

Scaffolding to make translanguaging a classroom norm

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To optimize translanguaging pedagogies, particularly in English-only environments, teachers need to scaffold translanguaging activities and help students recognize that translanguaging can benefit their learning in school. Consistent and well-designed scaffolding can help classroom communities view translanguaging as a norm. In this article, the authors offer this argument along with some examples of how elementary teachers designed and implemented scaffolding for translanguaging as part of a teacher–researcher partnership. Scaffolding examples are shared with the hopes of connecting research to everyday instruction and expanding the dialogue regarding how teachers can support students in leveraging their languages other than English in school.

1 | INTRODUCTION

Informed by our deep commitment that pedagogies encouraging multilingual youth to leverage their full linguistic repertoires can afford youth richer learning opportunities, we sought to understand how elementary teachers could encourage students to engage in translanguaging. Partnering with teachers, we worked to figure out how to support young learners in recognizing translanguaging practices as appropriate and productive in schools in an English-only elementary education environment. In this study, we examine how translanguaging can become a norm for participation in classrooms where English is the primary language of instruction and teachers report having limited proficiencies in students' home languages. Drawing from Yackel and Cobb's (1996) discussion of norms in mathematics, we hoped that children and their teachers could develop a "taken-as-shared sense" that translanguaging could become part of the accepted, validated meaning-making processes in the classroom community. In this article, we discuss how teachers planned and

implemented *designed-in* scaffolds (Hammond & Gibbons, 2005) to establish translanguaging as a norm. We show how teachers reasoned through possible translanguaging pedagogies and implemented these scaffolds to help students realize that their languages other than English (LOTES) could be useful as learners make sense of what they read and how they write in school.

2 | PURPOSE: TRANSLANGUAGING BENEFITS AND THE NEED FOR SCAFFOLDING

For decades, researchers in the fields of literacy and second language acquisition have recognized the value of translanguaging—the use of multiple languages, modalities, and other meaning-making tools—for supporting literacy learning among multilingual learners (Gutiérrez, Baquedano-López, & Tejada, 1999; Jiménez, Garcia, & Pearson, 1996; Pavlenko & Blackledge, 2004). More recent research acknowledges that language learners constantly translanguange and use their full linguistic repertoires to make meaning in the world (Cook, 2001; Cummins, 2005). Translanguaging pedagogies have become more commonly researched for their value in improving learning, particularly in bilingual schools (Martínez, Durán, & Hikida, 2017; Palmer, Mateus, Martínez, & Henderson, 2014) where students have opportunities to use, compare, and mesh languages when participating in different literacy activities.

In English-only settings, however, multilingual students too often feel that their multilingual skills are relegated to the margins of schools and that the use of LOTES is subversive (Gutiérrez, Larson, & Kreuter, 1995). Moreover, as opposed to other types of literacy-learning strategies, curricular materials rarely include suggestions that support teachers in thinking about how they can engage their students in translanguaging in instruction. Teacher language proficiency, classroom participation norms, and student attitudes toward their home languages can all shape how translanguaging can or cannot be used in these classrooms. As such, Creese and Blackledge (2010) suggest that “further research is needed on classroom language ecologies to show how and why pedagogic bilingual practices come to be legitimated and accepted by participants” (p. 113). Such research on translanguaging pedagogies in English-only school settings is direly needed.

Our team’s prior work has shown how translation tasks can support middle school students in developing reading comprehension skills (Jiménez et al., 2015). By translating a sentence that both propels the story line of a novel and uses figurative language that cannot be translated word for word, students were challenged to negotiate possible translations. This negotiation supported students’ growth of syntactic and metalinguistic awareness. For instance, in saying, “There’s a lot of ways you can do it that makes sense,” a preteen indicated her nuanced understandings of language, opened up opportunities for dialogue with her classmates, and demonstrated how her knowledge of multiple languages can support her sense-making of complex texts. In that study, our research team implemented the translation activities in a full-time middle school teacher’s classroom.

