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Multiliteracies and Translanguaging Pedagogies for Emergent Multilingual Learners in the Elementary Classroom

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Abstract

In this article, we describe how to merge translanguaging and multiliteracies pedagogies to teach bilingual learners in elementary classrooms. We use research-based classroom practices as examples to demonstrate how to authentically engage bilingual learners and support their linguistic development and disciplinary knowledge.

Keywords: multiliteracies, translanguaging, disciplinary knowledge, biliteracy, pedagogy

Introduction

With the growing student population of bilingual learners (BLs) in K-12 schools, it is imperative for teachers to attend to research-based practices and leverage language and disciplinary knowledge in their pedagogy (National Education Association, 2020). In this way, teachers ensure full equitable access to BLs' linguistic and family and community knowledge while supporting their academic success in the classroom. Incorporating both translanguageing and multiliteracies approaches in their classroom instruction can help generate authentic student engagement and interest in the lesson and create a space in which BLs produce high quality work that shows their true understanding of the material (Cárdenas Curiel, 2017). When bilingual teachers attend to linguistic and family and community knowledge, BLs thrive in their disciplinary literacies development (Cárdenas Curiel, & Ponzio, 2021; Cárdenas Curiel, & Palmer, 2023; González et al., 2005; Moje et al. 2004).

Benefits of Family and Community Linguistic Practices for Biliteracy Development and Disciplinary Knowledge Learning

When students engage in reading and writing activities, they often draw upon their native language to enhance their proficiency in English and academic literacy (Soltero-González & Reyes, 2012; Sparrow et al., 2012; Gort, 2012). For instance, Soltero-González and Reyes (2012) investigated the literacy practices of bilingual preschoolers and found that Spanish was utilized for both comprehension and exploring sound-symbol relationships. In crafting stories, bilingual learners employed Spanish to describe settings, characters, actions, and events, as well as to investigate the phonetic representations of their own names.

Likewise, Sparrow et al. (2012) explored the transfer of writing skills across languages and identified instances where students leveraged their knowledge of their native language to acquire English literacy skills. Additionally, Gort (2012) observed emergent bilinguals during their writing and revising processes, noting the presence of bidirectional cross-linguistic interactions. These interactions, which included translation methods, linguistic and literacy scaffolding, and negotiations between languages, facilitated critical thinking about both peer- and self-written productions. Such interactions proved to be pivotal resources in the academic writing development of students.

Several researchers advocate that for the integration of family and community linguistic practices to enhance language and literacy development within specific academic disciplines (Deroo, M.R., 2022; Fránquiz et al., 2013; Flores & Schissel, 2014; Oliveira et al., 2019). Fránquiz et al. (2013) emphasize students can acquire scientific knowledge while simultaneously developing proficiency in multiple languages. Flores and Schissel (2014) argue in favor of incorporating home language practices flexibly when navigating complex texts in academic subjects, suggesting it as a beneficial pedagogical approach in classroom settings. Additionally, Deroo (2022) and Oliveira et al. (2019) highlight how teachers leverage bilingual students' linguistic and cultural expertise to enhance learning experiences in social studies and science.

Benefits of Multimodal Texts for Biliteracy Development and Disciplinary Knowledge Learning

Research underscores the significance of multimodal texts—encompassing visual, audio, video, and digital elements—in fostering disciplinary literacy practices. Some studies advocate for integrating multimodal literacy alongside linguistic and cultural practices from students' homes. For instance, Vasudevan et al. (2010) demonstrated the use of alternative digital modes in composition, incorporating home literacies. Through multimodal storytelling, students could establish connections between their homes, communities, and schools, thereby enhancing their visibility in the classroom. Pacheco et al. (2020) explored multimodal composition for bilingual learners in secondary content area classrooms, highlighting its role in facilitating learning across disciplinary domains. Pierson and Grapin (2021) advocate for a disciplinary perspective on translinguaging, where multimodality in content areas and translinguaging intersect.

By incorporating translinguaging (fluid practices of family and community linguistic practices) and multiliteracies as instructional approaches (Cárdenas Curiel, 2017), classrooms can foster authentic student engagement and provide a platform for bilingual learners to demonstrate their comprehension across various disciplines (Cárdenas Curiel, 2017). This article aims to illustrate how and why these pedagogical approaches have proven effective in authentically engaging bilingual learners. It offers strategies and insights for implementing multiliteracies and translinguaging pedagogies using multimodal texts.

