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Title of Project

A Case Study of Translanguaging Classroom Practices
and Secondary Multilingual Learners in Indiana

Research Supervisor

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TIRF Research Topic Investigated

Migrants & Refugees: Teaching and Assessing English

Project Summary

Many secondary multilingual learners, often designated as English learners, face academic and linguistic challenges in U.S. schools. What lie behind those challenges are monolingually-biased policies, standards, and educational practices. In response to such inequity, educators and scholars have been calling for changes in pedagogical practices towards a critical asset-based multilingual approach, namely translanguaging pedagogies. However, translanguaging pedagogies may have limitations due to contextual and individual factors. More research is needed to better understand how translanguaging takes place in English classrooms for secondary immigrant students with diverse cultural and linguistic backgrounds.

Through a theoretical lens of translanguaging, this case study will employ ethnographic methods to describe translanguaging classroom practices in ESL and sheltered English classes and document secondary multilingual learners' voices about translanguaging. The participants are an English as a New Language (ENL) teacher and four immigrant multilingual learners in an urban high school in Indiana, a new immigration destination state in the United States. The teacher speaks English and Spanish, and the focal students' home languages include Spanish, Lingala, French, Arabic, and English. Data will be collected during Spring 2022 through participant observations in ESL and sheltered English classes, interviews with the participants, and photographs of classroom activities. The data will be analyzed using thematic analysis and descriptive, topic, and analytical coding to generate the patterns of translanguaging classroom practices and themes of students' perceptions of such practices. The findings of this study will contribute to the increasing knowledge of equitable educational practices and policies for marginalized secondary multilingual learners.