers expressed uncertainty about having migrant students in their classrooms. To address this, the author recommends support through mentors at all levels of a student's social network, meeting the student's needs at the innermost circles and moving outwards. They argue that, during students' process of healing, adaptation, and continued learning, schools are avenues for developing not just academic skills but also "basic life skills and strategies for dealing with social and emotional issues, such as anger, depression, stress, and anxiety" (p. 184). As schools do so, they must collaborate with parents and local communities. This requires strengthened multilingual and multimodal communication and translation services, allowing school leaders to access all caregivers equitably. While Stewart's qualitative research relates to war-affected children in the Canadian education system, it also has applications to the integration of migrant students into the Turkish education system.

Schools must be safe spaces for migrant students during the volatile post-migration season by promoting acclimation rather than absorption. To further the acculturation of Syrian refugees into the Turkish education system and promote quality education for Syrian and local students, Anis et al. (2021) conducted interview research with students, parents, and teachers at five schools in Gaziantep, Türkiye. From teachers' perspectives, the central issue affecting students' academic performance, communication, and integration was their language skills. Furthermore,

students and parents expressed a desire for a warm welcome from schools' staff and students, which was not always received. One mother commented, "Teachers have to encourage Syrian students to learn to respect the Turkish language and culture as well as being proud of their native culture and language. I think these things are really important...not to make Syrian students feel like foreigners" (p. 1608).

In their explanatory sequential mixed-methods research, Orakcı (2025) identifies the following aspects of access to and integration into the education system: educational access, language barriers, education quality, dropout rates, psychosocial support, and legal impediments. Using the Psychological Sense of School Membership scale, they determined that the Syrian refugee students in their study had a 'low' sense of belonging, significantly impacted by their connection with their peers and teachers. They had a significant sense of lack of belonging, increased by their negative perceptions of their peers, teachers, and school. In interviews, the Syrian students expressed that adapting to the education system was difficult. Unlike other studies, which highlight the interrupted education of refugee students (Akar & Kandemir, 2023; Eranıl & Kasalak, 2024), students in this study mentioned that their Syrian curricula had already prepared them for topics newly introduced at their grade level in the Turkish curricula. Furthermore, their grade level equivalency certificate was often not accepted. This led to feelings of boredom.

Furthermore, the participants identified problems with language differences, causing difficulties in understanding the materials and lessons and maintaining good communication with their teachers. Language struggles can also lead to feeling excluded and disconnected. The author also suggests that such outcomes can explain maladaptive and disruptive behaviours, which also arose as a theme in the interviews. To address these issues, the author stresses the necessity of increased

professionalism and motivation on the part of teachers, as well as further training and seminars provided to them for the education of multilingual students.

In their research, authors Karabacak et al. (2025) highlight recent literature showing that refugee students often fall behind their peers academically. They argue that, in this age of globalization, it is schools' responsibility to help students integrate into society. However, their study reported that migrant students in Türkiye lack support in this process. In their article, they emphasize the need for Culturally Responsive Pedagogy (CRP) in order for teachers to build good rapport with students, aid students as they overcome past traumas and current stressors, and critically evaluate practices of injustice and inequality in the systems around them. The authors approach education from both a social efficiency and social reconstruction perspective, as they seek to raise up good citizens through the effective integration of migrant students into mainstream education, whilst encouraging students to challenge the status quo in their societies.

In their study of primary schools in Türkiye, Karabacak et al. (2025) surveyed 294 teachers working at state schools from six cities in different parts of the country. Teachers reported that refugee students do not receive a curriculum suitable for their needs in terms of cultural diversity and intercultural education, nor are they provided additional support, such as personalized or group teaching, mentoring, or alternative assessment methods. Meanwhile, their research found that teachers reported a limited preparedness in addressing the difficulties faced by migrant students, and they did not receive professional development for this. For these reasons, the authors recommend that the Ministry of National Education (MoNE) establish educational programs for this student population. They also promote increased language support for refugee students since language struggles inhibit their

adaptation to the education system. Finally, they advise that teachers be provided with more resources to learn about how to teach in a culturally responsive way.

Like Karabacak et al. (2025), authors Akin-Sabuncu and Kasapoglu (2023) used a Culturally Responsive or Relevant Pedagogy (CRP) framework to explore the following three areas of participants' perceived needs: 1) academic achievement, 2) cultural competence, and 3) critical consciousness. They interviewed 24 primary school teachers in Türkiye regarding their professional needs to teach their migrant students. Teachers and reportedly Turkish parents were dissatisfied with the placement of migrant students at lower grade levels with peers much younger than themselves to compensate for their limited Turkish proficiency. Teachers preferred that migrant students not be integrated into mainstream classes until they develop the necessary proficiency level for their grade level, which the authors call "an exclusionary perspective" (p. 1521).

It was also found that teachers' perception of individualized instruction for their migrant students was limited, constraining it to time spent with students before and after class, rather than tailored, in-class instruction to better suit students' needs, as with an Individualized Education/Action Plan. Furthermore, teachers commented that alternative instructional materials, predominantly bilingual and multilingual materials, were needed to support their students. While the Ministry of National Education provides supplementary workbooks, they are insufficient. Nevertheless, some teachers reiterated that content would not be an issue if not for the inadequacy of students' language abilities. The authors point out that the teachers reduce their migrant students' struggles to simply a matter of language.

To summarize, teachers expressed a lack of pre-service training on how to instruct students from diverse backgrounds (Akin-Sabuncu & Kasapoglu, 2023).

Their responses showed that they considered their migrant students to be “culturally and linguistically deprived and disadvantaged” (p. 1523). They demonstrated a misunderstanding of equity, believing their migrant students needed the same treatment as their peers, rather than attending to the unique needs of those students. Perspectives of the broader society also influence this belief. Many teachers did not even demonstrate an awareness of the social, economic, political, and structural factors affecting their migrant students’ education. If they did, they felt unable to take a stand against systemic inequalities.

Çelik-Keskin and Atay’s multiple case study (2023) on the Promoting Integration of Syrian Kids into the Turkish Education System (PIKTES) project, described by Akar and Kandemir (2023), also evaluates Türkiye’s efforts to integrate migrant students. Their study provides insight into teachers’ perceptions of the project’s success. The authors discovered challenges related to school-related factors, family-related factors, and teacher development. Teachers expressed that language was hindering the implementation of PIKTES. One teacher mentioned, “They thought that as Syrian students could not improve their Turkish, they could not grasp other academic subject matters in the 1st and 2nd grades as well” (p. 131). Furthermore, they stated that their lack of Turkish proficiency stunted their academic improvement in content areas. Participant responses also showed that teachers viewed Syrian students in their classes as additional “workload” (p. 132).

Teachers also reported a lack of appropriate materials, including lesson plans and equipment, support for teachers, and materials for promoting intercultural communication (Çelik-Keskin & Atay, 2023). The research showed a need for more in-service teacher development programs with follow-up, especially considering that a majority of teachers do not have specialization in inclusion and multicultural

education. Çelik-Keskin and Atay recommend that teachers and school staff receive more training to support migrant students and that they receive materials that “foster intercultural skills development of both Turkish and Syrian students so that you could attain a multi-cultural, democratic, and bias-free perspective” (p. 136). Furthermore, they suggest Culturally Responsive Teaching practices, trauma-informed instruction, and socio-emotional support to improve the integration of migrant students.

Görür and Babadoğan (2021) interviewed teachers from Hatay, Türkiye, the province with the densest concentration of Syrian refugee students. Teachers identified language struggles, cultural differences, socio-economic situation, the number of objectives, and insufficient teaching time as hindering the instruction of objectives. According to teachers, the course books are too dense, often not supported visually, and have an insufficient variety of activities to engage students and help them to grasp the material. Some teachers said they use Arabic during instruction out of necessity, though they believed it is not good practice. Görür and Babadoğan found that 43% of teachers in their study sample supported the separation of educational settings for Turkish and Syrian students.

Teachers were concerned that local Turkish-speaking students might not receive adequate education when they are taught alongside their Syrian peers or that the Syrian students are ignored if the level of instruction is directed towards Turkish students. One teacher expressed their hope that if students “learn the language at least [through classroom exposure], they may have a chance in education in the following years” (p. 22). The researchers identified a deficiency in students’ prior education as the problem, rather than the students themselves, who often become the target for criticism. Consequently, they urge for curriculum reforms.

Similarly, Kardeş and Akman (2022) conducted qualitative research to gain insight into Syrian refugee students' academic and socialization journey and the post-trauma effects in the classroom. From their interviews with educational staff in Ankara, the researchers identified struggles related to the following themes: socioemotional (aggression, school adaptation problems, disciplinary problems, lying and peer-bullying); family (cultural differences, malnutrition, poor self-care, and lack of family engagement and appropriate accommodation); language (in ability to express themselves, inability for teacher-parent communication, lack of educational materials, lack of preparatory programs for refugee students) and school (multigrade classes, poor physical conditions, inadequate transportation, and understaffing). Parents are often not involved in their students' education during the entirety of the year.

Furthermore, some students normalize violence, which researchers (Kardeş & Akman, 2022) suggest may be attributed to traumatic experiences, social exclusion, or violence seen in the home. Interview participants expressed the desire that the host culture develop more empathy towards Syrian students in order for them to integrate more successfully. The researchers endorse the incorporation of students' home language and cultural connections, which increase students' happiness and confidence, as noted also by the participants.

While extensive research in Türkiye does not exist regarding translanguaging's impact on minoritized students, the online collaborative inquiry of Toker and Baytaş (2022) provides insight into both translanguaging's affordances and constraints in elementary schools with high populations of Syrian refugees. Toker and Baytaş interviewed two ethnic-minority teachers at a school hosting thirty Syrian refugee students in a majority-Kurdish community. One teacher taught a

third-grade mainstream class while the other taught a pull-out Turkish as an additional language course to elementary students. With the teachers, the researchers co-constructed four-week literacy lesson plans and translanguaging-conducive materials; then, they conducted ten individual interviews with them and one joint interview. Utilizing language applications, students' funds of knowledge, peer learning, and organic school interactions strengthened students' language skills. Not all minoritized students responded positively to the use of home languages at school, however. The researchers assume that older students are more "aware of the monolingual norms in formal and informal spheres in Turkish society and they are performing the 'desired' identity for a monolingual subject to be able to blend into the society" (p. 158).

Essential to the study of Toker and Baytaş (2022) is the observation of researchers that teachers were "comfortable including Arabic in their classes given the attention to the education of refugees by MoNE, [but] they were skeptical of a sustainable translanguaging pedagogy in Turkish schools, also inclusive of Kurdish and other minoritized languages in Turkey" (p. 160). Evidenced through interview transcriptions, teachers saw significant academic and social advantages to the use of translanguaging. For this reason, the researchers argue that "the broader educational ecology needs to be attended more seriously to achieve the transformative potential of translanguaging. The teachers' efforts could lead to more inclusive and sustainable outcomes" (p. 160).

The studies included in this review call for more researcher-practitioner collaboration and professional growth opportunities to work toward a secure atmosphere for teachers in which they can support the full use of students' linguistic repertoires. The current study responds to this call in light of the politically and

socially charged environment around the country's minoritized languages. Teachers and classmates are strategically placed to support migrant students. While translanguaging has promising benefits for enhancing content learning and affirming diverse identities, teachers must first feel confident implementing the philosophy. To this end, the current study offers a translanguaging instructional design to support its use in the present educational ecology.

In addition to strong teacher-student relationships, cognitive skills and self-regulation are key to students' resilience. These students' psychosocial and academic needs are also attended to through translanguaging pedagogy. As previously stated, tending to refugee students' transnational identities; creating safe multicultural spaces; promoting cross-cultural unity; differentiating content through multimodal and diverse methods of instruction; increasing students' involvement in content learning by capitalizing on all linguistic resources; and engaging parents and the community through inclusive linguistic practices are all values of translanguaging. By instituting translanguaging practices, multicultural identities are affirmed, easing the identity crises that many language learners experience in their social and academic spheres.

As with art for free expression, making space for multimodal and multisemiotic expression in one's home language is an affirming way to help language learners successfully navigate academic environments through trauma and transition and retain a sense of their multicultural identities. The translanguaging stance empowers these students in their healing process by returning to them their voices, which the monolingual space robs them of, leaving them in their most vulnerable state.

The Power of Language in Shaping Inclusive Education:

A Unitary Theory of Language

First, translanguaging postulates that, for the multilingual speaker, monoglossic practices are unrepresentative of language use since no language user has the ability to *turn off* a language system in their brain (García & Wei, 2013; Palmer et al., 2014). Rather, all linguistic functions are simultaneously at work, and the user must sift through their resources and select the linguistic features most suitable to their context. Creese and Blackledge (2015) suggest that even monolinguals are translanguaging, as speakers consistently alternate between codes, registers, and discourses. Hornberger and Link (2012) explain that “not only are students and teachers drawing on more than one language or literacy, but they also are using multiple and dynamic varieties of these different languages and literacies vernacular, formal, academic, as well as those based on race, ethnicity, affinity or affiliation, etc. for varying purposes in different contexts” (p. 263). In this case, languagers are never operating on a single plane, thus challenging the purist notion of many traditional models.

In place of separatism, many translanguaging theorists have put forth Unitary Theory (Otheguy et al., 2015; 2019; Dumrukcic, 2022). According to Unitary Translanguaging Theory (UTT), a languager accesses their whole linguistic repertoire at all times, rather than neurologically or practically blocking off one language while utilizing another. It should be noted that the theoretical nuances of UTT are debated by some translanguaging theorists, who favour alternative theoretical orientations such as the dual competence model (MacSwan, 2017) or Crosslinguistic Translanguaging Theory (Cummins, 2022); however, the pedagogical implications remain the same.

The experimental aspect of the research by Yuzlu and Dikilitas (2021) gives empirical evidence of the effectiveness of UTT as opposed to separatism. The authors researched high schoolers in an English as a Foreign Language (EFL) classroom in Northern Türkiye to ascertain the impact of translanguaging on the four pillars of language learning: reading, writing, listening, and speaking. They conducted quasi-experimental mixed-methods research, using a pre-test, an intervention, a post-test, and follow-up interviews. They studied four groups, two with translanguaging pedagogy and two without. One of the control groups utilized the Grammar Translation Method (GTM) for language pedagogy while the other used Communicative Language Teaching (CLT). CLT has long been in vogue. However, GTM is still prevalent in foreign language instruction in the Turkish education system (Ulum & Uzun, 2020). The post-tests showed a statistically significant difference ($p < .001$) with a large effect with translanguaging pedagogy as compared to GTM ($\eta^2 : 0.56$) and CLT ($\eta^2 : 0.22$).

Discomfort with language separatism and preference for translanguaging was expressed in the student interviews performed in Yuzlu and Dikilitas's research (2021). Language separatism requires one to feign a single-language. One student mentioned that during group work, they "used to talk in Turkish but when the teacher was near [them, they] used to say just 'really', 'I think so' etc. without understanding anything" (p. 185). In contrast, the authenticity of translanguaging interactions was noted by one student who stated that they did not "have to pretend as if [they] could not understand Turkish. It made [them] feel realistic and led [them] to talk in English" (p. 184). Although this research occurred in an EFL classroom, the implications are true of other MI contexts as well.

The interviews of Yuzlu and Dikilitas (2021) showed further constructive, cognitive, interactive, and affective benefits of translanguaging. Benefits expressed by students included enhanced meaning-making; autonomous learning; access to their full linguistic repertoires; discovery of the language system; awareness of their bilingualism; facilitation of learning; development of interactional language use; promotion of communicative abilities; a feeling of comfort and security during communication; motivation to speak; volunteering to engage without being obliged; and enjoyment of learning. One student advocated translanguaging in all brainstorming activities. Another student expressed that translanguaging aided in comprehension and expansion of vocabulary. They could better understand scientific terms, and graphic organizers aided in memory and the use of this vocabulary.

While the use of graphic organizers is certainly not unique to translanguaging, it represents the core value of translanguagers, which is that instruction should be multimodal and use all available resources. Finally, students expressed that they did not “shy away from the discussions” and “kept communicating and got the idea or feeling across” (p. 184). In this way, translanguaging pushes through the nervousness of expressing language ‘correctly’ as more attention is placed on the conveyance of messages themselves rather than gaps in linguistic knowledge or breakdowns in recall.

Language Bonded to Culture and Social Interactions

Translanguaging is explained not just by brain function but also by society and culture. Translanguaging plays into identity politics both individualistically and collectively. According to Donley (2023), translanguaging fits in the context of symbolic interactionism theory, which “serves to describe communicative interactions, like translanguaging, in ways that treat meaning as unstable, fluid, and

continually remade” (p. 58). Donley (2023) references Blumer (1969) to identify the three main principles of symbolic interactionism. Symbolic interactionism’s three main principles are that “(1) people act toward things and others based on the meanings they have for them; (2) meaning emerges from social interaction; and (3) meanings are made and remade through the interpretation of the social world” (Donley, 2023, p. 58).

From a symbolic interactionism perspective, translanguaging moves from an individualistic activity to a collaborative and coordinated activity. Donley leaves space for both individual translanguaging through a micro-level view and translanguaging as “distributed practice or interaction” which “[disrupts] and [transforms] the language borders of the curriculum and classroom” through a macro-level view (p. 59). While translanguaging may be performed internally through cognitive interactions, engagement with written material, and so forth, translanguaging is largely interactive, as meaning is created between interlocutors.

A central tenet of translanguaging is multimodality (García & Kleifgen, 2020; Kim, 2021) since it extends languaging beyond speech acts and contextualizes it in a broader social, cultural, and physical context. Multimodality encompasses all methods of communication, rather than limiting it just to linguistic signs. Multimodality creates more possibilities for students to explore with all their senses. Espinet et al. (2022) describe classroom activities privileging this form of inquiry as “[opening] up a space for teachers to imagine their students’ learning experiences as driven by the affordances of the complex semiotic resources that are available to them and their communities” (p. 189).

In fact, Pennycook (2017) argues that language extends even beyond cultural and social context. They describe “how at any one point, an assemblage of people

and things in [a] suburb will involve a diversity of linguistic, cultural and artefactual resources” (p. 271). In their discussion of semiotic assemblages, they argue for a view of language as “embodied, embedded and distributed across people, places and time” (p. 276). They go further than just arguing for the multimodality of language, similar to Wei’s moment analysis (2011). Instead, they contextualize communication within space and time, taking into account place, objects, history, and so on. They suggest that communication is actually multisensory. By accounting for “the importance of things...and the significance of place as the geographical context for the mediation of physical, social and economic processes,” their argument aligns with the belief that language does not exist in a vacuum.

The foundational term *linguaging* supposes that language “both shapes and is shaped by context” (García & Wei, 2013, p. 8). While many linguists have long recognized that culture imbues language at all levels, phonology, morphology, syntax semantics, and pragmatics (Hymes, 1972; Ellis, 1999) educators, likewise, need to recognize students’ larger narratives. These narratives tell not just the history of their language but of their families, communities, and cultures. In light of this, their instruction can be improved through the recognition of students’ linguistic and cultural backgrounds. Translanguaging encourages this through the leveraging of one’s whole communicative repertoire (Gutiérrez & Rogoff, 2003). The term *leveraging* refers to “[capitalizing on the communicative repertoires of students in ways that mediate their learning and development” (Martinez et al., 2017, p. 479) or, as García and Wei (2013) describe it, “*deliberately* and simultaneously merging students’ repertoires of practice” (p. 93 [emphasis in original]). Leveraging maintains a holistic view of the individual as it encompasses both students’ linguistic and cultural capital.

Authors Martinez et al. (2017) performed a literature review to determine how, when, and by whom leveraging is used. Furthermore, they looked at the link between leveraging and culturally and linguistically relevant and sustaining practices for racialized students. In the literature, Martinez et al. found evidence of leveraging used with several pedagogical approaches in contexts where students' communicative repertoires were dissimilar to what was demanded by the mainstream. In bilingual and language education, they found evidence of both language integration and separatism. Leveraging was used to tie together academic and cultural knowledge to enhance learning and development. Culturally relevant and sustaining pedagogical research also supported linguistic and cultural leveraging to "see, [and] understand... the whole child" (p. 486).

Furthermore, culturally relevant and sustaining teaching was combined with critical literacy and critical pedagogy. Following a review of the literature, Martinez et al. (2017) made their own case that discourse analysis is central to the contextualization of language, writing that "sociocultural context in which a communicative interaction takes place mediates our understanding of utterances" (p. 489). They argue that classrooms are not "bounded spaces; they are influenced by outside discourses, rules for participating, and power dynamics that privilege certain participants over others" (pp. 489-490). The authors conclude that, while the literature is filled with endorsements of speakers' diverse communicative repertoires, this is not consistently recognized by contemporary language ideologies and school systems, which continue to normalize dominant language practices. Martinez et al. state that "[p]owerful leveraging practices would not only treat the communicative repertoires of racialized and minoritized youth as a strength but also raise the prestige of these languages through curricular and pedagogical practices" (p. 493).

In their research on translinguaging and making use of one's entire linguistic repertoire, Phillips and Genao (2023) further expanded on the connection with Culturally Responsive Teaching (CRT). They define Culturally Responsive School Leadership as "an approach to school leadership that addresses inclusivity and affirmation of the home culture of diverse students, prioritises social justice aims, and fosters parent, family, and community engagement" (p. 305). The authors explored equitable education practices that affirmed students' various levels of linguistic proficiency. With a backdrop of CRT, they explored whether discrimination could be reduced as the language environment became more nurturing.

In a case-metanalysis of the New York City Department of Education, Phillips and Genao (2023) used a Likert-scale survey to gauge the feelings of students, family, and staff about identity and acceptance in their school system. The survey revealed that most students had positive views about representing different races, ethnicities, cultures, and backgrounds in their school. While 15% of students disagreed or were neutral, the rest agreed that teachers treat them equally in the classroom regardless of their background. Almost all parents expressed that the school respected their home languages in communication. However, teachers were not as self-assured about integrating Culturally Responsive Teaching in curriculum integration and parent interactions. Some also expressed a lack of institutional support in instructing their students from diverse backgrounds.

Phillips and Genao (2023) argue that the opinions of these stakeholders "about pedagogical approaches are just as important as the pedagogy itself" (p. 319). Furthermore, at the school researched, translinguaging "went ahead of merely a teaching method and was truly representative of a greater philosophical perspective

that has demonstrated transformative to the schools” (p. 319). They suggest that framing translanguaging just as a scaffolding method is too limiting and that an expansive view of translanguaging is necessary for it to be transformative. Some school administrations, however, hold back from translanguaging because of the standardization boards with which they collaborate. Their case analysis revealed that some authority figures place political pressure on [administrators] from the outside via either official partnerships or showcase opportunities to resist translanguaging practices” (p. 319). This demonstrates that Culturally Responsive Teaching and translanguaging practices are positively received by students and parents, but may be resisted by leadership in part due to the standardized assessment practices in place.

As a result of the emphasis on standardization, current language practices may limit the expression of the cultural identities of language users. García and Kleifgen (2020) describe language as an “extension of [people’s] own humanity” (p. 557). Semantic choices, among other linguistic decisions, are representative of that. As proponents of code-switching also argue (Auer, 2005; Lin, 2017; Myers-Scotton & Ury, 1977), words and phrases borrowed from other linguistic spheres serve to give deeper meaning or simply establish the speaker’s positionality as a globalized citizen. Such maneuvers are far from matching a deficit orientation of language and rather distinguish language users from each other.

Translanguaging provides a framework of language for transculturation and cultural hybridity. Kim (2021) notes from their research with Korean-English bilingual media users that “translanguaging was the emblem of these youths’ fluid identity work across contexts, despite constraints from rigid identity categories that were externally imposed” (p. 134). However, due to political and social hegemony,

there is no guarantee that the right to freedom of expression translates to the permission for diverse expression.

The Political Undertones of Language Use

In the majority of contemporary education systems, language proficiency is not viewed as the sum of all linguistic resources (García & Wei, 2013). Instead, students' language abilities that do not meet the expected medium of instruction proficiency level are viewed through a lens of *partiality* or *deficit* (Ascenzi-Moreno, 2017). Furthermore, language practices of “racialized people are viewed as deficient regardless of actual language use” (Herrera, 2023, p. 612). The phrase “to run a deficit” can never be construed to have a positive meaning. Yet, many policy makers, curriculum designers, educators, and even students continue to view language through a deficit orientation lens rather than as a flexible asset and investment in all forms.

This deficit orientation is largely owing to the adherence to named language norms and language purism, the belief that languages are polluted by factors such as language mixing. This has historically been influenced by authoritative bodies. Institutions, such as the Real Academia Española (Real Academia Española, n.d.) for Spanish speakers, have been established by governing bodies to form rules around the language of the elite. García and Wei (2013) state that “all languaging is enmeshed in systems of power, and thus, can be oppressive or liberating, depending on the positioning of speakers and their agency” (p. 8). With the current globalization, language must be deterritorialized to take a stance against discrimination.

Seminal theorists García and Kleifgen (2020) note that customarily, in spaces occupied by multiple languages, “one language [is] used for high functions in

domains with more power and the other language for other functions, often having to do with intimacy and home” (p. 557). In many contexts outside the education system, languages complement the speaker. Within schools, however, languages that are not the medium of instruction are restricted from being used in hallways at best. As many transitory students are rapidly enrolled into education systems worldwide, they sit in classrooms disengaged and struggling to adapt, or they continue their content development at an inhibited pace until their medium of instruction development approaches that of their cognitive development.

Kim (2021) writes that the superdiversity of transnationals “forces us to relinquish our assumptions of clear-cut boundaries drawn along the national, ethnocultural, or linguistic lines” (p. 132). This relinquishment applies to strict monolingual spaces and negative perceptions of mixed language practice. It subjugates native speakers’ superiority complexes and erases linguisticism surrounding the *accented* and *accentless*. The emergence of translanguaging specifically fights such linguistic power relations and the hegemony directly associated with contemporary language practice (García & Wei, 2013; Wei, 2024).

In order to place translanguaging within the context of other pre-existing justice-centered theories, Donley (2023) carried out a post-qualitative exploration of translanguaging, which integrated it into other methodologies. The research reviewed literature on translanguaging and post-humanist theories to draw connections between them and, therefore, bolster the theoretical underpinnings of translanguaging. Donley draws a comparison between translanguaging and feminist structuralism, noting the “Synergies... that directly confront the power dynamics implicated in the disruption of language binaries and borders” (p. 53). Donley synthesizes Robinson’s comparison (2019) of the two philosophies as follows:

First, both frameworks challenge dominant structures and boundaries, in this case named languages. Secondly, both privilege process over product, and in doing so embrace the fluidity of languaging as the dynamic and adaptive negotiation of discourses. Thirdly, both frameworks share the project of illuminating non-dominant and historically marginalized voices and experiences. (Donley, 2023, p. 53)

Donley also draws comparisons with discourse theory, which postulates that knowledge and power craft cultural and historical hegemonic narratives. In translanguaging philosophy, the rhetoric of discourse theory specifically has applications to “language standardization, language purity, monolingualism, and language hierarchies” (p. 60). This theoretical analysis shows the alignment of translanguaging with other well-developed social theories, thereby giving more credence to the arguments of translanguagers.

In their research, Canagarajah and Dovchin (2019) contextualize strict theoretical discourse in the discourse of actual everyday social practices. They explore linguistic resistance and ways in which communities oppose this dominance over their language usage. Having identified “a need for translingual studies outside English-dominant settings, with relevance to the dynamics of diverse local languages and semiotic repertoires” (p. 129), they researched the leveraging of Mongolian-Kazakh students. The researchers studied the online interactions of young Mongolian-Kazakh Facebook users.

After monitoring the participants’ Facebook interactions, the researchers interviewed them about their translingual practices. The students expressed the challenge that “they have to uphold the standard language requirements of speaking and writing fluent Mongolian. Possessing ‘broken Mongolian’ often becomes a cause

for discrimination” (p. 131). Through observations of Facebook linguistic behaviour and interviews, it became clear that the participants preferred to use Kazakh to express themselves but felt discouraged from speaking it in public spaces. In a society where linguistic discrimination towards Kazakh speakers is prevalent, students communicating online were able to “celebrate their Kazakh identity right under the noses of dominant communities, without being threatening, as they define these interactions as in-group” (p. 132).

Participants in the study (Canagarajah & Dovchin, 2019) also used English in their online interactions. The authors label this strategy “‘playing competing linguistic markets against each other.’ That is, different languages have value in different markets - i.e. Mongolian in the nation-state and English globally” (p. 133). While English is not the focus of the current study, an important takeaway is that power dynamics do influence how language users choose to wield their linguistic repertoire. In this study, Kazakh was used as a badge of identity while English was a tool for empowerment. In conclusion, the study showed that “Kazakhs are unable to compete for rewards from Mongolians, as they are deemed not proficient or are discriminated against” (p. 141). While translanguaging promotes an inclusive view, against in- and out-groups, this study gives evidence of the power dynamics and identity politics that underlie the linguistic choices of society members.

Through a sociocultural theoretical lens, the research of Rajendram (2023) explored the affordances and constraints of translanguaging in a monolingual space. The research focused on a public primary school in Malaysia where students spoke Tamil as their home language and Malay and English as their additional languages. The teacher spoke all three languages proficiently but maintained a strict English-only policy in the classroom. Against classroom policy, students still used peer

translanguaging throughout their collaborative learning. Yet, translanguaging was constrained by both the teacher's policy and practices and by "peers' classroom language policies and practices, parental discourses about linguistic, economic, and cultural capital, and societal discourses on ethnicity, nationality, and marginalisation" (p. 610). The teacher felt obligated to enforce an English-only policy because of the administration's expectations. However, students, whose home language was Tamil, shared that "having to use Tamil discreetly made them feel like they were doing something wrong and prevented them from demonstrating the full extent of their knowledge" (p. 612).

Going forward, Rajendram (2023) advocates for a "two-way, dynamic and participatory [translanguaging process] that is both teacher- and learner-directed" (p. 618). In addition, they encourage policymakers to institute "equitable policies that promote multilingualism as a norm, and create official structures and resources within the education system for a translanguaging pedagogy" (p. 617). The interview responses (Rajendram, 2023) evidenced the influence on students of "the political and racial discourses tying language to ethnic tensions and marginalization by foregrounding certain languages in their language repertoire and eschewing others" (p. 616).

Consequently, Rajendram argues that teachers cannot institute change alone. Instead, translanguaging philosophy needs to be implemented through macro-, meso-, and micro-level language policies. These levels correlate with the strong and weak forms of translanguaging, as described by Donley (2023). Strong forms of translanguaging address language and identity views at the societal level, extending to social justice and broader policy change. Meanwhile, weak forms simply

implement translanguaging into everyday classroom practice without addressing the deeper systemic issues. Both forms should be present in education systems.