A Multiliteracies and Translinguaging Pedagogy for Bilingual Learners

In a multiliteracies classroom (Rowse et al., 2008), multiple texts are used for teaching and learning experiences. We define a text broadly to be any mediating object that becomes relevant to disciplinary and language learning in a classroom. Texts may include books, posters, student-produced work, oral presentations, videos, visuals, gestures, music, and web pages. Research in the field has shown how BLs engagement with multimodal texts in the classroom supports disciplinary literacies development and learning. Accordingly, a call for multimodality in disciplinary literacies moves us towards a transformative education for BLs (Grapin, 2019).

A multiliteracies pedagogy goes beyond literacy as written text and showcases multimodal texts as part of individuals' meaning making processes (New London Group, 1996). Multimodal texts include visual, spatial, and audio aspects of literacy, and how students and/or teachers practice using these literacies in collaboration. Multiliteracies values students' linguistic, family and community knowledge, and peer interaction to create a unique sense of community in the classroom. Additionally, multiliteracies pedagogy focuses on using multiple texts in collaboration and brings together the individual students into one cooperative group of learners. The practice of a multiliteracies pedagogy helps create a sense of community by fully engaging students, acknowledging and valuing their home languages, and drawing from their unique experiences.

Translinguaging theory views the language abilities of BLs not as separate systems for each language, but rather as one singular "fluid and dynamic" system (Li & Luo, 2017, p. 141). In practice, translinguaging allows students to use their full linguistic knowledge (Garcia & Kleyn, 2016) without placing boundaries between various languages. Translinguaging theory in pedagogical practices observes how BLs practice language flexibly in the classroom to develop

linguistic skills and learn new academic knowledge (Garcia, 2014). This practice allows BLs to utilize their full linguistic repertoires, enabling them to engage more effectively in the classroom. When teachers use translanguaging in their teaching it “maximizes interactions... that would expand the students’ language and meaning making repertoire” (García & Wei, 2013). Teachers may translanguange to support students’ understanding; other times, students translanguange to help in their meaning making process.

When teachers engage students, they actively learn and make connections to disciplinary learning, and teachers can engage students both individually and contextually (Christenson, et al., 2012). Cárdenas Curiel (2017) builds on literature of student engagement and defines “authentic student engagement” (p. 177) as the dynamic ways BLs practice language and culture when interacting with multimodal texts that leads to learning new language(s) alongside disciplinary knowledge. Cárdenas Curiel found that both a multiliteracies and a translanguaging approach to teaching and learning leads to BLs authentic engagement through classroom practices such as collaboration, reflection, use of home knowledge, deep and meaningful disciplinary knowledge learning, and flexible language practices. When merging multiliteracies and translanguaging pedagogy, a dynamic and varied teaching approach to authentically engage BLs emerges. The use of multimodal texts increases the opportunity for translanguaging in the classroom, creating spaces where students can interact and draw from their linguistic and cultural experiences. Students utilize, design, and produce a variety of multimodal texts within and across disciplines using the flexible languaging practices of translanguaging.

Our purpose in this article is to show how an experienced and a novice bilingual teacher introduced a translanguaging multiliteracies pedagogical approach (Cárdenas Curiel, 2017). Dr. Lucia Cárdenas Curiel is a professor in bi/multilingual education at a university in Central Michigan. Autumn Manzo worked as an undergraduate research assistant of Dr. Cárdenas Curiel while pursuing her elementary teaching certificate and ESL endorsement. Cárdenas Curiel and Manzo collected strategies of the novice undergraduate teacher, Alejandro Adiar Sifuentes, through interviews and collection of artifacts. Cárdenas Curiel met both teachers as their doctoral instructor in their master and undergraduate courses in a Central Texas teacher preparation program. Both teachers participated in the preparation of this paper. Lara María Becker Mendoza was a participant of Dr. Cárdenas Curiel’s dissertation research. Becker Mendoza has taught for approximately 20 years in second through fifth-grade classrooms in Texas and New Mexico and is bilingual in Spanish and English. She is committed to promoting the maintenance of Spanish in her bilingual students and has taught in transitional and dual language bilingual classrooms. Sifuentes taught for 3 years in third-grade classrooms in Texas and is bilingual in Spanish and English. He is passionate about empowering his students in their home language and encouraging them to think critically about the content they learn. Manzo has also taught in transitional and dual language classrooms. Becker Mendoza taught at a dual language program in a bilingual third-grade classroom, in the subject areas of language arts, science, and social studies. Both teachers worked in schools with a low-income student population and mostly Latinx students.

