



Equity in Practice: Affirming Bilingual and Multilingual Learners with Translanguaging Pedagogy and Translingual Literature

July 14, 2026

Webinar Guest Speakers

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Webinar Overview

Schools are increasingly using mandated monolingual English curriculum with multilingual and multicultural students. These students and their teachers' experiences and language practices at many intersections can either be affirmed, integrated, and celebrated, or dismissed and ignored. This webinar explores recent research and practices around teacher preparation and curriculum design that is culturally and linguistically responsive and sustaining. Specifically, we will center translanguaging pedagogy, translingual literature, and a district-level initiative that aligns English language arts and home language arts instruction, offering an alternative path forward in language education.

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Key Insights

- Translanguaging pedagogy challenges monolingual assumptions about learning and curriculum. In *language* education, contemporary approaches emphasize that language is used for a particular purpose in a particular context (WIDA 2020). Students use language as meaning-making practices. This is a shift from individual learners' acquisition of vocabulary and grammar.
- Affirming bilingual and multilingual students through translingual literature is a strategy to confront the challenges posed by a monolingual English curriculum.

Policy Implications

- Bilingual teacher education pathway support for culturally and linguistically sustaining curriculum design
At the national and state levels, there is a general consensus on how to integrate science and language with MLs across science and language and across theory, policy, and practice. This includes recognition that everyone is responsible for the education of English language learners, not just the specialist teacher.
- Embedding translanguaging pedagogy and translingual literature indicators across state standards

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Calls to Action

- Teacher preparation programs and district-level professional learning spaces need to include curriculum development that is thematically aligned, incorporates authentic texts, and provides access to culturally and linguistically responsive curriculum. Regarding STEM education, content and language professionals should come together to promote the concept of students *doing* science while *using* English.
- Curriculum adoption processes by schools and districts require more attention to culturally and linguistically sustaining multimodal texts and curriculum design. There are still barriers to training for some multilingual educators. Policy should continue to improve accessibility.
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Resources

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