When freed to language uninhibited by linguisticism, some may choose to protect their idiolect as a stamp of heritage and positionality. To this end, translanguaging is an affirming way out of a monochromatic linguistic plane into a vibrant world of dynamic language use. In this context, while identity flourishes, mutual intelligibility and the exchange of ideas also rise above colonial language ideologies. As Toker and Baytaş (2022) point out, the transformative and political nature of translanguaging is essential to the philosophy since, “if this is ignored, translanguaging faces the danger of oversimplification and may end up serving as a faddish and superficial add-on pedagogical tool utilized without regard to its epistemological roots” (p. 150).

Conventional Language Practices in Education

In the past, many educators have held fast to the belief that learning best happens through an immersive language experience (Cummins, 2009; Swain & Lapkin, 2013). This principle has applied to language and content classes alike. Brown and Lally’s (2019) intervention study offers empirical research that counteracts this notion. The research involved 66 international undergraduates and one graduate student from various ethnic and linguistic backgrounds. One low-intermediate and one high-intermediate class were assigned to the control and treatment groups. All classes employed Communicative Language Teaching, a methodology based on Dell Hymes’ theory of communicative competence (1972), which contextualizes language learning within authentic social interactions. Two classes incorporated translanguaging practices. For these two classes,

translanguaging was applied to all stages of instruction, excluding assessment, since institutional policy required that students be fully assessed in English.

The results demonstrated that there was no statistical difference between the achievement scores of the groups. Consequently, there were no effects of having immersive or non-immersive instruction. Students using translanguaging completed activities faster but with the same accuracy as the control groups. Therefore, this study allays fears that non-immersive instruction, such as translanguaging, will negatively impact student performance. Brown and Lally's study (2019) focused on the English for Speakers of Other Languages context, yet their data make an equally strong case for content area instruction, since language educators have historically been more staunchly opposed to mixed language practices than content educators.

Considering that the language immersion approach is neither pedagogically superior nor an inclusive response to the needs of 21st-century students, contemporary educators and language theorists have sought alternatives to the monolingual norm. They have proposed and utilized a myriad of alternative language terms such as bilingualism, code-switching, code-meshing, polylingualism, metrolingualism, and so on, yet each has fallen short by either leaving out an essential component of how speakers' *language* (hereafter used as both noun and verb) or perpetuating misconceptions about language in practice. For example, a subtractive or an additive purist view of language underlies many of these philosophies (García & Wei, 2013), yet these views misconstrue the actual language practice of users. The subtractive view describes the act of removing a speaker's home language and replacing it with the majority language or preferred language. Flores and Rosa (2015) argue that this view "[stigmatizes] and [contributes] to the reproduction of educational inequality" (p. 150). Supporters of an additive view

purport that language exists as discrete units that can be appended to the speaker's home language.

While an additive approach does show greater respect towards other languages and nonstandard varieties of a language, its view of appropriateness “[insists] that students add standard conventions to their linguistic repertoires because these are the linguistic practices appropriate for a school setting” (p. 153). Flores and Rosa further argue that languagers whose “linguistic practices emerge within a context of language contact are not adding one language to another as part of the development of double monolingualism but, rather, are engaging in dynamic linguistic practices that do not conform to monolingual norms” (p. 153). In this way, both subtractive and additive views depend upon strict language separation and the ability to draw distinct lines between named languages. A departure from these approaches is needed for a more comprehensive and just view of language.

One popular alternative closely aligned with translanguaging is *plurilingualism*, which some see as very comparable to translanguaging as a different form of translingual practice (Canagarajah, 2018). The Common European Framework of Reference for Languages states that the plurilingualism and pluriculturalism “aim to capture the holistic nature of individual language users/learners’ linguistic and cultural repertoires” (Council of Europe, 2025, para. 2). They contrast these terms from multilingualism and multiculturalism, which consider “languages and cultures as separate and somehow static entities that co-exist in societies or individuals” (para. 1).

Plurilingualism focuses on the social equality of languages (Dumrukic, 2022), without taking a unitary theory of language or recognizing named languages as a sociocultural construct (García & Otheguy, 2019). These are key differences

since “Translanguaging does not have as its main objective to turn monolinguals into bilinguals, but rather to enable bilinguals to perform linguistically in a way that feels authentic to them when they are not restricted by governmental or education policies” (Dumrukic, 2022, p. 50). I accept plurilingualism as a serviceable linguistic competence, which aligns with a more integrated view of the individual’s repertoire than strict monolingualism; however, I prefer translanguaging as a more inclusive approach to language because it actively enacts and leverages this unitary competence and directly challenges the social injustices imposed by monolingual ideologies in practice.

Another alternative which is important to distinguish from translanguaging is *codeswitching*, a term that describes the mixing of linguistic forms of expression in oral interactions. With the increase of globalization, the lines between named languages have blurred as the languages are molded by new environments. However, mixed language practice is not new to the twenty-first century, as named languages have always been in contact with each other (Otheguy et al., 2015). Interlocutors have always had a propensity towards such linguistic practices. As Otheguy et al. point out, French and German, among others, profoundly impacted the evolution of English. In practice, the use of words like *licour* and *Aprill* is code-switching, although English speakers do not consider it as such (p. 295). However, codeswitching by itself is not exhaustive enough of an explanation for how speakers *language*.

Codeswitching provides a context for mixed linguistic speech acts but not for transitions between linguistic planes to process and produce content. It describes the specific act of alternating between languages, but it fails to create a larger framework for mixed language use with applications to politics, social positionality, and

education (Lewis et al., 2012b). The practice of mixed language utterances has often been dismissed and looked down upon as a piecemeal and unpolished way of speaking. Language purism considers the introduction of one named language into the other as compromising the purity or integrity of a language and, thereby, “illegitimizes the use of vernaculars” (Fitts, 2006, p. 339). Such arguments often appear as an effort of dominant groups to preserve the status of their associated languages.

Historically, language purism has never been a reality, nor should it be desired, since a purist view of language is unrepresentative of actual practice and, when encouraged, is restrictive and exclusive. While purists express concern that mixing languages causes language endangerment and extinction, speakers of minoritized languages are typically most affected by the insistence on purism. Furthermore, codeswitching has so far been unable to reframe the deficit lens through which language is viewed. Consequently, contemporary theorists have presented the holistic philosophy of translanguaging to advocate for liberated language use and a shift in perspective about the languager’s identity and positionality. While code-switching is not an inoperable strategy, the holistic philosophy of translanguaging is a stronger opponent of *linguistic solitudes* since it aims to sustain minoritized languages, rather than subduing or stagnantly maintaining them, by welcoming them outside of limited speech communities.

Creativity with Language

In addition to identity suppression, by compartmentalizing thought itself into the socially appropriate and the misfit, the traditional approach to language inside and outside of the classroom discourages the exploration of thought with all accessible linguistic features. Since language is the tool, or the art form, through

which meaning is most commonly transmitted, putting strict boundaries on the contexts in which named languages may be used is akin to suppressing thought as it is born, matures, and spawns further thought. By using one's whole linguistic repertoire, however, language users have greater potential for both creativity and criticality. Language might be inanimate, without feeling, but the wielders of it are dynamic, employing it with intentionality and creativity.

In Palmer et al.'s ethnographic study (2014) in an urban Texan public school, they analyse the implementation of two-way dual language practices in two school classes. The teachers they observe modelled dynamic, engaged bilingual practices by demonstrating translation's varying degrees of appropriateness; the value of metalinguistic awareness; the beauty of bilingual identities; the importance of negotiation of meaning; and the repositioned perspective from struggling to competent. They stress the importance of teachers' modelling, instead of just the passive creation of dynamic language spaces. As one of the byproducts, students can engage in more sensitive topics as they are emboldened to experiment with their communicative abilities.

In their research with adult migrant education, García (2017) gives practical applications for teachers to implement translanguaging in an age in which they are offered limited tools to creatively support the superdiversity of their classrooms. In García's research, the teacher involves a Peruvian student's cultural experience in a diverse German-language classroom. They focus not on their students' "limited proficiency in German [the target language] or their learner status, but on their strengths, on what they already know, on their ways of making meaning and engaging with the world" (p. 18). They engage with the student's personal experience of Quechua and Andean music, and through this, they advance learning.

After introducing the lesson topic through class conversations, the teacher provided their students with a German text on the topic.

Using translation tools, the students interacted with the text in German and their home languages to build comprehension, build vocabulary and language structures, and respond to text-based questions. This activity helped them to process the information before generating questions on the topic and then interviewing their classmate Carlos about their cultural expertise. During the interview, Carlos was aided by peers with a larger German linguistic repertoire, requiring them to collaborate and negotiate meaning. Then, while Carlos played the Andean instrument they had brought to class, students responded to the music, transferring between German and the other languages they represented.

As an extension activity, students (García, 2017) interviewed a member of their community who plays an instrument, thereby applying what they learned to their everyday life and then bringing the experience back into the classroom. Throughout this process, the teacher acted as “the *detective*, the *co-learner*, the *builder*, and the *transformer*” (p. 22 [emphasis in original]). As detective, the teacher explores their learners’ positionality, motivations, preferences, and tendencies. As co-learner, they embody a learner-centred approach by placing themselves alongside their learner. This *alongside-ness* is central to translanguaging philosophy. As a builder, the teacher constructs an environment conducive to diversity, flexibility, varying interests, and linguistic engagement. As transformer, the teacher seeks to change the colonial and imperial rhetoric, starting in the classroom.

While this study focuses on translanguaging with migrants in andragogy, I believe these are salient points also relevant to pedagogy. The featured student, Carlos, received language which was not isolated but rather “[interpreted]...as part

of their own expanding language repertoire, and not simply as an add-on” (p. 21). As García notes, dominant language spaces are still a reality yet, within them, an effort can be made for inclusion and engagement.

Otheguy et al. (2015) question why multilingual speakers are limited to the same standard as monolingual speakers, who can deploy all their linguistic resources yet have a much smaller repertoire. As with the example of Carlos (García, 2017), a language user’s tool set should grow with their linguistic development. Instead, however, society expects a split use of languaging, complicating both identity and expression rather than affirming them. Consequently, this inhibits criticality, which ought to be the first aim of educators in the classroom. Society must free language users to use their entire capacity for high-level thinking. When one with a vast linguistic capacity is restricted to only partial use, intellectual autonomy is compromised. Citing Wei (2011), Otheguy et al. (2015) criticize the education system for its “inability to truly develop the multilingual capacities of students. And this in turn has prevented many bilinguals from becoming successful creative and critical learners” (p. 302).

General linguistic skills include the ability to “express complex thoughts effectively, to explain things, to persuade, to argue, to give directions, to recount events, to tell jokes” (p. 300). To perform such a variety of tasks, it is both a necessity and a right to access all one’s resources. Young (2011) states the following about dialect in academia, “[Language users] don’t have to learn the rules to write right first; the blended form or code meshing is written right... Use the way people already speak and write and help them be more rhetorically effective” (p. 116). The focus of the education system is so centred on *proper* language use that critical thinking has been pushed to the wayside.

Practical application of translanguaging in academia transitions from parallel use of named languages to processing and production in the languages of preference. Rather than copying and pasting ideas from one language into another, language is mixed together as with the ingredients of a cake to bake a new product (García & Wei, 2013), using language as the conduit for thought, not as the result itself. As García and Wei (2013) critique, “Schools cannot afford to focus on just developing linguistic communicative skills to later teach students how to use these skills to learn and think” (p. 73). This is especially critical in the incorporation of early language developers into the education system. So much emphasis has been placed on semantic and syntactic accuracy that such learners are left to plateau in their degree of content comprehension until their linguistic skills have caught up to the expectations of their institution. The following studies illustrate how opening up classrooms to multilingual practices de-isolates students who do not share the same linguistic features as their peers and launches them forward in their content development.

Burke (2022) investigates the integrations of refugee and asylum seekers’ linguistic experiences into mainstream higher education. Specifically, they address the need for a more generous approach to processing content and expressing ideas. From the literature, they cited challenges of interrupted education, students’ limited access to their full linguistic repertoire, and struggles coming from pre-literate societies. In addition, students experienced challenges related to the academic system’s linguistic hierarchy and heavily discipline-specific language. Specific inequities were found in the time required for these students to read texts (Fagan et al., 2018), the weight given to grammatical accuracy when focus should be on degree of understanding (Harris & Marlowe, 2011), and the consequent inequitable

outcomes of standardized testing (Volante, 2008). Educators must also consider that many students are required to engage with a new script at the same time as advancing their content learning. Furthermore, because of a lack of digital literacy, these students may have difficulty procuring language assistance sessions, book study spaces, and online sources (Fagan et al., 2018).

Burke (2022) writes that with translanguaging, the focus shifts to “explicitly discussing the text types and communicative practices featured in course content, while creating opportunities for learners to share and utilise the full range of their linguistic knowledge, skills and repertoires” (p. 232). Addressing a major misconception of multilingual education, they note that teachers do not need to speak all the languages represented by their student population. They can, instead, encourage students to “explore ways of applying their existing linguistic expertise to the learning they are undertaking” (p. 232). To this end, they recommend that students “undertake particular parts of a task, such as brainstorming, planning or note taking, in multiple languages and/or dialects, or to discuss or describe core concepts from different cultural perspectives or through varied text types” (p. 232). Furthermore, allowing students to leverage their whole linguistic repertoire allows them to access areas of expertise that are shut off from them in monolingual spaces.

Earlier research by Burke (2020) shows that “students with highly developed oracy skills often prefer to begin written output with verbal language activities that activate background knowledge and clarify textual expectations, gradually incorporating forms of print literacy to build towards the final output” (cited in Burke, 2022, p. 233). In Burke’s previous study (2020), students used this strategy as they orally explained content to peers while some took notes, and then they collectively developed their findings into formal written work. Burke (2022)

comments that such collaborative work in writing “allows for shared navigation of the features and expectations of the text type, and reiterative crafting of the final product, with verbal language providing a strong foundation and overarching medium for negotiating content and process throughout” (p. 233). They also encourage the explicit instruction of language in content classrooms to aid in scaffolding. They exhort teachers and administrators to equalize their assessment methods and provide more support throughout the learning process through a rallying effort of all academic staff.

To serve students best, teachers must also have access to the institutional supports and professional development necessary to serve them. For this reason, Burke urges further resources to be given to teachers. However, it should not just be the responsibility of teachers; instead, there must be an institution-wide rallying to integrate fringe populations into the academic system.

Menken and Sánchez (2019) also explored the shift from monolingual to translingual spaces, showing the power of reemphasizing meaning-making over linguistics. Crucial to translanguaging research, their comparative case study implemented translanguaging philosophy over 1-1.5 years in eight New York schools previously maintaining English-only policies. The schools volunteering to participate received professional development so that they could “(a) engage students’ bilingualism as a resource in education...and (b) build a schoolwide ecology of multilingualism that reflects the cultural and linguistic backgrounds of all students in the school” (p. 742). This had significant ideological and practical implications. As one middle school principal in the study expressed, academia ought to “incorporate [emergent language learners] into the classroom rather than let them just sit and not understand what’s going on” (p. 757). To this end, teachers

encouraged students to speak their preferred language and use translanguaging in brainstorming, drafting, and revising written work.

The schools introduced multilingual books and classroom materials, supplemented with bilingual dictionaries and internet tools. Teachers “made the linguistic landscape of their classrooms multilingual” (p. 750) through visual displays of home languages, such as word walls, cognate walls, and false cognate walls. Consequently, students “became more involved in their own learning,” increasing student engagement and autonomy (p. 752).

One principal in the study (Menken & Sánchez, 2019) expressed that, as a staff, they discovered students were stronger, more confident, and more risk-taking in both content and language development as they were able to bridge their learning in the MI with their home language. Another principal expressed their staff’s new belief in honouring students as they help students acquire their languages in tandem with each other. While this research could be ethically challenged for bias as the interviews took place with principals and assistant principals from the schools, this, conversely, can be viewed as proof of the language revolution occurring in formerly strictly monolingual contexts.

Criticality with Language

García and Wei (2013) write that “school often constrains the languaging, knowing and doing possibilities of learners, limiting their capacities to remain flexible, creative, critical, able to erase and bring back, able to experiment and take risks” (pp. 84-85). Since students are viewed as having inadequate language until they are fully proficient in the medium of instruction, they are limited in how they can invest their resources toward developing their content knowledge and higher-order thinking skills. Dictating medium of instruction use too harshly in the

contemporary globalized classroom in this way has negative impacts. Not only does it reinforce dynamics that are imbalanced, but it also prioritizes homogeneity, which causes identity, expression, and deep exploration of the world to suffer.

As a critique of current language assessment practice, Otheguy et al. (2015) write:

[T]esting the proficiency of children *in a language* must be kept separate from testing their proficiency *in language*. Assessing the size, development, flexibility, richness, complexity, and agility of deployment of an idiolect must be kept separate from testing the ability to recognize and adhere to politically defined boundaries in the deployment of the idiolect. The former is a true assessment of linguistic proficiency; the latter is an assessment of cultural and political proficiency. (p. 299 [emphasis original])

While Otheguy et al.'s research specifically pertains to language instruction rather than content areas, it demonstrates that the linguistic norms and rules, which form *school-speak*, often hold more value than the thoughts to which they give bounds. Translanguaging, however, promotes "*a process of knowledge construction that goes beyond language(s)*" (Wei, 2018, p. 15 [emphasis original]). While many approaches to language and communication in the classroom have been utilized in the past, translanguaging stands out as being transdisciplinary, being both a "meaning-making social *and* cognitive activity" (García & Wei, 2013, p. 40 [emphasis original]).

In translanguaging theory, the skill *criticality* is required for students to sift through information. This skill is defined as the "ability to use available evidence appropriately, systematically and insightfully to inform considered views of cultural, social, political and linguistic phenomena, to question and problematize received

wisdom, and to express views adequately through reasoned responses to situations” (García & Wei, 2013, p. 67). Students use criticality to analyse the world, problem-solve, and share solutions through creative expression. They explore the world together through their unique cultural and linguistic lenses. In this way, translanguaging encourages students to access and process information independently and negotiate meaning collectively with whatever communication features are accessible.

Rajendram’s research (2023) substantiates that translanguaging promotes content knowledge. Through video recording analysis and semi-structured interviews, Rajendram found the following advantages of translanguaging: “(1) supporting one another’s language learning, (2) building rapport with peers and resolving conflict, (3) asserting their cultural identity and preserving their culture, and (4) drawing on knowledge and making connections across languages” (p. 602). In line with sociocultural theory, translanguaging built a “mutually supportive relationship in their collaborative groups” (p. 604) and also made the work more enjoyable. Leveraging their whole linguistic repertoire emphasized process over product as students could “first think through and write down ideas” (p. 607). The author notes the following:

Although the learners in this class were not able to use translanguaging in their writing as their final written work needed to be submitted in English, they demonstrated agency in seeking out information from multilingual books, texts, and other materials, and this helped them to gain new knowledge from sources in different languages and apply it to their English language tasks. (p. 607).

This finding supports the use of translanguaging for inquiry-based learning to make content knowledge more accessible to students. This accessibility should not be taken away as students advance in language proficiency. Rajendram found that students' use of translanguaging for scaffolding showed that it "was not just a temporary bridge to English proficiency for them; neither was it a rigid structure to be removed when no longer needed" (p. 605). However, it should be noted that the official classroom language policy did not condone translanguaging at any stage of learning or any level of proficiency.

In Wang's longitudinal study in EFL classes in China (2022), they observed the following benefits of translanguaging: "teachers' encouraging students' attention, allowing students' interactive translanguaging, exhibiting multicultural identities, and emphasizing the meaning-making rather than different named languages" (p. 4). Teachers were Chinese-English bilinguals while the 197 students spoke Chinese as their L2, often coming from Uyghur or Kazak linguistic backgrounds. The administration required teachers to attend a training at the beginning of each school year to build awareness of the theoretical foundations of translanguaging and how to engage students through this philosophy, foster the use of their full linguistic repertoires, and practice skills and strategies essential to a translanguaging stance. Select teachers continued to favour their monolingual preferences, thereby causing students to be less confident in both their language and learning.

On the whole, however, transcriptions of teachers' and students' language demonstrate overall affirmation of multilingual practices and home language use for meaning-making. One teacher remarked that when they had placed students in heterogenous linguistic groups to diminish home language peer-to-peer translanguaging, "The noises from using students' other languages were vastly

reduced. However, the emerging problem came out – the silent classroom was there” (p. 7).

Through classroom observation, Wang (2022) noted teacher-led, student-led, and blended translanguaging. Strategies used by teachers include a generous view of leveraging, intentional linguistic grouping, encouragement of multilingual resources, such as dictionaries, encouragement of collaborative work, greeting students in their home language, integration of students’ cultural knowledge, and encouragement of reading in students’ home languages. Strategies used by students include clarification and negotiation of meaning and providing information in the language most accessible to their peers.

Wang (2022) also emphasizes translanguaging’s benefits for cognition. Interviews with teachers reveal their use of multimodality and sensory activities aimed at deeper comprehension. The researcher describes students translanguaging in one classroom:

[Students] worked independently and usually completed the activity by co-constructing meaning and mediating interpretation in multimedia-assisted classroom learning contexts. They also gathered information from the Internet in L3 and/or L2, or L1 outside of the classroom, discussed the content in L3 and/ or L2, or L2 and/or L1, and completed the written work in L3, a target language. (p. 5)

This research affirms translanguaging pedagogy’s support of inquiry-based learning. The researcher suggests that teachers ascertain if lesson content is inaccessible for students and, if so, strategically plan the rest of the lesson stages so that students have ample opportunity to leverage their whole linguistic repertoire to acquire the content. In a classroom structured this way, translanguaging:

enables the flow of conversation in which pairs/groups of the students are collaborating, exploring more complex topics than they would if they used a target language only, as well as ensuring a shared understanding of an idea in a different language to explain, elaborate or emphasize a point, or to repair comprehension difficulties with the assistance of multimedia facilities (p. 9).

Consequently, learning may be content-focused as students progress through inquiry in accordance with their zone of proximal development (Vygotsky, 1978).

In order to fully leverage one's communicative repertoire, one must also have access to non-linguistic communicative means. The current approach to language does not, however, afford the inclusion of communication features beyond linguistic signs. Translanguaging fills this gap, as supported by García and Kleifgen (2020). In their research, the theorists review qualitative research to determine how translanguaging is used in the learning process. The case studies they reviewed reported students using translanguaging to engage with texts orally at the pre-reading, while-reading and post-reading stages; annotate texts with images and words in their home language; record main ideas of passages in their home language on sticky notes; search for online texts related to or paraphrasing a topic; use online visual aids to enhance their understanding of a text; use their home language for brainstorming and organizing to produce more complex MI writing; interact with bilingual mentor texts with rich expression; and participate in animated discussions.

Considering that many of these translanguaging activities (García & Kleifgen, 2020) are multimodal, such instruction advocates for nonalphabetic forms of literacy. The authors note that nonalphabetic literacy forms are typically not acknowledged, making students' expression "invisible" unless delivered in authorized form (p. 560). Translanguaging, however, "accounts for all modes –

words, gestures, images, sounds and so forth that are used as elements to make meaning” (p. 557); together, all these elements make up communication. Leveraging these elements “has the potential for educators and researchers to truly understand what students know and how they know it” (p. 560). Through leveraging, the focus can be steered back to the use of students’ languaging to “think, imagine, feel, and learn” (p. 559), and active learning and student agency will be reinstituted into the learning of multilingual students.

While integral to communication, multimodal features extend beyond the boundaries of named languages. García and Wei (2013) write that “Translanguaging works by generating trans-systems of semiosis, and creating trans-spaces where new language practices, meaning-making multimodal practices, subjectivities and social structures are dynamically generated in response to the complex interactions of the 21st century” (p. 43). This is emphasized by Hornberger and Link (2012), who write that the “the concept of translanguaging broadens the research lens by focusing not just on spoken language but on a variety of communicative modes” (p. 263). These authors add that the “Consideration of the media of biliteracy entails attention not just to different languages, dialects, styles, and discourses but also different communicative modes including technological ones, as they are acquired and used not in a dichotomized sequence but more often in crisscrossed, hybrid mixes, and languaging practices” (p. 267). Translanguaging philosophy validates every path to meaning-making, acknowledging the multimodality of language, as is often overlooked, while nodding to the complexity of linguistics in the culturally diversifying world.

The Role of Teachers in Instituting Translanguaging Curriculum Change

Educators argue about the extent to which teachers ought to be involved in policy-making and instructional design. However, positioning the teacher as an expert and adviser in curriculum development and effective execution of educational philosophy is essential to realize best practice in the classroom (Alford, 2024). As the ones putting theory into practice, teachers must not only be informed of best practices but also convinced of their effectiveness in order to see change in the classroom. For this reason, it is important to ascertain teachers' views of translanguaging pedagogy and engage in discussions in the educational community about both translanguaging's theoretical foundations and its practical implementation.

García and Kleyn (2013) advise numerous improvements to teacher education for multilingualism. First, underscoring the vast changes in the diversity of 21st century classrooms, they press for increased collaboration between language specialists and content teachers, arguing that today all educators must be equipped with “(a) understanding about bilingual students and their families, especially students from language minority backgrounds; (b) knowledge of language and bilingualism/multilingualism; and (c) awareness of how to deliver a pedagogy for multilingualism” (pp. 1–2). They look at three ways to attain these: descriptive reviews, micro-ethnographies, and direct experience. They describe descriptive review as close observation of ‘the child in motion,’ paying attention to their physical, emotional, cognitive, and learning characteristics during the learning process.

Second, they highlight the importance of teachers surveying the communities and families their students are a part of thorough micro-ethnographies. By doing so,

they can better understand students' funds of knowledge and the cultural and linguistic contexts necessary to guide their curriculum and instruction. Finally, beyond observation, they encourage the active participation of teachers in their students' communities and families. This, along with sociopolitical consciousness, can equip them with the understanding, knowledge, and awareness necessary to provide multilingual pedagogy grounded in social justice and social practice.

Orcasitas-Vicandi and Perales-Fernández-de-Gamboa (2022) argue that “training pre-service teachers on [translanguaging pedagogy] serves as a tool to incorporate in the classroom the ways in which race, ethnicity, language, literacy and engagement with culture are performed in changing and dynamic ways” (p. 274). The authors evaluated the portfolios of 117 pre-service teachers in the Basque region regarding their integration of translanguaging in three categories: use of languages, content, and materials. Pre-service teachers expressed benefits of translanguaging in the following areas: transference of knowledge; improvement of language skills; protection of minority languages; cross-curricular connections; development of competences from the educational curriculum; and motivation and teamwork. Many of the pre-service teachers noted translanguaging's potential for enhanced content understanding and use in interdisciplinary Project-Based Learning experiences. However, teachers also expressed a need for further training in translanguaging to employ its strategies in the classroom effectively.

Likewise, Tian and Zhang-Wu (2022) performed research with pre-service teachers to ascertain how they viewed and used translanguaging in the lesson plans they designed for their graduate-level coursework. Strategies used by students in their lesson plans included grouping, home language translations, student translation to aid in meaning-making, and both oral and written home language use to

communicate their ideas. The participants viewed translanguaging as useful for content understanding, literacy development, support of multilingual students' socioemotional well-being, identity cultivation, whole child development, and the development of a multicultural co-learning environment with joint teacher-student growth. One pre-service teacher notably commented that, by using translanguaging, they "want to evaluate [their] students less on their ability to filter language and more on their ability to understand concepts" (p. 151).

However, other participants (Tian & Zhang-Wu, 2022) expressed reservations about adopting a translanguaging stance. One participant expressed concern that overuse of students' home language would inhibit MI growth. Furthermore, they feared it would hinder their ability to offer in-class assistance. Another participant expressed difficulty aligning translanguaging pedagogy with the ideologies of stakeholders. While pre-service teachers showed some resistance to translanguaging, the researchers saw evidence of their expanded multilingual and multicultural awareness, cognizance of hidden curriculum, and a renewed commitment to students' linguistic and content demands through the philosophy. Consequently, to support criticality in bilingual education, the researchers advocate for translanguaging in teacher education curriculum reinforced by practical application opportunities.

The research of Herrera (2023) also explored the ways in which pre-service teachers implement culturally and linguistically sustainable pedagogy by creating translanguaging spaces in their classroom placements. As a result of employing translanguaging in their own graduate-level studies, the pre-service teachers could better empathize with their students and understand the vital role classrooms play in supporting students' identity-shaping. Pre-service teachers noted significant

advantages of translanguaging, such as increased student agency, student engagement, sense of community, and support of children's identity, culture, and language.

However, in their practicums, pre-service teachers realized that not all practicing professionals are aware of the diversity in their classrooms (Herrera, 2023). The author exhorts schools to "support professional learning communities that go beyond strategies, and instead focus on pedagogical approaches that help educators to examine and disrupt our own harmful biases and collaboratively design learning experiences that are culturally and linguistically sustaining" (p. 621). Furthermore, based on the research results, Herrera urges school districts to align with inclusive practices by "reimagining assessment practices that can accurately and holistically reflect and capture student growth, including the use of portfolios and advocating against standardized assessments that punish students, schools, and entire districts for not reproducing monolingual norms" (p. 621).

Finally, Deroo and Ponzio (2019) performed qualitative discourse analysis of in-service teachers' translanguaging stance during an online graduate course. In-service teachers expressed multiple affordances of translanguaging in their own classroom practice, including reinforcing topics in which students have prior linguistic or cultural knowledge and aiding comprehension, cultural literacy, global understanding, and inclusion through multimodality. However, in-service teachers questioned their ability to maintain classroom control and develop content instruction in a translanguaging context. One participant commented that they "can't cater to the diverse languages that [their] students speak because [they] are limited in the languages [they] know" (p. 221). The authors note that the use of the word *cater* "seems to suggest that engaging students' bi/multilingualism would be impractical,

even indulgent” (p. 221). Furthermore, participants’ “perception of how they could adopt a translanguaging stance was limited by their own linguistic practices and ideologies” (p. 221).

Deroo and Ponzio (2019) argue that meso-level pressures caused the in-service teachers to feel ineffective as they linguistically shared the power with their students. The in-service teachers likewise recognized that standardized tests and institutional policies may reinforce monolingual bias. However, they were doubtful of their ability to reform systemic norms. Moreover, they felt that “their schools lacked the material and human resources to support a translanguaging stance” (p. 227). To this end, the authors argue that “teacher preparation and development must create space for educators to explicitly examine their language ideologies and pedagogies from an ecological perspective” (p. 229). They suggest professional development opportunities in which in-service teachers engage in peer conversations to challenge monolingual ideologies at the meso- and macro-levels. This could involve “partnering with other teachers in co-planning, hosting critical conversations about language ideologies during department meetings, or advocating on behalf of linguistically diverse learners with school-level administrators or state-level policy makers” (p. 229).