In the next sections, we will show examples of multiliteracies and translanguaging pedagogy in the disciplines of science and language arts, although these practices can also be applied both in other disciplines and across multiple disciplines. These scenarios took place in two different Spanish/English bilingual elementary classrooms, where the teachers utilized the pedagogy of multiliteracies and translanguaging to authentically engage BLs in their classrooms. The scenarios happening in the disciplinary area of science are from a bilingual third-grade classroom. The language arts scenarios are in first- and third-grade bilingual classrooms.

Multiliteracies and Translanguaging Pedagogy for Science Learning

The science classroom typically poses an additional challenge for BLs, as they require both language and disciplinary knowledge to be successful, including disciplinary vocabulary. Multiliteracies pedagogy allows BLs to express their understanding in multiple forms, so that even if BLs are still developing their proficiency in the language of instruction, they can demonstrate their knowledge. Translanguaging pedagogy allows students with varying language abilities to more easily collaborate and assist each other in learning complex science concepts. In the following examples, you will be able to see how these pedagogies authentically engaged BLs in learning about magnetic energy, building anemometers, and using technology to demonstrate understanding.

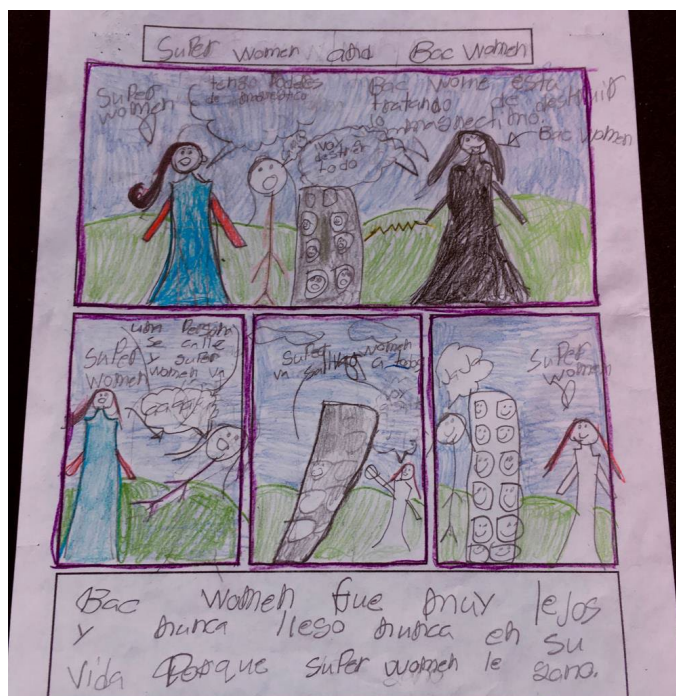
Understanding Magnetic Energy through Comic Strips

Comic strips and graphic novels are multimodal texts as they use multiple modes to make meaning such as images and written text. BLs in a bilingual third-grade classroom in a central city in Texas created their own comic strips to deepen their understanding of the concept of magnetic energy. In each comic strip, the learners had to design and produce a superhero to represent magnetic energy. Students had read comic strips from children's newspapers in the library and had shared their interest in class. The teacher modeled how to create a comic strip by drawing in a notebook, projecting it onto the wall, and writing the dialogue using speech bubbles. The students began drafting their comics, scaffolding each other's writing during small group interactions. They edited each other's work by using translanguaging strategies, such as translating and spelling words, and talked to each other about the authors' craft. They discussed how to write the dialogue between their characters through speech bubbles and made sense of the science concept of magnetic energy. As BLs, they used the named languages of Spanish and English when discussing their work with each other, and some students also used both named languages when they wrote their comic book (see Figure 1). These dynamic uses of languaging enhanced their own understanding of magnetic energy. Students were engaged through flexible language practices. During the creation of comics, learners also collaborated to develop meaningful disciplinary knowledge, consequently being authentically engaged as they created their comic books.

Comic strips are artifacts in which authors bring their own linguistic, family, and community knowledge, making them easily relatable to the experiences of BLs. Some examples of mentor comic and graphic novel texts by diverse authors that educators can use in the classroom are *Voces Sin Fronteras: Our Stories, Our Truth* by The Latin American Youth Center, a bilingual comic written in Spanish and English side by side; *Habla María: Una Novela Gráfica sobre el Autismo* by Bernardo Fernández, a Spanish graphic novel; *I Was Their American Dream: A Graphic Memoir* by Malaka Gharib, a comic strip story about first generation immigrants experience in the US; *Noise: A Graphic Novel Based on a True Story* by Kathleen Raymundo, a graphic novel about an introverted girl and her friendship with a fourth-grade boy; and *They Called Us Enemy* by George Takei, a graphic novel about author's real life story about being imprisoned in a Japanese internment camp during World War II. Students are encouraged to use mentor texts as examples when designing their own science comics.

