Resources about Translanguaging and Language-Affirming Classrooms

Resource	Description
Castellana, Andrea (2022). Words Matter: Language-Affirming Classrooms for Code-Switching Students. *Cult of Pedagogy (July 10, 2022)*. https://www.cultofpedagogy.com/language-affirming-classrooms/	Audio interview with Andrea Castellana and short blog post share strategies to create language-inclusive classrooms.
España, C. & Yadira Herrera, L. (2020). Heinemann Blog. What is Translanguaging? https://blog.heinemann.com/what-is-translanguaging	Blog post shares a short summary of key points about translanguaging from Drs. Carla España and Luz Yadira Herrera's book *En Comunidad.*
Ethical Englishes (2019, August). *The Dangers of "English-Only" Policies (for ESL students) in School.* https://www.ethicalesol.org/blog/hhryxasqrobl9b8gzcza24aj6x5w5q	Blog post discusses English-only policies in the context of schools in countries where refugees and migrant families are often relocated.
Flores, Nelson (July, 2014). Let's Not Forget That Translanguaging is a Political Act. *The Educational Linguist.* https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/	Blog post discusses the political significance of translanguaging and offers principles for translanguaging research and implementation.
Marrero-Colón, M.B. (2021). CAL Commentary: Translanguaging: Theory, Concept, Practice, Stance… or All of the Above? Center for Applied Linguistics. https://www.cal.org/wp-content/uploads/2022/05/TranslanguagingTheoryConceptPracticeStance%E2%80%A6orAlloftheAbove_CALCommentary.pdf	This article discusses the theoretical concepts and practices of translanguaging, and includes working definitions, the purposes for using translanguaging in the classroom, and its uses in different types of educational programs.
Mohamed, Naashia. (2022). Affecting Language Policy: Start With Your Language Orientation. *TESOL Blog*, TESOL International Association. http://blog.tesol.org/affecting-language-policy-start-with-your-language-orientation/#more-353352	Blog post explores how teachers' orientations toward language as a problem, right, and/or resource, influence decisions and policies about language in the classroom.

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Otheguy, R., García, O., & Reid, W. (2015, October). Clarifying Translanguaging and Deconstructing Named Languages: A Perspective from Linguistics. *Applied Linguistics Review*, 6(3): 281–307 https://ofeliagarciadotorg.files.wordpress.com/2011/02/otheguyreidgarcia.pdf	This article clarifies the concept of translanguaging as a particular conception of the mental grammars and linguistic practices of bilinguals, who use their full linguistic repertoire as an asset in communication.
García, Ofelia, (2017). Problematizing Linguistic Integration of Migrants: The Role of Translanguaging and Language Teachers. *The Linguistic Integration of Adult Migrants / L'intégration linguistique des migrants adultes: Some lessons from research / Les enseignements de la recherche.* Edited by Jean-Claude Beacco, Hans-Jürgen Krumm, David Little and Philia Thalgott. Berlin, Boston: De Gruyter Mouton, pp. 11-26. https://doi.org/10.1515/9783110477498-005	In this article, Ofelia García defines translanguaging, gives a fascinating example of an adult language classroom, and redefines traditional teacher roles into four roles of detective, co-learner, builder, and transformer. She provides real examples to reflect on and implement in classrooms.
García, Ofelia, (2017). Translanguaging. Multilingualism & Diversity Lectures 2017. https://youtu.be/5l1CcrRrck0	In this 16 minute talk, Ofelia García explains the concept of translanguaging as the use of the full linguistic repertoire of a speaker "without regard for watchful adherence to the socially and politically defined boundaries of named languages."