

**“A Cord of Three Strands is not Easily Broken”:
Aligning Language Instruction for Multilingual Learners: Integrating ESOL, Bilingual
Education, and Translanguaging Practices**

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Chapter 1:Introduction

Multilingual learners in K-12 classrooms are expected to develop academic English while simultaneously mastering grade-level content. This dual expectation has brought increased attention to how language instruction is defined, delivered, and sustained over time. As classrooms continue to become more linguistically diverse, educators must support students who are developing both language and content simultaneously. This dual demand requires instructional approaches that are not only effective but also coherent across grade levels and instructional models.

Across schools, multiple language instruction models have been developed to meet this need, including ESOL education, integrated and designated English language development (ELD), bilingual education, and dual language programming. Each approach is grounded in research and has demonstrated strengths in supporting multilingual learners. However, in many educational settings, these models are implemented as separate or disconnected systems rather than as coordinated pathways. As a result, students may experience fragmented language support that does not align with the natural progression of language development.

Context

This project addresses that gap by examining how language instruction models can be more intentionally aligned to support multilingual learners' academic and linguistic development. Rather than viewing ESOL, bilingual education, dual language programs, and translanguaging as competing approaches, this project proposes a framework that conceptualizes them as interconnected components of a coherent language instruction system. This approach is grounded in research on second-language acquisition, academic language development, and multilingual

pedagogy. It aims to provide a more unified understanding of how language instruction can be structured.

This work is also informed by my own experiences as an educator working with multilingual learners. In both classroom and school settings, I have observed how students often move between different language support models without clear continuity, and how teachers are frequently asked to implement multiple approaches without a shared framework. These experiences highlight the need for greater alignment across language instruction systems, not only to support student learning but also to help teachers deliver consistent and effective instruction.

The significance of this project extends beyond individual classrooms. At the school and district level, decisions about program design, scheduling, and language support directly influence how students access instruction over time. More broadly, ongoing conversations about language instruction continue to shape policy and practice in multilingual education. This project contributes to these conversations by offering a research-informed framework that emphasizes coherence, integration, and alignment in language instruction systems.

Rationale

The motivation for this project is grounded in my direct experience working with multilingual learners. I have worked with students from a wide range of linguistic and cultural backgrounds, many of whom enter the classroom in urgent need of understanding and of being understood. There is often a visible sense of relief when students realize that the teacher can communicate with them in their home language, allowing them to express their needs and engage more comfortably in the classroom. However, a larger challenge quickly emerges: how

will these students develop the academic language needed to succeed in this new educational environment?

Students are often placed into different language support programs designed to assist them; however, these supports are not always consistent or connected across settings. As students transition into their general education classrooms, many struggle to bridge the gap between language support and academic expectations. Some students fall behind not because of a lack of ability, but because the instructional system designed to support them is not fully aligned. These experiences point to a clear need for more coherent, integrated approaches to language instruction that support students across all stages of their education.

This issue extends beyond individual classrooms and reflects a broader challenge within education systems. Multilingual learners represent a growing population in schools and our communities, and their academic success is closely tied to how language instruction is designed and implemented. When instructional models are fragmented or inconsistently applied, students may struggle to access grade-level content and develop academic language proficiency.

Addressing this issue is critical not only to improving student outcomes but also to ensuring that schools provide equitable learning opportunities for all students. Educators, administrators, and policymakers have a shared responsibility to examine how language instruction systems can be better aligned to support long-term development.

Researchers across multiple fields have examined the challenges associated with language instruction for multilingual learners. Studies in second language acquisition emphasize that language development is a long-term process shaped by instructional context and sustained exposure (Cummins, 2000; Tracy Ventura et al., 2012; Edelman et al., 2022). Research on ESOL and ELD models highlights both the benefits of structured language support and the limitations

of fragmented program implementation (Short et al., 2012; Edelman et al., 2022). Similarly, studies of bilingual and dual language programs suggest that additive models, which support the development of both a student's first and second language rather than replacing one language with another, can strengthen academic achievement and literacy development over time when implemented coherently (Morita-Mullaney et al., 2020; Greenberg Motamedi et al., 2019). More recent scholarship on translanguaging further extends this work by demonstrating how classroom practices that leverage students' full linguistic repertoires can enhance engagement and comprehension (García & Kleifgen, 2019; Salmerón, 2022). Collectively, this body of research reflects a shared concern with how language instruction is structured and its impact on student learning.

This project is intended to benefit classroom teachers, instructional coaches, and school leaders who work with multilingual students. Teachers will be able to gain a clearer understanding of different language instruction models that can be aligned to support both languages and content learning. Instructional leaders may use this framework to guide program design and decision-making at the school district level. Most importantly, the project aims to support multilingual learners by promoting a more coherent instructional system that leads to long-term success.

Connections to Theoretical Framework

The issues addressed in this project are closely connected to the broader question of equity and access for multilingual learners. At a systemic level, multilingual students are always expected to meet the same academic standards as their monolingual peers while simultaneously developing proficiency in a new language. These expectations create an ongoing challenge in education systems, particularly when language instruction models are misaligned or not

sustained over time. As a result, questions of access, opportunities, and instructional equity remain central to the discussion of language education at the classroom, school, and policy level.

One of the most significant concerns regarding this issue is the fragmentation of language instruction models. ESOL programs, bilingual education, dual language models, and translanguaging practices are often implemented separately rather than as part of a unified system. The lack of coherence can create gaps in the support as students move between programs and grade levels. Research suggests that when language instruction is disconnected from academic content or lacks continuity, students may struggle to develop the academic language needed for long-term success.

Several key concepts help frame this work. The first is academic language—the language required for reading, writing, and engaging in the subject-specific discourse in the school settings (Cummins, 2000). A second important concept is cross-linguistic transfer, which describes how skills developed in a student's first language support learning in a second language (Cummins, 1981; Liu et al., 2024). A third concept is translanguaging, which refers to the use of students' full linguistic repertoire to support meaning-making and learning in an academic context (Garcia & Kleifgen, 2019). Together, these concepts underscore that language development is interconnected and supported through meaningful use across languages.

This project is grounded in three theoretical frameworks that help explain how language develops. Cummins' linguistic interdependence hypothesis suggests that literacy skills in one language can support development in another, highlighting the value of maintaining students' home language (Cummins, 1981). In addition, Cummins's distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) helps explain why students may appear conversationally fluent in English yet still

struggle with academic tasks (Cummins, 2000). Translanguage theory further extends these ideas by suggesting that multilingual learners do not operate within separate language systems but instead draw on an integrated linguistic repertoire to learn and communicate (Garcia & Wei, 2014).

These frameworks are reflected in current best practices in multilingual education. Effective language instruction emphasizes integrated ELD, in which language development is connected to content learning, as well as additive bilingual models that support both first- and second-language development over time. Research consistently highlights the importance of coherent program design, where instructional models are aligned with this project: language instruction is most effective when structured as a coordinated system rather than a collection of separate approaches.

Alignment to Program Goals

This professional project aligns directly with the goals of the master's program at Western Oregon University, which emphasizes strengthening educators' knowledge, skills, and professional dispositions to improve instructional practice through research and innovation. It applies professional expertise in multilingual education by examining how language instruction models—including ESOL, bilingual education, dual language programming, and translanguaging pedagogy—can be intentionally aligned to support academic language development.

Drawing on research in second-language acquisition and sheltered language instruction, the project demonstrates how evidence-based language support can improve learning environments for multilingual students while promoting more reflective and intentional teaching practices.

This work reflects the program's learning outcomes by integrating research and theory into practical frameworks that address real-world educational challenges. By synthesizing scholarship on language development, program design, and classroom pedagogy, this project demonstrates the ability to apply professional knowledge to improve instructional coherence across educational settings. The project also supports the development of professional leadership by encouraging educators to critically examine existing language instruction systems and consider how greater alignment across models can enhance both teaching and student outcomes.

Finally, this work reflects key professional dispositions— a commitment to equity, responsiveness to diverse learners, and ongoing reflective practice. By focusing on aligning language instruction systems, this project demonstrates a commitment to improving access and outcomes for multilingual students while supporting educators in creating more inclusive and effective learning environments.

Project Implementation

The project's development followed a series of structured yet flexible stages, progressing from research to practical application. The initial stage involved identifying key concepts and research related to second language acquisition, ESOL instructional models, bilingual education, and translanguaging pedagogy. During this phase, databases such as Google Scholar and the website ERIC were used to locate peer-reviewed articles. ChatGPT was used to support the organization and identification of relevant research themes. In contrast, Google Gemini was used to create the visual aspect of this tool and to organize everything in a convenient, orderly manner.

Following the research phase, the next stage involved synthesizing key findings and identifying patterns across the literature. This process involved organizing research into major

themes, including academic language development, program coherence, and cross-linguistic transfer. Brainstorming and reflection were used to begin translating these competitions into practical classroom applications.

The final stage focused on the development and implementation of the project deliverable- a teacher guide and instructional framework designed to support the alignment of the language instruction models. This stage includes designing the guide's structure, creating classroom-ready strategies, and developing a visual framework to illustrate how ESOL, bilingual, dual language, and translanguaging practices can function as a coherent system. As mentioned before, this visual element, part of the deliverable, was supported via the tool Google Gemini.