Figure 1

Student's Comic Strip on Magnetic Energy.



“Super Women [sic.] and Bac Women [sic.].” Super Women [sic.]: “Tengo poderes de magnético.” Bac Women [sic.]: “Voy a destruir todo.” Esta tratando de destruir lo magnético. Una persona se cae y Super Women [sic.] va. Super Women [sic.] va a salvar a todos. Bac Women [sic.] fue muy lejos y nunca llego, nunca, en su vida porque Super Women [sic.] le gana.¹

Gestures for Building Anemometers and Comprehension of Scientific Disciplinary Words

In this same bilingual third-grade classroom, the teacher guided students through building an anemometer, a weather instrument that measures wind velocity, using oral instructions and gestures. In this situation, the teacher was modeling and embodying a procedural text, something that the students had previously studied and written themselves in language arts class. She initiated the procedural text in an oral form rather than having students read instructions from a written text: “*A ver so esto es como un texto instructivo. Yo les voy a estar dando instrucciones para hacer este anemómetro.*”²

In this way, the teacher prompted the use of students’ background knowledge and helped BLs make sense of a procedural text and build a science weather instrument. Then, Ms. Braun projected the realia used to build the anemometer for students to be able to follow the steps in the procedural text she embodied. BLs observed the image and followed instructions. She said: “So,

¹ “Super Women [sic.] and Bac Women [sic.].” Super Women [sic.]: “I have magnetic powers.” Bac Women [sic.]: “I am going to destroy everything.” She is trying to destroy the magnetism. A person falls and Super Women [sic.] comes. Super Women [sic.] comes to save everyone. Bac Women [sic.] went really far away, and never came, never, in her life because Super Women [sic.] won.

² So, this is going to be like a procedural text. I am going to give you the instructions to build this anemometer.

*con tu regla okay vas a medir desde la parte de arriba de tu vaso. Hasta un centímetro. Un centímetro.”*³

Ms. Braun continued with the following instructions: “*Vas a medir un centímetro aquí y ahí vas a poner un agujero con esto. Solo un agujero en cuatro vasos. Okay? So, voy a hacer uno de los de ustedes ¿vale? So, voy a ver aquí está un centímetro yo voy a meter esto (the hole punch).*”⁴

Expressing the instructions for the students in this way, using more than just written texts, allows the teacher to repeat instructions, translate words, and clarify misunderstandings. It also enables the teacher and students to use more flexible language practices, drawing on their entire linguistics backgrounds.

Working in small groups during this process is important for students to be able to collaborate and engage with each other. As they worked together, BLs asked their peers questions about the instructions given, confirming the steps they had to take. They were able to listen to instructions more than once both in the named languages of Spanish and English. Teachers can also invite the students themselves to act out a procedural text in small groups, giving them a chance to practice their language skills while also having the ability to supplement unfamiliar words or concepts with gestures.

Although in this case, the teacher used gestures to demonstrate a particular procedural text, gestures can be used to support BLs understanding of any instructions given in the classroom. Gestures can also be used to understand difficult science concepts. For instance, in exploring various forms of energy such as potential and kinetic energy, the teacher and students devised hand signals as mnemonic aids. Consistency was maintained by employing the same hand gesture whenever a specific scientific concept or term was mentioned. Illustrated in the accompanying image, the teacher demonstrates potential energy through hand gestures, with students following in imitation. This technique of incorporating gestures served as a frequent reinforcement strategy to remember the conceptual meanings of scientific vocabulary, as depicted in Figure 2.

During a classroom session focused on exploring a text about Antarctica and the communal behavior of penguins, an engaging activity was conducted involving the teacher and students. Together, they embodied the concept of “*apiñar*,” a Spanish term meaning “to pack closely together.” This interactive exercise aimed to illustrate how penguins huddle together for warmth in their natural habitat. By physically enacting the word “*apiñar*,” the students were actively engaged in the learning process, utilizing embodied learning techniques to deepen their understanding of the vocabulary. The real-world example of penguins forming tight clusters served to reinforce the meaning of the word in a tangible and memorable way (see Figure 3).