Regarding translanguaging implementation, the research conducted with pre-service and in-service professionals reveals a need for more support to effectively employ translanguaging in all aspects of instruction. As language brokers, students need the support of their teachers and communities, as described by Palmer et al. (2014), who write, “People both position themselves and are positioned in interaction with others. Positioning is not necessarily intentional or conscious, but is ongoing and powerful. It can shape lives, opportunities, and choices. Students may be

marginalized, for example, if the teacher or peers identify them as incompetent” (p. 760). While teachers generally affirm the use of translanguaging, they express hesitancy in using it, either due to vague knowledge of it, unresolved tensions with it, or lingering linguistic ideological biases. To onboard teachers with this philosophy, it is necessary to demonstrate its practical applications and solicit their feedback. Consequently, applications should be provided which are tailored to their specific contexts, and they should be involved in conversations driving curriculum change. As a grassroots movement in education systems that may lag in macro-policy changes, translanguaging relies on teachers as fundamental players to transform the system from the ground up.

Policy and Perspectives Aligning with Translanguaging

The existing research about translanguaging curricula and materials in Türkiye focuses on the foreign language context. Research on the use of translanguaging in content areas is still lacking. This may be due to prevailing perspectives that prioritize monolingualism and exhibit linguistic bias, sometimes observed overtly in official language policies or more subtly within day-to-day classroom interactions. Often, an expressed language policy is absent, or practice does not adhere to policy. Understanding contemporary linguistic policies and perspectives in the written and hidden curricula is essential since, as Freire (2005) argues, a liberated education system is centred around dialogue. If students are not encouraged to participate with their funds of knowledge, then teaching remains dialogically unilateral. Thus, it is both ineffective and exclusive. Informed by a Freirean educational philosophy, Sarmini et al. (2020) write that students’ “inability to articulate their views and experiences inside as well as outside of the classroom

further exacerbates their sense of social isolation and exclusion, initially caused by their traumatic experience of displacement” (p. 6).

As their study resists a deficit approach to language, what Sarmini et al. (2020) term as students’ “inability to articulate” and an “unsatisfactory level of their communicative abilities” (p. 6) can arguably be attributed to the dominant system’s distancing from differences (Freire, 2005). Consequently, a critical analysis of the policies and perspectives holding these students back is necessary to further the classroom social interaction in which learning is founded.

Akar and Kandemir (2023) discuss the current education policies for migrants in Türkiye. They give a brief history of migrant education over the last years. Temporary Education Centers (TECs) were initially started in 2014 to provide instruction to Syrian students following the Syrian Arabic curriculum, providing an educational bridge during their stay in Türkiye. Those were replaced by the project Promoting Integration of Syrian Kids into the Turkish Education System (PIKTES), funded by the European Union. This program focuses on the adaptation of students to mainstream education, the support of their Turkish-language development, and the promotion of social cohesion.

The authors mention that one of the aims of PIKTES is to aid students who “do not use Turkish properly to follow classes,” demonstrating a deficient view of their language capacities. While I object to their stance, their findings about the language barrier hindering effective integration are consistent with others. As they note, Turkish law determines that Turkish is the official language and, therefore, the MI for all public schools, “indicating the mono-linguistic perspective of education” (p. 49). While the law continues to sustain this practice, it should not preclude using

other languages to support Turkish MI instruction. Now, the PIKTES model is largely out of use, and a direct adaptation model is most commonly used.

According to teachers in Akin-Sabuncu and Kasapoglu's study (2023), students' lack of Turkish is a primary barrier to providing them with quality education. However, the authors note that teachers viewed students' language proficiency through a deficit lens. The authors write, "teachers' conceptions of educating immigrant and refugee students focused solely on language development, preventing them from seeing students' needs holistically" (p. 1520). In this study, many teachers' aims were related to students' language development, not their academic success in content areas.

Clear monolingualistic biases in Türkiye can best be observed in the policies of English MI contexts. Karakaş's study (2018) examined language policy documents at English MI universities in Türkiye. The documents showed that the universities expected their staff and students to use *standard English*, although what that is exactly is difficult to define. At these universities, staff and students were held to the standard of speaking like *native English speakers* in terms of correctness, appropriateness, and naturalness. Only one of the universities explicitly expressed that they trained their students to speak standard written English; nevertheless, all universities' emphasis on correctness gives the impression that they view students through a deficit lens, and that students need remedial support until they conform to the British and American language conventions reinforced by results they expect from exams such as IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language). As the author concludes, however, "a good language user is not someone who can use English like [native English speakers], but one who can use English by wisely adapting and modifying their

linguistic acts in [compliance] with their interlocutors' communicative needs as well as application of various pragmatic strategies" (p. 802).

Regarding staff, at two universities, the term *international* represented strictly British and American instructors (Karakaş, 2018). Some staff only needed a certificate in English language instruction, implying that their *nativeness* was nearly enough. This is a concerning position since academic language is not a "property of a particular group" (p. 800). Meanwhile, at two of the universities, it seems presupposed that international students from English-majority countries have the *appropriate* language for attending university since they are not required to provide proof of proficiency apart from national identification. In conclusion, the author argues that "English is not an end itself, but a means for acquiring academic content knowledge" (pp. 801-802). Regrettably, this has been misrepresented to students learning English as an additional language in Türkiye; it likewise reflects less-researched monolingual practices in other areas of society.

In Aydın and Kaya's study (2019) about the education of Syrian refugees in Türkiye, the authors called the national linguistic policies and practices discriminatory. Minority languages, such as Kurdish, Zazaki, Assyrian, and Arabic, were even banned in the national curriculum until 2009. Against this backdrop, teachers in this study undertake serving their students with greater inclusivity. One teacher voiced their felt need to learn Arabic to meet the needs of a student who did not know how to write in Turkish, expressing that the student "wrote essays which started in Turkish and continued in Arabic... But that child has opinions that they want to convey. Just because of the language problem, they will not be able to express their ideas" (p. 56). Since they did not "deem this right" (p. 56), the teacher focused on learning Arabic himself to better aid this student.

Another teacher in the study (Aydin & Kaya, 2019) also attended Arabic classes for the purpose of improving instruction. This teacher commented that “[they] did reading activities especially with the students who spoke no Turkish. [They] tried to show them the meaning of the words in the passage and how many different meanings a word might have in a passage” (p. 56). Teachers mentioned the use of peer support in the classroom as they lean on students who share the same common home language. However, while they are endeavouring to bridge the linguistic gap both for linguistic inclusion and equity of the learning experience, they acknowledge that their practices including their Arabic-speaking students are very time-consuming.

While policies have shifted so they are more inclusive of minority languages, there is room for improvement in everyday practice. The research of Tösten et al. (2017) shows teachers still have mixed feelings about refugee students’ linguistic repertoires. Teachers disagreed about whether Syrians should be educated separately in their own monolingual Arabic-MI schools, although such schools have since been done away with through the collaboration of the United Nations Children’s Fund (UNICEF) and the Turkish government to integrate all migrant students into the national education system. Some teachers were quite pessimistic about refugee students’ prospects before and after graduation.

Demonstrating a more positive view of multilingualism, others expressed that refugee students’ bilingualism in Arabic and Turkish put them “in an advantaged position as opposed to their Turkish counterparts” (Tösten et al., 2017, p. 1155). Still, teachers were divided on and unprepared for the linguistic diversity in their classrooms. They expressed that they do not receive enough support from the government. One teacher expressed a lack of prior experience with international

students and believed it “created a huge disadvantage” for them as the teacher (p. 1154).

Authors Sarmini et al. (2020) argue that there must be increased effort to inclusively integrate refugee students into the Turkish education system. In their research, they used Paolo Freire’s problem-posing educational model (1978) as a lens through which to view the education situation for Syrian students in Türkiye. The authors explained Freire’s model as “establishing solidarity amongst those who are marginalized or humiliated by activating and using their own knowledge” (p. 3). As the authors express, the current educational shortcomings are tied to, though not limited to, language.

To confront a language barrier in the classroom, teachers in Sarmini et al.’s study (2020) expressed utilizing interpreters and non-verbal communication to deliver content to their students. One teacher commented that “During the projects, [they call] on the Syrian students to translate, or [call] on those who know a little Turkish [to] write a little section of this topic because the student does not know writing or reading” (p. 4). Another teacher assigned students graded texts as homework and tests. They gave “students the task to read one page of Turkish every day and to work with other Syrian students as a group to improve their language skills through group work by working through this small reading assignment” (p. 4).

Meanwhile, teachers noted that “While a focus has been given to improving the language competency of Syrian children entering Turkish schools, [they] see the development of language skills of the parents as similarly crucial to yield a more supportive learning environment” (p. 6). In conclusion, the writers advocate for an educational approach consistent with Freire’s framework; their applied approach emphasizes not only equitable provision of the national curriculum to Syrian students

but also the inclusion of students' personal narratives within the classroom setting and the wider community.

Teachers in these studies exhibited intentions and practices in line with translanguaging. Though their strategies demonstrate only basic translanguaging principles, they show that some educational communities may be prepared to springboard from current practices into a Freire model of education. Teachers expressed that they had insufficient knowledge of how to incorporate students with limited Turkish proficiency into their classrooms. Some teachers' ideas about needing to learn Arabic to support these students show their genuine interest in their students' linguistic diversity and academic success.

While this demonstrates international mindedness and culturally sustaining pedagogy, teachers should be aware of the tools available to meet their students where they are, even without sharing the same set of linguistic features. Such tools may relieve pressure on teachers and reduce the time consumed by their current inclusive strategies for planning and instruction. In this way, their teaching may be more effective in an already demanding teaching environment with overcrowded classrooms and limited staff. Knowledge of this inclusive philosophy could present transformative opportunities for the teaching environment.

Resistance to Translanguaging

Translanguaging philosophy has emerged in response to globalization and inequity towards increasingly diverse populations. As a rejection of deficit, monolingualistic, nationalist approaches, it is granted that translanguaging has its many opponents from the micro- to macro-level. Teachers in the literature have expressed hesitancy regarding the use of students' whole linguistic repertoires.

Moreover, assessment practices that function as significant gatekeepers to educational opportunities often reveal underlying resistance.

The research of Qureshi and Aljanadbah (2022) stands in firm opposition against the academic benefits of translanguaging, though not against the sociolinguistic and psycholinguistic benefits. Their study explored the effects of translanguaging on second language reading comprehension, finding no significant difference between the control group and the experimental group, which employed translanguaging strategies.

Consequently, the authors argue that there is no benefit to the use of translanguaging in reading comprehension and suggest that students' use of their home language to develop an additional language should be reevaluated. The author accepts that limited translanguaging exposure is a limitation of the study, since translanguaging strategies were only introduced in one session prior to the reading comprehension task. It is also notable that the control group participants did not outperform the experimental group, meaning that translanguaging did not adversely affect the students' performance. Finally, the author suggests that translanguaging to sustain minority languages may differ from translanguaging with dominant language practices introduced into target minoritized language spaces. In this area, there is need for more research, though this is not the primary focus of this study.

While some educators are against translanguaging due to doubts about its improvement of language and furthering of content, pushback is also received from parents and students. Seltzer (2019) performed a critical translingual ethnographic study in an 11th-grade ELA classroom with 19% English language learners. Student comments affirmed that certain home language practices are deemed acceptable in academia while others are not, according to the prestige these practices hold. As

students reflected on their home language use in writing, some expressed gratitude for the *armor* of dominant language practices, which provide “protection against having to share other more vulnerable or intimate parts of their lives and identities” (p. 999).

Compartmentalizing their marginalized identities by “Using this kind of school language, then, was a way of avoiding a ‘risk’ and even becoming ‘another person’” (Seltzer, 2019, p. 999). One student described their adoption of conventional language practices as a part of maturing, like a *rite of passage*. Some parents wish for their children to speak the MI in its dominant forms since it can give them access and equity in public spaces where they were not accepted. Positionality often does not give students the privilege to translanguage. For this reason, some students consider waiting to incorporate their home language into public discourse until they have established their place in society. The author suggests that “this strategy reveals an understanding that their positionality does not grant them the kind of privilege required to engage in translingual writing right away. They must slowly build up to this kind of risk-taking, playing the game first and challenging the rules later. In this way,... school languaging [is]... a means to an end, not an end in itself” (p. 1002).

Similarly, in the research of Yuzlu and Dikilitas (2021), while four-fifths of the students interviewed reacted positively towards translanguaging, the final fifth criticized the use of their home language since they believed “learning English should not involve other languages, which reflects their deeply-rooted monoglossic attitude” (p. 185). Another student expressed their belief about *correct* pedagogy, stating that they “thought that [they] were not realizing real learning since [they] did not do any translations. However, once [they] realized that [they] could do more than

translation, [they] became happier” (p. 183). This demonstrates that best practice must be articulated, especially with secondary students who are developing pedagogical awareness. Awareness of the pedagogical drawbacks and the implications of monoglossic practices should be raised in the education system. Furthermore, Yuzlu and Dikilitas suggest that teachers receive more instruction on translanguaging’s advantages and practical applications.

Though some students in the research of Seltzer (2019), and Yuzlu and Dikilitas (2021), were positive towards translanguaging, many of their reactions to home language use showed resistance. However, their reasons reflect messages sent to them by society about linguistic *appropriateness*. Translanguaging philosophy does not propose to force students to use their linguistic repertoire as a badge of diversity in contexts where they just want to blend in. However, it does aim to create safe spaces for students to flourish developmentally and academically. This means education systems should not hinder them from utilizing all resources available to them. Seltzer (2019) argues that students’ simultaneous use of their home language and *standard English* buttresses the idea that “home language can be honored and empowered through and alongside...use of school language” (1003). Representing this *alongside* approach, Shirazi and Borjian (2013) quote one Iranian-American parent’s languaging stance as follows:

Language is very emotional. I don’t have any ulterior motives with language. I habitually love and praise my children in Persian, and habitually send them to bed and tell them to brush their teeth in English . . . The other part of it is that, the notion of ethnic language, is false; we don’t teach Persian to our children as part of their heritage or identity, and tell them that’s why they have to learn it, because that ethnicizes Persian. That provincializes Persian . .

. We cannot impose identity – our kids don't need an ethnic identity, they need to feel loved and happy, they need protection and stability, in whatever language... What is more important to me than language is culture, and a sense of humanity. Everyday, I strive to teach those values, and to have them care about the world. With language, they will work here, have friends here, they are American, they need to speak English. (p. 166)

Education systems should partner with parents, students, and communities in their pluralistic lives. While long-term social, political, and academic shifts occur, it is possible to simultaneously enact translanguaging philosophy at different levels in the short term. As supported by Parra and Proctor (2022), translanguaging can be a continuum, as supported by the instructional design developed in this study. Ideally, it ought to be forwarded in both its weak and strong forms – at the level of classroom practice and systemic reform. Representing translanguaging as a continuum gives a starting point for educational systems which are not yet ready for the envisioned landing point, while providing a pathway to get there.

This research embraces that continuum by offering translanguaging strategies at each point of the continuum – recognition, redistribution, and representation. Furthermore, as Parra and Proctor write, “No teacher ever consistently resides at a single point on the continuum as lessons, content, and language proficiencies all impact where instruction may reside” (p. 919). However, whether by recognizing, redistributing, or representing, education systems should be active, not passive in opening doors for students to see how they might take advantage of their multilingual and multicultural resources.

Hornberger and Link (2012) revisit Hornberger's Continua of Biliteracy model and provide anecdotal evidence of translanguaging on the continuum.

According to this model, “oppositional pairs such as first versus second languages (L1 vs. L2), monolingual versus bilingual individuals, or oral versus literate societies...represent theoretical endpoints on what is in reality a continuum of features” (p. 264). Multilingual learners develop these skills along a “reciprocally intersecting” continua (p. 265), and may start developing multilingualism at any point. This continuum exists at every level, from the individual to the societal and global levels. In light of this, they call for educational policies and practices to account for and create spaces for this continuum in order to further equity.

The authors write that students may draw “from the less powerful ends of the biliteracy Continua,” suggesting that translanguaging may be practiced in a variety of ways dependent on the regulations and what the system allows. As Hornberger and Link write, “The continua model posits that what (content) biliterate learners and users read and write is as important as how (development), where and when (context), or by what means (media) they do so” (p. 268).

Finally, Cenoz & Gorter (2017) address the concern of many linguists and educators that the use of translanguaging could, in fact, contribute to the language loss of minority languages or at least the assimilation into dominant, majoritized languages. Translanguaging philosophy was first applied to the language maintenance of Welsh (Lewis et al., 2012a). But, as with the Basque language, there is concern that it will become a pidgin language or go extinct. Certainly, with the spread of English as a global language, there is fear that the majority language will overtake smaller languages where it is prevalent. Previously, language contact was less. The authors remark that in the strong presence of a majority language, informal communication skills do not easily develop through social interaction. Consequently, they underline the need for sustainable translanguaging. Sustainable translanguaging

creates spaces in both the school and community in which minority languages can “breathe.” Second, it capitalizes on situations in which language users are dependent on both the minority and majority languages for comprehension. Third, metalinguistic awareness comes to the forefront, so that language users’ content and language knowledge increase.

Though not excluding spontaneous translanguaging, sustainable translanguaging includes more planned practices. The authors affirm translanguaging as philosophy and practice, but suggest that it will only be “sustainable if it is rooted in the reality of minority languages and allows for breathing spaces that create the need to use these languages” (p. 911). In this thesis, I support Cenoz and Gorter’s view. Meanwhile, if anything, the translanguaging practices encouraged in this thesis open the door for increased use of minority languages in public spaces, which typically have been more reticent about their use.

Conceptual Framework

The previous pages have outlined numerous epistemological foundations of translanguaging, as it aligns with a unitary theory of language, sociocultural theory, critical pedagogy, and so on. It is essential to locate translanguaging philosophy within educational science to determine its credibility and connect it to already acclaimed educational best practice. The following is a brief synthesis of translanguaging’s connections to preestablished epistemology and educational science.

First, according to Wang (2024), translanguaging can be viewed as a “new ontological orientation towards language and language use” (p. 1387). Unitary Theory (Otheguy et al., 2015; 2019; Dumrukcic, 2022) is especially crucial for translanguaging’s epistemological stance. As mentioned previously, translanguaging

views languages as having a single linguistic repertoire (Creese & Blackledge, 2010; Hornberger & Link, 2012; Lewis et al., 2012a; Lewis et al., 2012b).

Translanguaging supports knowledge construction through the deployment of one's *entire*, fluid system. It contrasts with traditional monolingualism (Flores & Rosa, 2015), which relegates language to distinct departments. Likewise, it rejects language purism as an effective way of instruction (Wang, 2024). Furthermore, it considers named languages a social construct, deconstructing contemporary bilingual epistemologies (Turner & Lin, 2020).

In this sense, translanguaging is “a decolonising approach to facilitate a pluriversal epistemological stance” (Wang, 2024, p. 1385). It fits with theories of critical literacy and critical pedagogy (Martinez et al., 2017) and feminist structuralism (Donley, 2023; Robinson, 2019). These theories challenge power imbalances in legitimizing and acquiring knowledge. In line with these pedagogical approaches, translanguaging challenges linguistic hierarchies that marginalize students from diverse backgrounds. Wang (2024) writes that translanguaging serves “as an epistemological tool for all students, irrespective of their race, ethnicity, or gender, to access learning not only through colonial and imperial languages and knowledge systems but also those of colonised and oppressed peoples” (p. 1385). Furthermore, Pablo Freire's problem-posing educational model (1978) resonates with translanguaging's goal of critically engaging content by using all multilingual and multicultural funds of knowledge. A third space framework emphasizes that knowledge is also gained from students' homes, communities, and lived experiences (Moje et al., 2004). This intersection of multiple ways of knowing is fundamental to translanguaging pedagogy (García & Wei, 2013; Herrera, 2023; Kim, 2021).

Furthermore, translanguaging fits within post-structuralist understandings of meaning-making, such as hybridity theory and the concept of semiotic assemblages (Moje et al., 2004; Pennycook, 2017). This is further evidenced by translanguaging's inclusion of multimodality and the strategic use of an individual's entire communicative repertoire and funds of knowledge within the learning process. Symbolic interactionism theory (Donley, 2023) and sociocultural theory (Rajendram, 2023) also determine that knowledge and learning are tied to society and culture, mediated through tools such as language.

In these ways, it can be seen that translanguaging asserts that knowledge is acquired not through separate linguistic channels but through the use of an integrated repertoire. Language as a resource is more complex than named languages allow. By providing diverse pathways to knowledge construction, translanguaging represents an asset-based, socially just pedagogical framework.

This research has at its foundation three pedagogical approaches: culturally sustaining pedagogy, learner-centered pedagogy, and differentiated instruction. Figure 1 demonstrates that all three theories are woven together and are arguably intertwined with translanguaging philosophy. Furthermore, they have guided the development of the instructional design. The following is a summary of these theories and their relevance to this study.

Figure 1

Conceptual Framework



Note. Figure created by the author.

In the previous pages, the terms culturally relevant, responsive, and sustaining have been used in conjunction with respect for the cited authors' use in the literature. While the intentions behind the use of each of these words may be good, the latter most accurately embodies a right approach to (in)equality in education. It should also be noted that, while these views were birthed out of research with marginalized populations in the United States, they have universal applications. As Paris (2012) describes, culturally sustaining pedagogy (CSP) is at the same time term, stance, and practice. It seeks to “perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (p. 93).

The conversation about access and equity for all students started thanks to the work of Ladson-Billings (1995a, 1995b). Ladson-Billings responded to the Deficit Approaches to language, discarded because of their discrimination against minoritized modes of expression and favouring of dominant forms. Differences Approaches replaced Deficit Approaches, followed by theories of resource pedagogy, funds of knowledge, and the third space. Ladson-Billings promoted the

academic success of students simultaneously with their cultural competence and ability to criticize social constructs around them.

However, Paris (2012) critiques Ladson-Billings' Culturally Relevant (or Responsive) Pedagogy because neither *relevance* nor *responsiveness* effectively communicate the need to “maintain heritage ways and to value cultural and linguistic sharing across difference, to sustain and support bi- and multilingualism and bi- and multiculturalism” (p. 95). As Paris describes, pluralistic societies need *within-group* and *across-group* practices which include “all languages, literacies, and cultural ways of being that... students and communities embody—both those marginalized and dominant” (p. 96). As previously mentioned with translanguaging philosophy, CSP theorists caution against being “overdeterministic in... linkages of language and other cultural practices to certain racial and ethnic groups” (p. 95).

Languages are not owned by nations, and nations ought not to have the power to linguistically invalidate expression. While conventional practices are still required in many academic and public spaces, CSP philosophy advocates for equity and access by leading with students' cultural and linguistic practices in the classroom. While culturally relevant and responsive pedagogy are recognized and the words *relevant* and *responsive* appear in parts of this thesis, the most recent shape of this framework, as culturally sustaining pedagogy, is felt to be truest to the heart of furthering students' multilingualism and multiculturalism.

In their exploratory sequential mixed methods study, Celik et al. (2024) analyse the Culturally Sensitive Pedagogical (CSP) competence (referred to in this thesis as culturally sustaining pedagogy) of teachers of refugees in Türkiye, according to self-perception. From the interviews, the following three themes emerged: barriers to the learning process, requirements for culturally sensitive

pedagogy, and teachers' vision for diversity. Teachers stated that they did not know enough about the application of CSP for refugees and that they did not receive training for this. It was evident from teachers' comments that some were already practicing CSP, by making in-class connections between students' cultural and daily lives and the lessons, for example. They "[viewed] instructional technologies and materials as opportunities to provide culturally sensitive communication and engagement" (p. 12). Additionally, they expressed that the development of cultural awareness is essential to their in-class engagement. Others saw the need for it, yet did not feel equipped to teach with such strategies. This study demonstrates the need for CSP in the Turkish K-12 public education system.

Secondly, in line with the current research is a philosophy of learner-centeredness, which views students holistically from a foundation of care and trust. As Kohn (2004) writes of modern school systems:

An awful lot is wrong with [schools]: the way conformity is valued over curiosity and enforced with rewards and punishments, the way children are compelled to compete against one another, the way curriculum so often privileges skills over meaning, the way students are prevented from designing their own learning, the way instruction and assessment are increasingly standardized, the way different avenues of study are rarely integrated, the way educators are systematically de-skilled. (p. 570)

Too often, educators preemptively infer students' needs and build curriculum around them without noticing students' real, individual needs and tailoring the curriculum to meet them (Noddings, 2005). Learner-centered pedagogy shifts the focus to students from other stakeholders and agendas (Weimer, 2013). This pedagogy is shaped by theories such as attribution theory and self-efficacy, radical

and critical pedagogy, feminist theory, constructivism, transformative learning, self-regulation, active learning, and problem-based learning. These theories merge in learner-centeredness, each offering their unique approach to serving the learner.

Embedded in learner-centeredness is student agency and autonomy; motivation driven by students' interests and choice; cooperative, collaborative learning; active construction of meaning through inquiry and application; and reflection to enhance profound learning over surface knowledge. Creating life-long learners requires students to leave the classroom confident that "what and how they have learned enables them to figure out more things on their own and for themselves" (p. 18). It is important that education systems encourage students to own their learning journeys as educators recognize that they intersect that journey for only a brief time.

While some teachers already promote student autonomy, Reeve (2009) writes that others and, in fact, most teacher at some point, "are pushed and pulled toward a controlling style by a multitude of factors, including social roles; burdens of responsibility and accountability; cultural values and expectations; a misconception that controlling means structured, temporarily unmotivated, or unengaged students; personal beliefs about motivation; and their own personal dispositions" (p. 172). This issue can be rectified if teachers adopt a less controlling approach and foster student autonomy. This involves developing skills in nurturing students' intrinsic motivation; offering clear explanations and rationales of instructional routines and practices to increase student buy-in; employing objective and non-controlling language; demonstrating patience for self-paced learning; and acknowledging and accepting students' negative emotions.

Furthermore, an issue found in contemporary education systems is that “courses are sequenced assuming that a specified amount of content has been ‘covered’ and can be built on in the next course, although most teachers have discovered content covered does not always mean content learned or remembered” (Weimer, 2013, p. 22). Learner-centered pedagogy shifts this approach by acknowledging that each student engages with material in a different way, processing it in a different way and drawing from different wells of background knowledge. To this end, Ramsden (1988) states that “Learning should be seen as a qualitative change in a person’s way of seeing, experiencing, understanding, conceptualizing something in the real world— rather than as a quantitative change in the amount of knowledge someone possesses” (p. 271).

Arguing for translanguaging as transformative pedagogy for inclusion and social justice, Wei (2024) centres it in the learner-centered principles of co-learning and transpositioning. They discuss concerns of educators who find translanguaging pedagogy to be impractical and inefficient due to time and resource constraints, language policies that are in conflict, and the need to advance students’ L2 knowledge when it is the MI. Reviewing the origins of translanguaging in Cen Williams’ research (1994), they consider the question of whether instruction should utilize language which is natural to the learner or that which conforms to other behavioral norms. Their review of the literature reinforces the importance of language for meaning potential and thought articulation.

In their defense of translanguaging, they underscore the importance of co-learning in which “several agents simultaneously try to adapt to one another’s behavior so as to produce desirable global outcomes that would be shared by the contributing agents” (p. 207). In line with learner-centered pedagogy, the

translanguaging teacher becomes a learner facilitator, scaffolder, and critical reflector, while the learner is an explorer, meaning maker, and knowledge constructor. Co-learning breaks down the power-authority hierarchy and builds a “genuine community of practice” (p. 208). This is essential in the context of migrant education in which migrants bring their own multilingual and multicultural experiences into the classroom, just like students from the host society bring acquired knowledge from their unique sub-communities. Welcoming these funds of knowledge also encourages a rich cultural and cognitive exchange (Moje et al., 2004), fundamental to CSP. In these ways, co-learning and transpositioning, features of translanguaging, maximize students’ meaning-making capacities and affirm identity expression in the process of real-world applied learning.

In the spirit of culturally sustaining pedagogy and learner-centered pedagogy, a theory of differentiated instruction posits that an appropriate response to diverse learners does not move away from segregation towards homogeneity but rather towards variance in instruction (Tomlinson et al., 2003; Turner & Lin, 2022). Citing McLaughlin and Talbert (1993), Tomlinson et al. (2003) write that “equality of opportunity becomes a reality only when students receive instruction suited to their varied readiness levels, interests, and learning preferences, thus enabling them to maximize the opportunity for grow” (p. 121). Guided by the unique learner profiles in the classroom, the teacher positioned as *facilitator* differentiates instruction according to content, process, product, affect, and environment. To do this, they adapt their delivery, materials, activities, and assessment methods based on their students’ needs. By doing so, teachers avoid one of the major pitfalls expressed by Mehlinger (1996):

Most teachers teach every child the same material in the same way, and measure each child's performance by the same standards. This approach seems fair somehow: no child is given special treatment or unfair advantage. Thus, teachers embrace the value of treating each child as a unique individual while instructing children as if they were virtually identical. (p. 4)

Differentiation, on the other hand, responds to student interest and their learning profile. It is proactive, flexibly groups students, varies materials, varies pacing, and centres around knowledge while centering around the learner (Tomlinson et al., 2003). In order for students to lead in learning, instruction must be differentiated according to Vygotsky's Zone of Proximal Development (ZPD) theory (1978). A learner's ZPD is the area in which they "cannot successfully function alone, but can succeed with scaffolding or support. In that range, new learning will take place. The teacher's job is to... coach for success with a task slightly more complex than the child can manage alone, and, thus, push forward the area of independence" (Tomlinson et al., 2003). As students are gradually encouraged to step beyond their boundaries of comfort, yet not to the point of overwhelming them, they are able to explore new concepts, acquire new competencies, exercise independent thought, and tackle problems effectively. This, however, is a process distinctive to individual students which can only be accomplished as the teacher begins to *see* their classroom as comprised of individual members rather than as a collective mass.

In this way, this research stands upon culturally sustaining pedagogy, learner-centered pedagogy, and differentiated instruction as a three-pillared foundation which capitalizes on differences to expand individual and collective ways of thinking. One-size-fits-all learning is too narrow an approach to learner profiles.

Likewise, it is too narrow an approach to their linguistic repertoires and funds of knowledge. As Paris (2012) urges, “teachers and students must bring together and extend the various activities and practices of [home, community, and school] domains in a forward-looking third space” (p. 94).

Conclusion

“A pluralistic society needs both the many and one to remain vibrant” (Paris, 2012, p. 95). In this, thought must not be diluted by language policy. No single philosophy can address the challenges of contemporary education. However, this literature review presents translanguaging as a philosophy which, by thorough implementation, can encourage communities and school systems towards the emancipated expression of marginalized voices. Empowerment of the marginalized with education systems as guiding forces leads to the strengthening of the larger society. Starting at the micro-level, teachers’ translanguaging stance and practice can impact student academic, and social and emotional development. In view of offering equitable educational opportunities to all, the current study aims to support teachers in the Turkish education system in their integration of minoritized groups into mainstream instruction.