Timeline

Implementation of this project will take place in April, aligned with the current high school instructional unit on the Civil Rights movement. The class is a sophomore-level English-Spanish dual-language course. In the classroom, there is a 6-year teacher and a student teacher who has been there since the start of the year.

1st week of April = Introductions of the tool to PLC and cooperating teachers, providing an opportunity for the student teacher and colleagues to reflect on and identify opportunities for integrating the framework within the civil rights unit.

Weeks 2-3 implementation phase. The teacher guide will be used to incorporate translanguaging strategies into daily lessons and assessments, including multilingual discussions, bilingual annotations, and say means matters activities.

Week 4: Reflections and adjustment phase. The effectiveness of the strategies and framework will be evaluated through classroom observations, with adjustments made to improve usability, clarity, and adaptability.

End of April: The tool will be refined based on advice from other educators and the teacher's personal experience. The teacher will decide whether to share it with other dual language teachers during a Wednesday meeting. The same implementation process will then be extended into May, across other core classes, such as Algebra, Chemistry, and Health. The effectiveness was evaluated through teacher interviews.

End of May: more refinement of tools based on feedback from colleagues across subject areas. While this timeline may be adjusted based on classroom needs, it provides a clear structure for moving the project from research to practical application. The structure allows me, as the teacher, to ensure that the framework is not only grounded in theory but also adaptable in real classroom contexts.

Chapter 2: Literature Review

Introduction

The increasing linguistic diversity of K-12 classrooms has intensified the need for effective, coherent approaches to language instruction for multilingual learners. The vast amount of research available to educators across many fields has demonstrated that language development is a long-term, cumulative process closely tied to academic learning, identity, and access to equitable opportunities. Despite how fast the field is growing, the body of research on language instruction is often organized into separate, loosely connected models, including ESOL education, bilingual education, and dual language programs. When these systems operate in isolation, students may experience fragmented instructional pathways that do not fully support language development.

This literature review examines scholarship related to second language acquisition, ESOL education, integrated language development, bilingual and dual education, and translanguaging pedagogy. This literature review starts with well-known theories of second language acquisition and language development to establish these theories and their explanations of how multilingual learners acquire language over time. It follows with explaining research on ESOL education and integrated ELD. The strengths and limitations will be highlighted in terms of how they support and limit the isolated language programs. This review also examines bilingual education and dual language strategies as long-term, additive approaches to promote biliteracy and high academic achievement. Finally, Translanguaging Pedagogy is discussed as an instructional framework that bridges all of these program models by highlighting students' full linguistic

repertoires. Together, these bodies of research provide a foundation of understanding that with intentional integration and instruction, educators can get the best out of their students.

Second Language Acquisition

Second language acquisition (SLA) research consistently demonstrates that language development is very complex. It is a developmental process that is affected by time, the instructional context, and influenced by the learner's existing linguistic repertoire. Across studies of multilingual learners in school settings, scholars have emphasized academic language and its gradual development, which instructional models deeply influence. In this literature review, a recurring theme is that language acquisition is neither a short-term nor an isolated process. In some cases, Instructional approaches are deemed quick fixes; they risk undermining students' long-term academic success rather than supporting it.

A foundational contribution to this conversation in the theory of linguistic interdependence, which posits that proficiency in a second language is influenced by the level of development in a learner's first language. Cummins's Linguistic Interdependence Hypothesis (1979, 1981) states that a student's ability to reach proficiency in a second language depends on the student's proficiency in the first language. From this perspective, instructional practices that support students' home-language literacy can strengthen English language development rather than hinder it. This theoretical framework challenges deficit-based views of bilingualism and instead positions multilingualism as an academic resource.

A closely related theoretical distinction further clarifies the developmental nature of language acquisition: Cummins' differentiation between Basic Interpersonal Communicative Skills (BICS) and cognitive academic language proficiency (CALP) (Cummins, 2000). When we talk about BICS, we refer to the conversations and language skills that often develop quickly

through everyday social interactions. At the same time, CALPS encompasses the more complex language required in academic tasks such as reading, writing, and engaging in academic discourse.

Research building on this distinction consistently demonstrates that academic language develops more gradually than conversational fluency. This results in students appearing to be orally proficient in English yet lacking the academic language necessary for success in the classroom and, in some cases, beyond it.

These theoretical distinctions have significantly shaped the way educators conceptualize language development in schools. By emphasizing the extended timeline required for academic language growth, the body of research challenges instructional models that prioritize rapid English acquisition or rely on early-exit formula-based support programs. Rather than treating language development as a temporary service, scholars have underscored the importance of sustained and coherent instructional approaches that support academic language proficiency over time.

Building on established research theories in education and language development, recent research has examined language development as a longitudinal process, highlighting the importance of sustained exposure and instructional continuity. In recent studies, such as that of Tracy Ventura et al. (2025), the long-term retention of second-language skills among advanced instructed learners has been examined several years after their formal instruction ended. Over eight years, the researchers measured oral proficiency, fluency, and vocabulary development. This study found that learners who experienced continued exposure to the target language demonstrated stronger long-term retention and, in some cases, further developed their language skills.

The findings in this study reinforce the conclusion that language development does not conclude when formal instruction ends, nor does it follow a linear trajectory. Rather, language growth and maintenance are shaped by prior instruction, experiences, attained proficiency levels, and ongoing opportunities for meaningful language use. Longitudinal research, therefore, highlights a clear tension between developmental understanding of language acquisition and instructional models that frame language support as short-term or transitional services.

While SLA research has provided a very detailed look into how language develops over time, and educational research has highlighted the particular demands of academic language development in modern-day schools. The Carnegie Corporation's report, "Double the Work by Short and Fitzsimmons (2007), synthesizes research on adolescent English learners and academic literacy. Drawing on multiple data sources, the report argues that multilingual students also identify systemic changes, such as inconsistent program structures, a lack of vertical alignment across grade levels, and the premature exit of language services. Although published over a decade ago, the report remains widely cited because it captures the enduring structural issues in education. Collectively, this body of work underscores that academic language development cannot be separated from content learning and that instructional modes must be designed with coherence and continuity in mind.

The report emphasizes how academic literacy is disciplined, cognitively demanding, and deeply tied to students' educational trajectories. The report also highlights systemic challenges, including inconsistent program structures, a lack of alignment across grade levels, and premature exits from language support services. This body of work is cited numerous times despite its publication over a decade ago because it addresses an enduring issue central to current problems in language instruction and equity. In the broader conversation, this research reinforces the idea

that academic language development cannot be separate from content learning, and instructional models must be designed with coherence and continuity in mind. Another major area of focus in SLA and bilingual education is cross-linguistic transfer and the role of first-language literacy in supporting second-language development. Recent large-scale quantitative studies have provided ample evidence of this relationship in action. The study by Lui et al. (2024) examines cross-linguistic transfer between first- and second-language reading comprehension among bilingual students. The study used a structural model approach with a large sample size from elementary learners. The study suggests that first-language reading comprehension could significantly predict second-language reading comprehension, even across linguistically dissimilar languages. This body of research has contributed to a broader shift in how educators conceptualize bilingualism. How educators view learners' first languages has shifted; instead of seeing them as something to be replaced, they are now seen as the foundation on which academic learning in additional languages is built. This perspective has important implications for instructional designs, especially for bilingual and dual language programs. In addition to structural and literacy-based considerations, recent SLA research has highlighted the role of individual learner variables such as motivation, exposure, and proficient attainment. Qiao (2024), in a research synthesis examining factors that influenced SLA outcomes, emphasizes that the interaction between learner characteristics and instructional context shapes language development. This perspective aligns with Krashen's Affective Filter Hypothesis, which suggests that students learn language more effectively in environments where anxiety is reduced, and confidence, participation, and meaningful interactions are encouraged. Together, these perspectives raise important questions about uniform instructional approaches. Findings suggest that one-size-fits-all language programs are unlikely to address the diverse academic, linguistic,

and emotional needs of multilingual learners. Instead, the literature points to the necessity of flexible yet coherent instructional systems that account for learner variability while maintaining clear academic language goals.

There are many key points in which foundation, theory, and contemporary research come together and are discussed. First, language development is a long-term process that unfolds over years rather than months. Second, first-language literacy plays a crucial role in supporting second-language academic outcomes. Third, instructional coherence and continuity matter, and isolated or even fragmented approaches to language instruction are poorly aligned with how languages develop in educational settings.

These shared understandings have continued to shape and guide conversations about ESOL education, bilingual education, and dual language programs. However, research-based approaches continue to grow; scholars have noted persistent gaps in how these models are implemented and aligned with schools. The literature suggests that the challenge is not the absence of effective language instruction models, but rather the lack of intentional coherence across them. This problem sets the stage for examining how image instruction systems might better align with what is known about second language acquisition and academic language development.