³ So, with your ruler okay you are going to measure from the top of our cup. Up to one centimeter. One centimeter.

⁴ You are going to measure a centimeter right here and you are going to punch a hole there with this. Only one hole in four cups. O.K. So, I am going to do one with you? Okay? So, I am going to see here is a centimeter, and I am going to put this in (the hole punch).

Figure 2
Gestures for Scientific Terms

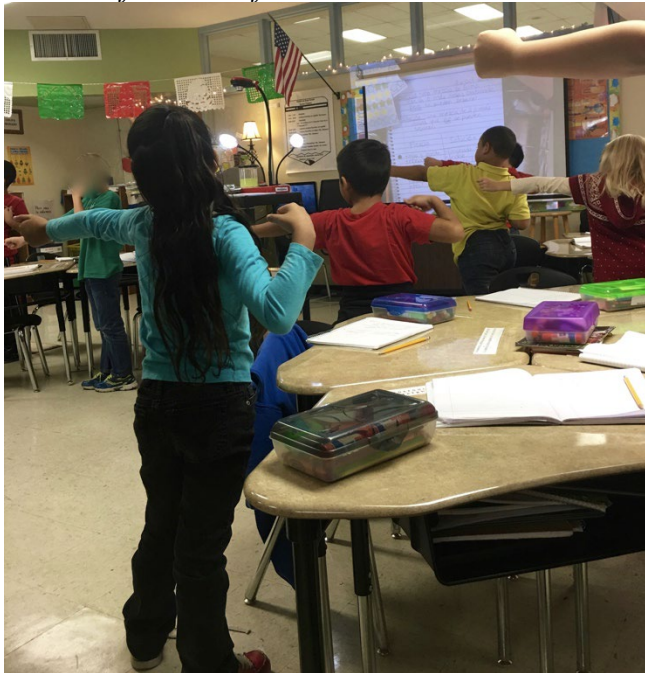
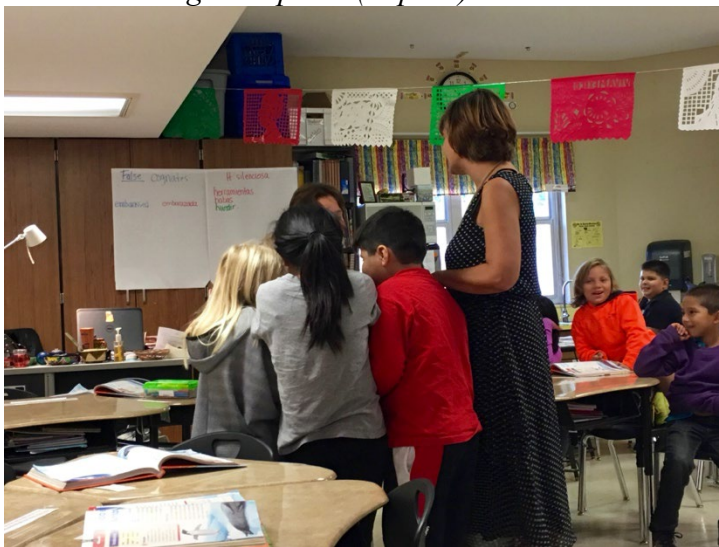


Figure 3
Students Acting out Apiñar (to pack)



Representing Types of Energy in a Movie Trailer

In this example, BLs demonstrated their understanding of different forms of energy using classroom iPads. These were acquired by the 3rd grade teacher through a small grant, and she took advantage of this opportunity by initiating a project to reinforce the concept of energy that students had been learning about in science. The students' assignment goal was to create a movie trailer—a multimodal informational text—representing the different forms of energy.

During the design process, the students looked for different images found in their classroom context to represent the different forms of energy. Beyond vocabulary development, this task enabled students to engage in translanguaging practices as they developed the movie trailer. They also drew from the use of multimodal texts for comprehending the types of energy. Below they discuss the photographs they captured for their movie trailer and the energy they represent:

Tyler: Take a picture of the lamp.

[Students keep talking around the tablet.]

Daisy: *Luminosa*,⁵ it was *luminosa* when scrolling through the images. Then we are all done.

Eugenio: *Es la potencial. Energía sonora y térmica*.⁶

Daisy: *Térmica*,⁷ that one is good.

Eugenio: *Sí, energía térmica*⁸ is the one of heat. We can take a picture of the sun.

Tyler: No, we can do that later.

