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Title of Project

Language Policy and Multimodal Translanguaging: Racially and Linguistically Minoritized Young Learners in a Dual-Language Immersion Classroom

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TIRF Research Topics Investigated

Content-based Instruction
Language Policy and Planning
Plurilingualism and Multilingualism in Business, Industry, the Professions, and Educational Contexts
Teaching Second and Foreign Languages to Young Learners

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Bio

Xiaole Shan is a doctoral candidate at Fordham University's Graduate School of Education. Her research interests include bilingual and multilingual education and second language acquisition. She previously taught Chinese language courses at Columbia University, where she earned her master's degree. Her dissertation examines translanguaging, language policy, and student agency in a Mandarin–English dual-language immersion classroom.

Project Summary

Dual-language immersion (DLI) programs have expanded rapidly across the United States, yet most operate under strict language separation policies that designate distinct times or spaces for each language. These policies assume that languages function as bounded systems, an assumption increasingly challenged by translanguaging scholarship, which recognizes that multilingual speakers draw fluidly on their full linguistic repertoires (García & Li Wei, 2014). Despite growing research on translanguaging in bilingual education, few studies have examined how young learners navigate monolingual policy constraints in DLI classrooms, and fewer still have centered the experiences of racially and linguistically minoritized students who are not heritage speakers of the program's partner language.

This study investigates multimodal translanguaging practices among second-grade students in a Chinese/English DLI program, with a focus on racially and linguistically minoritized learners of non-Asian descent. Guided by two interconnected themes, the research examines (1) how students translanguage under a monolingual language policy and what communicative needs their practices reveal, and (2) how minoritized students' translanguaging practices are positioned within the program's linguistic and racial



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hierarchies. Data sources include classroom observations, multimodal transcription using conversation analytic conventions, thematic coding, and semi-structured teacher interviews.

Findings carry implications for DLI program administrators, language education policymakers, and teacher educators seeking to develop more equitable, culturally and linguistically responsive instructional practices, particularly as DLI programs serve increasingly diverse student populations.