ESOL and Integrated Language Instruction

Research on English language development (ELD) in K-12 shows that educators and policymakers are making an ongoing effort to determine the best approach to support multilingual learners. Over the past decades, there have been a range of program models, such as a more traditional approach and co-teaching, in which the language expert is brought into the classroom. Sheltered instruction is another model, better known as the Sheltered Instruction

Observation Protocol (SIOP). Another model is dual language, the more immersive model, where students learn in their own languages. Other models also include integrated ELD frameworks and designated ELD class periods. These models differ in structure and intensity; they all share the common goal of properly supporting students so they can access grade-level academics. This section's literature review will go over the strengths of these approaches and the tensions that arise when they are implemented in isolation.

Sheltered instruction is a very commonly adopted approach to supporting English language learners. In a quasi-experimental study published in *TESOL Quarterly*, Short et al. (2012) examined the impact of SIOP-trained teachers on students' outcomes using a state English proficiency assessment. The study compared students taught by SIOP teachers with students taught by untrained teachers. The findings of the study indicated that sheltered instruction is implemented with fidelity and supported by trained teachers; students demonstrated statistically significant gains in writing, oral language, and total English proficiency scores.

Research comparing different ELD structures further highlights the importance of instruction design. In a longitudinal quasi-experimental study, integrated ELD (I-ELD) models, including combined designated and integrated ELD (D-ELD + I-ELD), were used across second and third grades. Edelman et al. (2022). Using repeated measures to analyze oral proficiency outcomes, the results showed that students who received both designated and integrated ELD demonstrated stronger growth in oral language proficiency than those who received only integrated ELD. The main finding of both studies supports the idea that integrated language instruction may be effective, but protecting time for designated language instruction can play an important role in accelerating language development. Together, these studies suggest that ESOL and sheltered models can be effective when thoroughly structured and sustained over time.

District-level research also highlights how program design influences language development outcomes. A regression analysis conducted by Education Northwest (Greenberg Motamedi et al,2019) examined English language development, number of minutes, program models, and outcomes across multiple schools in the Beaverton school district (Greenberg Motamedi et al,2019). The analysis found that dual language and co-teaching models were associated with stronger grade-to-grade growth in English language proficiency compared to pull-out programs. Another important finding of the study is that approximately 50 minutes of daily ELD instruction was not linked to improved outcomes. Instead, the study suggests that structure and integration may matter more than sheer instructional time. These findings reinforce the idea that coherence in program design may be more important than simply increasing ELD minutes.

Many empirical studies demonstrate that sheltered and integrated ELD models support academic language development. However, other studies challenge the idea of students remaining in those language support systems for extended periods. Clark Gareca et al. (2020) examined the experiences of long-term English learners (LTELS) and explored the idea of these students being “stuck” in this language-support loop. The author highlights that repeated annual proficiency testing, program switching, weak or inconsistent ENL programming, and limited access to grade-level content may and will stagnate their language development.

The author notes that proficiency testing serves as the primary gatekeeper for reclassification and, in some cases, is used by educators to measure a student's academic competence. This raises a red flag and concern about the alignment between instructional practice and assessment systems, especially when students demonstrate oral proficiency but continue to struggle with academic literacy. Taken together, this research shifts attention away

from perceived student deficits and towards broader questions about instructional design and system-level structures.

Beyond empirical outcome studies, scholars have examined how policy and language ideology shape ESOL program design. Chang Bacon (2020) uses a critical policy analysis approach to investigate the discourse surrounding English-immersion policies in shelters. It highlights how monolingual norms often shape the design and implementation of ESOL programs. The study argues that monolingual language ideologies frequently influence how ESOL programs are structured and implemented. While sheltered models aim to make content comprehensible, they may also reinforce assumptions about how English should remain the dominant instructional language.

This perspective complicates purely outcome-based discussions by situating SOL models within broader political and ideological contexts. Chang Bacon (2020) questions the idea of helping students when instructional systems continue to privilege monolingual norms. In such cases, students are expected to adapt to the linguistic demands of the system as a whole, while the system itself remains largely unchanged. This raises broader questions about whether language instruction models should focus solely on helping students adapt, or whether educational systems should also adapt to the linguistic realities of multilingual classrooms.

Although these instructional models are often grouped within multilingual education, they differ in both structure and instructional goals. Sheltered instruction models, such as SIOP, focus on making grade-level academic content more comprehensible to multilingual learners through explicit language supports and structured instructional strategies while maintaining English as the primary language of instruction. Bilingual education models incorporate students' home languages alongside English instruction to support both academic learning and language

development. Dual language programs extend this approach further by promoting long-term bilingualism and biliteracy for all students through sustained instruction in two languages. While these models differ in implementation, the research suggests that all three are most effective when language development is intentionally connected to academic content and supported through coherent instructional systems.

Synthesis

Taken together, this body of scholarship suggests that integration across language instruction models is both possible and necessary. Empirical studies have demonstrated that sheltered and integrated ELD approaches can produce measurable outcomes for students when, of course, implemented correctly. District-level analyses further indicate that dual language and co-teaching models may promote stronger, long-term growth in English proficiency compared to traditional pull-out programs. Across these strands of research, it is very evident that ESOL and ELD models are not inherently ineffective. However, their impact depends heavily on how they are structured, aligned, and sustained over grade levels. Language instruction needs to be thought of as part of the coherent academic pathway, not as some secret, exclusive club only certain students can get into. When language development is intentionally integrated with content learning and supported by a consistent program design, research suggests that multilingual learners are more likely to achieve long-term academic success. This synthesis sets the stage for bilingual education and dual language models, and how they challenge traditions; it also examines ESOL approaches and promotes the idea of better alignment among these models.

Bilingual/Dual Language

Research on bilingual education and dual language education has evolved significantly over the past decades. The earlier focus was whether students should receive instruction in their home language at all in the classroom. More recent scholarship has focused on how these two models function in practice, how they affect academic outcomes, and how they align with what we know about language development. Across this body of research, a consistent theme emerges: sustained, additive approaches to bilingualism tend to support long-term academic growth when implemented thoughtfully and coherently.

Much of the theoretical foundation for bilingual education comes from the author Cummins and their work on linguistic interdependence and academic development. Cummins (1981, 2000) argues that skills developed in a student's first language can transfer to a second language because both draw on shared underlying proficiency. This framework challenges subtractive models that prioritize English acquisition at the expense of the first language, and it supports an additive approach that fosters bilingualism. This perspective allows us to see bilingual education as a developmentally aligned instructional model that builds on students' existing linguistic resources.

Building on this theoretical work, Garcia and Barlett (2007) conceptualize bilingual education as a socially embedded process shaped by community practice and identity. Through a qualitative case study of a segregated bilingual high school serving Latino newcomers, the author argues that language acquisition operates not solely at the individual psycholinguistic level but with the broader speech of the community. Their work highlights the role that the high school can play in the academic journey. The school serves as both a site of academic rigor and a site of sociolinguistic affirmation. Although the study is qualitative, it contributes an important

conceptual perspective by situating bilingual education within the broader discussion of identity, power, and instructional design.

Empirical research has examined the academic outcomes associated with bilingual education and dual language models. In a longitudinal study published in *TESOL Quarterly*, the academic effects of bilingual and dual language models were examined. Morita Mullaney et al. (2020) analyzed standardized English language arts and mathematics outcomes for students enrolled in a dual-language bilingual education program. Using multilevel modeling and structural equation modeling techniques, the research compared Dual Language/Bilingual Education (DLBE) students with peers enrolled in ESL programs. The findings of this study indicated that DLBE students demonstrated significantly stronger ELA growth and maintained their mathematics performance at a competitive level over time. However, the study also revealed that scheduling and course placement practices sometimes limited dual language students' access to advanced coursework despite their academic gains. This highlights a structural equity concern within otherwise effective models.

Similarly, at the district level, research provides additional evidence on the outcomes of bilingual and dual language models. A regression analysis conducted by Education Northwest examined English learners outcomes across several schools in the Beaverton school district (Greenburg Motamedi et al. (2019) The Case study found that dual language and co-teaching models were associated with stronger grade to grade English proficiency growth compared to the traditional pull out method, These findings further support the idea that integrated and additive bilingual structures may provide more sustained linguistic development than isolated language services.

Collectively, studies examining bilingual and dual language outcomes contribute growing empirical evidence that these programs can support academic achievement when implemented coherently over time. Rather than functioning as isolated alternatives to English-language instruction, these models appear most effective when integrating language development with access to academic content.

Additional research strengthens the case for bilingual education by examining cross-linguistic. In a large-scale quantitative study employing structural equation modeling, Lui et al. (2024) found that first-language reading comprehension significantly predicted sentence-level reading comprehension across linguistically distant languages. These findings reinforce earlier theoretical claims by Cummins, demonstrating that first-language literacy functions as an academic resource rather than a barrier in the classroom. In this way, empirical research continues to support the argument that sustained development of the home language may strengthen academic outcomes in English.

Beyond academic achievement outcomes, some studies have explored cognitive dimensions of bilingual education. Esposito and Baker Ward (2013), for example, conducted a quasi-experimental study of a 50:50 dual language program serving low-income students, investigating executive function outcomes. The researchers found that students in upper elementary grades demonstrated stronger performance on measures of inhibition and cognitive flexibility than their peers in regular classrooms. Although cognitive outcomes alone cannot determine a program's effectiveness, these findings suggest that sustained bilingual exposure may contribute to broader developmental benefits associated with academic success.