CHAPTER 3: METHODOLOGY

Introduction

This study identified a need for a systematic literature review, leading to the instructional design of a translanguaging guide for teachers in the Turkish K-12 public school system. Prior to this study, a systematic literature review had not been performed to screen the research for connections between translanguaging, migrant education, and the Turkish education system. Since translanguaging philosophy addresses issues of living in the *liminality*, I wanted to explore this in connection with migrant students whose experience this resonates with. Furthermore, the systematic literature review served as a form of needs analysis in the instructional design process. The review, specifically using the integrative review approach, helped determine the need for more curriculum and teaching materials in order for teachers to confidently use translanguaging in their classrooms to support their migrant students. The following chapter explains the research design, namely, how I conducted the systematic literature review. The research questions are as follows:

1. According to the literature, what are the experiences of migrants in the K-12 education system in Türkiye?
2. According to the literature, what do teachers in Türkiye deem their biggest challenges regarding the instruction of migrant students?
3. According to the literature, what are Turkish teachers' greatest needs regarding the instruction of migrant students?
4. According to the literature, what is the impact of translanguaging philosophy on the learning of students from multilingual and multicultural backgrounds?

5. According to the literature, what is known about the use of translanguaging strategies in Türkiye?

Research Design

For this study, I used transformative mixed methods research with a sequential design. The study begins with a systematic literature review and is followed by instructional design development. While the review itself is not data collection from participants, the research activity synthesized existing qualitative, quantitative, and theoretical data. The review was transformative in nature because it identified the needs and experiences of marginalized groups and identified existing gaps (Cresswell & Cresswell, 2018; Mertens, 2009; Mertens, 2024). The instructional design development was an applied, developmental phase that served as an intervention or action component to address the identified needs and promote social justice, in line with the transformative goal of bringing about social change (Cresswell & Cresswell, 2018; Mertens, 2009; Mertens, 2024). The study is a sequential design because the first phase informed and provided the basis for the second one (Cresswell & Cresswell, 2018; Mertens, 2009; Mertens, 2024).

Among the types of systematic literature review, I particularly chose integrative review for this study. Booth et al. (2022) describe numerous types of reviews, the best fit being an integrative review. An integrative review “Utilises [the] broadest type of research review methods to include both experimental and non-experimental research in order to understand more fully a phenomenon of concern. Integrative reviews combine data from theoretical and empirical literature” (p. 24). An exhaustive search, and sometimes purposive search when appropriate, is performed “to identify [the] maximum number of eligible primary sources, using two

or more strategies” (p. 24). It takes a thematic approach, using creativity and critical analysis to identify the patterns and themes.

The integrative approach was conducive to the nature of this study because it helped me to find patterns in the literature that would ground the instructional design process. Meanwhile, it ensures a fairer review of the literature. Systematic literature reviews by nature “adhere closely to a set of scientific methods that explicitly aim to limit systematic error (bias), mainly by attempting to identify, appraise and synthesize all relevant studies (of whatever design) in order to answer a particular question (or set of questions)” (Petticrew & Roberts, 2006, p. 9). Systematic literature reviews are beneficial in that they aim to bring clarity to research; guard against researcher bias by ensuring internal validity; and maintain transparency through auditability, again to safeguard against bias (Booth et al., 2022, p. 19). Based on these principles, the systematic literature review informed the material development. The findings resulted in developing the instructional design to support the integration of translanguaging into mainstream K-12 classroom instruction in Türkiye.

As previously stated, the nature of this study also aligns with a transformative paradigm. The methodology is underpinned by a transformative paradigm because it is driven by a commitment to social justice and aims to empower both teachers and migrant students through culturally and linguistically sustaining practices.

Transformative paradigm promotes the following:

basing practice and policies on a social justice theory of ethics will allow the community to redress inequalities by giving precedence, or at least equal weight, to the voices of the least advantaged groups in society, who many not

have sufficient power for accurate representation among stakeholder groups.

(Mertens, 2007, p. 222)

According to Mertens (2024), mixed methods designs “fit within a transformative framework if they reflect, in both perspective and outcomes, a dedication to social change at levels ranging from the personal to the political” (p. 307). However, the stages of transformative mixed methods studies are founded on righting injustice through a more equitable research process. When considering that the crux of translanguaging is rejecting homogeneity and tapping into distinctiveness, the philosophy’s intentions align with those of transformative research.

Centred on rights and social justice, the design was created to “provide information to enlighten and empower those who have been oppressed by or marginalized in school systems” (Mertens, 2007, p. 223). Mertens calls out the research community for being dominated by those in power, writing that “The voices of those... disenfranchised on the basis of gender, race/ethnicity, disability, or other characteristics remind us of the issues of power that surround so much in the public sphere, even that supposedly neutral and objective world of research” (p. 214). This study likewise aims to reshape the classroom to be more equitable through research and materials and to establish groundwork for future conversations with staff in the Turkish education system.

Mertens identifies four characteristics that distinguish the transformative paradigm from other paradigms:

1. It places central importance on the lives and experiences of the diverse groups that, traditionally, have been marginalized (i.e., women, minorities, and persons with disabilities). Researchers should not limit study

to the lives and experiences of only marginalized groups; they should also study the way oppression is structured and reproduced. Researchers must focus on how members of oppressed groups' lives are constrained by the actions of oppressors, individually and collectively, and on the strategies that oppressed groups use to resist, challenge, and subvert. Therefore, studying oppressed people's lives also includes study of the oppressors' means of dominance.

2. It analyzes how and why inequities based on gender, race or ethnicity, disability, sexual orientation, and socioeconomic classes are reflected in asymmetric power relationships.

3. It examines how results of social inquiry on inequities are linked to political and social action.

4. It uses a transformative theory to develop the program theory and the research approach. A program theory is a set of beliefs about the way a program works or why a problem occurs. Different types of program theories and their influence on the research process are explored in later chapters. (p. 14)

Notably, a transformative paradigm often results in research and action being intertwined. Knowledge should be used to advocate for improved practices, policy changes, and equitable outcomes. Likewise, this study's transition from systematic literature review to instructional design offers a tangible outcome to support the needs of teachers and migrant students.

Although this study aligns with a transformative paradigm in many ways, it fails to meet a critical criterion: the involvement of the target community "at the beginning, throughout, and at the end of each research study" (Mertens, 2007, p.

218). According to Mertens, participants must inform the research process at every stage, even from the start in determining the research problem. While this study fits many of the ontological, epistemological, and axiological assumptions of transformative paradigm, the research was not carried out in conjunction with participants. Rather than consulting participants directly, I reviewed literature in which the target population had already been consulted about their opinions, suggestions, and concerns regarding the education of migrants in Türkiye. Therefore, this study is not entirely representative of transformative research. Nonetheless, I have endeavoured to emulate the rest of the transformative paradigm's principles as much as possible.

Context

This study was conducted in Türkiye with the intention of supporting teachers in the K-12 public school system. Specifically, teachers of migrant students in Türkiye, including refugees and asylum seekers, were the target population for this study. The largest number of refugees in Türkiye is Syrians (UNHCR, 2025c). Consequently, the Turkish government, in collaboration with the European Union, has largely focused its refugee integration efforts on Syrian students, who primarily come from an Arabic-speaking background. Though this thesis cannot cover the scope of migration politics, it is important to note that the Turkish government does not, in fact, consider Syrians to be refugees according to the geographical limitation of the 1951 Refugee Convention.

Under the relevant legal frameworks, most of them are granted either temporary protection or international protection status (UNHCR, 2025c). However, for the sake of the larger global discussion, this researcher has chosen not to make this distinction in this study. These migrant students face challenges in obtaining

quality education simply by nature of being displaced from their home countries and entering an unfamiliar academic system; this is only further complicated by these layers of politics. This study is directed at providing more equitable access to these students, not limited to Syrians but extended to all those on the fringe of the education system, by supporting the teachers who are an active part of their integration and instruction.

Furthermore, to understand why this research was conducted, it is necessary to understand my own positionality as the researcher. Transformative research puts significant importance on the researcher's awareness of their own background, biases, values, and how these might influence the research process and findings (Mertens, 2024). The transformative ontological assumption assumes that reality is socially constructed and that some individuals may be more privileged than others in the research process (Mertens, 2007). A core epistemological assumption is that knowledge is inherently situated within specific social, cultural, and historical frameworks. Consequently, the researcher must be "aware of societal values and privileges in determining the reality that holds potential for social transformation and increased social justice" (Mertens, 2007, p. 216).

I am aware that I am, in many ways, an 'outsider' in the instructional design process in migration issues and in the Turkish public school system. I desire to promote equity in education. However, I realize that I may miss very important nuances regarding this specific country's cultural context and education system. Having taken a detailed look in the previous chapters at the literature informing my views, I will now discuss my personal reasons for conducting this research.

I was first drawn to language education in the United States after observing that a lack of language barred many refugees and asylum seekers from smooth

integration in my communities. Lack of English language proficiency, added to sometimes precarious residential statuses, limited their opportunities and made them vulnerable to being taken advantage of. Migrants with extensive qualifications, for example, doctors and engineers in their countries of origin, could not access certain sectors of society. This revealed a need for more bridges to be built for migrants' adaptation and enhanced social cohesion.

Doing so comes with a host of challenges. As is my experience, many school districts in my context in the United States and Türkiye do not provide extensive support for migrant populations. Consequently, it is necessary for non-governmental organizations and community programs to fill in the gap. In these contexts, I observed struggles with participation and involvement due to migrants' childcare, transportation, and work schedules, as well as other complications they experience in their everyday lives due to the instability that is a constant reality for many. Throughout these experiences, I specifically noted the need for collaboration with families for the holistic care and their successful integration into society (García & Kleyn, 2013).

During my involvement at a few of these community centers, I was asked to design language curricula for their programs. The staff saw the need for multilingual and multicultural support, but did not have the background in education to carry out the instructional design process. With my education in Teaching English to Speakers of Other Languages (TESOL), I was positioned as a subject matter expert, not an instructional designer. This was my chief motivation for pursuing a master's degree in Curriculum and Instruction. During this program, I was exposed to translanguaging. This philosophy challenged my previous traditional education, which leaned towards stricter immersion approaches to language in the classroom. In

my Spanish bachelor's degree, I had explored code-switching as a tool for identity expression among Latinx. Experiencing that adherence to strict monolingual norms does not reflect everyday practice, I was driven to explore translanguaging further. Also, as I saw the struggles of migrants integrating into the education system, I was intrigued, especially by translanguaging's applications to students' content development.

Though I come from a language instruction background, my exploration of translanguaging increased my conviction of the importance of prioritizing content over language. Language is the conduit for ideas, but it is not only language education but education more broadly that enables marginalized groups to thrive. Students' subject knowledge must be supported through individualized learning paths in order for them to progress through the education system successfully. Lee et al. (2021) writes "The emphasis on language learning... begs the question of how teachers are attending to immigrant students' other needs and capacities, given that language learning (any learning really) must be holistic, developing the whole child who enters school as a naturally integrated person, not a sum of discrete parts" (p. 86). To achieve this, all aspects of education must be balanced. All learner needs must be considered and acted upon to develop and maintain a healthy learning environment. My research and experiences in Türkiye helped me to understand this better. In this process, I expanded my vision for equitable education from refugees and asylum seekers to anyone who is disadvantaged because of political and social discrimination or social, emotional, and economic poverty and setbacks.

Finally, my own employment as a teacher in this context has given me a window into some of these issues, albeit in a very specific context. Working as a teacher of English as an additional language, I have often witnessed attitudes and

practices surrounding English and Turkish language use that perpetuate monolingualistic and monocultural norms. In addition, the privilege that I experience as an employee also drives me to do this research, since I desire my colleagues and students to have access to the same opportunities as me.

Collectively, the literature and my personal experience prompted me to create the instructional design in this study. I hope that the development of this guide will not only benefit teachers in Türkiye to serve their migrant populations, but also equip me with the skills to continue being involved in curricular development and institutional reforms necessary for the integration and success of systemically disadvantaged students.

Method of Data Collection

This transformative mixed methods design study used systematic literature review to collect data about the current literature on translanguaging. I followed the stages of the systematic literature review outlined by Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). PRISMA offers an evidence-based checklist and diagram to support authors in reporting their reviews. Because authors must be explicit and transparent about every stage of their review process when following PRISMA guidelines, it promotes transparency and reliability in the research process. These stages are as follows (PRISMA, 2025): 1) Development of research questions, 2) Development of categories for the literature, 3) Development of criteria to determine which articles to include and which to exclude in the review, 4) Development of search terms, 5) Thorough searches on education-related databases, 6) Screening of articles for inclusion, 7) Frequency calculations to determine how often articles appeared under each search term, 8) Thorough perusal of the articles to glean insight regarding the research questions.

According to the PRISMA guidelines (PRISMA, 2005), I first determined their topic of interest and wrote research questions to guide their exploration. Second, I determined the following categories of articles to locate: articles by seminal theorists in translanguaging philosophy, research articles about translanguaging, articles about migrants and migrant education, research articles about teachers being involved in curricula, articles regarding language policy in Türkiye, articles by seminal theorists in connected pedagogical philosophies, and materials necessary for the development of the instructional design. Then, I developed criteria for each of these categories of articles. The criteria are as follows:

1. Articles about migrants and migrant education:
 - a. This category addresses the specific context of migrant education, particularly within Türkiye.
 - b. Criteria: English-language articles examining the academic, social, emotional, or linguistic needs of K-12 migrant and refugee students, or studies focused on the education of migrant students within the Turkish education system.
2. Articles by seminal theorists in translanguaging philosophy
 - a. This category establishes the theoretical foundation of translanguaging for the review.
 - b. Criteria: English-language articles by authors among the top 20 most cited in translanguaging on EBSCO, JSTOR, Eric, and Google Scholar; articles that define or explain key concepts of translanguaging (e.g., code-switching, language ideologies).
3. Research articles about translanguaging

- a. This category examines empirical research on translanguaging practices.
 - b. Criteria: English-language, peer-reviewed articles published in education journals indexed in EBSCO, JSTOR, Eric, and Google Scholar within the last twenty years (2005-present); studies on translanguaging practices in K-12, higher education, or adult community center bilingual or multilingual contexts.
4. Research articles about teachers being involved in curricula
 - a. This category explores the role of teachers in shaping curricula, which intersects with translanguaging practices.
 - b. Criteria: English-language articles investigating teachers' roles in curriculum development, adaptation, and implementation, as well as their involvement in educational decision-making processes.
5. Articles regarding language policy in Türkiye
 - a. This category provides the policy context for language use in Turkish education.
 - b. Criteria: English-language articles analyzing Turkish education system policies and practices related to the official language of instruction, language ideologies, and language use.
6. Articles by seminal theorists in connected pedagogical philosophies
 - a. This category explores pedagogical approaches that align with translanguaging principles.
 - b. Criteria: English-language articles by authors in culturally sustaining pedagogy, learner-centered pedagogy, or differentiated instruction on EBSCO, JSTOR, ERIC, and Google Scholar.

7. Materials necessary for the development of the instructional design:

- a. This category identifies practical materials and tools that can be adapted or utilized in the creation of the instructional design.
- b. Criteria: Mentor texts, classroom activities, multimedia resources, curriculum guides, and professional development materials that demonstrate translanguaging or support it through the implementation of culturally sustaining pedagogy, learner-centered pedagogy, or differentiated instruction, and can inform the development of the instructional design.

Next, I developed a flexible list of search terms pertinent to the categories. This list was in constant development throughout the systematic literature review, since the main goal was to explore the research questions and, thereby, guide the development of the instructional design. Refer to Table 1 for a conclusive list of search terms.

Table 1

Search Terms

Search Term
“Bilingual programs” AND “Immersion programs”
“Bilingual strategies” AND “code-switching”
“Biliteracy” AND “Transliteracy”
“code-switching” AND “social identity”
“collective identity” AND “trauma” AND “refugee”
“Communicative competence”
“Communicative repertoires” AND “equitable learning”
“Culturally relevant pedagogy”
culturally sustaining pedagogy
“Deficit thinking” AND “Educational thought”
“Designing effective instruction”
differentiat* instruction

Search Term

“foundations of translanguaging”
 “Home language” AND “translingual approach”
 “identity” AND “translanguaging space”
 “inclusive environment” AND “refugee students”
 “Language and Superdiversity”
 language policy Turkey
 “Learner-centered teaching”
 “Linguistic Interaction” AND “Dual-Language School”
 “migrant students” AND “Turkish education”
 “Needs in education”
 “Raciolinguistic Ideologies” AND “Language Diversity”
 “School reform” AND “information age”
 “Student outcomes” AND “Türkiye”
 “Syrian refugee students” AND Turkish Schools
 Turkey education Syrian
 “translanguaging concepts”
 Translanguaging curriculum
 “Translanguaging” AND “inquiry” AND “bilingual classrooms”
 “translanguaging” AND “educational practices”
 “translanguaging” AND “multilingual learners”
 “Transnational identity” AND “translanguaging research”
 “Trauma” AND “school-based interventions” AND “refugee minors”
 “Trauma-sensitive classroom”
 “War-affected children,” “educational needs,”
 “migrant students” AND “Turkish education”
 “Syrian refugee students” AND Turkish Schools
 “translanguaging theory”
 “translanguaging” AND “multilingual learners”
 “translanguaging” AND “Turkey”

For the second criterion, the author determined the top twenty-cited authors using Mendeley (2005). By using the search engine Mendeley, articles can be sorted according to the number of times they have been cited. Table 2 shows the top-cited authors:

Table 2

Top-cited Authors in Mendeley for the Search Term “Translanguaging”

Top-cited Authors in Mendeley for the Search Term “Translanguaging”	Number of Citations
García, O., Wei L. (2013)	1,915
Creese, A., Blackledge, A. (2010)	1,256
Otheguy, R., García, O., Reid, W. (2015)	996
Canagarajah, S. (2011)	767
Lewis, G., Jones, B., Baker, C. (2012)	485
Hornberger, N. H., Link, H. (2012)	411
García, O., Sylvan, C. E. (2011)	383
MacSwan, J. (2017)	338
García, O., Kleyn, T. (2016)	324
Palmer, D. K., Martínez, R. A., Mateus, S. G., Henderson, K. (2014)	293
Pennycook, A. (2017)	285
Cenoz, J., Gorter, D. (2017)	274

For the sixth criterion regarding related pedagogies, I searched “Culturally Relevant Teaching” in Mendeley and found that the top-cited authors were as follows: Paris (2012) with 1,804 and 996 citations and Ladson-Billings (1995) with 1,268 citations. For differentiated instruction, the author searched “differentiating instruction” and found that the top relevant article was by Reeve (2009) with 860 citations. Following was a work by Tomlinson (2003) with 451 citations. The first and fourth citations were not relevant to the education context of this study. Alternative search terms led to mixed results of differentiation in different fields of study.

Finally, for “learner-centeredness,” the most-cited article was one by García and Sylvan (2011), with 383 citations. While the preliminary Mendeley searches did not yield many quality results, I was most interested in the references, both direct and indirect, to these pedagogies as mentioned in the articles about translanguaging. My

greatest interest was to discover which existing pedagogical theories underpinned translanguaging and then gain a foundational understanding of them. Therefore, most of their exploration of these theories stemmed from reading articles about translanguaging and tracking down the articles which referenced them. For these reasons, they did not dig deeper in these searches.

After using the search terms in Table 1 to find articles, I used the Covidence software program (Covidence, 2025) to determine which articles to include and which to exclude. Covidence utilizes the PRISMA methods and reporting mechanisms. According to the systematic literature review process, first, the titles and abstracts are screened through Covidence. A second rater screened thirty-four of the titles and abstracts to ensure interrater reliability. Using Covidence, the first rater, I, marked each article with a ‘Yes,’ ‘No,’ or ‘Maybe.’ Then, the texts went through a full text review during which they were selected according to the inclusion and exclusion criteria. When the first and second raters completed these steps, there was 94% reliability, as they agreed upon the inclusion of 32 out of 34 the articles. The final step using Covidence, and while doing a systematic literature review (PRISMA, 2025), is to extract data from the articles. I did not perform this review step, considering that my aim was explicitly to garner insight into the topics to guide the material design. Table 3 shows the results of the screening process.

Table 3

Results of the Screening Process

Inclusion Criteria	Exclusion Criteria
Bilingualism	Focused on highly specific or potentially non-transferable contexts
Culturally relevant pedagogy	Focused on language acquisition without a pedagogical link
Culturally sustaining pedagogy	Not directly related to teaching and learning

Inclusion Criteria	Exclusion Criteria
Differentiated instruction	Not empirical research or theoretical discussions
Language policy	Not focused on bilingualism
Language politics	Not focused on educational settings
Learner-centered pedagogy	Not focused on students who are refugees or asylum seekers
Material development	Not focused on multilingualism
Migrant education	Not focused on teachers' roles in curriculum and instruction
Migrants	Not focused on translanguaging
Multilingualism	Not related to material development
Teachers' involvement in curriculum and instruction	
Translanguaging	
Results	
173 references imported for screening as 173 studies	
0 duplicates identified manually	
7 duplicates identified by Covidence	
166 studies screened against title and abstract	
7 studies excluded	
159 studies assessed for full-text eligibility	
37 studies excluded	
17 Not focused on students who are refugees or asylum seekers	
15 Focused on highly specific or potentially non-transferable contexts	
3 Not focused on multilingualism	
2 Not focused on educational settings	
0 studies ongoing	
0 studies awaiting classification	
Total: 122 studies included	

After completing the screening process, I conducted frequency calculations using Excel to determine which search terms produced the most results amongst the articles they had selected. The results may be seen in Table 4.

Table 4

Search Terms with the Most Results

Search Term	Frequency
“foundations of translanguaging”	20
“translanguaging theory”	15
turkey education Syrian	10

Search Term	Frequency
“translanguaging” AND “educational practices”	10
“translanguaging” AND “multilingual learners”	8
“Syrian refugee students” AND Turkish Schools	7
“migrant students” AND “Turkish education”	5
culturally sustaining pedagogy	3
differentiat* instruction	3
Translanguaging curriculum	2
“translanguaging” AND “Turkey”	2

Finally, I carefully read the articles and noted key points relevant to the research questions. I read the titles and abstracts during the initial searches and Covidence screening. Then, I read the articles, often more than once, looking for key points, relevant quotations, and connected research to explore. Although I started by reading the authors most cited in the literature about translanguaging, I engaged with relevant extant literature by following intertextual links, progressively expanding my knowledge base. When an article mentioned an author discussing a significant aspect of translanguaging, which I needed to understand better, I would highlight the reference. Subsequently, I would locate and read the cited work for further learning. Additionally, as a term frequently arose in the research, I would add it to my list of search terms and explore it through a new database search. Consequently, the entire process was nonlinear. I utilized the information gleaned from these articles to aid them in developing the instructional design. Details about the applied research are given in the following chapter.

Method of Data Analysis

Using systematic literature review enabled me to sift through the research in an unbiased manner. I followed the general steps delineated in the PRISMA

expanded checklist: identifying the report as a systematic review; describing the rationale for the review; providing explicit questions for the review; specifying the databases searched and the strategies used to find articles; determining inclusion and exclusion eligibility criteria for the articles; describing the results of the search and selection; citing which studies were excluded and why; providing a general interpretation of the results; and discussing limitations (PRISMA, 2025). However, I did not follow all of the steps, or all of the parts included in the checklist, at the level that is often gone to for a systematic literature review. I manually extracted data for the participants and context, since this was essential to determine which articles were relevant to their instructional design. However, data such as intervention characteristics or statistical methods were not deemed necessary to extract to achieve the aims of this study. Combining the literature helped me answer my research questions. As I read articles, I fit them under the criteria and headings in the literature review. This aided me in making sense of the literature.

This type of literature analysis also served as a form of needs analysis. Baturay (2008) writes that for an instructional design, “one theoretical perspective might not meet the needs of a designer, teacher, or even a student... the route the designer follows should consist of various perspectives meeting the needs of the learners and solving the instructional problem(s)” (p. 473). Since instructional design was the driving factor for this review, it was essential to explore the various theoretical perspectives to have a well-rounded understanding. This was especially important considering the multi-faceted nature of this topic, including linguistic foundations, pedagogical theory, and political and sociological context. Because the systematic literature review in Chapter 2 was also a method of exploring the interconnectedness of the ideas culled from the articles, I chose a topical approach in

contrast to the approaches of other systematic literature reviews. They did not believe that formatting Chapter 2 according to the criteria would be as productive an approach since it might lead to fewer correlations discovered between the articles.

Conclusion

This chapter reviewed the process of systematic literature review, which I used to build a foundation for instructional design. An integrative review approach was used to code sources according to relevance and then discover themes, rather than using a review approach with more stringent inclusion and exclusion criteria that has a narrative or tabular evaluation as the end result. Aligning with transformative design, the purpose of this review was to develop an accurate understanding of migrants in the Turkish education system, with the goal of creating a more equitable academic future for them. Writing a topical literature review served as a form of processing to synthesize the understanding referred to by Baturay (2008).

The following chapter explains the development of the instructional design. It analyses the transition from theory to practice and how I attempted to make informed curricular decisions, according to the process of the conceptual framework within the systematic literature review leading to the development of the instructional design.

CHAPTER 4: RESULTS

Introduction

The results of this study are presented in the following chapter. I present a report of the frequency calculations of the systematic literature review. Then, I investigate how the literature answered the research questions. Finally, I break down the method by which I developed the Instructional Design (ID), a product of the review. The purpose of this study was to develop materials based on the needs identified in the systematic literature review. These materials were designed to aid teachers in the Turkish K-12 education system as they support the integration of multilingual, multicultural students, namely migrant students facing barriers to inclusion. The research questions guiding this study are as follows:

1. According to the literature, what are the experiences of migrants in the K-12 education system in Türkiye?
2. According to the literature, what do teachers in Türkiye deem their biggest challenges regarding the instruction of migrant students?
3. According to the literature, what are Turkish teachers' greatest needs regarding the instruction of migrant students?
4. According to the literature, what is the impact of translanguaging philosophy on the learning of students from multilingual and multicultural backgrounds?
5. According to the literature, what is known about the use of translanguaging strategies in Türkiye?

Results of the Systematic Literature Review

Performing the systematic literature review resulted in a substantial

accumulation of knowledge, both of the theories and experiential narratives of professionals in migrant education. Using search terms connected to translanguaging and migrant education, the research explored the existing literature in depth. I developed the initial search terms based on the criteria written for the systematic literature review. The list of search terms increased as further areas of exploration were identified during the process of exploring the literature. Key concepts presented in the literature or concepts requiring deeper exploration led them to create additional search terms. Table 5 shows the number of articles referenced per search term that were used to inform the instructional design process.

Table 5

Frequency of Articles Coinciding with the Search Terms

Search Term	Frequency of Coinciding Articles
“foundations of translanguaging”	20
“translanguaging theory”	15
“Syrian refugee students” AND Turkish Schools	10
Turkey education Syrian	10
“translanguaging” AND “educational practices”	10
“Syrian refugee students” AND Turkish Schools	9
“translanguaging” AND “multilingual learners”	8
“translanguaging” AND “multilingual learners”	8
“migrant students” AND “Turkish education”	5
culturally sustaining pedagogy	3
differentiat* instruction	3
Translanguaging curriculum	3
“translanguaging concepts”	2
“translanguaging” AND “Turkey”	2
“Bilingual programs” AND “Immersion programs”	1
“Bilingual strategies” AND “code- switching”	1
“Biliteracy” AND “Transliteracy”	1
“code-switching” AND “social identity”	1

Search Term	Frequency of Coinciding Articles
“collective identity” AND “trauma” AND “refugee”	1
“Communicative competence”	1
“Communicative repertoires” AND “equitable learning”	1
“Culturally relevant pedagogy”	1
“Deficit thinking” AND “Educational thought”	1
“Designing effective instruction”	1
“Home language” AND “translingual approach”	1
“identity” AND “translanguaging space”	1
“Immersive Approaches” AND “TESOL”	1
“Language and Superdiversity”	1
language policy Turkey	1
“Learner-centered teaching”	1
“Linguistic Interaction” AND “Dual-Language School”	1
“Needs in education”	1
“Raciolinguistic Ideologies” AND “Language Diversity”	1
“School reform” AND “information age”	1
“School reform” AND “information age”	1
“Student outcomes” AND “Türkiye”	1
“Translanguaging” AND “inquiry” AND “bilingual classrooms”	1
“Transnational identity” AND “translanguaging research”	1
“Trauma” AND “school-based interventions” AND “refugee minors”	1
“Trauma-sensitive classroom”	1
“War-affected children,” “educational needs”	1

The following is a brief summary of the research cited pertinent to each research question. This research was used to inform the development of the instructional design.

Regarding the first research question, the literature reveals that migrant students in the Turkish K-12 public school system may face academic, socio-emotional, and systemic challenges. These challenges may be intensified by past traumas and post-migration stressors (Kardeş & Akman, 2022). Another challenge impacting students' academic performance, communication, and overall integration is their Turkish language proficiency (Anis et al., 2021). This may lead to difficulties understanding instructional materials and lessons, and maintaining effective communication with teachers. Consequently, students may fall behind academically. Furthermore, grade level equivalency certificates may not always be accepted, leading to students' being placed in lower grades despite their prior curriculum preparation (Orakcı, 2025). On the other hand, interrupted learning may cause gaps in their education (Akar & Kandemir, 2023; Eranıl & Kasalak, 2024). Finally, parents may be prevented from being involved in their children's education due to language barriers or demanding work schedules.

Some teachers of migrant students in the Turkish public school system expressed challenges, including but not limited to insufficient resources and training (Karaback et al., 2025). A recurring challenge teachers report is a lack of knowledge and preparation to instruct students from diverse backgrounds. Moreover, teachers expressed difficulty in communicating effectively with migrant students and their guardians due to language barriers.

Teachers in the Turkish public school system expressed the following needs: resources and materials, training and expertise, and collaboration and

communication. At times, instructional materials are too dense, lack visual support, or have limited activity variety (Görür & Babadoğan, 2021). Additionally, some teachers would like instructional materials specific to providing multilingual and multicultural education to their migrant students (Akin-Sabuncu & Kasapoglu, 2023; Çelik-Keskin & Atay, 2023). They also desire more resources to implement culturally sustaining teaching practices effectively. This includes but is not limited to increased language support for migrant students and their guardians, including more translation services.

In the literature, translanguaging philosophy emerges as a pedagogical tool instrumental in educating multilingual and multicultural students. The literature reveals positive impacts of translanguaging on students' academic performance; cognitive development; identity affirmation; and social justice outcomes. Translanguaging helps students better understand subject matter (Baker, 2003). It fosters criticality by helping students process information using their full linguistic capacity (García & Wei, 2013). Furthermore, it provides a framework for transculturation and cultural hybridity by integrating students' present environments, cultures, and histories into the education process (Blackledge & Creese, 2014). Finally, translanguaging philosophy aligns with culturally sustaining, learner-centered, and differentiated instruction approaches.