What remains important to us, though, is figuring out how teachers themselves can support their students in translanguaging and in garnering the learning benefits that can occur when youth feel empowered to draw on their full linguistic repertoires. The most recent iteration of our research involved collaborative planning and implementation with a team of second- and third-grade teachers. During a weeklong summer workshop, we introduced theories undergirding translanguaging pedagogies, shared examples from the middle-school contexts, and co-developed a plan to implement translanguaging pedagogies in these second- and third-grade classrooms. First and foremost, teachers expressed a need to “launch” translanguaging in their classrooms rather than introduce it suddenly in their small-group reading lessons. In other words, the teachers wanted to

lay the groundwork for future learning activities wherein students could translanguage to make meaning from texts and construct meaning in their own writing. This notion of launching translanguaging pedagogies in classrooms spurred the focus of our article: how teachers scaffold translanguaging and cultivate such meaning-making practices as a classroom norm.

Scaffolding can have different timescales (scaffolding across lessons throughout the year, scaffolding within one lesson, or scaffolding in moment-to-moment interactions; Reynolds & Daniel, 2017), and norm development requires consideration of long-term learning goals. We argue here that making translanguaging a norm in the classroom, or scaffolding while thinking about the long-term goals for the academic year, greatly enhances how children translanguage in English-only schools. To help other teachers see how to scaffold translanguaging as a useful practice within literacy-learning activities, we share some insights into how teachers enacted this scaffolding. Specifically, we show how teachers helped their students gain awareness of their everyday translanguaging, recognize that translanguaging is valuable for their school-based learning, and engage in translanguaging literacy practices that students would later use in small-group reading sessions. The purpose of this article is to answer the question: How did elementary teachers design and implement scaffolding to make translanguaging a norm in an English-only school?

3 | THEORETICAL GROUNDING: TRANSLANGUAGING, SCAFFOLDING, AND TEACHER SENSE-MAKING

3.1 | Translanguaging

Providing students with guided reading instruction that includes translating activities is one way to tap into students' unique cultural and linguistic strengths (Borrero, 2011; Martínez, 2013) while deepening their reading comprehension skills. Translating requires students to read closely and carefully, as translators must move back and forth between an original text and an evolving translation (Hall, Smith, & Wicaksono, 2011). When working collaboratively, translation pushes students to recognize and discuss the text's microstructure (e.g., vocabulary, phrases, metaphors, idioms) while also making connections to the text's macrostructure (e.g., central concepts, theme, plot, and character development within narratives; relationships among details and main ideas in informational texts). In other words, the creation of a translation provides a visible, concrete analogue to the processes of successful reading comprehension, and the steps required for translating show multilingual students exactly how to move from word-by-word processing to larger text-level understandings.

However, despite the benefits of translanguaging pedagogies, students who have been in U.S. elementary schools for two or more years may have an ingrained understanding that school spaces are for English and that their LOTES are not welcomed in the classroom. For this reason, teachers must make clear to students that translanguaging is a welcomed practice in their classrooms. To make translanguaging a norm and engage children in the rich interactions that can occur as they leverage their languages to make sense of text, teachers must think about scaffolding beyond just one lesson at a time in order to centralize translanguaging in their classroom. In his work on implementing constructivist pedagogies, Windschitl (1999) warned teachers that constructivism cannot work as a "fragmented collection of practices" that "are simply inserted as special activities into the regular school day" (p. 752). If a teacher tries to insert an activity that is inspired by constructivist principles, students will feel confused, and "business as usual" will ensue. Rather, when a

teacher can question the “fundamental norms of the classroom” (p. 752)—and encourage children to do so—constructivist pedagogies can be implemented with greater effectiveness.