In the first production of the students' movie trailers, they were able to use both named languages, English and Spanish. This way, students were not held back in the drafting stage by restrictions on their language practices. However, the teacher asked students to produce their final movie trailer in the named language of Spanish to align with the culturally sustaining linguistic practices the teacher enacted throughout the school year.⁹

There are instances where teachers don't have access to digital resources. Movie trailers can be designed using writing and images on posters just like drawing boards in the film industry. BLs can also perform movie trailers live for the rest of their class, or families may be able to lend personal cameras for students to record their performances. This type of creative and collaborative project is an example of the interrelationship of multimodal texts. Students learn through images, audio, and gestures in connection to written and oral literacies.

Multiliteracies and Translanguaging Pedagogy for Language Arts Learning

Language arts is a particularly important area for students in a bilingual classroom, as they are working to develop literacy in their home language and English. Translanguaging pedagogy allows students with varying levels of proficiency to communicate their understanding. BLs use their entire linguistic repertoire to understand and comprehend texts and concepts. Multiliteracies pedagogy presents students with alternative pathways, such as images and audio, to learn and engage authentically besides traditional written texts. In the following examples, you will see how students learned reading comprehension through popular culture and developed their literacy through drama and visual arts. Authentic engagement and literacy development was made possible through translanguaging practices and the multimodal texts described below.

⁵ Light

⁶ It's the potential. Sound energy and thermal.

⁷ Thermal

⁸ Yes, thermal energy

⁹ For more detailed information on the design and production of texts refer to Cárdenas Curiel & Palmer, 2023.

Facilitating Reading Comprehension through Popular Media

Videos are familiar mentor texts that children engage with in their everyday lives. In a dual-language first-grade classroom, BLs learned language arts content through an educational YouTube video created by their teacher based on the popular game Minecraft (see Figure 4). The video focused on disciplinary vocabulary found in the reading passages of the state's standardized assessment's manuals. In the video, the teacher explained how passages contain disciplinary words and how to decipher them. The teacher also modeled how to read through a passage using visuals and context clues. The video was primarily disseminated to the parents of the students, serving as a resource for those who were absent and had missed classroom instruction. Consequently, multimodality and digital technology functioned as facilitators for learning beyond the confines of the traditional classroom, enabling engagement with educational material at home and in various other environments. Furthermore, the teacher employed this video, characterized by its multimodal nature, as a means of review at the beginning of class. Subsequently, students were encouraged to employ this strategy by practicing with a passage designated for their reading group.

An important benefit of teachers designing and producing videos is the ability to make them accessible to parents and students in their homes (Louie & Davis-Welton, 2016). Videos are an easy way for parents to stay connected with their student's education, as most of them have access to technology. This bridge between the classroom and home gives learners' opportunities to review and revisit disciplinary knowledge outside of the classroom. The teacher of this classroom noticed increased parental involvement after sharing videos with parents.