The literature reveals that there has not been significant research on translanguaging in Türkiye, specifically for the education of migrant students (Toker & Baytaş, 2022). However, some translanguaging studies were identified in the Turkish education context (Aydın & Dikilitaş, 2024; Karahan & Atmaca, 2023). These studies revealed cognitive, interactive, and affective benefits of

translanguaging. Additionally, the studies noted the affirming value of translanguaging for students' diverse linguistic and cultural repertoires.

Engaging with this literature revealed the following gap: “teachers have barriers in teaching students with another language and need school-wide efforts to improve the multi-cultural culture of the school” (Celik et al., 2024, p. 15). Furthermore, they expressed being hindered by “some educational policies and a lack of knowledge on how to apply culturally sensitive education to refugee children” (p. 12). The review of the literature also showed a need for more knowledge about refugee students and professional development programs to address this and a lack of on-site support for refugee students (Karabacak et al., 2024). Consequently, I determined that developing a training material for these teachers could help to fill this expressed need.

Instructional Design Development

Because teachers in the literature expressed that they did not know enough about how to teach their students from a migrant background, I chose to develop a guide with strategies for this. Sustainable translanguaging philosophy specifically addresses the liminal position of marginalized students by providing a framework for culturally sustaining multilingual and multicultural pedagogy. Consequently, I wrote the guide explicitly to aid in the implementation of translanguaging, thereby supporting the critical consciousness and competence of K-12 public school teachers of migrants in Türkiye.

For this ID, I chose to use Morrison, Ross, and Kemp's design model (2013). This model contains the following nine elements: 1) identifying the instructional problems; 2) defining the learner and context characteristics, 3) performing task analysis, 4) determining instructional objectives, 5) sequencing the content, 6)

designing instructional strategies, 7) planning the message, 8) developing the instruction, and 9) developing the evaluation instruments. Planning, implementation, project management, and support services are also ongoing, as well as formative, summative, and confirmative evaluation. This model was chosen for this study because it is more adaptive and flexible compared to other models, which can be more rigid and prescriptive (Akbulut, 2007; Baturay, 2008; Obizoba, 2015). Most importantly, it does not take a linear approach to curriculum development. Instead, it has a “dynamic and adaptive set of processes and procedures and iterative cycles” (Baturay, 2008, p. 476). The nine elements are designed in an oval shape, giving:

the sense that the design and development process is a continuous cycle which requires constant planning, design, development and assessment to insure effective instruction... Individuals may progress through the instructional process according to their preferences, starting with one element or another and following whatever order they consider logical or suitable.

(Baturay, 2008, p. 478)

I view this model as more authentic and representative of real-life curricular needs. The following sections will explain the my process in developing a guide for implementing translanguaging strategies in the Turkish mainstream K-12 education context. The sections are divided according to the nine elements of Morrison, Ross, and Kemp’s model. However, many of the elements were done synchronously.

Identifying Instructional Problems

I carried out an extensive literature review as a form of needs assessment. As Morrison et al. (2013) note, it is important to first carefully identify the problem to ascertain whether instruction is even the most appropriate solution. The authors outlined the following four functions of needs assessment:

1. It identifies the needs relevant to a particular job or task, that is, what problems are affecting performance.
2. It identifies critical needs. Critical needs include those that have a significant financial impact, affect safety, or disrupt the work or educational environment.
3. It sets priorities for selecting an intervention.
4. It provides baseline data to assess the effectiveness of the instruction. (Morrison et. al, 2013)

Through the needs analysis, I determined the problem as follows: many teachers in the K-12 Turkish public school system feel that they receive insufficient support for the instruction and integration of multilingual, multicultural students (Akin-Sabuncu & Kasapoglu, 2023; Orakcı, 2025). In the literature, there was a call for more culturally sustaining pedagogy in the Turkish education system, applying to both instructional methods and curricula (Çelik-Keskin & Atay, 2023; Karabacak et al., 2025). Sarmini et al. (2020) argue that a more equitable approach must be taken to delivering curriculum to migrants in line with Freirean education philosophy (1978; 2005).

The critical needs expressed in the literature pointed to more materials and professional development for teachers of migrant students, with a focus on knowledge of translanguaging and how to implement it effectively. Kardeş and Akman (2022), and Görür and Babadoğan (2021) report a need for improved instructional materials, which the latter described as dense, having insufficient visuals, and lacking activity variation. As a response to the struggles of migrant students' integration into the education system, Toker and Baytaş (2022), and Yuzlu

and Dikilitas (2021) advocate for professional development opportunities in the area of translanguaging. This includes receiving more guidance on its advantages and practical uses. As an intervention response, I chose to develop an instructional design to fit these critical needs.

Defining Learner and Context Characteristics

The learner and context characteristics were again defined through the process of systematic literature review. In this step of the process, it was essential that I obtain information about the learners' capabilities, needs, and interests (Morrison et al., 2013). I determined the learner profile as follows: teachers, spanning K-12 grade levels and content areas, in the Turkish public school system. This learner profile was determined considering the significant number of migrant students in Turkish public schools. They used the information about these teachers and the needs they had expressed in the literature to inform the content chosen and the style in which they wrote the ID. Factors which may lead teachers to feel overwhelmed include the number of objectives, the number of teaching hours, and the pressure to meet curriculum standards (Görür & Babadoğan, 2021).

Additionally, professionals working with migrants may have a higher likelihood of experiencing burnout (Özcan & Sallabaş, 2024; Sagaltici et al., 2022). Teachers in the research expressed the following struggles in instructing migrant students in their mainstream classes: students' language proficiency levels, level of academic readiness, cultural differences and social adaptation, and socio-economic situation. Related to the school system, they identified the following struggles: number of objectives, number of teaching hours, large class sizes, lengthy texts with inaccessible language, and struggles in assessment and evaluation (Celik et al., 2024; Görür & Babadoğan, 2021).

Some teachers struggle to view students' needs holistically and maintain a whole-person perspective, necessary to effectively teach students with such unique needs (Akin-Sabuncu & Kasapoglu, 2023), although others are sensitive to their needs and have a desire to help them in the best way possible (Aydin & Kaya, 2019; Celik et al., 2024). Finally, as noted above, many of these teachers have not received either pre-service or in-service training regarding refugee education and, therefore, experience various pedagogical difficulties (Celik et al., 2024).

When designing the curricula for these participants, I considered several aspects of andragogy (Morrison et al., 2013). First, adults tend to have a high level of motivation to learn and are more skilled at independent, self-directed learning. At the same time, they generally appreciate structured learning with clear objectives, often being less flexible than children. They want to know the relevancy and practicality of the content. It is important that they sense their instructors are knowledgeable about the field. Finally, it should be taken into account that they are also professionals bringing their own experience to the table. This is especially essential in this context, considering that each community's needs are unique, and the same approach to migrant education may not be helpful if applied in the same way across the board.

Performing Task Analysis

During task analysis, I determined that, first, it was necessary to provide teachers with a brief explanation of translanguaging since it is still not a widely-discussed topic in Turkish mainstream education. Second, the purpose of this guide was to provide teachers with accessible translanguaging strategies since overworked professionals need practical application and easy-to-use tools more than complicated theoretical explanations. In order to determine the information, skills, and attitudes

necessary for participants to acquire, I performed a task analysis. Task analysis refers to “the collection of procedures for defining the content of an instructional unit” (Morrison et al., 2013, p. 4). The instructional problem, the learner analysis, and the context analysis inform this process. There are six categories of task analysis: facts, concepts, principles and rules, procedures, interpersonal skills, and attitudes. I first recorded the content found in the literature that was relevant to their ID aims. Then, they classified this content into the aforementioned categories.

While doing an extensive review of current translanguaging research and curricula, I noted down all applicable strategies. In addition to the strategies and practical applications I found in the systematic literature review, I used internet search engines to locate existing materials for translanguaging as well as relevant sociopolitical data necessary to contextualize the ID (CUNY NYSIEB, n.d.; Franco, 2018; García et al., 2023; Gregory, 2013; Hesson et al., 2014; McIntosh, 2003; OECD, 2022; OECD, 2023; Palanac, 2020; Parra & Proctor, 2022; Paterson, 2021; UNHCR, 2024a; UNHCR, 2024b). Having recorded an extensive list of strategies from these sources, I eliminated ones that were overlapping or irrelevant to my context. I added others in line with translanguaging philosophy that I felt might have been missing.

Having recorded all the strategies I wanted to use, I labelled each of the strategies and relevant pieces of content according to the six elements of task analysis. For example, definitions of key terms, such as *translanguaging*, were classified as facts. Information that teachers needed to know or recall, or stable ideas not requiring much interpretation, was also classified as facts. Concepts included general categories or more abstract ideas, such as *co-learning*. Principles and rules were identified by asking questions such as “Is this a guideline or an if-then

statement that teachers should follow?” or “Does this inform the application of translanguaging strategies or the decision-making in the classroom?” For example, the following principle can be found in the guide: *Determine your students’ prior knowledge long before a unit starts. This is important in order to plan flexible grouping, form timelines for the unit, and discover the number of students at each level of mastery.*

Procedures requiring procedural analysis included hands-on processes with a sequence of actions and specific outcomes. Examples include teaching literacy strategies or assigning different roles to students in jigsaw reading groups.

Interpersonal skills include communication and interaction between the teachers and their students, parents, colleagues, or even communities. *Demonstrating cultural sensitivity or empathy towards students from backgrounds different from their own* was classified as an interpersonal skill. Attitudes differ in that they are intrinsic personal beliefs or values that are foundational to the ID’s content and aims. For example, valuing lifelong learning is an essential aspect of a translanguaging philosophy. Content for both interpersonal skills and attitudes, though more challenging to assess, was necessary to include throughout the ID in order to meet the aims.

The next step of task analysis is to determine whether task analysis or procedural analysis was necessary (critical incident analysis was not necessary for this ID). I determined that both were necessary. At this stage, it was important to break down each strategy and piece of content into smaller parts and consider all aspects needed to perform the task or carry out the procedure. For example, the strategy *Arrange desk clusters depending on the lesson needs.* required me to delineate steps necessary for the execution of this task:

- 1) Group sizes
- 2) Purposes of grouping
 - a. Home language
 - b. Literacy strengths and weaknesses
 - c. MI proficiency level
 - d. Oracy strengths and weaknesses
 - e. Personal strengths
 - f. Skills for task-based learning
 - g. Socialization

While this list of reasons for grouping is not exhaustive, it highlights the reasons I considered most important for readers to grasp while using the ID. Meanwhile, for procedural analysis, I decided what the learner needed to accomplish. Then, I identified the action in each step that the learner needed to perform in order to achieve that. I decided whether the actions were physical or mental. Furthermore, I decided what the learner needed to know and do at this step. This was crucial for sequencing since the participants could not carry out the procedure if foundational knowledge and skills had not first been introduced. Although the bulk of the task analysis needed to be done before proceeding in detail with other steps, this process was ongoing and took place concurrently with other steps.

Since the instructional designer served as their own subject matter expert (SME), it was important for them to step back and assume an outsider role in order to “approach it from a naïve point of view” (Morrison et al., 2013, p. 89). This ensures that the instructional designer does not blindly miss an important part of the subject matter as a consequence of their familiarity with the topic as an SME. Additionally, I had both a novice and an expert review the chosen content in order to identify any

gaps in the content. When they identified missing facts, unclear concepts, or poorly defined procedures, I revised the content.

Determining Instructional Objectives

According to Morrison et al. (2013), the steps for developing instructional objectives are to:

1. Review the task analysis and identify the essential knowledge, tasks (i.e., procedures), and attitudes the learner must master to solve the performance problem.
2. Group the task analysis in clusters with the goals or needs you have identified.
3. Write an objective for each of the goal statements or needs.
4. Write objectives for any additional information that is essential and that is not addressed by an objective. (p. 106)

Following this process, I grouped the content according to the goals and needs identified, and under each larger category, grouped them according to similar sub-categories. As a part of determining groups for the subject content, I considered areas of differentiation and essential questions of inquiry learning philosophy.

I had decided, while reviewing the literature, that it would be logical to order the content according to five areas of differentiation: content, process, product, environment, and affect (Tomlinson et al., 2003). I decided to arrange the translanguaging strategies accordingly after finding clear connections and applications to each area in the literature. For this reason, while classifying the concepts for task analysis, I also determined which area of differentiation the strategy applied to. It was easiest for me to label all the content at the same time in the process.

In accordance with inquiry-based learning, which emphasizes student curiosity and active knowledge construction (Glassman, 2001), I wrote essential questions for each of the modules. This was specifically helpful to solidify the aims for the different categories prior to writing the objectives. Essential questions help instructors using the material to determine what is priority in a module (McTighe & Wiggins, 2013). Furthermore, they prompt learners to engage with the content, activating background knowledge and inspiring critical thinking as they begin each module.

Once I had created the categories, I wrote objectives to fit under each category's area of differentiation and guiding question. Language for the cognitive objectives was based on Morrison et al.'s observable verbs chart (2013, p. 108), developed out of Bloom's Taxonomy (Bloom, 1956). Language for the affective objectives was also supported by Morrison et al.'s affective verbs chart (Morrison et al., 2013, p. 114). The categories and objectives were refined and adapted throughout the process as the content developed. The categorization process was ongoing and lengthy, especially when considering whether a translanguaging strategy was more appropriate for, for example, the *process* or *product* category.

Sequencing Content

At this stage, I had determined the categories, but largely had not sequenced the content inside them. I arranged the content into a logical, sequential order by considering Posner and Strike's sequencing schemes (1976). The three schemes are learning-related sequencing, world-related sequencing, and concept-related sequencing. Learning-related sequencing takes into account "the difficulty of the material, its appeal or interest to the learner, prerequisite information, and the learner's cognitive development" (Morrison et al., 2013, p. 124). I planned the

sequencing according to the skills which needed to come first in order for readers to grasp the latter ones. Furthermore, I made the navigation of the guide flexible so that readers could easily find the information most useful to them in their context. World-related sequencing is employed because “as designers we want a one-to-one correspondence between the sequence of the instruction and the sequence of the objects and events in the real world” (p. 126). Finally, I made sequencing decisions based on real-world experience and when a teacher would most likely need this strategy in the course of their planning.

Due to everyday practical application, I decided to order the categories as follows: an introduction to translanguaging module, affect module, environment module, content module, process module, product module, conclusion, and resources module. I rationalized that teachers first need to be informed about what translanguaging is. Then, they need to wrestle with what that means for them personally in order to set the tone for their students from the moment they walk in the classroom (*affect*). These beliefs and attitudes must be fostered from the beginning, since they influence the rest of the instructional process. Second, teachers need to prepare the physical spaces before students enter them (*environment*). They need to anticipate their students’ needs and prepare for them using multilingual, multicultural strategies.

Then, before students walk into the classroom, the teacher has to lesson plan and prepare the content students are going to receive (*content*). Process precedes product, and product is the tangible outcome of learning, so it seemed appropriate to culminate with the translanguaging strategies for this area. Due to the path to facilitating instruction in the classroom, I chose to organize my modules accordingly.

Other considerations when sequencing the content were threads for *when* and *in what areas* translanguaging may be applied. It may be planned as with translanguaging prior to instruction, or it may be spontaneous, happening during instruction. It may also happen post-instruction. Furthermore, I identified the following areas of instruction for translanguaging application: reading, listening, writing, speaking, class interaction, and community interaction. Within the categories, I arranged the strategies using the sub-categories. Then the sub-categories gave attention to the building of knowledge and skills so that there were no gaps in knowledge. However, the modules were built to be accessible individually rather than requiring readers to explore them sequentially. The plan of the design was for them to pick and choose which parts of the guide are most relevant for them, rather than having to read it cover-to-cover for it to meet their own unique needs. The graphic at the beginning was designed to guide readers through the ID.

Designing Instructional Strategies

Since teachers will explore this guide independently and not in a face-to-face, in-class environment, I planned to deliver the content through a document. For this, it was still necessary to consider recall, integration, organization, and elaboration (Morrison et al., 2013). Since I created a static self-study document, these generative strategies manifest themselves differently than in active instruction. The recall strategy is activated at the beginning of each module when the writer calls upon readers' prior knowledge, asks questions for the readers' consideration, and lays out what will be learned in that section. Headings and reiteration of key terms reinforce the recall. The integration strategy is activated when explicit connections are made between theory and practice. I frequently give examples or anecdotes of how theory might be applied and prompt the reader to consider application in their own

classroom with their unique group of students. The organization strategy is clear in the logical modular structure, clear headings/subheadings, consistent formatting for strategies, and use of lists. Finally, the elaboration is present in the reflective questions and prompts for self-application.

Additionally, supporting resource boxes and references for further learning were included so that readers could pick and choose the information most relevant to them. In addition to the existing translanguaging curricula that I consulted, they also consulted UNHCR and other organizations with credible research regarding trauma-informed instruction and the education of migrants. They interspersed this information in text boxes throughout the guide in order to support readers' understanding of their students. I located online websites that could support the use of translanguaging philosophy. These include websites providing multilingual texts for a variety of topics or websites supporting multimodal instruction. I specifically gave attention to which websites offered content and tools in languages spoken by their target population. Including these resources also helped to support the elaboration of the instruction. In this way, I intentionally designed the ID to stimulate instructional strategy cognitive processes while readers engage with the text.

In the development of the ID, I gave special attention to the incorporation of the pedagogical philosophies and theories described in the conceptual framework. The continua of biliteracy and dynamic bilingualism (García & Kleyn, 2013) were translanguaging concepts reinforced in the ID, although not referred to directly to avoid high lexical density. CSP, learner-centered pedagogy, and differentiated instruction were incorporated throughout the guide. Aspects of CSP were included, such as social justice in assessment and the inclusion of multilingual and

multicultural resources to send a “direct message to students about the worth of their languages, and subsequently themselves” (García & Kleyn, 2013, p. 5).

Discussions of communicating a translanguaging stance and partnering in a culturally sensitive manner with students and families were present specifically in the Introduction, Affect, and Environment modules. Aspects of learner-centeredness, such as co-learning (Wei, 2024) and inquiry-based learning (Espinete et al., 2022), were explicitly woven into the guide. Differentiated instruction is implemented front and center, first regarding the sequencing of objectives and categorization into the modules of affect, environment, content, process, and product. However, it also underpins many of the translanguaging strategies, such as individualization of product and assessment. These are just a few examples of the evidence of these theories in the conscientious creation of the ID.

Planning the Message

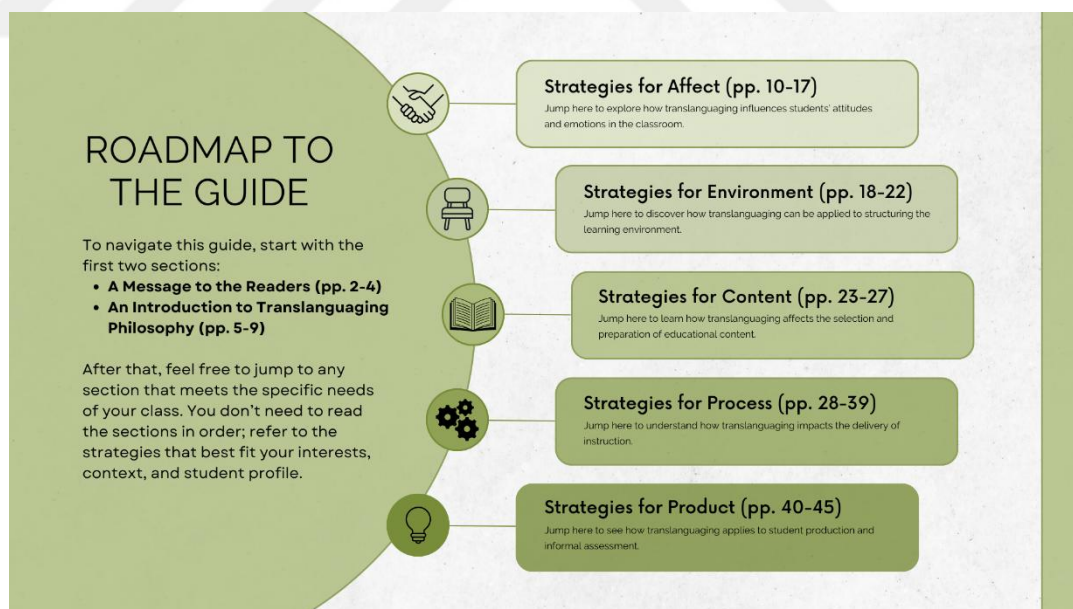
I decided to begin the instructional design with the following two messages: who the guide is intended for and what translanguaging is. A section about who the intended audience is clarifies expectations about the reader and their student profile. To drive their message, I developed a critical-thinking activity to help readers challenge their preconceived notions about language use in the classroom and society. They utilized the traditional written-paragraph introduction and a pre-test for readers to determine where they are now in terms of using translanguaging pedagogy. These serve to prepare the readers for the content and build anticipation (Morrison et al., 2013, p. 162).

The guide was planned to be straightforward and easy to read. The Roadmap to the Guide visual on the cover page of the guide and pictured in Figure 2 helps readers navigate it smoothly and swiftly to reach the content most beneficial to the

specific needs of their students. Bolded and italicized typography was used to draw attention to headings and important words within the guide (Morrison et al., 2013). The same font was used consistently. Separate text boxes were also used to provide additional information that detours from the content flow but may interest the reader. Morrison et al. (2013) advise careful analysis of the learner in order to ensure that the appropriate reading level is used; they write, “If [a text is] too difficult to understand, then the learners may fail to complete the instruction. If it is too simple, they may become bored and tend to ignore it or feel that the information is unimportant” (p. 188). I chose to write the instructional design with as accessible language as possible in order to reduce the strain on readers. This included choosing everyday language and addressing the reader directly through second person language.

Figure 2

A Roadmap to the Guide



Note. Created by the author.

Developing the Instruction

Throughout the development of the instructional material, I tried to be sensitive to the cognitive load for teachers who might be reading this material during

their limited time and amidst competing demands. During the learning process, a learner must attend to information, process it, and then change its form so that it can easily be accessed in recall (Morrison et al., 2013). Some learning has intrinsic cognitive load; there may be low interactivity between pieces of knowledge, or the learner may be required to form lots of relationships between ideas in order to grasp the content. Meanwhile, extraneous cognitive load refers to the load that bears down on the reader because of the design and layout of instructional materials. Morrison et al. write that instructional designers “must recognize content that has a high intrinsic cognitive load. Second, [they] must use appropriate instructional design and message design strategies to reduce the extraneous cognitive load imposed on the learner by our designs” (p. 197). I endeavoured to reduce cognitive load by using appropriate pacing, being consistent with terminology, presenting a variety of examples, and providing clear transitions between modules.

Regarding appropriate pacing, I began with fundamental concepts of multilingualism and multiculturalism, starting slowly rather than jumping to complex nuances. While the modules were of different lengths according to the amount of content needing to be covered, they generally contained the same threads: pre-instruction, during instruction, and post-instruction strategies, as well as receptive and productive learning areas for translanguaging. This broke the modules down into more manageable chunks. The clear headings, subheadings, bullet points, and text boxes also broke up the content so that paragraphs were not too dense. I was careful to be consistent with terminology throughout the ID. Interspersed examples and opportunities for mental practice allowed readers to process the content. I tried to balance concrete and abstract examples to present knowledge. The following is an example of a concrete illustration in the ID:

In a history or science class, a student could complete a project on the history of agriculture in Urfa. For this, they need to combine interdisciplinary knowledge from their history and science classes with community knowledge, language skills, and 21st-century skills, such as research skills, digital literacy skills, interpersonal skills, and communication skills. If a relative or friend is a farmer in Urfa, they can interview them in their home language and use their acquired knowledge in their project. If a relative or friend was a farmer in their home country, they can compare agricultural practices in the two contexts. The multimodal nature of the project allows students of emerging Turkish language proficiency to showcase their understanding by using means beyond just Turkish written or spoken language.

In contrast, abstraction, rich examples, and subtle language shifts, such as *you* and *your* can attract the reader's attention, although they should be used with caution only to enhance the problem-solving and critical thinking skills of the learner (Morrison et al., 2013). An example of abstract illustration is:

With all the balls you are juggling, you can't know every individual student's story. But, you can strive to create a classroom that welcomes - a classroom that says, "I see and acknowledge you. I hear and acknowledge your language. I hear and acknowledge your voice. You might not feel seen or heard outside of the classroom, but inside this room, your teacher and your peers will be committed to seeing and hearing you."

Finally, transitions were used between modules to signal to the reader that they were moving on to new ideas. Informal paragraph introductions presented each

module and drew connections to the reader's context. *Can do* objectives at the end of the module allow readers to ponder what they have learned.

This ID was developed with the explicit purpose of self-paced learning, considering that teachers in K-12 public school systems already have hectic schedules and stressors. Thus, independent learning allows them to receive support and guidance for integrating their migrant students in a way that is low-commitment and high reward in the context of a more inclusive, welcoming, and engaging environment.

Morrison et al. (2013) describe the following benefits of self-paced learning: “learners can complete the instruction according to their own abilities and under appropriate learning conditions”; “as the lessons and resources are employed over time with additional classes, the cost of a program can be reduced appreciably”; and “The information presented to each learner remains consistent (i.e., each learner receives the same basic ideas) over time, which reduces variations caused by lectures presented on different days” (p. 208). There are also drawbacks, such as a lack of interactions between the instructor and learners, monotony of the instruction, lack of self-discipline resulting in delayed completion, increased cooperation and organization, and preparation and expense. However, I believe that, in this case, the advantages outweigh the disadvantages.

Developing Evaluation Instruments

The evaluation instruments were chosen to be as brief, but reflective as possible. I did not want to include extensive formative and summative assessments, which might increase the cognitive load of the teachers. Consequently, readers were assessed through frequent reflection prompts and questions in line with the text. The translanguaging checklist at the beginning of the guide served as a form of pre-test.

Pretesting serves the following two purposes: “(1) to assess the learner’s preparation to study the course or topic and (2) to determine which competencies for the course or topic the learner may have already mastered” (Morrison et al., 2013). Although an instructor was not present to administer this pre-test and use the results to guide instruction, the readers’ own responses inform them of their positionality as they start the learning process. In the conclusion of the guide, an exit ticket leaves readers with three questions to determine what they have learned and what they have yet to learn in order to effectively implement translanguaging philosophy in their classrooms. When exit tickets are specific and brief, they are useful for noticing student thinking, relating content to everyday experience, and identifying further learning needs and areas for exploration (Fowler et al., 2019). By using these tools for formative evaluation, I attempted to reduce the cognitive load for readers while still helping them to assess their progress.

Conclusion

Conducting a systematic literature review guided the development of the instructional design. The results of the literature review showed a lack of materials, resources, and professional development to support the integration of migrant students into the Turkish mainstream education system. Furthermore, it revealed that there has not been significant research done on translanguaging in Türkiye, especially in mainstream K-12 education. The instructional design, prepared according to the Morrison, Ross, and Kemp model (2013), was prepared to support teachers due to these research gaps. The following chapter will discuss how the material can meet these needs, as well as the limitations and future implications of this research.

CHAPTER 5: DISCUSSION

Introduction

The following chapter will provide an overview of the study and reiterate major findings in light of my positionality. This context, built up through the systematic literature review, drove the development of the ID in conjunction with my experiences. Next, I discuss limitations of the study. Finally, I provide implications for practice and future research in supporting educators, enhanced practice, and altered policy.

Overview of the Study

This research was carried out in view of the recent trends in migration and the consequent necessity to adapt educational practices. Education is an essential part of integration and social cohesion; it “can help migrants acquire skills and contribute to the host-country economy; [it] can also contribute to migrants’ social and emotional well-being, and sustain their motivation to participate in the social and civic life of their new communities” (OECD, 2018, p. 18). However, this is complicated by the many obstacles they face in the displacement process. I endeavour to support the educational needs of migrant students in Türkiye by way of support for their K-12 public school teachers. I did this by conducting an in-depth integrative review. I developed an instructional design using the knowledge gained from this, as well as contemporary best practice, aligning with culturally sustaining pedagogy, learner-centeredness, and differentiated instruction. The ID offers teachers with translanguaging strategies that can be used to support this student profile.

Discussion of Major Findings

The systematic literature review revealed many challenges for migrant students that must be taken into consideration in order to address their educational needs. First, the physiological and safety concerns of migrant students in Türkiye include a lack of financial provision and sometimes even basic housing and amenities; a lack of parental support and social capital; and the potential of studying in already disadvantaged school districts (Crul et al., 2019; OECD, 2018). In a comparative study of Syrian refugee children's inclusion in five countries, the researchers found that the cost of transportation, school supplies, and other school-related expenses persisted, despite funding from the UN (Crul et al., 2019).

Differences emerged between students with an immigrant background and those without, specifically in their identity formation within a new context, sense of belonging, life satisfaction, and school-work related anxiety (OECD, 2018). Furthermore, teachers of Syrian students often make conclusions about students' well-being based only on observation and interpretation, instead of consulting the students about their needs (Karsli-Calamak & Kilinc, 2019). Refugee students often face post-traumatic stress disorders and require strong support systems (Lee et al., 2021). While public school counsellors are available for these students, their support is insufficient regarding their language proficiency, motivation, and professional qualifications (Crul et al., 2019).

Meanwhile, the academic needs of students include struggles with academic proficiency, language barriers, and a lack of multicultural learning (Lee et al., 2019; OECD, 2018; UNICEF, 2023). Second-generation immigrant students from Türkiye are 17 percentage points less likely than non-migrant students to attain baseline academic proficiency (OECD, 2018, p. 102). Turkish teachers report not feeling

prepared to teach migrant students, mainly owing to the lack of pre-service and in-service training (Celik-Keskin & Atay, 2023; Celik et al., 2023; Celik et al., 2024; Lee et al., 2021). The systematic literature review of Lee et al. (2021) also reported issues with relevant language materials and strategies for Turkish language instruction to migrant students. Owing to the socio-economic level of the districts where Syrian students attend school, there may not be enough materials for all the students (Celik et al., 2023). Karsli-Calamak and Kilinc's study (2019) also shows that some materials are not appropriately graded for students. While not insurmountable difficulties, these physical, socio-emotional, and academic factors present significant challenges to their swift integration.

While many migrant students in the Turkish K-12 schools are struggling to overcome these struggles, others are not even in attendance, and due to a lack of tracking (Crul et al., 2019), they may be overlooked. In 2020, only 65% of Syrian children, Türkiye's largest population of migrant students, were attending public schools; almost 400,000 were nonattending (UNICEF, 2023, p. 3). Pressures for boys to work in the informal labour sector, early marriage for girls, concern of girls attending mixed gender classes, decreased priority of secondary education, and mobility are all factors contributing to these students' lack of enrolment. The mobility of this student population specifically makes it difficult to reach them when they often change districts due to residential processes or the search for better living conditions. The learning gaps created by this transient living add a layer of complexity to their integration.