Likewise, we argue that a prompt or task that encourages translanguaging out of the blue will fail to engage students highly. From our experience working in elementary schools each week over the past 5 years, our team has learned that a singular prompt for students to use LOTES will not be successful. When teachers have supported and believed in the notion of helping students use their LOTES, they often ask a version of this question: “How do you say ____ in Spanish [or another LOTE]?” We see four major problems with such a prompt. First, the closed-ended nature of the question limits students’ abilities to grapple with ideas, negotiate for meaning, or collaboratively develop richer understandings. Such a prompt aligns with *initiate-respond-evaluate* discourse that affords youth limited opportunities to solve problems or expand their knowledge of languages or bilingualism. Second, teachers typically use this prompt during their explicit instruction of new vocabulary, which implies that the students either do not currently possess this word as part of their English vocabulary or lack a conceptual understanding of the term. If either of these conditions holds, students will struggle to produce a translation. Third, the suddenness of asking students to use LOTES in the middle of a school year during which they have used only English could leave students feeling uncertain about whether they are truly welcome to draw on their LOTES in the classroom environment. Finally, such a prompt does not help students see that their teachers are genuinely interested in their language practices, and we believe that authentic interest about students’ languages is essential for productive translanguaging pedagogies. We believe that consistent scaffolding over time can help all classroom participants recognize that their languages are not only validated but are extremely helpful for literacy learning. In order to achieve ongoing, improvisational translanguaging across the school day, teachers need to *design-in* scaffolds to help students engage in translanguaging practices, such as using their LOTES strategically as they make sense of new texts. In Figure 1, we show (in red) prompts that may fail to engage learners in translanguaging and provide our theoretical framing of how scaffolding over time has potential to increase learner engagement, make translanguaging a norm, and possibly lead to students’ improvisational use of LOTES across the school day.

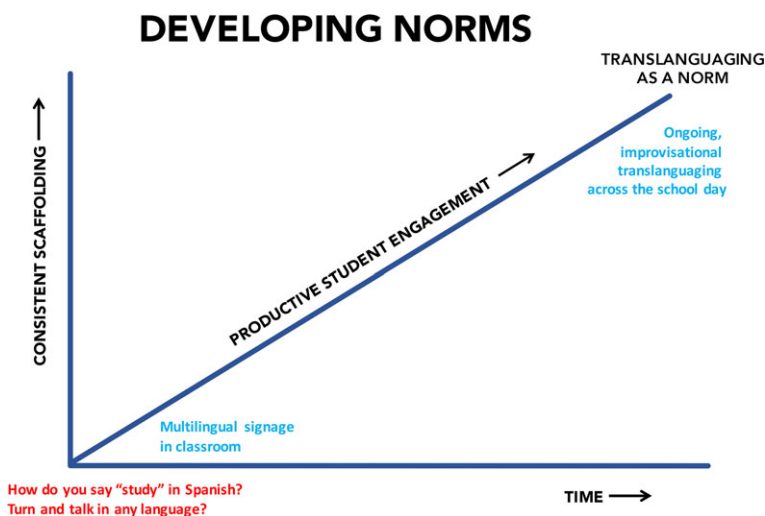


FIGURE 1 Scaffolding of translanguaging over time

3.2 | Scaffolding

The metaphor of scaffolding is used to explain how teachers can mediate learning through reducing learner frustration, helping learners understand the task through demonstrating and chunking it, and maintaining learners' interest in the task (Donato, 1994; Wood, Bruner, & Ross, 1976). In sociocultural perspectives, this scaffolding can occur through peer-led interactions that the teacher has structured, contingent scaffolding from the teacher that is in response to student contributions, and prepared prompts and materials that the teacher has developed in advance of the actual lesson. While we advocate for more of a focus on both contingent scaffolding (Daniel, Martín-Beltrán, Percy, & Silverman, 2015; Reynolds & Daniel, 2017) and peer-to-peer scaffolding (Martín-Beltrán, Daniel, Percy, & Silverman, 2017), we believe that teachers who are still learning how to enact translanguaging pedagogies will benefit from preparing scaffolding tools, prompts, and plans prior to their lesson implementation. Such preparation is especially important given the dearth of curricular materials that support teachers in doing this kind of work. Making transparent some of these preplanned scaffolds that teachers can use, we hope, can help teachers implement translanguaging pedagogies in their own classrooms.