Research also highlights the importance of implementation fidelity in determining a program's effectiveness. Li et al. (2016) analyzed teaching practices and language allocation

patterns in two dual immersion programs. Their findings revealed variation in how closely classrooms adhered to intended language distribution. Throughout the structured observations and classroom analysis, this study found variations in adherence to language distribution models and instructional strategies. The results of this study indicate that the success of a dual language program depends not only on model selection but also on implementation and alignment between instructional goals and classroom practices.

Synthesis

Throughout the theoretical, empirical, and implementation-focused scholarship, several consistent themes emerge. First, additive bilingual models align closely with SLA theory and partially regarding cross-linguistic transfer and academic development. Second, longitudinal and comparative studies indicate that dual language programs can support sustained academic growth. Third, the program's outcomes are shaped by the structural factors, scheduling, course access, and the facility of implementation.

Taken together, this body of research suggests that bilingual and dual language education represents not an alternative to English language development, but a framework for integrating language and content instruction. The literature highlights the importance of systemic coherence in equitable access in determining program effectiveness. These findings provide a foundation for examining how classroom-level strategies address themes such as translanguaging pedagogy, thereby connecting language development with academic learning.

Translanguaging has emerged as a significant framework within multilingual education research in recent years. Earlier bilingual models quite often emphasized the strict separation of language through instruction. Translanguaging challenges rigid language boundaries and instead recognizes that multilingual learners draw on their linguistic repertoire to make meaning.

Increasingly, scholars view translanguaging not as informal mixing but as a structured pedagogical approach marked by how language development actually occurs.

Garcia and Kleifgen (2019) conceptualized translanguaging as a literacy-based framework that views multilingual students' language practices as dynamic and interconnected rather than compartmentalized. Drawing on sociocultural and bilingual literacy theory, they argue that students naturally move across linguistic features to construct meaning. In many cases, language is positioned within separate systems for strict regulation; translanguaging pedagogy creates opportunities for students to use their full linguistic repertoire during reading, writing, and discussion.

This perspective connects closely to established SLA theory. Cummins' Interdependence Hypothesis (1981, 200), which suggests that literacy skills developed in one language support development in another. Translanguaging extends its theoretical foundation by using cross-linguistic transfer in daily instruction. Instead of assuming that the transfer happens automatically, translanguaging pedagogy intentionally structures opportunities for students to activate prior knowledge, compare linguistic structure, and deepen comprehension across their languages.

Yilmaz (2021) further frames translanguaging as a pedagogy rooted in equity, arguing that rigid monological norms often marginalize language minority students. By legitimizing the use of home languages in academic contexts, translanguaging challenges linguistic norms and promotes more inclusive participation. From this perspective, translanguaging becomes part of the broader conversation about language ideology, classroom power dynamics, and equitable access to learning.

Research also connects translanguaging practices specifically to literacy instruction. Garcia and Kleifgen (2019) describe classroom-based studies in which bilingual students annotated the text biliterally, then engaged in cross-linguistic conversation during read-aloud sessions, and made the writing segment multilingual. These practices allow students to engage more deeply with texts, which often leads to stronger metalinguistic awareness. Rather than hindering English development, strategic translanguaging practices can scaffold comprehension and support academic literacy.

Translanguaging

A systematic review of 47 empirical studies further strengthens the argument for translanguaging in literacy instruction. Salermon (2022) examined translanguaging in practice in an elementary writing classroom and identified several recurring themes across the literature, including increased student participation, expanded vocabulary usage, stronger writing organization, and enhanced identity affirmation. Many of the studies reviewed document writing practices, Multilingual peer discussions, and the strategic use of cognates during sentence-building activities. Importantly, the review concluded that translanguaging practices can support both content comprehension and language development when intentionally incorporated into literacy instruction. These findings suggest that translanguaging does not dilute academic expectations; rather, it provides structure that enables multilingual learners to engage more deeply with high-grade-level texts.

Research also emphasizes that translanguaging must be intentionally structured rather than left to spontaneous language shifts. Dougherty(2021), in a qualitative study of teacher candidates implementing translanguaging strategies, documents how purposeful planning, such as preview-view-review, multilingual grouping, vocabulary inquiry, and syntax transfer, can

increase student comprehension and participation. This research was done through interviews and classroom observations. The study found that opening a "Translanguaging space" often led to increased student confidence and engagement, particularly when teachers explicitly invited responses in multiple languages.

Translanguaging does not replace ESOL or dual language programs; it intersects with and extends them. Within ESOL, translanguaging can serve as a strategy for integrating language and content instruction. While sheltered instruction models emphasize comprehensible input and structured language objectives (Short et al., 2012), translanguaging offers additional opportunities for students to process complex material by drawing on their strong linguistic resources. In a dual language setting, translanguaging acknowledges that strict language allocations may not fully capture the ways students actually use language in academic settings.

Synthesis

Across theoretical, empirical, and classroom-based studies, translanguaging emerges as a pedagogical framework that aligns with the developmental nature of multilingual language acquisition. Translanguaging reflects the interconnected linguistic processes described in SLA theory and complements the structures of dual language and bilingual education programs. At the same time, research indicated that translanguaging requires planning and institutional support to be implemented effectively.

Taken together, the literature suggests that effective language instruction systems must move beyond rigid language separation and instead design coherent models that recognize multilingualism as a resource. Translanguaging pedagogy contributes to this effect by bridging theoretical insights, program structures, and daily instructional practice. In doing so, it reinforces the central argument of this review: Language education is most effective when instructional

models are aligned with the linguistic realities of multilingual learners and structured as integrated systems rather than isolated services.

Chapter 3: Project Design

Overview

The purpose of this project is to develop a practical instructional tool that supports teachers in aligning language instructions for multilingual learners. The project focuses on integrating ESOL, bilingual education, dual language programming, and translanguaging practices into a single, coherent framework for use in both lesson planning and classroom instruction.

The central product of this project is the Language Instruction Alignment Tool: A Teacher Decision-Making Framework. This tool is designed to help teachers identify language demands within lessons, select appropriate supports, and apply strategies that connect language development to content learning. The goal of the tool is not to replace existing instructional models, but to provide a structured way for teachers to use them together more effectively. The tool would be presented to teachers via Google Drive, making the tool more accessible and shareable. Of course, given the right environment and context, the tool could be printed and used as a mini-handbook.

This project emphasizes practical application for educators. The tool is intended to be flexible, friendly, and adaptable across different classroom contexts, allowing educators to implement strategies that support multilingual learners without requiring major changes to their existing curriculum.

Context

This project is situated at McKay High School in Salem, Oregon, a dual language high school serving approximately 2,190 students in grades 9–12. According to the Oregon At-A-Glance School Profile, approximately 74% of students identify as Hispanic/Latino, 72% are identified as current or former English learners, and more than 30 languages are spoken throughout the school community. In addition, 46% of students are identified as experiencing poverty. These demographics create a learning environment in which multilingualism is central to the school's identity and instructional needs.

This project specifically focuses on a 10th-grade United States History classroom within the school's dual language setting. The student population associated with this project comprises approximately 150 multilingual learners across four class periods. Students represent a wide range of language proficiency levels, including newcomers, students with mixed proficiency levels, and long-term English learners. All students receive some form of language support through ESOL, bilingual education, or dual language programming, creating a classroom environment where students require varying levels and types of support to access grade-level content.

With nearly six years of teaching experience at McKay High School, I have found that my work with multilingual learners has strongly influenced the development of this project. Throughout my teaching experience, I observed that many classroom language supports centered around translation or general accommodations rather than intentional academic language development. While translation can help students access immediate content, it does not fully support long-term language growth on its own. Over time, I also became more aware of how disconnected language support systems could become across classrooms and programs, even

within a school that strongly values bilingualism and multilingual education. These experiences helped identify the central need this project addresses: a more coherent, practical framework that helps teachers intentionally align language instruction with content learning through accessible, connected instructional supports.

Approach to Tool Design

Research Methods

The research process for this project focused on identifying scholarship related to second language acquisition, ESOL instruction, bilingual education, dual language programs, and translanguaging pedagogy. Research was conducted using Google Scholar, ERIC, JSTOR, and Western Oregon University's library databases. Common search terms included "translanguaging pedagogy," "dual language education," "ESOL instructional models," "academic language development," and "cross-linguistic transfer."

Sources were selected based on their relevance to multilingual education, instructional alignment, and academic language development. Foundational theories from Cummins (1981, 2000) helped shape the framework's focus on academic language and cross-linguistic transfer, while research on sheltered instruction, integrated ELD, and translanguaging guided the development of instructional supports and classroom strategies (Short et al., 2012; García & Kleifgen, 2019). The research process focused not only on understanding language development but also on identifying practical strategies that could be translated into a usable classroom resource for teachers.

Design Methods

The Language Instruction Alignment Tool followed a teacher-centered and reflective design approach focused on practicality, flexibility, and classroom application. Rather than creating a scripted program, the framework organizes instructional decisions into a step-by-step process that teachers can realistically apply during lesson planning and instruction. The design process involved revisiting research, identifying patterns across instructional models, and translating those findings into practical classroom supports.