Despite teachers expressing a need for more training and better materials to address these challenges better, Lee et al.'s review of the literature shows that some Turkish teachers do not view their migrant students' multilingual and multicultural

backgrounds as a strength and jump to the conclusion that these students would feel negatively about their schooling (Lee et al., 2021). Additionally, Lee et al.'s review of the literature reveal the deficit perspective of the education system; "The 'fixing' mostly emphasized language learning as a technical process of building skill and fine-tuning pronunciation; there did not seem to be much attention to language as relational, political, and sociocultural" (p. 86). This can partly be explained by a need for social justice advocacy during curriculum preparation and in everyday practice (Karsli-Calamak & Kilinc, 2019; Lee et al., 2021).

The systematic literature review concludes that preparation programs must address this need and further develop their pedagogical approaches for refugees. Their support of "language as a bridge" (p. 77) aligns with translanguaging philosophy. Furthermore, in line with this thesis's conceptual framework, the author advises the implementation of culturally sustaining practices (Lee et al., 2021).

To this end, educators need to "develop the tact that is necessary to discuss their [students'] background and be aware of the broad set of mechanisms through which different experiences of migration can affect academic performance, social integration, emotional and psychological well-being" (OECD, 2018, p. 27). However, they must not support alone. In line with learner-centeredness, educators must view their students holistically, identifying not only their academic needs but also their social and emotional needs as well. To provide holistic support for migrant students and their families, the education system must work hand-in-hand with the health care system and community organizations. This holistic support is largely what drove this researcher to pursue this topic actively.

Implications for Practice and Policy

Implications for future practice include further support for educators, enhanced practice, and altered policy. Supporting the needs of migrants requires systemic support (Dryden-Peterson, 2024; OECD, 2018). Karsli-Calamak and Kilinc (2019) write that “Considering the education of refugee children, for example, they and their families are subject to possible injustices based on the interplay between economic, cultural, and political dimensions due to their perceived differences in terms of cultural, linguistic, ethnic, and ambiguous citizenship status” (p. 262-263).

To address this, K-12 public school teachers in Türkiye need to be provided with more training and resources for multilingual and multicultural education. Education systems must follow the suggestions outlined by García and Kleyn (2013) for improved teacher training in multilingual education: developing understanding of students and families through gathering linguistic and cultural information about them and developing sociopolitical consciousness; developing knowledge about multilingualism and the process of language acquisition to address personal misunderstandings, better understand language as a resource, and enhance communicative sensitivity; and developing a pedagogy for teaching multilingual and multicultural students through “(1) *social justice*, including advocating for equity, promoting language affirmation, upholding rigor, having high expectations, and advocating for fair assessment, and (2) *social practice*, including quality interactions, collaborative learning, authentic situated practices, connection to students’ worlds and identities, and a focus on language practices” (p. 4). Through such developments in teacher training, the education system can promote social justice and social practice in line with critical literacy, Freirean critical pedagogy, and hybridity theory. Furthermore, these recommendations can enhance practices of learner-centeredness

and differentiated instruction. Together, globalized and urban epistemologies form the foundation for sustainable translanguaging classrooms.

Regarding the development of more multilingual and multicultural materials for the classroom, more research should be done in the area of using Artificial Intelligence (AI) for the implementation of translanguaging strategies in the classroom. Donley (2024) found the following uses for ChatGPT artificial intelligence in the context of translanguaging pedagogy to support multilingual learners: generating multimodal and translingual mentor texts; generating disciplinary-specific mentor texts; adjusting text complexity and boosting phonological awareness resources to support foundational literacy; supporting the writing process and the integration of students' home language into multilingual writing production; encouraging descriptive language and supporting multimodal instruction by stimulating visual literacy; and fostering a collaborative learning environment with varied approaches to knowledge creation among multilingual peers.

The research potential for the use of AI in the multilingual and multicultural classroom is great considering AI's applications to translanguaging, as teachers recognize their students whole linguistic repertoire; culturally sustaining pedagogy, as teachers create a third space for students to utilize their everyday funds of knowledge; learner-centeredness, as the student guides the learning process; and differentiated instruction, as teachers adapt materials to fit their students' unique needs.

AI use has the potential to support these approaches to learning by “positioning students as co-teachers and experts in their linguistic practices, thereby democratizing access to technology and fostering a more equitable, power-balanced

learning environment” (Donley, 2024, p. 12). Furthermore, it can aid in breaking down language barriers and fighting monolingual biases. Since free AI features require only a technological device and internet access to use them, there is significant potential for them to be used in under-resourced education systems, which must be explored further.

Additionally, improving support for teachers of migrants in Türkiye includes providing professional resources to implement translanguaging pedagogy and its underlying pedagogies, including culturally sustaining pedagogy, learner-centered pedagogy, and differentiated instruction. Depending on the individual school climate, teachers may choose to practice sustainable translanguaging at any point of Hornberger’s Continua of Biliteracy (Hornberger & Link, 2012). There is no linear path for schools to implement sustainable translanguaging; rather, stakeholders can engage the Continua of Biliteracy at any single point depending on their school’s student profile, policies, and so forth.

Through translanguaging, CSP, learner-centeredness, and differentiated instruction, a learning environment can be cultivated that prioritizes a plurality of the kinds of content taught, in-class learning materials, classroom interaction patterns, assessments, feedback, and teaching methods. Such a learning environment can positively impact students’ learning by increasing attention spans, participation, comprehension, higher-order thinking skills, overall academic performance, and enjoyment and ownership of learning.

In the 21st-century translanguaging classroom, promoting international mindedness, including intercultural competence and global engagement, in the classroom is essential (Metli & Lane, 2020). This equips students with diverse skill sets and viewpoints corresponding with an increasingly diversifying world.

Culturally sustaining strategies help “students learn more about their own and others’ cultures, as part of their personal development and preparation for community membership, civic engagement, and social transformation” (Gay, 2015, p. 124). Gay (2015) writes that “students must...develop competencies about much more complex ethnic, racial, and cultural dynamics because they are routinely living in and encountering wider ranges of diverse peoples and experiences within their countries of origin, host or adopted nations, and the global community” (p. 131). For teachers to prepare their students, they must be able to model these competences. I concur with Karabacak et al. (2024) who recommend that “training programmes are designed and offered to help teachers learn more about cultural diversity and how to adjust their teaching strategies to meet the needs of different groups of students” (p. 14).

In this process, it is important to raise awareness of possible cultural biases and advocate for a change in the narrative surrounding the multilingual and multicultural learning of minoritized students. Teachers’ attitudes directly affect the learning environment since students can perceive teachers’ confidence level in challenging pedagogical contexts and respond accordingly. As guides, facilitators, and co-learners in the learner-centered classroom, teachers can shape the classroom atmosphere by having high moral and ethical expectations of their students, building rapport in the classroom, and creating an engaging and intellectually stimulating environment. As they do this, their students are more likely to rise to those standards and respond with similar levels of engagement (Gay, 2015).

In accordance with culturally sustaining pedagogy, Freirian critical pedagogy, and third space, certain practices must be implemented for teachers to shift their mindsets about inclusive teaching practices (Gheysens et al., 2022) and analyse

their cultural bias. For example, Dogutas (2024) suggests that “Through reflective practice and a critical analysis of the metaphors employed to depict refugees, educators can gain awareness of the difficulties encountered by these learners and foster more compassionate and culturally sensitive pedagogical approaches” (p. 378).

At the systemic level, policies and practices need to be adapted in order not to conflict with students’ needs. Traditional schooling often makes students feel they must choose between school values and norms and their multifaceted identities and community’s culture. Gay (2015) writes that “Problems arise when the cultures of students and schools are inconsistent, and diverse students are put in a quandary of having to try to suspend, deny, or transcend their own cultural orientations to function in the school culture that many do not even understand” (p. 128). This negatively impacts students’ motivation, effort, attendance, class conduct, and academic performance.

In addition to increasing the multilingual and multicultural resources and strategies in the classroom, policies need to be adapted to create a more inclusive environment. To this end, stakeholders need to be more actively engaged in the decision-making process for the education of migrant students (Karsli-Calamak & Kilinc, 2019). In this process, teachers and other education staff need to improve the communication systems with families and stakeholders, “providing social support to parents, and motivating parents to teach their children” (Celik et al., 2024, p. 14). In line with translanguaging philosophy, this open communication is critical since it involves students’ family and community repertoires and engages with their multilingual and multicultural identities in the world *beyond* the classroom. This, in turn, has a positive impact when students are *in* the classroom.

Implications for Further Research

Further steps for this study begin with validating the instructional design with the help of experts in the field. Experts include teacher trainers in Türkiye and K-12 public school teachers in districts with large migrant student populations. Following this, the opinion of these experts should be ascertained regarding the guide's accessibility and relevance to their school systems. I anticipate doing these steps of the research in the year following the completion of this master's thesis. After receiving ethics approval, I intend to validate the instructional design with the help of teacher trainers from universities in Türkiye. Additionally, I intend to validate the ID with the help of local non-profit organizations that are working in the education sector to support migrants. This research, conducted as an independent researcher, will be transformative participatory-action research. Following validation of the ID, the ID should be translated into other named languages pertinent to this educational context and disseminated to K-12 public school teachers throughout Türkiye.

Finally, teacher trainings should be carried out for teachers to grow in their understanding of translanguaging and how to implement it in their classrooms to enhance the learning environment for their migrant students. One teacher in the study of Celik et al. (2024) wrote, *"I still have a lot to learn, despite my 20 years of teaching experience. We need real in-service training, not just on paper"* (p. 15). This demonstrates that translanguaging resources and others supporting multilingual research are crucial; however, the research community and education stakeholders must not stop with resources but ensure that these teachers have further professional development opportunities, including face-to-face training and workshops.

Limitations

Limitations for this research include the adaptation of the review design and limitations of the guide in terms of implementation and accessibility. First, regarding the systematic literature review, I used exclusion criteria which is not characteristic of an integrative review (Booth et al., 2022). However, I chose to do this to determine which articles were not relevant to the development of the instructional design. Second, regarding the implementation of the guide, since it will be disseminated to public school teachers throughout Türkiye for their independent review, I am relying fully on teachers' motivation to engage with the material. Without facilitation, there is no possibility for negotiation of meaning and a feedback process if readers misinterpret the content or have questions.

Regarding accessibility, while this guide was translated into Turkish, I could not translate it into other languages relevant to these teaching contexts, including Arabic, Kurdish, and Farsi. This limits equitable access to some groups. Since Turkish is the official language by law, all teachers can communicate in this named language; however, offering the guide in more potential home languages of the participants increases the alignment with translanguaging pedagogy and transformative design. Finally, this research did not carry out a full evaluation cycle of the ID, with validation of the material, dissemination, and participant surveying and interviewing. I wanted to ensure that the focus of the study was to develop an evidence-based resource. Consequently, to continue with these further steps was beyond the scope of this master's thesis.

Conclusion

This chapter reviewed the context in which the instructional design was developed, the implications of this study for research, practice, and policy, and the

limitations of the study. There are significant challenges ahead for the implementation of sustainable translanguaging. In line with the research of Toker and Baytaş (2022), I believe that continued work should be done in Türkiye to collaborate with the Ministry of Education in realizing the transformative potential of translanguaging pedagogy. Through advancements in multilingual and multicultural education, I hope to contribute to paving a more equitable path to education and opportunity for the refugee and asylum population in Türkiye.



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Appendix A

Instructional Design

A Guide for Implementing Translanguaging Strategies in the Turkish Education K-12 Context

ROADMAP TO THE GUIDE

To navigate this guide, start with the first two sections:

- **A Message to the Readers (pp. 2-4)**
- **An Introduction to Translanguaging Philosophy (pp. 5-9)**

After that, feel free to jump to any section that meets the specific needs of your class. You don't need to read the sections in order; refer to the strategies that best fit your interests, context, and student profile.



Strategies for Affect (pp. 10-17)

Jump here to explore how translanguaging influences students' attitudes and emotions in the classroom.



Strategies for Environment (pp. 18-22)

Jump here to discover how translanguaging can be applied to structuring the learning environment.



Strategies for Content (pp. 23-27)

Jump here to learn how translanguaging affects the selection and preparation of educational content.



Strategies for Process (pp. 28-39)

Jump here to understand how translanguaging impacts the delivery of instruction.



Strategies for Product (pp. 40-45)

Jump here to see how translanguaging applies to student production and informal assessment.

A Message to the Readers

Who are the students?

Research and even individual observation cannot accurately reflect the constantly evolving landscape of education. While acknowledging this ongoing change, this guide is built upon a few core assumptions about your students.

As Türkiye continues to be the world leader in hosting refugees and asylum seekers, its education system has experienced significant changes. Though the pressure has been building over the last couple of decades, keeping pace with this influx has presented challenges. Furthermore, Türkiye itself is a multilingually and multiculturally diverse context, with numerous languages and dialects spoken throughout the country, creating an already complex social landscape.

Lower-secondary enrolment and dropout rates in Türkiye fall below the Organisation for Economic Co-operation and Development (OECD) average, with female students disproportionately affected. Teachers have reported issues of classroom disruption and absenteeism, and struggles with education tracking (particularly in high school) can lead to students falling behind unnoticed. Notably, around 300,000 Syrian refugees remain out of school. Low social inclusion often results in schools concentrating students of similar socioeconomic backgrounds, and academic inclusion is among the lowest in the OECD. Disparities between urban and remote schools persist. Additionally, the large class sizes in lower-secondary schools pose instructional challenges.

Initiatives are underway to improve schools through building repairs, library upgrades, lab enhancements, and the introduction of smart boards, especially in schools with high refugee populations. Some of these initiatives offer support to refugee and asylum seeker students, providing free meals and transportation to promote regular attendance. Support with both social and academic integration and programs addressing interrupted learning are also provided.

The education system needs an increase in teacher retention and teachers' involvement in curriculum development and policy decisions. Currently, teacher autonomy and local school leadership are limited, with 70% of educational policy decisions being dictated by the government. Furthermore, principals across schools reported a shortage or inadequacy of materials, hindering instruction, with the highest numbers in lower primary schools (25%). This highlights a need for increased investment in training, resources, and support to empower educators.

A note on students who are refugees and asylum seekers:

The United Nations High Commissioner for Refugees (UNHCR) defines *refugees* as “people who have fled their countries to escape conflict, violence, or persecution and have sought safety in another country” (2024, heading). Likewise, *asylum seekers* are “seeking international protection. Their request for

refugee status, or complementary protection status, has yet to be processed, or they may not yet have requested asylum but they intend to do so” (UNHCR, 2024, para. 1).

As stated in the definition, many students from refugee and asylum-seeking backgrounds have endured significant trauma and pre-migration stressors, fleeing war-torn regions or experiencing civil conflict. They may now be experiencing post-migration stressors, such as the stress of host-culture adaptation or low socio-economic status, which can exacerbate pre-existing stressors.

The effects of such trauma can manifest in various ways; students may re-experience past events or exhibit signs of dissociation, a psychological separation from their surroundings. Difficulty concentrating, avoidance behaviours, or extreme alertness are also common. These students may struggle with irritability, hypervigilance, aggression, or behaviour that is out of control and lacks boundaries. Learning difficulties, strong, long-lasting fears, changed attitudes towards people, life, and the future, extreme lack of self-worth and self-confidence, and regressive behaviour (falling back into earlier child development stages) may also emerge. Finally, they may experience physical complaints like stomach pain, nausea, loss of appetite, headaches, migraines, neck, back, and stomach pain.

Furthermore, the circumstances surrounding their migration add another layer of complexity. These students might be living with guardians who themselves are experiencing or have experienced stress or trauma. Uncertainty regarding their ability to stay or leave (if asylum seekers), financial stress, new or limited social connections, or having endured multiple stresses or traumas can all significantly impact these students and their well-being.

When teaching students who are from such backgrounds, it is essential to be sensitive to their needs in your classroom. Symptoms of trauma are often misinterpreted as bad behaviour or simply unnoticed since they range from outbursts of aggression to detachment.

Now, let's transition to...

Who is the teacher?

In other words, assumptions about you, the reader:

This guide has been written specifically for in-service teachers instructing in the Turkish education system. Presumably, you have received extensive teacher training, though you may be a recent graduate or a very seasoned teacher. To benefit from this guide, it does not matter what grade level you teach. Although some strategies may be geared toward classroom activities with higher-order thinking processes and interaction styles appropriate for secondary grades, there is a takeaway for all. It does not matter whether your school is public or private.

Teachers are often bombarded with new ways to “revolutionize their teaching.” It may feel like these pedagogical trends or “upgrades” just create more work and disrupt years of tried-and-true methods. Bearing this in mind, if you are open to

adopting a translanguaging mindset, you can put the tools and strategies of this guide into effect over time. This guide views translanguaging as a continuum. At the outset, start by *recognizing* - articulating your translanguaging stance. When you are ready, you can begin *redistributing* - organizing your classroom and instruction to make space for multilingual practices. Finally, when you want to take translanguaging further, you can move toward *representing* - promoting your students' multilingualism and inviting others into that space. This guide recognizes that teachers in the education system may have large student numbers, large teaching loads, and limited planning time. Consequently, considering your current capacity, explore the strategies on the next pages with an open mind, focusing on what might work for you and leaving the rest behind.



An Introduction to Translanguaging Philosophy

Lies my school told me (from a minoritized student with a language background other than Turkish):

1. I'm dumb because I cannot communicate like the people around me.
2. I can't learn like my classmates until I can speak like them.
3. Speaking another language hurts my performance. It is more effective for my learning if I try to forget my home language and immerse myself in a monolingual space.
4. To be a competent communicator, I need to sound native-like. Having an accent or using words that are not "standard" Turkish makes me sound less educated.
5. Being able to say my ideas correctly is more important than the ideas I have.
6. My language and culture are not relevant to what I learn in class.
7. Because I grew up speaking a different language, I belong here less. My language cannot be separated from my culture, citizenship, or political status.
8. Speaking a different language makes me stick out, which is bad. If I can talk exactly like everyone else, I can blend in perfectly. No one should be able to tell I'm different from them, and that's how I'll be accepted.

You might be thinking, "That's terrible! I never told my students anything like that!" However, the chances are that the education system you teach in has. Whether explicitly or implicitly, schools around the world have been telling multilingual and multicultural students that monolingual spaces are the norm - not just the norm, but even desirable.

Let's break down these lies one by one to test their messages.

I'm dumb because I cannot communicate like the people around me. No one ever says this, but when they hear a trace of an accent or an improperly formed verb, people raise their voices, talking louder as if the issue is the speaker's *hearing* rather than a breakdown in meaning-making. They start speaking to the person with the attitude they'd use towards a young child (although children should also be addressed with the dignity they deserve). Many members of the dominant community forget that those who speak differently than they do possess vast knowledge and experience unknown to them, masked in the guise of a communication difference.

I can't learn like my classmates until I can speak like them. Because of how education systems are arranged, content learning is often stalled for students with developing dominant language proficiency until they have caught up to the proficiency expected of their grade level. This is deeply problematic in a globalized world in which students are shuffling between education systems, often for reasons far beyond their control, especially as minors.

Speaking another language hurts my performance. It is more effective for my learning if I try to forget my home language and immerse myself in a monolingual space. Multilingualism, though often not treated so, actually enhances cognitive brain functions. While developing a new language certainly is challenging, multilingualism is a huge asset, not a drawback. Meanwhile, neglecting one's home language and additional languages comes with huge losses for the individual, community, and society as a whole. Furthermore, while an immersion approach to learning the dominant language may work, it does not mean that it is better than a translanguaging approach to learning.

To be a competent communicator, I need to sound native-like. Having an accent or using words that are not "standard" Turkish makes me sound less educated. As long as meaning is conveyed, the goal of language use is met. In fact, as long as the criterion of mutual intelligibility is met, some might actually prefer to preserve their unique accent and idiolect in an additional language as a mark of identity. (Note: Translanguaging does not negate the need for dedicated language learning to master communication. Improving command of a named language allows for the articulation of more complex thought in that language. However, translanguaging does reframe *mastery* to rid it of associations with native-likeness.)

Being able to say my ideas correctly is more important than the ideas I have. The previous lies have staged the belief that language use deemed socially appropriate is more important than the ideas it transmits. However, *what* your students have to say to the world matters most.

My language and culture are not relevant to what we learn in class. Classrooms typically center around the dominant linguistic and cultural practices. However, students, who you are training up to be thinkers in society, bring diverse identities that shape how they learn and process information, making their multilingual and multicultural backgrounds of utmost relevance.

Because I grew up speaking a different language, I belong here less. My language cannot be separated from my citizenship and, thus, my political status. While languages are associated with the regions of the world where they are most spoken, no country owns a language. Your students may have solely grown up in a country where their home language is not the dominant one. However, their experiences and ties to the *place*, not the language, determine their sense of belonging. Languages are also strongly linked to culture, but this may be a subculture or diverse, multicultural context rather than specifically the culture of a nation-state.

Speaking a different language makes me stick out, and that's a bad thing. If I can talk exactly like everyone else, I can blend in perfectly. No one should be able to tell I'm different from them, and that's how I'll be accepted. The beauty of humanity lies not in its sameness but in its differences and nuance. The lie here that your students may believe is that their multilingual and multicultural differences are bad. The seed of truth in this lie is that, in fact, many people around them may accept them only on the condition that they blend in. Yet, this is where you, as their teacher, can speak to

this narrative by celebrating what makes them unique and fostering a positive view of individual differences in your classroom.

Finally, many of your students may believe this message: *If I speak like everyone around me, I will have more opportunities.* Unfortunately, due to inequitable systems, this often holds true. One of the fundamental aims of adopting a translanguaging philosophy and pedagogy, and thereby the aim of this handbook, is to provide all students with an equitable education by transforming views of language and how it is used in the classroom. Equipping students with knowledge of Turkish, the dominant language, is a vital tool for their integration and access to resources; however, this may be done in conjunction with the use of their whole linguistic repertoire without undermining their multilingual and multicultural backgrounds.

If a student in your class is not allowed to use their full linguistic repertoire because the education system demands monolingualism, imagine the repercussions. *Your student moved from a neighboring country to Bursa two months ago. They don't speak Turkish yet. Should they essentially miss the whole 5th grade because of that?* Now, step back from your context and consider the globe as a whole. People are on the move for a vast number of reasons, and your student is one among millions in the same situation.

So, how can translanguaging pedagogy help? Translanguaging pedagogy “encompasses classroom language practices and instructional strategies that recognize and strategically integrate multilingual students’ communicative repertoires (e.g., home languages, non-standard varieties, gestures) to ensure their active participation and meaningful learning” (Parra & Proctor, 2022, p. 917).

Translanguaging has many benefits for developing content, cultivating creativity and identity expression, and advocating for social justice. The tools offered in the following sections focus predominantly on the instructional process, yet the importance of the second two should not be undermined. The success of future generations rests on society raising whole, healthy children. Furthermore, a key to social cohesion is encouraging empathy for one another and an openness to what each individual has to offer to the rest. These traits are found in translanguaging, which is built upon the exchange of languages, cultures, and experiences.

You yourself have likely heard many myths about effective language use as a teacher that leave you wondering if translanguaging is achievable or even appropriate. One common misconception is the need for a monolingual environment. Teacher training often pushes for an immersion approach, and like your students, you’ve probably been told that using other linguistic features in the classroom will hurt their performance and make you a bad teacher. On the other hand, after having many students from diverse linguistic backgrounds, you may believe that you should know *all* their languages to be effective. However, in fact, neither extreme is true.

In line with global citizenship and international mindedness, it is admirable to model an interest in acquiring others' languages on your own journey of listening to others' stories. However, translanguaging doesn't require educators to be polyglots. For example, using home languages for reflection or peer work doesn't necessitate your fluency in those languages. The expectation for all 21st-century teachers to be multilingual is impractical for both you and your students. Everyday life regularly presents situations where language isn't shared. Translanguaging strategies can help you model communicative competence and how to bridge these gaps.

While opening the classroom to other languages might seem scary, like a perceived loss of control, setting clear expectations for language use can help you maintain a well-structured classroom environment. Meanwhile, in doing so, you can encourage student agency and guide students in your role as facilitator and co-learner.

Take a moment to complete the following checklist about translanguaging in the classroom. Use this as a self-assessment to determine where you are already (consciously or unconsciously) implementing a translanguaging philosophy and where you can challenge yourself to grow as you read the next pages.

Where Am I Now?

Instructions: Check off items that you already do in your classroom.

1. Building Understanding:

- ☐ Know your students' language backgrounds (i.e., get information from a Home Language Survey or engage them in an initial conversation about their language[s]).
- ☐ Initiate and maintain dialogue with families that focuses on the importance of both home language maintenance and development and Turkish language development.
- ☐ Work with your school librarian to select books or resources in the home languages of your students that relate to the curricular themes you are studying.

2. Creating a Welcoming Environment:

- ☐ Exhibit multilingual work on classroom walls (e.g., students' bilingual work, multilingual word walls, poetry, or art using languages other than English).
- ☐ Post classroom signs and labels in students' home languages.
- ☐ Encourage families to send in artwork, pictures, or other artifacts to display in the classroom. These can be specific to a particular unit of study or items that will be posted all year round.

3. Supporting Multilingual Learning:

- ☐ Engage students in classroom activities that use their home languages.
- ☐ Provide support for Turkish language learners through peer mentors to help guide them through classroom routines and activities. (Peer mentors may have some knowledge of their classmate's home language or may use a machine translator.)

- ☐ Provide opportunities during lessons or in culminating projects to showcase students' multilingual skills.
- ☐ Provide students with access to online translation tools if possible (e.g., on a phone or tablet) to help facilitate classroom learning and peer/teacher interaction for early emergent Turkish language learners.
- ☐ Create collaborative (multilingual) classroom contracts that involve students in classroom decision-making.

4. Expanding Language Awareness:

- ☐ Create opportunities to discuss, compare, and analyze different languages and language varieties.
- ☐ Invite guest speakers from diverse cultural and linguistic backgrounds, including family members of students, to speak to the class.

5. Home-School Communication:

- ☐ Send home classroom communication in students' home languages whenever possible.
- ☐ Involve parents or caregivers in their child's education regardless of their language or literacy proficiency (e.g., have students collaborate with parents to create dual-language texts, send home books in students' home languages for families to read together, or invite parents to attend multilingual performances at school).

Adapted from Paterson, K. (2021). *Using home language as a resource in the classroom: A guide for teachers of English learners*. TESOL Press.

Strategies Connected to Affect

Guiding Question: *How can I design a translanguaging space that promotes student engagement and fosters a positive emotional climate?*

In the last ten years, your classroom has become increasingly diverse. Your classroom has over thirty students. You've probably noticed some of your students, especially those from minoritized language backgrounds, checking out or acting up in class. When they're talking to their friends, you don't know what they're saying. When they're talking to *you*, you're not sure if they don't understand at all or if they just can't *tell* you that they understand.

While the strategies in this unit cannot make these struggles go away, stopping to check your expectations of yourself and your students can help. What do you expect your students' energy levels to be? How do you expect them to channel that energy? What do you expect your students' classroom participation to look like? Do you anticipate your students to be passive participants when they walk through your door? Or, do you hope that they will be active participants, but their participation ends up being loud and disruptive? In those moments, do you consider the impact of their traumas and emotional health, their physical well-being, their diverse experiences, and their complex developing identities?

With all the balls you are juggling, you can't know every individual student's story. But, you *can* strive to create a classroom that welcomes - a classroom that says, "I see and acknowledge *you*. I hear and acknowledge your *language*. I hear and acknowledge your *voice*. You might not feel seen or heard *outside* of the classroom, but *inside* this room, your teacher and your peers will be committed to seeing and hearing you."

Set the Stage - Bridge differences as the teacher so your students can bridge differences with each other.

To better understand what is meant by "bridging," refer to [Appendix 1](#).

So, how do we build bridges across the multilingual and multicultural divides in our classrooms?

First, posture yourself and your teaching to promote and foster multilingualism and multiculturalism. (That's what the rest of this handbook is all about.)

Second, build the classroom around 1) respect, 2) armed love, 3) communities as well as individuals, and 4) alongsideness. (We'll highlight the community part when we look at translanguaging extending into students' homes and beyond.)

Assume good intentions	<i>Entering a conversation with the sense that the other person dislikes or distrusts you—or has a nefarious agenda—may put you in an anxious mindset that negatively affects your interaction.</i>
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	<i>By assuming that the other person is approaching your interaction from a place of goodwill, it will likely go better for both of you.</i>
Practice mindfulness	<i>Research suggests we can reduce social biases by building moment-to-moment awareness of our thoughts, feelings, and surroundings through practices like meditation.</i>
Expand your activities, expand your views	<i>Through exposure to new people, events, and experiences, we can broaden our own sense of what's comfortable and familiar to us. Popular ways to do this include traveling or consuming media outside of your typical feed.</i>
Seek and promote counter-stereotypical information	<i>The stereotypes we hold about other people or groups can dictate how we treat them. But as we're exposed to information that challenges those stereotypes, our views can become more positive—and our behavior may follow.</i>
Focus on individuality, not group identity	<i>We often see others in terms of their group membership: He's old, she's from Hatay, they're immigrants. But, according to research, when we view people in terms of their own individual tastes and preferences, we feel less threatened by those who might seem "not like us."</i>
Listen with compassion	<i>We're more likely to want to bridge our differences with someone when we feel heard and understood by them—and we're more effective at connecting with someone when we really listen to where they're coming from. This practice helps you tune into what someone else is saying and convey that you're paying attention to them. It's a useful skill for fostering empathy and connection in our everyday lives, especially in difficult conversations.</i>
Put people before politics	<i>It can be hard to have constructive political conversations—especially when we're often quick to stereotype people based on their political views. But if you get to know the other person first as an individual, and perhaps even better understand why they developed their perspective, the conversation is likely to be more productive.</i>
Perspective-taking and giving	<i>Imagining the perspective of someone from a different group—trying to see the world through their eyes and understand where they're coming from—improves our attitudes toward that other group and makes us less likely to see them as the "Other." However, for members of groups with less social power, giving their perspective to a member of a higher-status group might do more to improve their attitudes toward that group.</i>
Find shared identities	<i>Even when someone seems different from you, chances are you can find at least one important identity you have in common—it could be a group you both belong to (you both grew up in the East) or a role you share (you're both students). Often those shared identities are</i>

	<i>bigger and more significant than our differences. For instance, you might root for different football teams, but you're both football fans. Instead of focusing on the differences, try to find those important threads of similarity.</i>
Understand their values	<i>If you're trying to appeal to people with a different ideology, try to discover what values resonate with them—then present your argument in terms of how it supports those values, not in terms of your own values.</i>
Try self-distancing	<i>Sometimes we get so caught up in our own thoughts and emotions that we have a hard time considering someone else's point of view. To avoid this trap, try to think about yourself or talk to yourself in the third- or second-person instead of the first-person. Research suggests that "self-distancing" through this simple change in pronouns can help us better regulate our emotions and engage in difficult conversations with greater equanimity and less distress.</i>
Create the conditions for intergroup contact	<i>Don't underestimate the power of connection. When we come into contact with a member of a different group, we can build more positive attitudes toward that group—provided that four key conditions are met.</i> <i>1) The interaction should have the support of legitimate authorities. This could be a local political leader, or perhaps even a neutral mediator.</i> <i>2) Identify a common goal that the two parties share.</i> <i>3) Create a sense of interdependence—the parties should feel like they have a shared stake in meeting that goal, giving them incentive to cooperate.</i> <i>4) Create a sense of equal status. If, for instance, one group has more leverage or power over the other—either during the interaction or in their everyday lives—the interaction is unlikely to bridge their difference.</i>
Identify common goals	<i>When people from different groups identify a goal that they share, and they recognize that they need to work together to achieve that goal, they're capable of putting aside their differences to come together, replacing distrust with a spirit of goodwill. Though you may have disagreements, look for the goals that you have in common with members of other groups—and if you're in a position to bring different groups together, try to highlight for them the goals that they share.</i>
Focus on solutions, not identities	<i>To reduce polarization, don't fixate on the identities someone brings with them into a conversation—that might only reinforce partisan divides. Instead, zero in on the issues affecting your community or country, and share your ideas for solutions. You might be surprised by how your ideas overlap.</i>

Adapted from Shigeoka, S., Marsh, J., Smith, J., Jilani, Z., Proulx, E., Tafur, J., Cuervo, C., & Bastear, S. (n.d.). Bridging differences playbook.
https://greatergood.berkeley.edu/images/uploads/Bridging_Differences_Playbook-Final.pdf

You, as the teacher, need to establish the baseline.