We turn to Hammond and Gibbons's (2005) framing of *designed-in* or macro-levels and *interactional* or micro-scaffolding to shape our argument that, for the rich interactional scaffolding that can occur as learners translanguage, teachers must first design macro-level scaffolds that can support learners in viewing translanguaging as beneficial. Macro-scaffolding can include "ways in which classroom goals are identified; how classrooms are organized; and the selection and sequencing of tasks" (p. 12). As teachers design such scaffolds into their lessons, they aim to leverage students' prior knowledge, use symbols and semiotic systems to support learning, consider how to enhance learners' metalinguistic awareness, and organize participant structures to enable students to mediate learning for one another (Hammond & Gibbons, 2005). While doing so, teachers consider how "each task serves as the building block for the next" (p. 14). The micro-scaffolding, or interactional scaffolding, reveals how teachers and students can build off of one another's contributions to promote learning. Because learning activities that encourage students to leverage their LOTES position students identified as English learners (ELs) as experts and thus increases the ownership they have on their learning, we see rich potential for interactional scaffolding in this work. Designing-in scaffolds that emphasize translanguaging practices is necessary for such rich interactions to occur.

3.3 | Teacher sense-making

We recognize that developing and implementing scaffolding for translanguaging in an English-only school setting is a complicated task for teachers. To scaffold well, Hammond and Gibbons (2005) argue, teachers are constantly "looking in two directions" to capture and leverage what students know while also keeping their eyes on curricular goals (p. 14). More recently, Horn and Kane (2015) have suggested that teachers who demonstrate more sophisticated sense-making centralize student thinking, thus prioritizing students' understandings over the concerns about pacing of the curriculum. Because a greater focus on translanguaging requires teachers to integrate different practices into the pervasive English-only attitudes of school communities, we were impressed with how teachers made sense of and integrated translanguaging into their instruction. To illuminate the complexity of this work, we conceptualized teacher sense-making through teachers' attention to (a) students' contributions, perspectives, and developmental trajectories; (b) pedagogical knowledge; (c) content knowledge of English language arts; and (d) content knowledge of second language acquisition (SLA).

4 | STUDY CONTEXT

Our study was conducted in a large southeastern metropolitan school district in the United States. This district provides language support services to roughly 17,000 students who come from 89 countries and 130 language backgrounds. We worked in two elementary schools serving substantial populations of ELs. Participants were second- (Darcy and Marian) and third- (Sylvia and Paula) grade teachers. First, we met with the participating teachers during the summer for a week-long workshop. Most of the week was spent co-planning a set of three introductory lessons that could launch translanguaging in their classrooms. Subsequently, the teachers implemented the lessons in their classrooms, and we videotaped instruction and met with teachers for development meetings, interviews, and ongoing debriefings concerning implementation.

5 | METHODS

Design-based literacy research (Bradley & Reinking, 2011) guided this study. We viewed translanguaging pedagogies as showing promise, wondered how these could be implemented, and partnered with teachers in development. Data included (a) videos of summer workshops where teachers adapted the previously used middle school protocol for their instruction, (b) videos of teachers' implementation across 6 weeks, (c) recordings of a post-implementation teacher study group, and (d) interviews with teachers. Focal participants in this article are Darcy and Marian, who worked together on a second-grade team in their school. We transcribed all of the sessions from the week-long summer workshop as well as some of the classroom videos and interviews with teachers. Using our theoretical framework, we flagged moments where we saw attention to designed-in scaffolding in which teachers were striving to make translanguaging a norm in their classrooms.

6 | FINDINGS

We describe three important themes across the two teachers that demonstrated how they planned and implemented scaffolds to support students in engaging in translanguaging. First, teachers drew from their rich knowledge base to figure out how to scaffold for their learners. Next, teachers implemented scaffolding that drew from learners' rich experiences to reveal for learners how their translanguaging skills can benefit them in school. Then, teachers scaffolded writing activities for learners that helped them write across their languages through transliteration and the use of other strategies, such as borrowing words from one language in another.