Figure 4

Teacher's Minecraft video

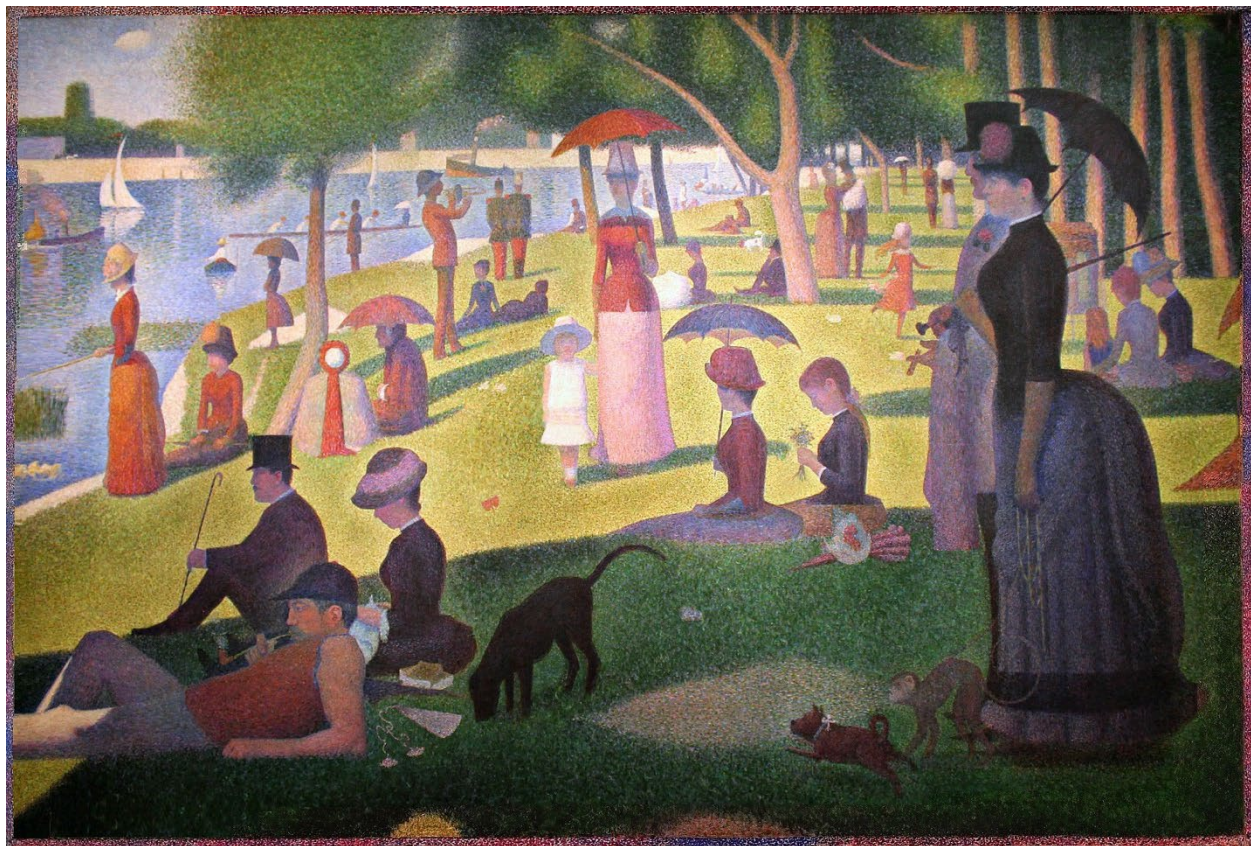


Activating Background Knowledge with Visual Art

Numerous forms of art can be utilized in the classroom, from famous paintings to local murals in the students' own community. Art is an extremely accessible resource, as a teacher can simply search online for relevant artwork and then either show it to students digitally or print and display the artwork. Using art in the classroom helps students expand their thinking beyond reading and writing skills (Chappell & Faltis, 2013). Art-based object instruction promotes flexible language practices, critical thinking, metalinguistic awareness, among others (Rodríguez et al., 2022). The first-grade teacher introduced a KWL strategy through an art object to teach BLs how to activate background knowledge. The KWL chart gets students thinking and reflecting on the art pieces that their teacher introduces to them with the following questions: What do I know? What do I want to know? What did I learn? Art pieces can be used to start a lesson or as the focus of the lesson, while targeting language and academic objectives. In one specific lesson, the teacher used the art piece *A Sunday Afternoon on the Island of La Grande Jatte* (1884) to involve BLs in art-based learning and elicit responses based on BLs family and community knowledge.

Figure 5

A Sunday Afternoon on the Island of La Grande Jatte. 1884



Students collectively modeled the painting using gestures, which encouraged collaboration and creative interpretations. Students then responded to the question “What comes to mind when

looking at this painting?” by filling in the first question of the KWL chart. This gave BLs the opportunity to practice making connections to their family and community knowledge, a skill which is also important when they are making inferences from a written work. The teacher also encouraged students to articulate their opinions, utilizing their complete language capabilities. This practice fostered a sense of rapport within the classroom, inspiring all students to engage fully and persevere through any obstacles they faced, while also immersing them in the pleasures of learning through artistic expression. Subsequently, students completed the rest of their charts, contemplating their learning objectives and, later, reflecting on their insights regarding the art object. Through this approach, the teacher effectively and genuinely involved students in utilizing art as a vehicle for literacy skill development.

Additional Art Based Strategies

Literacy Practices through Drama

Plays create a safe space for students to practice home languages while delivering an entertaining story and creating connections to family and community knowledge. Implementing plays into the classroom curriculum “address[es] the complex needs of [bilingual learners]... to learn language and academic content concurrently” (Uribe, 2013, p. 166). In other words, drama-based performances give students an opportunity to practice home languages and problem-solving skills in collaborative translinguaging literacy practices (Cárdenas Curiel, 2017). These strategies are beneficial, as they support BLs bilingual developmental (Bengochea et al., 2020).