Research from Chapter 2 directly shaped the framework's structure. Cummins' work on academic language development and cross-linguistic transfer (Cummins, 1981, 2000) influenced the framework's emphasis on identifying language demands and supporting first-language development. Research on sheltered instruction and integrated ELD models has highlighted the importance of embedding language supports into content instruction rather than separating them from it (Short et al., 2012; Edelman et al., 2022). Translanguaging research also shaped the framework by reinforcing the value of allowing students to use their full linguistic repertoires during instruction (García & Kleifgen, 2019).

A major focus throughout the design process was usability. The framework was intentionally organized to support both newer and more experienced teachers through a clear step-by-step structure. Supporting materials such as planning templates, translanguaging strategies, structured discussion supports, and reflection tools were included to help teachers apply the framework across different classroom settings. Overall, the design process focused on translating research into a practical instructional resource that supports multilingual learners in intentional and accessible ways.

Description of Project

The primary deliverable for this project is the *Language Instruction Alignment Tool: A Teacher Decision-Making Framework*. The framework serves as a practical instructional resource to help teachers align language instruction with content learning when working with multilingual learners. The tool organizes instructional decision-making into a seven-step process that guides teachers through the steps of identifying language demands, activating prior knowledge, selecting instructional supports, applying translanguaging strategies, connecting language and content learning, checking for understanding, and reflecting on instruction.

The framework is organized as a digital resource in Google Drive, divided into seven folders, each representing a step of the instructional process. Each folder contains a brief explanation of the step, guidance on applying it during instruction, classroom examples, and supporting resources for that stage of the framework. These resources include planning templates, multilingual supports, academic language tools, translanguaging strategies, structured discussion routines, and reflection documents that teachers can adapt to fit different classroom settings and student needs.

The project also includes a visual flowchart that organizes the seven steps into a structured planning process. This flowchart serves as the tool's central framework and supports teachers during lesson planning, instruction, and reflection. Supporting documents enable teachers to take notes, identify student needs, and organize strategies as they work through the framework. Together, these materials create a practical and flexible system that helps teachers apply research-based language supports more intentionally and more systematically.

Tools and Resources

Several digital tools and resources supported the development of this project. Google Drive served as the primary platform for organizing the framework and storing each step of the instructional process into separate folders. This structure kept the framework, supporting resources, and planning documents organized and easily accessible for teachers. Google Docs and PDF resources were also used to create editable planning templates, instructional supports, and reflection tools connected to each step of the framework.

Additional resources used throughout the project included academic language templates, translanguaging strategy guides, structured supports for student discussion, and multilingual instructional resources adapted from existing educational materials. Google Gemini also supported the creation and organization of visual elements, including the instructional flowchart and planning templates. These tools and resources helped translate research into practical classroom materials that teachers can use and adapt within different instructional settings.

Timeline

The development of this project occurred over multiple phases throughout the academic year. The first phase focused on researching second language acquisition, multilingual education, and translanguaging pedagogy. During this stage, research articles and instructional models were reviewed and organized to identify major themes related to language development, instructional alignment, and classroom supports for multilingual learners.

The second phase focused on designing the framework's structure and developing the step-by-step flowchart. As the research process continued, the project evolved from a broader

collection of ideas into a more organized instructional system. During this stage, supporting materials such as planning templates, translanguaging resources, academic language supports, and reflection tools were selected and organized into separate folders connected to each step of the framework.

The final phase focused on revising the framework, organizing the digital resources, and preparing the tool for teacher use and informal feedback. During this stage, the framework was shared informally with educators across multiple content areas, including English, mathematics, health, and dual language instruction. Feedback focused primarily on usability, organization, and clarity, which helped shape revisions to the project's structure and supporting materials.

Evaluation Process

The quality and usability of the Language Instruction Alignment Tool will be evaluated primarily through informal feedback from educators. The framework and supporting materials will be shared with teachers working in dual language and multilingual settings across multiple content areas, including English, mathematics, health, heritage language instruction, and co-taught classrooms. Additional informal feedback will also be requested from instructional coaches, administrators, student teachers, and university professors familiar with multilingual education and instructional planning.

Feedback will focus on the clarity, organization, practicality, and adaptability of the framework rather than on formal implementation data. Educators reviewing the tool will be asked questions about how easy the framework is to follow, how useful the supports are for lesson planning, and how effectively the tool aligns language instruction with content learning. Informal feedback received throughout the design process influenced several revisions to the project, including the organization of the step-by-step folders, the addition of planning

documents that allow teachers to record notes as they use the framework, and adjustments to the flowchart structure to improve usability and accessibility for teachers.

Conclusion

This chapter described the design and development of the Language Instruction Alignment Tool: A Teacher Decision-Making Framework. It outlined the classroom context in which the project was created, the research and instructional models that informed the framework, and the process used to organize the tool into a practical instructional resource for teachers working with multilingual learners. The chapter also described the structure of the deliverable, the tools and resources used throughout development, and the evaluation procedures that will guide future revisions and implementation.

Overall, the development of this framework focused on translating research into a practical, accessible classroom tool that helps teachers align language instruction with content learning more intentionally. The following chapter presents the primary artifacts and supporting materials developed as part of the project, including the instructional framework, planning templates, translanguageing resources, and classroom support tools connected to each step of the framework.

Chapter 4: Project Artifact

Introduction

This chapter presents the primary artifacts developed for the Language Instruction Alignment Tool: A Teacher Decision-Making Framework. These artifacts demonstrate how the research, instructional strategies, and theoretical concepts discussed in previous chapters are translated into practical classroom resources for teachers working with multilingual learners. Rather than focusing only on theory, these artifacts highlight the practical application of the framework; they show how language instruction can be intentionally aligned with content learning through structured planning, translanguaging strategies, academic language supports, and reflective instructional practices.

The visuals throughout this chapter illustrate the major components of the framework and the supporting resources connected to each step of the tool. To support diverse classroom contexts, educators are encouraged to adapt these artifacts—such as lesson planning templates, multilingual supports, translanguaging resources, structured student discussion tools, and teacher reflection materials—ensuring they meet the specific needs of their students and settings. These artifacts demonstrate how the framework is designed to provide accessible, adaptable support that can be implemented across different classroom environments and content areas. They serve as practical examples that educators can modify to meaningfully and intentionally support multilingual learners.

Figure 1. Language Instruction Alignment Tool

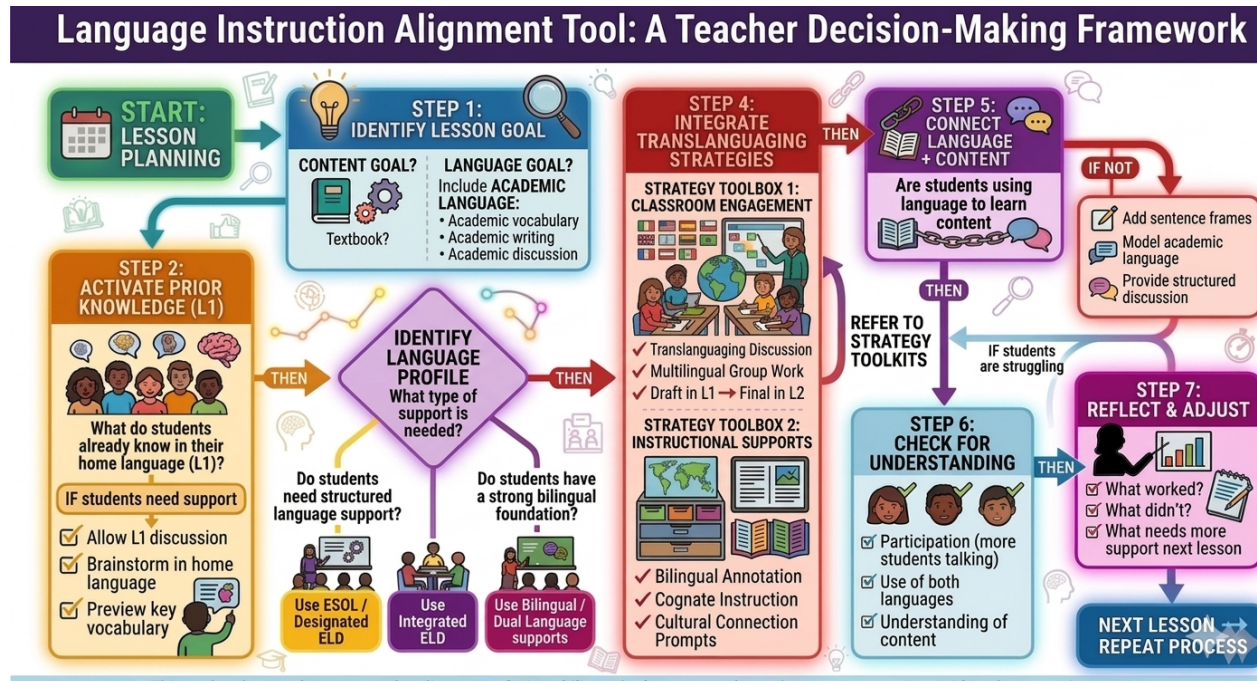


Figure 1: This figure presents the Language Instruction Alignment Lesson Planning Template, which serves as the foundation of the instructional tool developed in this project. This template guides teachers through the full lesson-planning process while intentionally aligning language instruction with coherent learning. It organizes the seven steps of the framework into a single, structured format that teachers can use before, during, and after instructions. The template organization reflects research on second language acquisition and academic language development, which emphasizes that multilingual learners benefit from intentional and structured language support embedded within content instructions (Cummins, 2000; Short et al., 2012).