6.1 | Integrating translanguaging into typical instruction: Recognizing the need to launch

During the summer workshop, teachers began brainstorming how to implement translanguaging in their own classrooms. Using their expertise, teachers immediately wondered about how to integrate these efforts in ways that align with their other classroom norms, how to set clear learning goals, and how to scaffold translanguaging tasks for learners. In Day 2 of the summer workshop, for instance, Sylvia shared¹:

¹Utterances regarding scaffolding are bolded.

*So if they're not working toward main idea . . . their **goal** isn't always going to be that . . . hopefully they can make inferences . . . **with partners** . . . **there definitely has to be some modeling** . . . **explain their translations** . . . **that can build up over time: a word, sentence, paragraph, . . . and then always having that end goal.***

In this excerpt we can see that Sylvia is thinking about how to make translanguaging a common feature of her English language arts instruction. Sylvia brings up the need to work consistently toward the end goal through several features of designed-in scaffolding (well-structured partner work, modeling, and the expectation to build up their translations over time). Transliteration, or writing a word by sounding out letters from another alphabet, is essential for second graders who are translanguaging across languages with different scripts (e.g., Arabic, English) and for second graders who are still developing their writing skills. From here, Darcy and Marian expanded on Sylvia's suggestion:

- Darcy Right, we were thinking about the **modeling aspect** . . . **so whole group, how could I model the transliterating part?** . . . It's such an important piece in the beginning. . . . Marian wrote down some whole-group lessons of big picture things we'd want to do first.
- Marian We'd probably want to do this with a very specific teacher-chosen strategy, **like transliterating. They're going to freak out about how to put it on paper.** . . . That would be a **huge modeling thing. I have no idea how to put that in Arabic, but I'm just going to try.** . . . **Discussing with a partner, what does that look like?** . . . Being able to have a discussion and modify the translation [is also important].
- Sylvia I like that idea of making pre-lesson plans.
- Darcy Yes—**like launching.** Like you know, with “writers' workshop,” we have the whole unit of launching writers' workshop before you get into any of the other things. . . . We want to, like, launch [translanguaging] and then plan unit-specific [translanguaging] lessons. I think launching wouldn't be small-group, it would be whole-group. . . . **The first lesson is, “We value your languages and cultures.”** . . . I think it will fit in nicely!

These comments from Darcy and Marian reveal teachers' rich sense-making about how to scaffold translanguaging. As framed in Figure 2, we can see these teachers taking into account their nuanced understandings of anticipated student concerns, pedagogical knowledge regarding modeling, content knowledge of SLA with the discussion of transliteration, and content knowledge from writers' workshop ideas. What is especially interesting is the affective feature of the scaffolding; rather than showing a perfect model, Marian wants to model how to figure out a transliteration even when she does not know how to write Arabic perfectly. In other words, the teachers recognized the value of presenting learning as a problem-solving activity that is within students' ability to figure out, which can help students overcome frustration if they do not immediately know the “right” answer. Across the following 2–3 days, the group of teachers and researchers developed three launch lessons.

6.2 | Leveraging students' experiences

In the first launch lesson that teachers co-developed, teachers introduced the flags of students' home countries, asked students about the languages used in different countries, and discussed with