As the teacher, what you believe about translanguageing, and your students' multilingualism significantly affects what your students internalize and believe about themselves and their peers. This requires you to set the expectations for language use in the classroom. And, this means *you* need to know what *you* believe.

Take a moment to reflect. Consider how the education system frames multilingualism and multiculturalism in light of your own diverse positionality and what you have learned in this guide so far. *What part do I believe multilingualism and multiculturalism should play in my classroom? How do I see translanguageing affirming my students' identities? How do I see translanguageing promoting social cohesion in my classroom? How do I see translanguageing fostering the content growth of my students?* Take a few minutes to write down your thoughts.

Strategy: Articulate a clear translanguageing stance to your students.

Now, it's time to share that with your students. Students are often reprimanded for using the *wrong* language in the *wrong* place, but they're usually given a weak *why*. And, since monolingualism so often has been the norm, they probably don't think to enquire. When you shake things up, on the other hand, they're going to want to know what's going on.

As a seasoned teacher yourself, consider how you would like to articulate this to your students. Through a heart-to-heart chat on the first day of class that begins an ongoing conversation? By drafting a language contract as a class? By making translanguageed welcome posters together with your students? Through a warm-up that reminds them how unfair monolingual spaces are? All of the above? Any route you choose is fine, as long as your students know how and why you intend to subvert the typical linguistic and cultural practices in your classroom.

Example warm-up: Group students with a partner who shares their home language. Choose a letter of the alphabet (good ones are *s*, *n*, *f*, *m*, and *k* shared by Turkish, Arabic, Kurdish, and Farsi speakers). Write the Latin and Arabic letter on the board and tell students that for the next three minutes, they have to introduce and tell a little bit about themselves without using a single word containing that letter. (While minoritized students know the feeling of having their tongue tied very well, this helps students who only speak Turkish build awareness of how taxing and exhausting speaking another language can be.) Debrief students about how they felt during the activity and build a foundation for translanguageing from it.

Take the temperature of your class.

At the beginning of the semester or course, collect data to help determine your students' language, culture, and educational background. You may do this by giving them and their families a multilingual survey, or students can write autobiographies or letters to the teacher. Students can use translation tools or draw pictures if they have limited Turkish proficiency.

Use small group icebreaker activities so that students can interact with each other using their whole linguistic repertoire. Change the groups and the activity type (verbal, kinesthetic, etc.) so that students interact with others outside of their linguistic comfort zone. This rapport is necessary for students to build trust in this translanguaging space.

Note on instructing students from refugee and asylum seeker backgrounds:

Some topics or activities, like discussing family or home, can be triggering for students who have experienced trauma. Triggering might lead to strong emotions, panic attacks, or flashbacks. These students may also detach emotionally (dissociate) to cope with overwhelming feelings. Dissociation can make it hard to focus and learn.

Read the room: *To avoid causing anxiety or re-traumatization, it's important to "read the room" when students broach a new topic and take cues from them regarding what they feel comfortable talking about. While student-centered learning encourages sharing stories, avoid forcing students to disclose personal details, especially in front of others, as it may re-trigger trauma.*

Give them control over what they share: *Design "get-to-know-you" activities that ensure students feel safe, especially when they have not yet built trust with those around them. Games like "Two Truths and a Lie" allow students to divulge only what they want to.*

Give them control over how they share: *Whenever possible, offer choice in how students share information. With writing, for example, though some trauma-affected students may have difficulty tapping into their imaginative capacities, others may want to write real or fictional stories, speak in the third person, or even role-play characters. The key is to offer options and avoid forcing personalization.*

Multilingual Student Profile Form:

Gathering information about your students through a multilingual student profile form helps tailor instruction to better meet their individual needs. Consider including the following questions in a form for students in your class. Translate the form into each student's home language and accompany the questions with visuals and scales for easy understanding. This will make it easier for both your students and you to complete and interpret the information.

- What languages do you speak at home?
- What language do you speak with your friends?
- What language do you feel most comfortable speaking in?
- How many years of formal education have you received?

- Where have you received the majority of your education?
- Do you know how to read in a language other than Turkish? 1) Yes, well 2) Yes, but not well 3) No
- Do you know how to write in a language other than Turkish? 1) Yes, well 2) Yes, but not well 3) No
- How would you describe your comfort level in Turkish speaking? (faces scale)
- How would you describe your comfort level in Turkish listening? (faces scale)
- How would you describe your comfort level in Turkish reading? (faces scale)
- How would you describe your comfort level in Turkish writing? (faces scale)
- How comfortable do you feel reading and writing using the Latin alphabet? (faces scale)

Involve Your Students' Families From the Start:

Establishing strong relationships with parents from the start lays the groundwork for successful communication later on, both when celebrating student achievements and addressing any challenges that may arise. Due to the challenges of language differences, education systems often fail to open up a channel of communication with migrant families. Consider sending a letter to your migrant students' parents translated into their home language. The following is an example:

Dear families and guardians,

You are your child's first and most important teachers, and we look forward to working together with you in their education.

Sometimes, guardians try to help their children learn Turkish by using less of their first language at home. However, research shows that people learning a new language do so faster if they have a strong fluency and literacy background (reading and writing) in their first language. We suggest you continue involving your child in daily activities in your home language.

Examples of these activities are:

- Sing songs and read stories in your home language. If you don't have books for this, tell stories from your memory or imagination. Talk about the stories together with questions such as: *Who was in the story? What happened first, in the middle, and at the end? In your opinion, what was the most important part?*
- Invite your child to help you write (in your home language) a letter to your family, a food shopping list, or a list of things to do.
- Talk at mealtimes about your child's school day. When taking a walk, talk about what you both see. After playtime, talk about what your child did first, next, and last and what they liked the best. Encourage your child to speak in full sentences in your home language.
- Use words in your home language that are new to your child, and explain things that your child finds interesting. These experiences will help prepare your child's brain for learning reading and writing skills in Turkish.

- Also, when possible, build your child's knowledge of the world. For example, if you talk about science in your home language (such as noticing that water bubbles when it is heated on the stove), your child is gathering information they can use to understand their Turkish-language science class at school.
- Exposing your child to Turkish when possible is also helpful, such as with electronic reading games or educational TV programs.

To prepare your child for school, we suggest that you:

- Check the informational materials from school that your child brings home every day.
- As much as possible, read and respond to letters if needed.
- Look at your child's homework. Ask your child about it.
- Make sure your child goes to bed at a regular time and gets enough sleep.
- Make sure your child eats breakfast (either at home or at school).

If you would like to get in touch with your child's teacher, there are many ways you can communicate:

- Write a note in your home language, and your child's teacher will try their best to have the letter translated.
- Use translation websites to translate your note into Turkish. For example, you can use <http://translate.google.com>.
- Work with another parent to write a note in Turkish.
- Make an appointment to speak with the teacher and bring a bilingual family member or friend. Or, ask the teacher to try to arrange an interpreter.
- Volunteer your time in the classroom. You can help in many ways, such as organizing materials, reading a book in your home language to students, or helping to teach the students some words in your home language.

Our school's cultural and linguistic diversity is one of its greatest assets. We look forward to working with you and your child throughout the school year as your child continues to learn Turkish and develop their home language. Please do not hesitate to contact the school with any questions or comments you may have.

Adapted from CUNY NYSIEB. (n.d.). *Nurturing a multilingual ecology*. CUNY NYS Initiative on Emergent Bilinguals. <https://www.cuny-nysieb.org/translanguaging-resources/nurturing-a-multilingual-ecology/>

Adjust the temperature accordingly based on students' needs.

Consistently ask yourself: For this activity or at this stage of instruction, will students' use of their home language help them to engage or make the task at hand more manageable?

Instructional aims covered in this section

By implementing strategies in this unit, I...

- Believe that translanguaging can enhance student learning.
- Value creating a classroom environment where students feel comfortable

using their home language.

- Value respect and unity and desire to promote them for student collaboration and character growth.
- Value lifelong learning and see myself as a lifelong learner alongside my students.
- Recognize the importance of fostering a positive, asset-based learning environment.
- Can succinctly articulate my translanguaging stance to my students.
- Can identify instructional opportunities for home language use.



Strategies Connected to *Environment*

Guiding Question: *How can I design a translanguaging environment that feels safe and inclusive and supports the needs of my diverse learners?*

Close your eyes and mentally take a look around your classroom.

Ask yourself: Are there visual and written supports for students who have limited Turkish proficiency? Are multilingual resources available to scaffold learning for students throughout instruction? Is the classroom laid out in a top-down or bottom-up manner? That is to say, does the classroom layout place all the attention on the teacher, or does it encourage peer-to-peer interaction?

Arranging your translanguaging classroom in a culturally sustaining, student-centered manner doesn't require a certain budget. It requires your vision and student contribution.

Note on instructing students from refugee and asylum seeker backgrounds:

You are not their therapist.

While teachers are often more attuned to students' behavior and, thus, can sense underlying struggles, trying to fill that need yourself causes more harm than good. Even when your students voluntarily open up to you, your ability to provide long-term support and the necessary expertise is limited. This does not diminish your immense role.

Collaborate with their parents or guardians whenever possible and refer them to those who can meet those needs. Be truthful, kind, and humble, re-building their faith in adults that past experiences may have broken. Stop any negative rumors circulating in the classroom and actively foster a safe learning environment that encourages participation and builds confidence. Provide students with a certain amount of predictability, which many of them depend on the school system to give.

The following section will offer further guidance on how to set up a classroom that promotes translanguaging while also being a secure space for refugee and asylum-seeker students.

Here are some guiding strategies:

1. **Create an environment that is light, clean, and orderly.** You may be thinking, "What starts as an organized classroom on the first day of the semester is not organized on the fifth day of the semester!" Understandable. Many of your students may come from backgrounds that are chaotic and messy, both literally and figuratively. It's natural for this to affect how they treat their classroom environment. However, at any age, whether in Kindergarten or 12th grade, students should be encouraged to take ownership of their environment. Teach your students to maintain their

classroom so neither you nor the custodians are having to pick up the pieces. Establish classroom routines, such as allotting fifteen minutes at the end of each day for students to rearrange chairs, throw away trash, and sharpen pencils. It also helps to co-create a list of classroom environment expectations during the first week of class, which can be posted on the wall. This helps create a room that is clean to both the eye and the mind.

Note on instructing students from refugee and asylum seeker backgrounds:

Students who have been affected by trauma may have triggers, such as loud, crowded classrooms, which may provoke them to act out or show signs of inattention or lack of motivation. While you cannot account for every trigger a student may experience, attempting to create a safe environment helps.

- *Ensure that your students know where all the exits and restrooms are near your classroom. These should be well-marked and well-lit. Arrange the seating to provide easy access to them.*
- *Establish consistent routines within lessons and across the entire course so that your students know what to anticipate. This can involve providing an overview of the course at the beginning (like a syllabus) and setting clear lesson objectives each day.*
- *Outline what you expect from your students and what they can expect from you. Set ground rules, such as allowing students to take breaks when they feel uncomfortable or politely declining to answer personal questions.*

2. **Form desk clusters with easy access to group members.** If your classroom is set up with tables, you can arrange your groups accordingly. Otherwise, delegate students to organize the chairs in the first five minutes of class as part of their daily routine. If you use the same seating plan throughout the semester, post a diagram of it on the wall for easy reference. If your custodial staff does not like this arrangement for cleaning, have your students straighten the chairs at the end of the day. Organizing your seating in this way facilitates collaboration and interaction, which is especially helpful when supporting learners with various levels of language proficiency.
3. **Arrange desk clusters depending on the lesson needs.** Depending on your lesson, you may prefer small groups of three, four, or five. No matter the size, consider what the purpose of your grouping is for that day. On some days, you may choose random grouping so that students get to know peers they don't normally socialize with in class. On other days, it may be beneficial to group your students according to their oracy and literacy strengths and weaknesses, according to their proficiency level, or occasionally according to their home language. You may also consider your students' general or language-specific performance strengths and weaknesses. For example, perhaps your student Samir is very confident in mathematics but struggles to express himself in Turkish, while Hüseyin is a patient language partner, yet could use some peer support in that unit's topic. Pairing them together according to their general and language-specific strengths can lead to great peer support. Another grouping strategy is to arrange students by the types of skills required for task-based learning. Miray may feel very comfortable speaking in Turkish but struggle to write it

since she hasn't yet acquired Latin alphabet literacy. In a group project, let her strengths shine in presenting mode in a group in which the other members perform roles suited to their own individual strengths.

4. **Provide visual aids that support multimodal learning.** Are you learning about anatomy? Have your students draw a diagram of the body and pin it up on the wall. Hang other multilingual posters and signs around the classroom that apply to the unit's instruction or promote the multilingual and multicultural backgrounds of your students.
5. **Organize informational charts for easy reference.** Whether you are a primary school teacher responsible for all subjects in the classroom or a subject teacher responsible for only one content area, envision the different areas of study covered in your syllabus and how you can organize your wall space to highlight each of them. Then, group your content charts on the walls according to their area (for example, scaffolding with Turkish, Kurdish, and Arabic mathematics words in one corner, science in another, and so on). Remember, these supports are essential to create equal access to information for students of multilingual backgrounds. Furthermore, students deepen their recall by creating these charts themselves.
6. **Offer additional written support for students.** Have students create posters with sentence starters, transition words, phrases, and synonyms. These support their written and spoken linguistic development, as well as their metacognitive awareness. Writing them in all represented languages develops the target language proficiency of minoritized students; supports their home language maintenance; builds host language speakers' awareness of other languages; and reinforces academic language patterns for fully proficient speakers of the medium of instruction.
7. **Make reference materials readily available.** Provide multilingual dictionaries and picture dictionaries. These can be purchased, accessed online, or even created by the students themselves and collected over time to create a class library.
8. **Set up a multilingual listening center.** Create a dedicated space for students to access audio resources in multiple languages. Set aside a corner of the classroom for multimedia use where students can explore audio content in different languages.
9. **Create a space for students to share their cultural backgrounds.** For your students, being able to tangibly share a part of their culture with their classmates can be a meaningful way of building bridges between them and sharing their complex stories. Encourage your students to bring something from their city or country to class, where it can be displayed in an artifact corner of the room.
10. **At the start of a new unit, hang content pictures around the classroom.** If you have access to your school's printer, using visual prints (even black and white pictures with simple lines requiring little ink to print) can be a great way to start a unit or lesson. Students have a "Gallery Walk" to inspire conversations about background knowledge, content vocabulary, and essential questions. Remember, these multimodal experiences actively engage students of all proficiency levels and learning styles.

11. Hang the home language work of students around the classroom.

Perhaps your students with developing Turkish proficiency cannot fully express themselves through Turkish, but a picture with a caption in their home language says it all. Or, perhaps your students have a high level of Turkish proficiency but want to use their home language for creative identity expression. Celebrate and showcase student work in their home languages around the classroom so that when they look at the walls, they see themselves and each other.

12. Create a calming atmosphere through music. Tap into students' world of music by playing music during different points of the day. You may already hear your students playing YouTube videos when they should be engaging with the lesson or TikTok songs resound during break times. During a boisterous moment or dip of fatigue, students need you to set the tone. Instrumental music has a calming effect and can help students focus when they're being rambunctious. Or, turning on a fun song recommended by a student from their home country can rally students at the end of their day during a clean-up routine. You may be thinking, "I'm not a full-time entertainer!" And that is true. However, the learning environment can be fun, and even more importantly, it should feel safe. When you feel that it is appropriate, music is one pathway to that.

13. Foster a positive and encouraging learning environment. Speaking of fun, encourage your students to laugh! Many of your students have very hard lived experiences. So, don't push them, but create an environment where positive energy can flourish. Encourage camaraderie and healthy kinesthetic actions like high-fives. If possible, introduce active learning for students to engage physically as well as mentally.

Note on instructing students from refugee and asylum seeker backgrounds:

To help your new students visualize their own success, share stories of students who have walked in similar shoes and faced similar challenges. These "near-peer role models" provide valuable inspiration.

There are a few ways to do this:

- **Invite former students to your class:** *This allows them to share their experiences directly with your newcomers.*
- **Conduct short video interviews:** *With permission, record interviews with near-peer role models about their learning journeys and play them in class.*
- **Collect written reflections:** *Students can write about their learning journeys to be shared with future students.*

These testimonies can show your newcomers a tangible path forward, demonstrating how others have successfully navigated the education system and thrived in society. This can be incredibly powerful for students who may be feeling lost, allowing them to believe in their own journey toward healing and success.

14. Establish expectations for language use in a way that supports learning. Depending on school policy and linguistic leniency, languaging can be completely flexible, where all languages mingle in the same space, or it can be structured into home language and target language time. No matter

to what extent you decide to implement a translanguaging philosophy, co-creating a classroom contract for language use tells students what you anticipate from them and what they can anticipate from you and each other in regard to language use. If you opt for a structured language space because of the demands of your school, consider visual signs that show students at all times what the linguistic expectations are. For example, traffic light colors shown on the projector or posted on colored pieces of paper can represent types of languaging spaces (Red: all target language, Green: all home language, Yellow: mixed language space).

Note on instructing students from refugee and asylum seeker backgrounds:

Together with your colleagues, make a list of nearby services available to students. By informing them of the resources accessible to them, they can connect with relevant local and national organizations that are positioned to offer the specialized services necessary to meet their needs.

Instructional aims covered in this section

By implementing strategies in this unit, I can...

- Design a non-threatening classroom environment that is conducive to multilingual and multicultural learning.
- Arrange the classroom environment to promote collaboration and cooperative group work.
- Organize the classroom wall space to provide students with easy access to multilingual and multimodal scaffolding materials.
- Set up designated classroom areas where students can easily access a variety of multilingual and multimodal resources.
- Create a classroom environment that celebrates the diversity of their students' backgrounds and experiences.

Strategies Connected to Content

Guiding Question: *How can I present content so that it aligns with the Ministry of Education's learning objectives while being linguistically and culturally accessible for my diverse learners?*

Core Principle: *Content standards are the what of instruction; translanguaging objectives are the how of instruction. Establish the learning goals (content standards) and the methods students will use to achieve them (translanguaging objectives). Knowing both clarifies the path to achieving the desired outcomes.*

You might be thinking that it is hardest to apply a translanguaging philosophy to the content itself. The syllabus is packed, and you already can hardly cover everything on the exam with your students' varying levels.

And, you are exactly right! However, as our core principle states, having a translanguaging philosophy doesn't mean you're *adding* content or even changing it! In your case, it means that you use strategies to deliver the mandated content to your students in the most relevant way possible.

Consider the following seventh-grade mathematics problem: *The length of a garden is 15 meters, and the width is 8 meters. What is the perimeter of the garden in meters?* This question assesses your students' understanding of geometry, units of measurement, and problem-solving. A question like this may appear on their end-of-grade exam. You should not change the content, but can you think of a way to change the *strategies* for teaching the content, so they are more relevant to your diverse student profile?

Now, here are some guiding strategies for applying translanguaging philosophy to your content. Some require a little bit of preparation, but a lot of them can happen in the moment.

1. **Contextualize the content to make it more accessible to students and more culturally sustaining.** By grounding the learning in familiar contexts, students can build understanding upon what they already know.
2. **Make interdisciplinary connections.** Expand upon the context by drawing connections between different subjects. This reveals how knowledge is applied across disciplines, thereby reinforcing learning for all students, especially those who might be facing challenges in grasping certain concepts.
3. **Use a variety of material types, multilingual texts on parallel themes and topics, and materials with different genres to differentiate content.** Assume you are teaching about ancient civilizations in your history class. A cursory search reveals numerous multilingual texts on the internet to support the development of this content. By providing students with limited Turkish proficiency with a text on the topic in their home language, you pull them off the sidelines of learning. By exposing students to the same ideas explored

through different languages, you can deepen understanding. Furthermore, you can highlight potential similarities and differences in the language structures found in the texts, thereby building on their linguistic awareness. Furthermore, while language isn't inherently tied to ethnicity, historical ties between languages, nation-states, and their education systems have often led to texts in different languages presenting distinct narratives. For that reason, multilingual texts in lessons can be a valuable resource for viewing different vantage points.

Suggested Resources:

[Khan Academy](#): This website provides detailed instruction in all content areas with opportunities for presentation and practice at all grade levels. The content can be accessed in Turkish. The website offers developing features in Arabic, Dari, Persian (Farsi), and Ukrainian, among other languages.

[WorldStories](#): This website provides eBooks with audio in Arabic, Dari, Persian (Farsi), Turkish, and Ukrainian. Since many of the books have options to be read in several of these languages, they can be read alongside each other to support students' reading proficiency.

[Unite for Literacy](#): This website provides eBooks with audio in Arabic, Armenian, Persian (Farsi), Turkish, and Ukrainian. While the text that appears on the page is actually in English, the multilingual audio option provides an equitable option for students who do not have strong literacy skills.

4. **Grade your materials.** Whenever possible, try to feed your students content at the level most appropriate for them. With the developments in technology, there are now more ways to level texts than simply rewriting them yourself.

Suggested Resources:

[Diffit](#): This website allows you to create reading activities based on broad topics, copied texts, uploaded documents, or pasted video links. The website produces a reading suited to grade-level language, a summary, key vocabulary words with definitions and examples, multiple choice comprehension questions, short answer comprehension questions, and open-ended questions. These features are in Arabic, Armenian, Dari, Kurdish, Persian (Farsi), Turkish, Turkmen, and Ukrainian. Consequently, you can create and level materials for any content area topic in any language. With the free version of this website, the reading activities can be printed or converted into an online Google form.

[Magic School](#): While this website can also level materials (besides having a myriad of other helpful functions), the features are only available in Arabic. If your class has a greater number of Syrian students, you may be interested in exploring this resource further, including its tools for assessment.

5. **Consider the feasibility of selective abandonment, strategically omitting curriculum elements to better align with your students' needs.** While this is largely constricted by the standards of the national curriculum, depending on your assessments, you may decide that some students must prioritize some aspects of the curriculum over others.

Zone of Proximal Development: When grading materials and determining selective abandonment, you must consider a student's zone of proximal development (ZPD). This refers to the gap between what a learner can do independently and what they can achieve with guidance or support. In other words, it refers to their current level of comprehension and the extent to which they can be pushed to understand more challenging material without losing motivation or shutting down. This must be taken into account with the mismatch between students' linguistic and content knowledge, as well as the presence of students with interrupted education backgrounds. No matter the linear or winding academic journey they've been on, every student has a different ZPD, which must be considered when delivering content.

Adjustable Grid for Determining Student Readiness

Consider the content you need to cover in your class and the different readiness levels of your students. Use this to guide the goals you set for your students to push them in their zone of proximal development. This is especially important when your students have a background of interrupted education and need additional support.

B: What do they need to learn next?			
A: Basic Knowledge or Competency Levels			
	High-degree of Mastery	Approaching Mastery	Beginning Mastery

Adapted from Gregory, G. (2013). *Differentiated instructional strategies: One size doesn't fit all*. Corwin Press.

- Distribute multilingual content vocabulary glossaries at the start of a new unit.** With translation machines, you can easily copy target lesson vocabulary in the languages representative of your students. Or, the creation of these glossaries can itself be a learning experience. At the beginning of a unit, students can explore the meanings of different target lesson vocabulary in their home languages. Using translators or the funds of knowledge of peers and family members, they can curate a multilingual list of content words and definitions.
- Teach vocabulary and content through culturally meaningful metaphors and stories.** Find connections that are shared by all students' cultures. Capitalize on shared experiences or draw out unique experiences of students to connect with your students' identities, thereby making vocabulary and content learning more memorable.

8. **Encourage students to note down words in their home language that look or sound like Turkish.** These words can be added to a larger word wall.
9. **Encourage students to make connections between the content and their home country.** For example, discussing geography could lead to a conversation about rivers in both Türkiye and Syria. However, if your classroom is not ready for this leap, at least make sure that content links are understandable to all students (localized in the region where the school is) or clearly explain the references mentioned so that students who do not come from a Turkish background can build a framework around it.

Core Principle: *Never disclose a student's refugee or asylum-seeker background. This is a violation of confidentiality; furthermore, doing so could lead to stigma and discrimination or even place the student and their family in physical danger.*

When drawing from student experiences, do so in a way that does not embarrass students in regard to their socioeconomic status, migration status, etc. Design relevant materials according to shared experiences in the classroom or experiences that students have publicly shared with the class, not based on assumptions. Leverage student experiences to enhance learning while ensuring sensitivity to potential disparities.

10. **Utilize multilingual artifacts from the community and online to deliver content information.** For example, multilingual brochures, advertisements, or tourist pamphlets can be used as authentic materials.

Where we get information: *Stop and consider: how many ways are there of getting information? Throughout your week, where do you find information?*

Information is not just limited to textbooks. It's found everywhere in the world around us... in newspapers and magazines, the internet, television and radio programs, and podcasts... in dictionaries, scientific journals, government publications and reports, libraries and archives, webinars, and online courses... in museums and exhibitions, peer learning, community members, experience, and even the five senses.

When you're delivering content, consider what funds of knowledge you *haven't* consulted and try to include some of them as well so that your material types are diverse and multimodal.

11. **Incorporate music with content-relevant lyrics to provide another engaging and culturally relevant learning experience.** For example, during a history lesson on the fall of the Ottoman Empire and the foundation of the Republic, analyzing Arabesque music might be a lead-in to discussing the bridge from old to new in the wake of the foundation of the nation. If your classroom is ready for the leap, multilingual songs can also be a great way of engaging students in learning.

Instructional aims covered in this section

By implementing strategies in this unit, I can...

- Select a variety of material types suitable for diverse learning styles and language interaction.
- Utilize a combination of explicit and implicit language instruction to develop students' metalinguistic awareness.
- Compare and contrast culturally relevant real-world connections to enhance student understanding of the content.



Strategies Connected to Process

Guiding Question: *How can I construct learning activities that promote active, multicultural, and multilingual engagement with input materials and processing of information for my students?*

Now that you have been exposed to translanguaging strategies for enhancing content, what strategies can you use for the direct instruction of the content? ...after all, that's what most of your teaching hours involve.

Get out a piece of paper and set a timer for one minute. Now, without putting your pen down, write down as many ways of learning as you can think of. Do we just learn through lectures? Hopefully, your answer to that is a firm 'no'!

Okay, look at your paper. Do your answers include any of the following? *Reading, listening, watching multimedia, watching others, brainstorming, writing, speaking, doing, reflecting.* Some of these may seem focused on the consumption of information, while others may seem like strictly production skills. However, even these can be used for information processing, not just assessment practices.

Diverse classrooms thrive when teachers leverage multimodal learning. This is especially important because students' preferred learning styles in their home language may not translate directly to learning in an additional language.

Throughout this section, envision a couple of your own students who you feel could most benefit from additional support. Jot their names down and refer back to them as you review each of the following strategies.

Note on arranging your instruction: *Following the translanguaging process for inquiry-based learning provides a clear path for allowing students to use their whole linguistic repertoire. In this process, students 1) explore (independently), 2) evaluate (test the knowledge, raise questions, and think critically about the topic), 3) imagine (consider what is possible, brainstorming and hypothesizing if there are new ways to apply the information), 4) present (peer edit, polish, and present), and 5) implement (demonstrate applied learning through meaningful action).*

The process strategies are divided into the following categories: *pre-learning, ongoing support, and input strategies, including strategies for reading, listening and note-taking, writing, and speaking.*

Pre-Learning:

Core Principle: *Determine your students' prior knowledge long before a unit starts. This is important in order to plan flexible grouping, form timelines for the unit, and discover the number of students at each level of mastery.*

1. **Give your students a multilingual student profile form.** This involves creating a form where students share information about their language background and learning preferences in either their home language or the target language. This information helps tailor instruction to better meet students' individual needs.
2. **Administer pre-tests to your students to assess prior knowledge.** Questions should be organized from simple to complex and concrete to abstract. They should require different levels of processing, such as recall, interpretation, and application. Students can also show their prior knowledge through drawing, demonstrating, using manipulatives, engaging in dialogue, or other multimodal ways of demonstrating knowledge.
3. **Use home language think tanks for productive brainstorming at the start of a new unit.** Place students in pairs or small groups to discuss the unit's guiding questions, grounding students in collective knowledge shared in their home language before being exposed to new information in Turkish.
4. **Use the Question Formulation Technique or other inquiry-based approaches at the start of a unit.** Students generate questions and research in their home languages and have a semi-structured debate in the target language.

What is the Question Formulation Technique (QFT)? Using the QFT technique, students are given a topic, typically the focus of the unit. In pairs or small groups, they write down as many questions about the topic as they can think of in the allotted time. Discuss with students the value of close-ended and open-ended questions. Encourage them to write as many open-ended questions as they can. Your students should not stop to discuss, correct, or answer the questions. Students should change any statements into questions. When the time for brainstorming questions is finished, students should decide on the three most important questions raised in their group. Importance can be determined by the questions' ability to guide research, uncover answers within a selected text, or provide solutions to a specific problem or task. These questions can then be used as a springboard for further inquiry throughout the unit.

In a multilingual context, this technique allows students to build curiosity in their language of preference, the language in which they have the fastest rapid-fire thinking. Then, they can perform research in a combination of their home language and target language to prepare for larger group or whole-class discussions in the target language.