The template is meant to support each lesson by identifying both content and language goals and emphasizing the importance of academic language. It guides teachers through activating prior knowledge, selecting appropriate language sports, and integrating

translanguaging strategies. Additional sections focus on connecting language and content, monitoring students' understanding, and reflecting on instructional effectiveness. Research on instructional coherence and integrated language instruction suggests that multilingual learners are more successful when language development is intentionally connected to academic tasks rather than treated as an isolated support service (Edelman et al., 2022; Greenberg Motamedi et al., 2019). By organizing these steps into a single planning document, the template provides teachers with a clear and practical way to apply the framework in a real classroom setting.

This artifact represents the project's overall structure by bringing together all components of the instructional tool into a cohesive format. It is intended to be flexible and adaptable, allowing teachers to modify and use it across different subjects, grade levels, and student populations. As the project's central organizing tool, this template demonstrates how research-based practices can be translated into a usable, accessible planning resource for educators.

Figure 2. Lesson Plan Template (Optional)

LANGUAGE INSTRUCTION ALIGNMENT LESSON PLANNING TEMPLATE				
Lesson Topic: _____		Grade Level: _____		Date: _____
Content Standard: _____		Language Objective: _____		Lesson Duration: _____
1 IDENTIFY THE LESSON GOAL Content Goal: (What should students understand or be able to do by the end of the lesson?) _____ _____ Language Goal: (What academic language will students need to use?) _____ _____ Key Vocabulary: _____ _____		2 ACTIVATE PRIOR KNOWLEDGE IN L1 What do students already know in their home language? _____ _____ I will: ☐ Allow students to discuss in L1 first ☐ Brainstorm ideas in home language ☐ Preview key vocabulary ☐ Use visuals, examples, and real-world connections ☐ Other: _____		3 IDENTIFY THE LANGUAGE PROFILE What type of support do students need? Students need structured language support. → Use ESOL / Designated ELD Students need help using academic language in the content lesson. → Use Integrated ELD Students have a strong bilingual foundation. → Use Bilingual / Dual Language supports Other/Notes: _____
4 INTEGRATE TRANSLANGUAGING STRATEGIES Choose strategies that help students use all of their language knowledge to learn content. ☐ Translanguaging discussion ☐ Multilingual group work ☐ Draft in L1, final in English ☐ Bilingual annotation ☐ Cognate instruction ☐ Cultural connection prompts ☐ Multilingual word banks ☐ Partner talk before whole-class discussion ☐ Other: _____ How will I use these strategies in this lesson? _____ _____ _____				
5 CONNECT LANGUAGE AND CONTENT How will students use language to learn the content? ☐ Students explaining ideas ☐ Students using academic vocabulary ☐ Students asking and answering questions ☐ Students writing or speaking about the content ☐ Other: _____ If not, I will add: ☐ Sentence frames ☐ Teacher modeling ☐ Structured discussion ☐ Word banks ☐ Partner rehearsals ☐ Visual supports ☐ Other: _____		6 CHECK FOR UNDERSTANDING I will check both content understanding and language use. ☐ More students participating ☐ Students using both languages strategically ☐ Students explaining content accurately ☐ Students using vocabulary in speech or writing ☐ Students asking clarifying questions		
7 REFLECT AND ADJUST What worked? _____ What did not work? _____ What language support was missing? _____ Which students needed more scaffolding? _____ What should be repeated or adjusted next lesson? _____				
ADDITIONAL NOTES / NEXT STEPS _____ _____ _____				

Figure 2 allows educators to document content and language goals, identify students' language needs, select appropriate supports, and plan specific strategies aligned with each stage of the framework. This structure reflects research emphasizing the importance of planning for multilingual learners and integrating language objectives into content instruction (Cummins, 2000; Short et al., 2012).

In addition to guiding instruction decisions. This artifact functions as a working document where teachers can take notes, reflect, and organize their thinking as they move

through the alignment process. Sections such as translanguage strategy selection, language content connections, and post-lesson reflection create opportunities for planning and adjustment. Research on reflective instructional practice and integrated language instruction suggests that teachers are more effective when they continuously evaluate how language supports are being implemented and adapted to students' needs (Edelman et al., 2022). Figure 2 makes the tool not only a guide but also a practical planning resource that supports teachers in implementing the alignment framework consistently and meaningfully.

Figure 3: Task analysis



Task Analysis for Production



Student Learning Goal – For what content and language will students be held accountable?

Students will understand _____ and will be able to _____ in/by _____.

(content goal) (language goal) (product)

Focus Standard(s) – Which content, language and/or literacy standards will be the focus of this lesson?

Sample Student Response – To demonstrate understanding, what do you expect students to say and/or write?

Function – Which language function(s) will students be expected to use?

☐ Cause and Effect
☐ Compare and Contrast
☐ Explain and Describe

☐ Proposition and Support
☐ Sequence

Bricks – What content-specific language will students be expected to know and use? Which language will require explicit instruction?

Mortar – What functional words and phrases will students be expected to know and use? Be sure to include HeLPFuL patterns at multiple proficiency levels.

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Secondary Constructing Meaning

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Figure 3

Task Analysis Template

Figure 3: Task analysis for production template developed by E.L Achieve (2024). This template supports teachers in identifying the specific language instruction. The template guides teachers to consider key elements such as language functions (e.g., cause and effect, compare and contrast), academic vocabulary “bricks” and function, and language (“mortar”), ensuring that language exceptions are made explicit during planning.

This Artifact serves as a structured support tool that allows teachers to break down complex academic tasks into manageable language components. By using this template, educators can anticipate the language students will need to engage with the lesson and plan appropriate support successfully. As part of the overall toolkit, this resource reinforces the importance of intentional language planning. The Toolkit helps ensure that language development is integrated into the content instructions rather than treated as an afterthought.

Figure 4 KWL Graphic Organizer(Multilingual Version)

Organizadores Gráficos S-Q-A (KWL)

1. Versión Estándar (Académica)

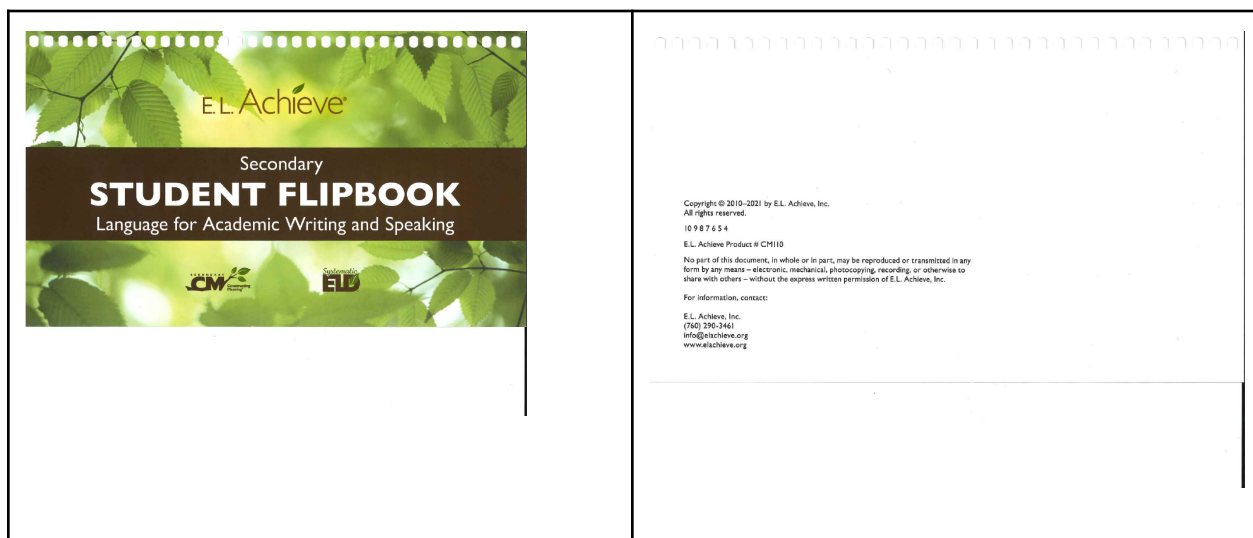
Ideal para proyectos de investigación, ciencias o historia.