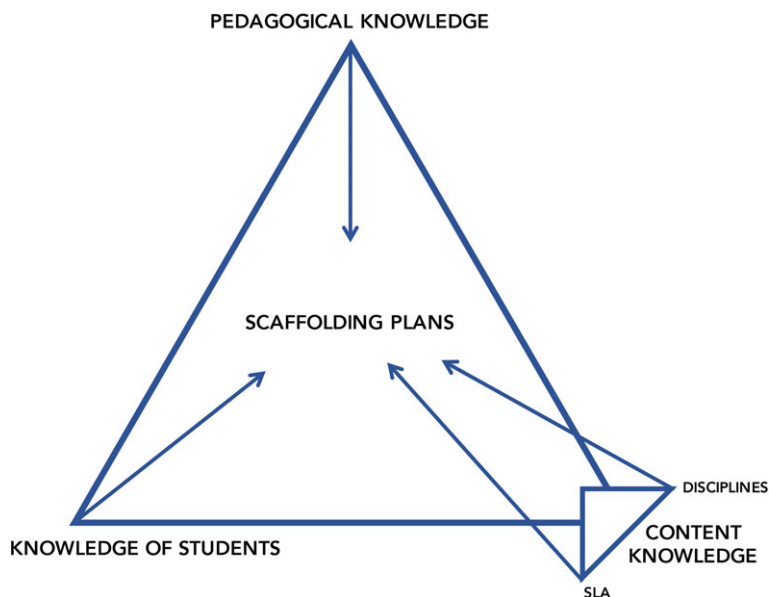


FIGURE 2 Teacher sense-making about scaffolding

students how multiple languages are used in many of the countries. Aligning with Hammond and Gibbons's (2005) recommendation of eliciting, drawing from, and connecting students' background knowledge with new learning, the teachers prioritized opportunities for students to share their experiences of translanguaging and communicate about their own lives. Next, students were prompted to discuss their experiences of translating for people in and out of school.

Marian Who can think of another time that they translated for somebody?

Student When I was 4, I went to, like, a teacher in school, and I was talking to her. I mean, I didn't understand English in the first, and that was when someone translated for me, and now I know.

Marian then prompted students to talk with partners about the question: "Why might you have to translate sometimes?" Students discussed, wrote examples on post-it notes, and came together to share ideas as a class. Using the students' examples, Marian led a whole-class discussion where examples of translating were categorized on a T-chart, which helped students see how translanguaging is helpful for (a) communicating and (b) learning in school. Students shared rich examples of when they had translated. One girl shared a time she translated in school:

I said that when, to describe, [Luis] when he was 3, and I was 4, we went to the same preK class, and he couldn't understand the preK teacher, so I had to help him with the math that she was telling us.

Another student shared a time he served as a language broker for his parents: "Because, once, my mom, we came, like, from a place, when she was driving, she crashed in her car, so the police came, so then I had to help my mom talk English." As students shared their stories, Marian categorized their translations on the T-chart (see Figure 3).

In this first lesson, teachers designed scaffolding that would help their learners recognize the value of translation, notice how and when they translate, and recognize how this translating could

be helpful in school. Through structuring opportunities for students to write and talk about their translation experiences, the teacher scaffolded a shared awareness that the children translanguaged in their daily lives in and out of schools. By preparing the T-chart in advance of the lesson and implementing it with student contributions, the teachers designed-in a scaffold that would help make explicit for students that their translanguaging practices are not only recognized but also valued as potential tools for learning in school (see Figure 3).

6.3 | Introducing strategies such as transliterating

In the second launch lesson, teachers scaffolded specific translation strategies, including borrowing, negating antonyms, using cognates, and describing or using circumlocution for words that you cannot remember (see Figure 4). Teachers reminded students of helpful partnering skills such as listening to your partner and asking her questions. Students practiced translations with a sentence from the book *I Hate English* by Ellen Levine (1989). These strategies provide an additional layer of scaffolding. In the first lesson, the teachers supported students in gaining awareness that they can strategically leverage their translanguaging in school. Then, in this second lesson, the teachers provided strategies (Figure 4) that will help them engage in conversations that may traverse multiple languages.

In the third lesson, teachers implemented Darcy and Marian's initial idea about modeling transliteration. The teacher modeled for students how to transliterate even when they do not know the correct spelling. Marian elicited from students how to say "I speak Spanish" and "I speak Arabic," and she wrote these sentences on the board using inaccurate spelling in these languages. For instance, Marian wrote, "Yo ablo espanyol," even though she knew how to spell the words in standard Spanish. The teachers designed this scaffold to encourage students to write their translations even while they are still developing their writing and spelling skills across languages. Even before transliterating the sentence, the teacher modeled the strategy of counting the words (three) and writing three lines on the paper first. After this whole-group modeling, students used this example in a tree map to write, for instance, "I speak Spanish at church with my mom."