Ongoing Support:

1. **Allow students to have a "Silent Period."** Some linguists argue that there are three phases of language acquisition, starting with a silent period

followed by an emergent and fluent period. No matter where you stand with this linguistically, oftentimes, students need to soak up the new language or the environment without being required to produce. This can mistakenly be interpreted as apathy or disengagement when, in fact, students just need time to absorb their surroundings.

2. **Use different interaction types.** Vary whether students are working alone, with a partner, in a small group, or as a whole class. This strategy caters to diverse learning styles and promotes collaboration. Furthermore, peer interaction helps students learn from each other and practice their communication skills.
3. **Create flexible grouping.** As discussed in the Environment section, you can create groups according to students' knowledge of the subject, interests within the content area, ability, peer tutoring needs, and interaction preferences (individual/group). This ensures students are placed in groups that appropriately challenge them. You can also mix groups linguistically so that a couple of students in a group share the same home language while others come from different linguistic backgrounds. This creates a level of support while encouraging cross-pollination between student populations.

Core Principle: *A variety of grouping strategies should be used throughout your lessons to avoid predictability and ability-based stratification. This fosters a collaborative learning environment where students don't perceive their group placement as a reward or punishment. While transparency is often valuable, explaining every grouping decision might not be helpful. Frequent rotation through different groupings creates a sense of randomness, allowing you to strategically optimize learning dynamics.*

Note on instructing students from refugee and asylum seeker backgrounds:

If students have experienced interpersonal trauma, they may be hesitant to participate and collaborate with others in class. This anxiety might also lead them to avoid classroom activities altogether. Examples of avoidant behavior include frequent absences, lateness, skipping tests, or creating reasons to leave the classroom. While this guide offers many strategies for group work, note that some of your students may prefer to work alone or as a whole group until they are emotionally ready to engage in group activities.

4. **Introduce student choice.** By offering choice in the learning activity type (centers) or allowing students to select topics from a menu (choice boards), students feel more invested in their learning. Academic contracts can also be used to formalize student choice and set clear expectations for completing tasks.

Example Choice Board		
Design four posters using your own drawings or pictures that depict the characteristics of life during the Ottoman Empire. Use captions to explain your visuals.	Listen to songs or read poems composed during the Ottoman Empire. Referring to the content of the songs or poems, describe what life must have been like at that time.	Collect pictures of artifacts and news. Noting aspects of the Ottoman Empire, write a personal diary of how you would have felt growing up in that time.
Write and present a short one-act play that depicts life during the Ottoman Empire. Use support material from novels or history books.	Wild choice! Come up with your own idea and present it to your teacher by <u>DATE</u> .	Create a board game designed to increase understanding of the Ottoman Empire.
Read a book, such as _____, and briefly describe scenarios from the story showing how the Ottoman Empire affected people's lives.	Design a virtual tour experience of the Ottoman Empire. Use visuals, narration, and historical context to showcase significant locations. Describe the sights, sounds, and cultural significance of each place.	Produce a PowerPoint using words, visuals, and sounds to show life as one would have experienced it during the Ottoman Empire.
Adapted from Gregory, G. (2013). <i>Differentiated instructional strategies: One size doesn't fit all</i> . Corwin Press.		

Example Academic Contract:
To help improve your reading and writing, you will complete the core activities and any of the following optional activities that total at least x points. Please fill in the contract and hand it in by <u>DATE</u>. Core activities that everyone will do: (x points) 1. I will select and finish a graded reader by <u>DATE</u>. (x points) 2. I will create a mind map character sketch about a main character in my book (appearances, personality, friends/family, likes/dislikes). (x points) 3. Each author uses language in different ways. I will select three passages that I think are unique and explain their meaning in my own words and why I think the author expressed themselves in this way. (x points) Optional selections: 1. I will write a 1-page dialogue that I could role-play about a situation or

- problem that I read. (x points)
2. I will draw a story or comic strip with captions outlining the plot. (x points)
 3. I will write a commercial, design a poster, or make a brochure on the computer to advertise my book and/or the author. (x points)
 4. As a critic, I will write an article sharing my thoughts about the story, outlining what I thought was good, bad, and interesting. This will be a full-page column. I will use a word-processing program on the computer. (x points)
 5. I will design an option and discuss it with my teacher. This will give me **x points**.

My signature

My teacher's signature

Adapted from Gregory, G. (2013). *Differentiated instructional strategies: One size doesn't fit all*. Corwin Press.

5. **Plan authentic and locally-based tasks that require multiple ways of knowing.** This strategy connects learning to students' lives and makes it more meaningful. By designing tasks that are relevant to students' communities and involve applying knowledge in different ways (reading, writing, speaking, problem-solving, etc.), students can see the real-world value of what they are learning.
6. **Give students rubrics and models of the tasks they are expected to carry out in multiple languages.** Provide mentor texts, sample posters, and previous student-created products to give students a clear idea of what the final product should look like.

Input and Processing Strategies

1. **Utilize Multiple Methods for Noticing Student Thinking:** Assess students through pointing, drawing, writing, speaking, and technology engagement to gauge understanding through various means.

Noticing Student Thinking: Noticing student thinking refers to your ability to perceive verbal and non-verbal cues regarding student comprehension, interpret them, and make in-the-moment and post-instruction decisions about how to address them. Noticing strategies are incredibly important in a multilingual classroom in which students are processing information in a language different from their home language. Tools for noticing include observation checklists, anecdotal notes, and quick formative assessments. *To learn about noticing student thinking formative assessment strategies, refer to [Appendix 2](#).*

2. **Develop Familiarity:** Use consistent questioning techniques throughout the curriculum (e.g., Why did the author write this?). These central questions should be translated into all the languages represented in the classroom. This helps students anticipate what to look for and what is expected of them.

3. **Stimulate Idea Generation:** Utilize Think-Pair-Share or Think-Write-Share strategies. Students can think/write in their home language to generate ideas and then share in the target language to practice oral communication.
4. **Encourage Explanation:** Encourage students to rationalize their answers orally with their full linguistic repertoire.
5. **Focus on New Language Features:** During a linguistically high-level receptive task, students with less target language proficiency can focus on identifying new vocabulary or grammar structures in the material and practicing with them (to focus on specific language aspects within a listening or reading activity). This ensures that they have a level-appropriate mission rather than checking out when the receptive task is beyond their zone of proximal development.

Listening and Note-Taking:

1. **Capture Information:** Students can take notes in their home language to capture information during instruction.
2. **Review at Home:** Allow students to record lessons (if they have recording devices) to listen to them again at home.

Pre-Reading:

1. **Teach Literacy Strategies Explicitly:** Equip students with tools for understanding texts by explicitly teaching literacy strategies (these strategies are applicable to all students since many first-language speakers of Turkish may not know these either).

Teach using the following vocabulary strategies:

- Teach the common uses of words.
- Teach word partners – which words often go together (collocations).
- Teach words that are similar to each other and different from each other (synonyms and antonyms).
- Give a familiar example.
- Give a visual or a motion.
- Engage students in active practice.

Equip students with the following reading strategies:

- Identify main ideas. Pay special attention to the topic sentence and concluding sentence of a paragraph, as well as repeated themes.
- Identify supporting details. Pay special attention to key linkers serving as signposts for the coming ideas (*to begin with, furthermore, lastly, etc.*)
- Identify the type of argument, such as cause and effect or problem and solution. Pay special attention to key linkers (*as a result of, due to, on account of, etc.*) and vocabulary words (*to bring about, to give rise to, to result from, etc.*)
- Manage unknown vocabulary words.
 - Skip unfamiliar words.
 - Look for context clues.

- Look for a definition or rephrasing of the word or concept in the text.
- Look for a contrast offered in the text.
- Guess from examples.
- Connect to a word you already know. (*deadly*→*death*)
- Connect to your general knowledge about the topic.
- Interpret the vocabulary of numbers. Pay special attention to words, such as *double*, *triple*, *increase*, *decrease*, etc.
- Pay special attention to continuing ideas to make connections between sentences.
- Make use of the graphs, charts, and visuals in the text. These can support literacy by filling in gaps in comprehension.
- Interpret point of view. Note: This is a skill that all your students are developing simultaneously. However, your students who have less proficiency in the Turkish language will need more support to pick up vocabulary cues (for example, cues from verbs such as *to question*, *to criticize*, or *to seem*).

2. **Break Down Complex Texts:** Use jigsaw readings to make complex texts more manageable for students with less Turkish proficiency. For a jigsaw reading, divide the reading into multiple parts. Assign a group to each part to read and analyze it. Assign a group to each part of the text for in-depth analysis. After individual reading, students regroup to share their findings, fostering collaboration and a comprehensive understanding of the text.

During Reading:

1. **Develop Comprehension Through Discussion:** Facilitate read-aloud activities to encourage students to discuss content and negotiate meaning in a mixed language context.
2. **Build Comprehension Through Close Reading:** Utilize close reading activities where students engage with texts in their home language to build comprehension before production in the target language.

What is Close Reading?

Close reading refers to in-depth guided analysis of a text. While detailed observation and annotation strategies are important for all learners, this guided process has heightened benefits in multilingual contexts where students need scaffolding to digest linguistically difficult texts. Furthermore, by using a standardized close reading process with models of varied challenge levels, you can differentiate the process according to the needs of diverse abilities.

The basic steps for designing a close reading activity for your students are as follows:

Step 1: Identify the text. Texts for close reading should be dense or challenging passages, not lengthy readings or entire chapters.

Checklist for choosing a text:

- ✓ Will it be challenging for students?
- ✓ Will it require re-reading for a complete understanding?
- ✓ Will it necessitate dividing the text into smaller, more manageable parts for students to grasp the meaning?
- ✓ Will it need classroom discussion to ensure student comprehension?
- ✓ Will it merit the time necessary to complete a close reading lesson?

Step 2: Determine the purpose for reading. Do you want to ensure simple comprehension or develop a specific reading skill, such as identifying tone, mood, theme, or text structure?

Step 3: Choose a model. There is a myriad of models to choose from depending on your goal. Here are a few examples:

- The PEER Model for pair work
 - Preview – Title, headings, text features, bold words (*What do you think the text will discuss? Why do you think that?*)
 - Examine – Key ideas (*What are the key ideas of this passage?*)
 - Evaluate – Author's purpose/Author's style (*Why do you think the author wrote this text? What do you notice about the author's writing style? Provide examples to support your answer.*)
 - Respond – Connections to other texts/media (*How is this text similar to/different from other media of the same subject? Use specific details to provide textual evidence.*)
- The House Model (Three crucial parts of a text): Have students identify
 - The roof - the topic
 - The walls - the main idea
 - The foundation - supporting details
- Genre Models: Explore a text according to literary genre (fantasy, folklore, historical fiction, mystery, mythology, realistic fiction, science fiction, poetry) or informational genre (autobiographies and biographies, memoirs, informational websites, primary sources, informational texts, and even math problems). Your model's focus can vary depending on the text type (aiming to analyze characters, understand the author's purpose, compare and contrast ideas, identify cause-and-effect relationships, evaluate information reliability, or even assist with comprehending word problems).

Step 4: Decide how students will access texts. Do you want to do a read-aloud or have students work in small groups or individually?

Step 5: Complete the first cycle of reading and present the question/task. For the first reading, students will read the text for literal comprehension or explicit meaning. While doing this, they will complete a task. The task may be as simple as identifying main ideas and writing them on sticky notes or examining important vocabulary and putting it into a graphic organizer. Or, it may be complex, requiring students to create a text-dependent product like drawing an illustration. (*Example: Question: How would you describe the characters in this story? Are they real or made up? Do they behave realistically? What is the setting (i.e., where and when)? Scaffolding: Add one post-it note for each of the following questions. What does the character look like, think, feel, say, and do? Highlight words that depict the setting, such as styles of buildings, transportation, language, and clothing.*)

Step 6: Provide time for discussion. You can begin with a small group discussion or jump straight to a whole group discussion. Use this time to gauge students' comprehension of the text and address misconceptions.

Step 7: Complete the second cycle of reading and present the question/task. At this stage, students are reading for inferential comprehension, and the question/task you give them should have a closer link to your expressed purpose. (*Example: Question: Describe the plot of the story. Scaffolding: Number the main events of the story.*)

Step 8: Provide time for discussion. This focused discussion should wrestle with deeper meaning.

Step 9: Complete the third cycle of reading and present the question/task. In this cycle, students are reading for evaluative comprehension to apply their own ideas to the content of the text. (*Example: Question: What is the lesson/theme of this story? Does the theme provide insights into the time period? Is the theme important to us today as well?*)

Step 10: Provide time for discussion. The final discussion should draw out students' applied knowledge to meet your instructional objective.

No matter how you do a close reading, students' interaction with the text is essential. Provide colored pencils, highlighters, and sticky notes so that students can mark keywords and phrases, identify important parts, ask questions of the text, and have a conversation with it in whatever language flows between them and the author.

Adapted from Sisson, D., & Sisson, B. (2024). *Close reading in elementary school: Bringing readers and texts together*. Routledge.

3. **Build Comprehension Through Paraphrasing:** Students copy a part of the original text, paraphrase it in their home language, and paraphrase it in Turkish. This strategy helps bridge the gap between reading comprehension and written expression. Students first focus on understanding the text by copying a section. Then, they rephrase it in their home language to solidify their understanding. Finally, they paraphrase it in the target language, practicing new vocabulary and sentence structures.
4. **Build Comprehension Through Evidence-Based Inferences:** When responding to comprehension questions, students find relevant passages in the target language text and then translate or paraphrase them in their home language. Following this, they may use Turkish or their home language to write down their inferences or conclusions in a graphic organizer based on the evidence they found. This strategy encourages students to use textual evidence to support their thinking.
5. **Build Comprehension Through Critical Reading:** Students should *read the word and the world*, making observations about the text's audience, purpose, impact, and effectiveness. Students consider who the text is written for (audience), why it was written (purpose), how it might affect readers (impact), and how well it achieves its goals (effectiveness). This strategy

goes beyond basic comprehension by encouraging students to analyze the text critically.

6. **Develop Register Awareness:** Emphasizing the audience to whom a text is written is especially important for multilingual competency. Students ask, “Who is this text written to?” Then, when students produce their own writing, they should ask, “Who am I writing to?” This strategy helps students understand that language use varies depending on the audience. By considering who they are writing for (a teacher, a friend, etc.), students can tailor their language choices (register) to be appropriate for the situation. Similarly, building awareness of language function, such as for narration or explanation, is also essential for students to determine which features of their linguistic repertoire to use.

Importance of Raising Awareness of Register

The way someone speaks changes depending on who they’re talking to and where they are. A *register* is a way of speaking to a specific group of people or a manner of speaking in a specific context. For example, you almost certainly speak differently to your boss, to your colleagues, and to your students. Oftentimes, language users take for granted the skill of changing registers, knowing with whom they can use which register and what language is required for it. With a translanguaging philosophy, this skill is key. First, it is a skill that does not come as naturally to language users with developing proficiency in another named language. These language users must learn which words belong to which settings, that is to say, which words belong to which level of formality. Second, since translanguaging rejects the necessity of monolingual spaces, it leans harder into communication that is context-specific. Instead of banning certain forms of expression, it teaches students how to express themselves in ways that give opportunities in dominant spaces with normative ways of speaking while simultaneously teaching how to give voice to their creative, multilingual, and multicultural voices. For this reason, you will continue to see an emphasis on register throughout the rest of these strategies. It is important that you likewise instill this concept in your students.

7. **Build Comprehension of Visuals:** Students can take notes and label parts in their home language and Turkish to aid in the comprehension of pictures and diagrams.

Pre-Writing:

1. **Encourage Pre-Writing in Home Language:** Students can pre-write in their home language and then use resources to transcribe their writing into the target language.
2. **Utilize Multilingual Graphic Organizers:** Students can use multilingual graphic organizers to aid with their pre-writing in preparation for writing in the target language.

During Writing & Speaking:

1. **Encourage Collaborative Learning:** Assign different roles in groups (Discussion Leader, Recorder, Artist, Translator, Taskmaster) to promote collaboration and engagement with the task.
2. **Develop Awareness of Language Styles:** Students can write dialogues with different registers. Students with lower-level target language proficiency may be able to produce language corresponding with an informal register while still lacking the academic language required for a formal professional register.
3. **Scaffold Writing & Speaking:** Students can utilize sentence starters to scaffold writing and speaking.
4. **Capture Spoken Responses:** Students who struggle with target language literacy can record audio responses to a task or complete the task orally with you one-on-one.
5. **Gather and Report Information:** Students can perform interviews with family and community members in their home language related to the content and then report on it in the target language.

Instructional aims covered in this section

By implementing strategies in this unit, I can...

- Design lessons that incorporate different interaction types and flexible grouping based on students' multilingual and multicultural needs and learning objectives.
- Design learning activities that encourage students to share their multilingual and multicultural knowledge in connection to content learning.
- Develop assessment tools such as multilingual rubrics and task models to set clear expectations for students with varying language backgrounds.
- Employ translanguaging instructional strategies that present content within students' zone of proximal development.
- Utilize formative assessment techniques such as a consistent repertoire of comprehension checks and sentence starters to support student understanding throughout instruction.
- Demonstrate knowledge of instruction methods suitable for students with interrupted education or diverse education backgrounds, utilizing multiple modalities and students' full language repertoire.

By receiving translanguaging instruction, my students will be able to...

- Utilize translanguaging strategies to overcome challenges in reading and listening comprehension.
- Identify new language structures and content features within their zone of proximal development.
- Recognize different language registers used in various texts and speech situations.
- Contribute to group activities by drawing on their full language repertoire (home language and target language).
- Integrate their own multilingual and multicultural knowledge into their understanding of content.

Strategies Connected to *Product*

Guiding Question: *How can I apply translanguaging philosophy to design engaging production tasks and assessments for my students within the constraints of national curriculum standards and testing requirements?*

Stop to consider: *how many of your formative tasks (and possibly summative tasks) do you design yourself?* This doesn't refer to the end-of-grade exam. This refers to the tasks that you deliver throughout the academic year to prepare your students for the end-of-grade exam. Now, consider: *is it possible to introduce more flexibility into how your students produce those tasks and how you assess them?* Probably, you are considering the preparation they need for national exams through similar task types and mock exams. Those can't go away. However, by employing translanguaging strategies in the production stage before the high-stakes exams approach, students can build confidence in the content and language by developing deep understanding. This will aid them as they perform the government-mandated tasks.

Try starting small. Think of one informal production task and your accompanying assessment practices that you already do in your classroom. As you dive into the following strategies, consider how you might apply them in that one area. Then, trial it in your class and see how your students respond to it.

The following strategies are divided into the following sections: suggestions for translanguaging formative assessments and strategies for planning, drafting, and sharing 1) written production, 2) oral production, and 3) multimodal production. Finally, a section is dedicated to translanguaging strategies for assessing your students' production. Let's dive in!

Planning, Drafting, and Sharing Written Production:

1. **Students Create Vocabulary Journals:** Throughout the semester, as a formative assessment, students can record words and phrases in their home language and Turkish language. They can accompany them with an example sentence, drawing, or another way of cementing them in their memory. In this way, students solidify their understanding of new vocabulary and concepts in both their home language and the Turkish language. Even students of the dominant language can do this to enhance their proficiency using different vernaculars and registers. (For example, they can record both the colloquial and academic language synonyms of a word.)
2. **Students Write with Home Language Expansion:** For students with emerging Turkish language proficiency, they can write a short production in the Turkish language and then expand it in their home language. Allow students to use multilingual resources, such as dictionaries and the internet, to translate words outside of their Turkish lexicon. This gives you something to assess officially while encouraging these students to express the information they *do* know but are yet unable to express in Turkish.
3. **Students Write an Outline in Their Home Language and Draft in Turkish Language:** Students can write a first draft in their home language, allowing them to brainstorm freely. Then, they can translate their work from their

home language to the Turkish language. This provides the necessary scaffolding for writing in the target language.

4. **Students Write Using Different Text Genres:** Students can produce writing in various formats (text messages, social media posts, emails, letters, blog posts, and news articles). This develops their fluency and competence in using different registers. Furthermore, it makes writing more accessible to students with different Turkish proficiency levels since the text genre itself differentiates the text length and the level of linguistic complexity. (For example, students who need practice with everyday functional language can write text messages, while students who need practice with academic language can write news articles.)
5. **Students Write Multilingual Texts:** Students can write multilingual dialogues with characters of diverse linguistic backgrounds. Then, they can share their work with multilingual audiences, such as their family members and community. This reflects authentic language use since flexibility in language is common in most real-world settings beyond formal education. *To learn about the centrality of family and the community to translanguaging philosophy, refer to [Appendix 3](#).*
6. **Students Interact Through Writing:** Students can write blog posts in multiple languages related to the content objectives. Peers can comment on them in multiple languages, thus fostering a multilingual exchange. Written multilingual dialogue can also be sustained through in-class pen-pal communication.
7. **Students Write Children's Books With Their Content Knowledge:** Students with emerging Turkish language proficiency can produce texts for younger audiences, which require linguistically simpler language. Furthermore, sharing these with the community provides a meaningful audience. Students can read their children's books to younger siblings, in K-8 classrooms, or at organized community events. Or, the children's books can be shared on an online school platform that displays student project work. (Example: A 7th-grade student in a geometry class can write a children's book explaining concepts like volume and surface area in an easily understandable way.)
8. **Students Develop Cross-Curricular Identity Texts:** Students can develop creative projects that combine elements from multiple subjects with their multicultural backgrounds and experiences. This allows them to demonstrate understanding of a topic while expressing their identity and personal perspective. It may also entail community engagement through components such as mini-surveys and interviews. (Example: In a history or science class, a student could complete a project on the history of agriculture in Urfa. For this, they need to combine interdisciplinary knowledge from their history and science classes with community knowledge, language skills, and 21st-century skills, such as research skills, digital literacy skills, interpersonal skills, and communication skills. If a relative or friend is a farmer in Urfa, they can interview them in their home language and use their acquired knowledge in their project. If a relative or friend was a farmer in their home country, they can compare agricultural practices in the two contexts. The multimodal nature of the project allows students of emerging Turkish language proficiency to showcase their understanding by using means beyond just Turkish written or spoken language.)

Planning, Drafting, and Sharing Oral Production:

1. **Students Showcase Knowledge Through Preferred Modalities:** Students can demonstrate their oral proficiency through their preferred methods, such

as show-and-tell, performed theater script, video, or live broadcast. Whereas traditional presentation or debate-style forms of assessment may be intimidating to students with emerging oral proficiency, having a prop or dramatizing their performance, for example, may relieve tension.

2. **Students Develop Language Awareness Through Scripted**

Performances: Students can memorize and perform scripts to develop critical language awareness. In groups, those with more developed target language proficiency can write the scripts. Those with early development of Turkish can enact them, giving them the chance to use their speaking skills in a low-pressure environment without the pressure of spontaneous production.

3. **Students Integrate Recording and Transcription:** For some students, especially those who do not come from a background of Latin alphabet literacy, speaking comes more naturally than writing in Turkish. These students can record their oral production of a task. If necessary for the requirements of the task, they can then transcribe it using the necessary support.

4. **Students Play to Their Strengths in Presentation Skills**

- Students with emerging Turkish language proficiency can start by using sentence frames in the Turkish language and then express themselves more fully in their home language. A peer from the same home language background can aid in translating the home language contributions.
- Students with emerging and developing Turkish language proficiency can read responses in the Turkish language and expand their ideas in their home language. This allows students who feel less comfortable with spontaneous oral production to plan and prepare their ideas ahead of time with the support of multilingual resources. A peer from the same home language background can aid in translating the home language contributions.
- Students with developing Turkish language proficiency can deliver the main ideas in the Turkish language, and other group members can elaborate on them. This fosters collaboration through this back-and-forth approach.
- Students with high-level proficiency in the Turkish language can deliver an informal presentation in their home language in front of a group of home language peers. Then, once they've practiced, they can deliver a version of the presentation in the Turkish language for the whole class or at a school or community event. This allows students to polish their ideas in the language they feel most at ease in while ultimately being able to share the content so that the audience of the dominant language can understand and benefit.

Note on instructing students from refugee and asylum seeker backgrounds:

Students who have experienced trauma or are facing uncertain futures, like asylum seekers fearing deportation or relocation, often find it difficult to focus on future-oriented activities, like learning. Trauma can also impact a student's

imaginative capacities, as the brain hinders visualization of the future. This can influence their ability to set goals and participate in activities that promote learner autonomy, a core principle of student-centered instruction. It's important to recognize that these students may require additional time and support before they're fully prepared for such activities in the classroom.

Planning, Drafting, and Sharing Multimodal Production:

1. Students Create Multilingual Word Walls and Cognate Charts:

Throughout the semester, students' creation of word walls and charts can be used as a formative assessment of their growth. This facilitates vocabulary acquisition and identification of language cognates.

2. Students Create Visual Representations of Learning:

Students can draw diagrams, create posters, or make models that they describe in short written or oral format. (Example: Students can draw a diagram of photosynthesis or create a poster of the ecosystem, labeled in their home language and Turkish.)

3. Students Represent Knowledge Through Digital Storytelling:

Digital storytelling refers to accompanying text with photography, text, audio, voiceover, or video. This has a variety of uses, including creative writing, how-tos, or presentations on important people. The multimodal nature of digital storytelling enables students to represent their knowledge outside of strictly written and oral production.

Digital Storytelling Platforms:

If you and your students have access to a computer laboratory in your school, here are a few websites with free features that can jumpstart your students' creation of dynamic digital stories.

Canva: Canva allows students to create visually engaging digital stories with images, text, and audio, perfect for presentations, interactive reports, posters, comic strips, memes, and more.

Padlet: Padlet functions as a digital canvas where students can collaboratively build narratives using text, images, links, and videos, fostering brainstorming and group storytelling projects.

Prezi: Prezi lets students create dynamic and non-linear presentations ideal for digital storytelling, with zooming animations and multimedia elements that bring narratives to life.

Storyboard That: Storyboard That provides students with pre-made templates and tools to create comic strips and storyboards, a great way to visually represent narratives or plan out digital stories.

Powtoons: Powtoon allows students to create animated presentations that bring their stories to life with animated characters, transitions, and sound effects.

4. Students Represent Knowledge Through Student-Created Audiobooks:

Students can write texts and record their own audiobooks. Then, they can create QR codes for the audiobook sound bites. These QR codes can be printed on cards, hole-punched together, put on a ring, and kept in a multimedia listening center. Alternatively, the audiobooks can be posted on a school website that displays student work.

5. **Students Create Multilingual Signage to Post Around Their Community:** Students can integrate community languages into projects to share their knowledge and raise awareness about content-related issues. (Example: For a unit on environmentalism, students can design posters cautioning against throwing cigarette butts on the ground. The posters may include Turkish, Arabic, Kurdish, and other local languages represented in the community. These may be posted in approved places around the city.)

Feedback and Formative Assessments (Variety of Methods and Multiple Perspectives):

Using teacher, peer, self, and family assessments provides a holistic view of student progress.

1. **Promote Reflection with Journals:** Throughout the semester, students can reflect on their learning, both formal and informal, using their whole linguistic repertoire. This fosters metacognition and personal connection to the content instruction.
2. **Encourage Experimentation with Peer Assessment:** Use peer assessments to encourage equitable grading practices. In a task involving their home language, students sharing the same home language can assess each other's performance in articulating their content knowledge. Students who come from linguistically different backgrounds can assess evidence of their peers' growth mindset, teamwork, and risk-taking in the performance of a task.
3. **Focus on Effort & Participation with Low-Stakes Grading:** Use ungraded or pass/fail assessments to focus on effort and participation. Students who are insecure in their Turkish language proficiency can greatly benefit from these types of assessments since the focus is on their best effort and contribution, not on the range and accuracy of their Turkish language expression.
4. **Individually Assess for Growth:** A key element of assessing growth in a diverse classroom is recognizing that achievement standards should be unique to each student. Grade student success based on individual competency, not peer comparison, encouraging individual growth. This may require creating multiple rubrics. By creating a few standard rubrics for different linguistic and educational backgrounds, you can use them throughout your academic year without creating further work for yourself.
5. **Separate Assessments for Oracy & Literacy:** Assess students' oracy and literacy performance separately. Students may be strong in one and not the other. For example, they may have a strong command of Turkish oracy but not know how to use the Latin alphabet. Consequently, it is essential that their performance is judged separately for each of them rather than together.
6. **Track Student Support Needs (For Your Personal Records):** Throughout the course, assess whether students could perform tasks independently, with moderate assistance, or as a novice with a significant amount of assistance. This data informs instructional decisions, such as when to push students further within their Zone of Proximal Development (ZPD) or provide additional support.

7. Observe Translanguaging Practices (For Your Personal Records):

Identify how students use language with 1) the type of task, 2) the type of language performance, 3) the type of assistance, and 4) the position in the translanguaging progression. This data informs you about students' language preferences and their linguistic growth with receptive and productive skills.

Instructional aims covered in this section

By implementing strategies in this unit, I can...

- Demonstrate knowledge of assessment methods suitable for students with interrupted education or diverse education backgrounds, utilizing multiple modalities and students' full language repertoire.
- Evaluate student learning based on individual competency and growth, considering diverse learning styles and backgrounds.
- Conduct separate assessments of students' literacy and oral language skills, considering their development in both areas.

By receiving translanguaging instruction, my students will be able to...

- Employ translanguaging strategies to enhance the quality of written and spoken production.
- Leverage classroom multilingual and multicultural scaffolding and resources to construct knowledge and language skills within their zone of proximal development.
- Utilize their diverse backgrounds to enhance their production tasks related to the content.
- Provide constructive feedback on their peers' work, considering their multilingual production.

Final Thoughts

As you reach the end of this guide, here are a few final thoughts on how you can apply your translanguaging philosophy beyond the classroom:

- Advocate for language policy shifts in your school and district
- Promote the organization of multilingual and multicultural school events involving members of your community

Note on instructing students from refugee and asylum seeker backgrounds:

Educators working with traumatized students may experience compassion fatigue and vicarious trauma. This involves emotional, mental, and physical exhaustion resulting from exposure to others' trauma. Symptoms include feelings of hopelessness, intrusive thoughts or dreams about traumatic events, or anxiety and guilt about failing to provide more support. To prevent burnout and maintain effectiveness, it's crucial to establish healthy boundaries and seek support when needed. Talk with colleagues who are working with a similar student population, and if you are experiencing any of these symptoms, consult professional help.

National support services:

For Teachers and Educators

[UNHCR Teaching About Refugees Guidebook](#)

For Refugees and Asylum Seekers

[UNHCR Türkiye - Help](#)

For Trauma and Mental Health Support

[Kızılay \(Turkish Red Crescent\)](#)

[Türk Psikologlar Derneği \(Turkish Psychological Association\)](#)

Reflecting on your teaching

1. Write three things you knew or had experienced related to the topic before reading this guide.
2. After reading this guide, has your view of translanguaging changed? If so, how?
3. What are you still curious about?

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