S	Q	A
Lo que ya SÉ	Lo que QUIERO saber	Lo que APRENDÍ

This figure presents a KWL (Know-Want-to know-Learned), shown here in Spanish, which supports the activation of students' prior knowledge through their home language. The resource aligns with step 2 of the language instructions alignment tool by providing a stricter way for students to reflect on what they already know, identify questions, and track their learning throughout a lesson. The use of a multilingual format allows students to engage with content in their first language, helping to reduce language barriers and support comprehension. This approach reflects research on cross-linguistic transfer, which suggests that students can draw on knowledge and literacy skills from their home language to support second-language development (Cummins, 1981; Liu et al., 2024).

This artifact serves as a practical classroom tool that teachers can use at the beginning and end of a lesson to build connections between prior knowledge and new content. By encouraging students to think and respond in their home language, the organizer supports cross-linguistic transfer and promotes deeper engagement with the material. Research on translanguaging pedagogy further suggests that allowing students to access and process information through multiple languages can strengthen participation, comprehension, and academic confidence (Garcia & Kleifgen, 2019). As part of the overall toolkit, this resource reinforces the importance of activating background knowledge and pointing students to their home line as valuable assets in the learning process.

Figure 5: Instructional Support Model



Student Flipbook

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Compare and Contrast	5
Explain and Describe	7
Proposition and Support (Problem/Solution)	9
Sequence	11

For the Teacher

Purpose

State content standards rely heavily on language knowledge. They recognize that students must use formal English in their writing and speaking and make informed, skillful language choices to express themselves. Students will be held accountable for comprehending and responding to complex texts and demonstrating their understanding of content through discussions, presentations, and written performance tasks.

The **Student Flipbook: Language for Academic Writing and Speaking** provides language support to secondary students as they prepare to write or speak academically. Designed as a reference tool that each student can use at their desk, the flipbook is a convenient source of academically appropriate language to help a student competently answer questions, respond to prompts, or explain situations. It is organized around five cognitive and linguistic functions:

Cause and Effect	Compare and Contrast	Explain and Describe	Proposition and Support	Sequence
------------------	----------------------	----------------------	-------------------------	----------

For each function, there are signal words and phrases as well as sentence frames to use when preparing for oral or written assignments.

How to use this flipbook

Encourage students to use the flipbook during writing-to-learn activities such as free writes, journal entries, and reading summaries, or when preparing to share their thinking aloud. The flipbook is designed for independent practice, but only after instruction on how signal words and sentence frames are used for generating academic language. To ensure that students use the tool properly, review the layout and content. Model and practice the process of selecting specific words or phrases to respond to a question or complete a task.

For best results, (1) direct students to the function that addresses the cognitive demands of the task, (2) allow them time to craft their thinking, and then (3) hold them accountable for using the target language accurately and appropriately.

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Student Flipbook: Language for Academic Writing and Speaking

1

Cause and Effect

Use the following frames when you draft a paper or prepare to speak:

To open	_____ had a significant impact on _____. - The major causes of _____ can be traced to _____. - The critical factors which led to _____ were _____.
To discuss cause and effect	- Due to _____, _____ contributed to _____. _____ happens when _____.
To support your ideas	- One cause was _____. - A reason for _____ was _____. _____ brought about _____, which in turn _____.
To close	- The end result was _____. - The findings / outcome suggest(s) that _____. - The impact of _____ was _____.

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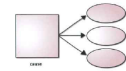
Cause and Effect

3

Cause and Effect

Use the language of cause and effect when you are asked to:

- predict an outcome
- analyze how an event or a phenomenon occurred
- identify what led to an action or a decision



- an impact - the impact of - had an impact - impacted - led - led to - a result - the results of - resulted in	- caused - a cause of - may cause - an effect - affected - factor - had an influence on - influential - influenced	- since - due to - because - therefore - so - if _____, then _____ - hence - thus - outcome	- stems from - consequences - consequently - can give rise to - brought about - which in turn - it follows that - produced - a product of
---	--	---	---

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Cause and Effect

4

Compare and Contrast

Use the following frames when you draft a paper or prepare to speak:

To open	- The similarities between _____ and _____ indicate _____. - When we compare _____ to _____, it becomes clear that _____. - A comparison of _____ to / and _____ reveals _____.
To compare and contrast	- Although _____ and _____ are _____, _____ is _____. _____ is _____, whereas _____ is _____. - The most obvious difference between _____ and _____ is _____.
To support your ideas	- One similarity / difference is _____. - Their common characteristics include: _____, _____, and _____. - The distinction suggests _____.
To close	- By comparing _____ to _____, we learn _____. - The differences between _____ and _____ are important because _____. - The shared attributes of _____ and _____ help us understand _____.

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Compare and Contrast

5

Compare and Contrast

Use the language of compare and contrast when you are asked to:

- discuss similarities and differences
- choose the best options
- identify common characteristics



Words/phrases to compare: - in comparison - also - to compare - comparable - common - commonalities - have in common - share - both - all	- akin to - too - similar - as well as - like - likewise - alike - same - same as - equal - equally - equivalent to - just like - just as	Words/phrases to contrast: - but - yet - however - whereas - while - although - nonetheless - nevertheless - on the other hand - different - a difference / distinction - between - differently - clashing - conflicting - divergent - unlike - contrary to	- a contrast - in contrast - instead of - rather than - each - only
---	--	---	--

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Compare and Contrast

6

Explain and Describe

Use the following frames when you draft a paper or prepare to speak:

- To open**
- _____ is best described as _____.
 - To define _____, it is necessary to understand _____.
 - _____ is known for _____ and is important because _____.
- To explain or describe**
- An example of _____ is _____.
 - _____ is frequently referred to as _____.
 - _____ is understood as _____.
- To support your ideas**
- Critical attributes of _____ include _____ and _____.
 - A defining characteristic is _____.
 - The key components are _____ and _____.
- To close**
- An explanation of _____ provides insight into _____.
 - A complete definition of _____ allows us to _____.
 - A greater understanding of _____ increases our awareness of _____.

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Explain and Describe

7

Explain and Describe

Use the following frames when you draft a paper or prepare to speak:

- To open**
- _____ is best described as _____.
 - To define _____, it is necessary to understand _____.
 - _____ is known for _____ and is important because _____.
- To explain or describe**
- An example of _____ is _____.
 - _____ is frequently referred to as _____.
 - _____ is understood as _____.
- To support your ideas**
- Critical attributes of _____ include _____ and _____.
 - A defining characteristic is _____.
 - The key components are _____ and _____.
- To close**
- An explanation of _____ provides insight into _____.
 - A complete definition of _____ allows us to _____.
 - A greater understanding of _____ increases our awareness of _____.

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Explain and Describe

7

Proposition and Support

Use the following frames when you draft a paper or prepare to speak:

- To open**
- In regards to _____, it is believed that _____.
 - My opinion on the issue of _____ is _____.
 - _____ presents the position that _____.
- To state a position**
- _____ proves that _____.
 - These views are based on _____.
 - This assertion is justified by _____.
- To support your ideas**
- Many experts claim that _____.
 - According to _____.
 - Further evidence can be found in _____.
- To close**
- There is little doubt that _____.
 - _____ urges us to _____.
 - Inevitably, we must agree that _____.

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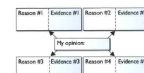
Proposition and Support

9

Proposition and Support

Use the language of proposition and support when you are asked to:

- state a position
- recommend a solution
- present an interpretation



- | | | | | |
|---|---|---|---|---|
| <ul style="list-style-type: none"> states a statement asserts an assertion proposes a proposal suggests a suggestion claims a claim | <ul style="list-style-type: none"> supported validated defended refuted agrees disagrees a disagreement argues an argument thesis | <ul style="list-style-type: none"> proves a proof believes a belief assumes an assumption supposes a supposition convinced convincing | <ul style="list-style-type: none"> persuaded persuasive according to as stated by perspective opinion solution evidence fact data | <ul style="list-style-type: none"> doubt challenge argues against / in favor of made the claim that justified the position that expressed the view that |
|---|---|---|---|---|

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Proposition and Support

10

Sequence

Use the following frames when you draft a paper or prepare to speak:

- To open**
- _____ began when _____.
 - During the _____.
 - For the past _____ years / months / days, _____.
- To sequence**
- Several years / decades / days later, _____.
 - The next step / phase / stage was _____.
 - Within _____ days / weeks / years, _____.
- To support your ideas**
- As _____ continued, _____.
 - Yet over time, _____.
 - The following year / step / stage _____.
- To close**
- By the end, _____.
 - _____ finally _____.
 - Ultimately, _____.