Marian Arabic friends, who can tell me "I speak Arabic" in Arabic?
 Student Ena bakalem Arabe.

communication	tool for learning
<ul style="list-style-type: none"> - to talk to mom or dad - papers from the school - talking to a friend - lunchline - accident, travel, - talking to grandparents 	<ul style="list-style-type: none"> - on a test or in school - figure out a tricky word - helping to learn about math

FIGURE 3 Why we translate

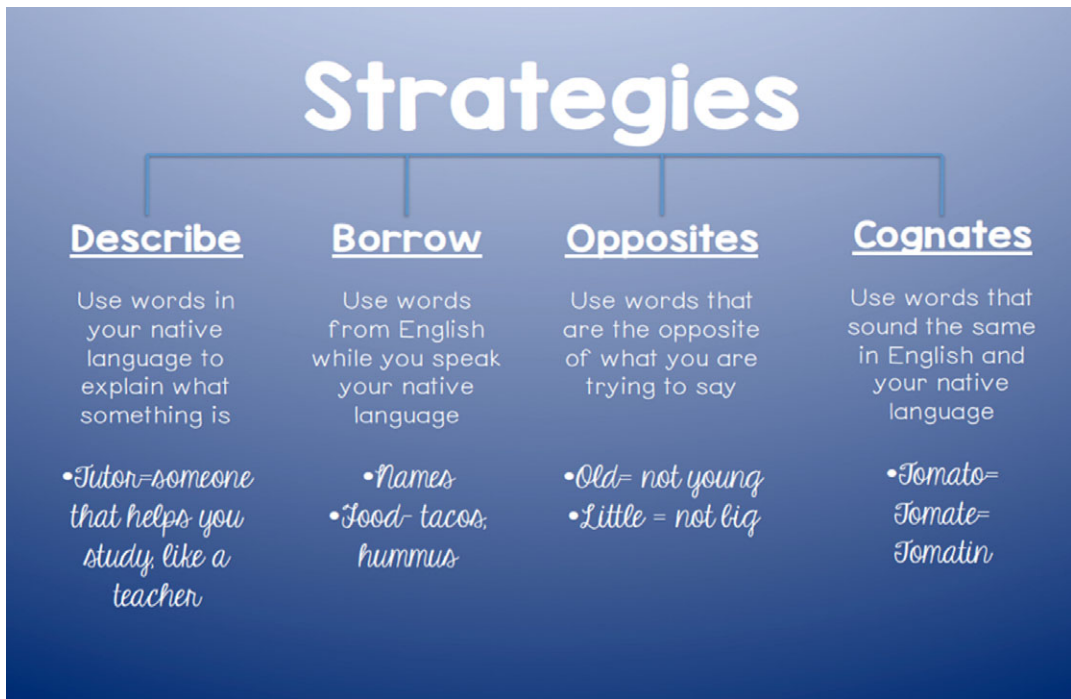


FIGURE 4 Translinguaging strategies

- Marian: How many words do we think [that is]?
- Students: Three. Four.
(Marian draws four lines on the board.)
- Marian: We need to say it over and over since some of us don't speak Arabic.
(Marian writes ena on the board.)
- Marian: What's the second word?
(Two students repeat.)
- Marian: OK, that sounds like "batkelem" to me. *(Marian writes batkelem on the board.)*

After Marian modeled transliteration with the whole class, she asked students to write sentences in Spanish, Arabic, or English using a tree map (see Figure 5). In this lesson, the teacher modeled strategies for writing translations that students could use as they figured out how to translate from one language to another. Specifically, she guided students in counting words, drawing a line to represent each word, and writing transliterations of words without being overly concerned about the accuracy of spelling or script. Additionally, Marian guided the learners in the main message of the tree map (I speak ___) and then encouraged the students to extend the thought (I speak ___ with ___ at ___) as they wrote on the tree maps. In this activity, students wrote in Spanish, Arabic, or English.