Assigning different roles in plays allows teachers to differentiate and place students according to different language abilities. The teacher may designate a supporting role for students who are beginning to develop bilingual skills and leading roles to bilingual students who show higher proficiency in the English language. This way, students can be appropriately challenged without being pressured to keep up with other students. In drama, BLs are also able to use nonlinguistic representations like visuals, gestures, and realia to convey their message. Plays were a recurring literacy activity in the first-grade teacher's bilingual classroom, providing opportunities for the use of multimodal texts to authentically engage bilingual learners. For instance, students engaged in their home languages during rehearsals and while participating in the performances. In this classroom setting, plays served to bolster literacy skills outlined in the curriculum by reinforcing foundational language abilities, including listening, speaking, reading, and writing.

Writing, Tone, and Music

Utilizing music to engage and teach BLs is an effective approach that “supports [bilingual learner’s] literacy development” (Paquette & Rieg, 2008, p. 227). When students listen to music in their native language, it assists in reducing their affective filter, such as feelings of anxiety, nervousness, or boredom, by introducing a sense of auditory familiarity into the classroom (Freeman & Freeman, 2004).

Music can serve as a starter component for lessons on tone. Tone in written texts expresses informality or formality through the different choices of words. Tone is an easier concept for students to understand when shown through the familiar music context. Students enjoy listening to music, and they understand the dynamics of how emotions or tone can be felt through the music. A

teacher can write or choose a piece of text with a specific tone in mind, then play three songs with distinctive tones. The students then will have to connect the text to the song that best matches its tone. Using music in place of written text supports BLs who are still learning the English language to recognize sounds as elements of happiness, sadness, etc., rather than written words.

Implications for Pedagogy

In this article, we emphasize the benefits of incorporating diverse multimodal texts and how they enrich instruction and learning for BLs in the classroom. Through these examples, students engage in the utilization, design, and production of various multimodal texts across different subjects, employing adaptable language practices. We offer educators a range of ideas on utilizing multimodal texts to facilitate the setup of their classrooms and lessons, thereby supporting BLs' learning experiences.

We propose three primary considerations when implementing any strategy or modality in teaching:

1. **Authentic Engagement of Bilingual Learners:** It is crucial for teachers to integrate BLs' home language, as well as their family and community knowledge, into classroom activities involving multimodal texts. This approach fosters a sense of authenticity and connection for BLs, enhancing their engagement in the learning process.
2. **Integration of Personal Linguistic and Cultural Knowledge:** Teachers should incorporate their own linguistic, family, and community knowledge, along with their personal interests, into lesson planning when utilizing multimodal texts. BLs benefit from observing and valuing how teachers incorporate their own background into instructional practices, which enhances the relevance and effectiveness of the lessons.
3. **Highlighting BLs' Interests:** When selecting multimodal texts for classroom instruction, teachers should prioritize materials that align with the interests of BLs. By incorporating content that resonates with their interests, teachers can effectively capture BLs' attention and maintain their authentic engagement throughout the learning process.

Conclusion

The integration of multiliteracies and translanguageing pedagogies offers a transformative approach to education for Bilingual Learners. Multiliteracies classrooms recognize and utilize a wide array of texts, encompassing visual, spatial, and auditory elements, to enhance students' meaning-making processes. By valuing students' linguistic, cultural, and community backgrounds, multiliteracies pedagogy fosters a sense of inclusivity and collaboration within the classroom, promoting a cohesive learning community.

Translanguageing theory further amplifies this inclusive approach by viewing BLs' language abilities as a fluid and dynamic system, rather than separate entities. Through translanguageing practices, students are empowered to utilize their full linguistic repertoires, breaking down language barriers and facilitating deeper engagement with academic content. Both teachers and students actively participate in translanguageing, creating rich opportunities for language development and knowledge acquisition.

The consolidation of multiliteracies and translanguaging pedagogies cultivates authentic engagement among BLs through collaborative activities, reflective practices, and flexible language use. We illustrated how experienced and novice bilingual teachers implement translanguaging multiliteracies pedagogy in science and language arts classrooms. These examples demonstrate the versatility and effectiveness of these pedagogical approaches across various disciplines, providing valuable insights for educators seeking to enhance the learning experiences of BLs.

As teacher educators, teachers, and aspiring educators, we must incorporate innovative practices in our classrooms that cater to the needs of our diverse student population. Leveraging multiliteracies and translanguaging pedagogies offers Bilingual Learners opportunities to collaborate, integrate a multitude of texts across various subjects, and incorporate their own linguistic and cultural backgrounds into their learning experiences, fostering authentic engagement in the classroom.

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