The scaffolding organized in the innovative launch lessons developed by the teacher and researcher team helped students recognize that their LOTES could be used and validated in second grade. Rather than rushing to implement the specific translinguaging pedagogy in small-group reading (see Jiménez et al., 2015, for the protocol), teachers designed and implemented the launch lessons to help students gain awareness of their translinguaging, recognize that translinguaging



FIGURE 5 Students writing in LOTES and transliterating on tree maps

practices are welcomed and valued in the classroom, and try out translanguaging strategies as they translated a story sentence and wrote a sentence about their own lives. After the launch lessons, we interviewed Marian about her perspective on the lessons. Marian was pleasantly surprised at the high level of engagement she saw among her students as they engaged in translating. She shared,

Especially since we thought, this summer, they would be so terrified to write. . . . They're not at all. Or, I thought, since they say it all so fast, maybe they wouldn't have any idea how to section their words, but they are doing fine with it! They don't have a problem trying it. It's exciting. They did a good job with it. They did well having a sentence they needed to translate.

7 | DISCUSSION

Our findings show how teachers co-developed and implemented *designed-in* or *macro* scaffolding that helped second-grade students see translanguaging as a norm. Although students in these classes came from a wide variety of backgrounds and with a range of linguistic skills in Arabic, Spanish, and English, they all engaged in translating and discussing the value of translating in everyday life. They practiced writing, speaking, listening, and reading across their languages as they engaged in peer-led discussions and whole-group conversations. Our findings of these designed-in scaffolds could be placed along the trajectory in Figure 1, and we note that teachers' design and implementation of these scaffolds reveal teachers' deep expertise and knowledge of their students, their curriculum and contexts, and their pedagogical content knowledge (see Figure 2).

Just as Windschitl (1999) argued that one constructivist-inspired activity will not lead to a learning environment where constructivism is valued, we believe that one prompt for students to translanguaging will not lead to an environment where translanguaging is valued. In fact, students may not draw on their LOTES if only prompted to do so once, particularly in school systems where English-only attitudes dominate. We believe students do use all of their linguistic resources continuously and would benefit from the opportunity to use these more formally and frequently in school. Teachers can support such efforts through thoughtful scaffolding. Teachers must make translanguaging a norm in their classrooms if they wish students to leverage such practices in day-to-day learning. To make translanguaging a norm and develop the rich contingent scaffolding that

can occur in moment-to-moment interactions, teachers must develop and implement designed-in or macro-scaffolding for translanguaging pedagogies. These scaffolding moves must also be integrated with teachers' visions of ideal instruction, the class community's goals for literacy learning more broadly, and students' particular expertise. In this article, we shared some scaffolding moves that teachers in other contexts can either try implementing or use as a starting point for brainstorming about translanguaging pedagogies as they strive to support their multilingual learners in recognizing the value of translanguaging.

8 | CONCLUSION

Our team is still analyzing data, recognizing limitations, and considering next steps for this project, but the importance of scaffolding for productive translanguaging, and the dearth of examples in English-only learning environments, has led us to share some of these preliminary findings here. In the future, we would like to see more of an emphasis on the affordances of flipped positionings of translanguaging, where students are experts and the teacher is learner. Microgenetic discourse analysis of instructional interactions could also reveal how teachers provide responsive scaffolding that is contingent on learners' contributions. Public displays of students' translanguaging in classrooms and schools could guide school communities not only in showing their appreciation of students' LOTES but also in helping other teachers see how translanguaging is beneficial for multilingual learners' academic success and creating a school culture that affirms students' use of LOTES.

We hope that these pedagogical examples contribute to larger conversations about how teachers who may not share expertise in their students' LOTES and who work in English-only schools can engage students in translanguaging pedagogies.

9 | THE AUTHORS

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