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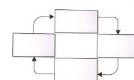
Sequence

11

Sequence

Use the language of sequencing when you are asked to:

- summarize a story
- recount steps in a process
- provide directions

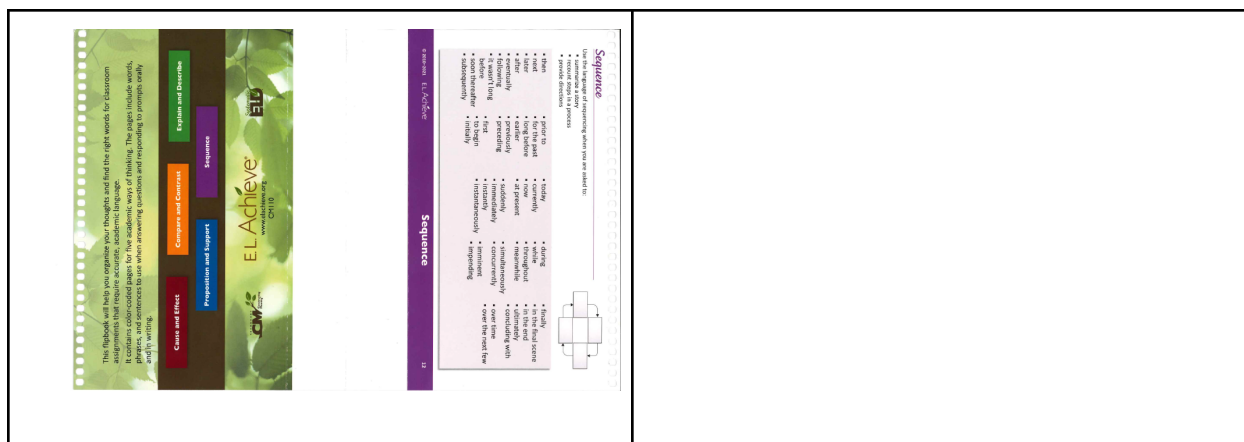


- | | | | | |
|---|---|--|---|--|
| <ul style="list-style-type: none"> then next later after eventually following it wasn't long before soon thereafter subsequently | <ul style="list-style-type: none"> prior to for the past long before earlier previously preceding first to begin initially | <ul style="list-style-type: none"> today currently now at present suddenly immediately instantly instantaneously | <ul style="list-style-type: none"> during while throughout meanwhile simultaneously concurrently imminent impending | <ul style="list-style-type: none"> finally in the final scene in the end ultimately concluding with over time over the next few |
|---|---|--|---|--|

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Sequence

12



This figure presents structured student talk routines and academic language supports developed by E.L. Achieve (2024), which align with Step 3 of the Language Instruction Alignment Tool. These resources provide teachers with sentence frames, structured discussion protocols, and guided interaction routines that help students use academic language to engage with content. The inclusion of structured speaking opportunities supports multilingual learners in developing the language needed for explanation, argumentation, and academic discussion. Research on academic language development suggests that students benefit from explicit support in using language for classroom discourse and content-based communication (Cummins, 2000).

This artifact also reinforces the importance of equitable participation and collaborative learning within multilingual classrooms. Structured discussion routines such as Think-Pair-Share, Talking Chips, and Dialogue Chains create opportunities for students to practice language in meaningful and supported ways. Research on student engagement and instructional interaction suggests that structured academic conversations can improve participation, comprehension, and confidence among multilingual learners (García & Kleifgen,

2019; Short et al., 2012). As part of the overall toolkit, this resource helps teachers intentionally connect language development with classroom interaction and content learning.

Figure 6: Translanguaging strategies

Figure 6 highlights a collection of translanguaging strategies adapted from resources developed by the City of New York initiative on Emergent Bilinguals (CUNY-NYSIEB, n.d.). These strategies align with step 4 of the language instruction alignment tool by supporting students in using their full linguistic repertoire during instruction. The resources include practices such as previewing content in the home language, bilingual note-taking, multilingual discussion, and the use of translation tools, all of which position language as a resource for learning rather than a barrier.

These strategies are grounded in an asset-based approach to multilingual education, emphasizing that students' home languages can support comprehension, prediction, and academic development. With the toolkit, this artifact serves as a practice guide for teachers to intentionally integrate translanguaging into their instruction. By incorporating these strategies, teachers can create more inclusive learning environments that allow multilingual learners to engage more fully with both language and content.

Translanguaging Strategies

ALL GRADE LEVELS

ELA	Math
AREA OF FOCUS IV Leveraging Students' Assets	AREA OF FOCUS I Leveraging Students' Assets
GUIDELINES 12 Materials guide teachers in how to value home language/s as a resource for learning content.	GUIDELINES 12 Encouragement for ELs to use and build on existing language resources

When we make space for students to use all the linguistic resources they have developed to maneuver and navigate their way through complex content, a myriad of learning opportunities open up. Rather than watering down our instruction, which risks oversimplification and robs students of opportunities to engage in productive grappling with texts and content, translanguaging better enables us to teach complex content, which in turn helps students learn more successfully.

(Garcia, O., Ibarra Johnson, Susana & Seltzer, K. (2017). *The Translanguaging Classroom*.)

Description of resource and intended audience :

All of these strategies view the child from an asset-based perspective; the child is seen as having a wealth of knowledge that is welcomed into the classroom and built upon. With these strategies, students' funds of knowledge are embraced for disciplinary learning.

Translanguaging Strategies	
Instructional Practice	What it looks like
Preview learning in home language	Teacher gives a short 2-4 minute summary explaining what the lesson will be about, which includes the content language objective for the lesson. Or ask students to restate summary back to the teacher or class, in home language.
Review learning at the end of the lesson in Spanish	The teacher and/or students summarize what the lesson was about, in the home language.

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Accessing and building background knowledge in L1	- Students share what they know in their L1 - Teacher shows videos or provide texts in L1 - Teacher and students create bilingual anchor charts - Students research information about the topic in L1 - Teacher encourages families to talk about the content in their L1 by sending a letter home in advance of the unit/module
Student talk in native language	Students are strategically paired so they have opportunities to speak in their native language with peers during the lesson
Note-taking in L1	- Students annotate and take notes in L1 - Students brainstorm, plan or draft in their L1 or a combination of L1 and English.
Technology and online translation tools	- Students choose to present a certain strategy using technology that allows to display vocabulary and visuals (PowerPoint/Prezi presentation) - Students use translation devices to translate vocabulary, phrases, and directions in L1
Student dictionaries	Students keep track of translated vocabulary words in their personal student-made bilingual dictionaries
Multilingual resources	Students have access to bilingual dictionaries, picture dictionaries, and translation apps or websites on laptops or computers
Multilingual word walls	- Academic and frequently used terms posted in English, Spanish, and other languages (when possible) with sketches, visuals or examples - Teacher can point out cognates on the word wall or have a separate cognate wall
Directions in L1	Teacher provides or prints directions in L1 (e.g. Directions for Workplaces in Math can be printed in Spanish or graphic organizers for literacy can be translated and printed into L1)
Worksheets/workbooks in L1	Students can do their work in L1 (e.g. provide math workbook pages in home language)
Connections to community	- Connect to social justice topics and extend projects into the community - Allow students to present to school community
Student work in L1	Students can do their work in L1 (even if the worksheet or graphic organizer is in English) and provide an explanation of their response in English, if possible.
Assessments	- When possible/applicable, assessments can be printed and given in Spanish - Teacher provides/translate directions in L1 - Teacher gives students the option to answer some/all assessment questions in Spanish
Small group instruction	Meet with students in advance to provide preview or review a skill in L1 before the whole group lesson

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2

Translanguaging Strategies Specific to Literacy	
Instructional Practice	What it looks like
Pre-write and complete graphic organizers using all language resources	- Allow students to complete graphic organizers and pre-writing in L1 and/or with bilingual dictionary and translation tools before doing their final writing in English - Students can have a bilingual writing partner that can help with words they don't know in English for their final draft
Research using multilingual reading material	Students can conduct research for a topic using books or internet resources in L1
Audio recording ideas in L1	Provide a recording device to allow students to record their ideas in L1 before writing
Bilingual characters	Encourage students to include bilingual characters in their stories and to use dialogue in L1
Text in L1	When available, provide texts in students' native language.
Listening stations in L1	Allow students to listen to stories or texts in L1

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Ideas adapted from Garcia, O., Ibarra Johnson, Susana & Seltzer, K. (2017). *The Translanguaging Classroom*. For more information, see CUNY-NYSIEB's resources on translanguaging at: <https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/>

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3

Figure 7 Academic Language and structured Student Talk (E.L Achieve, 2021)

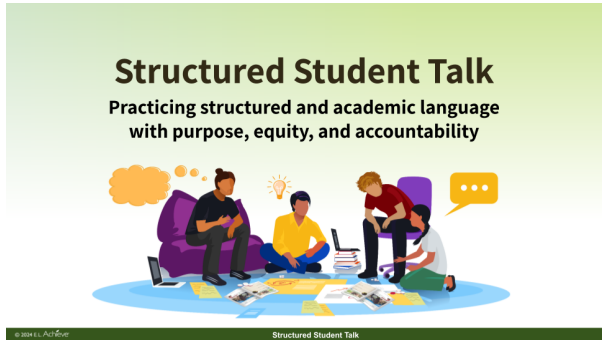
 Structured Student Talk Practicing structured and academic language with purpose, equity, and accountability	 How we do T, P, S 1. Pair up with another student. 2. You will have time to think about what you will say. 3. At the signal, share/discuss your response with your partner. 4. Back in the larger group, share your refined ideas if called on. Prompt: Language Patterns: <i>Language pattern in italics here.</i> <i>*Use the patterns, modify them, or use your own words.</i>
Prompt 1: Insert language pattern(s) Insert example(s) out on 2 Prompt 2: Insert language pattern(s) Insert example(s)  How we do Talking Chips 1. Form groups of 3 or 4. Each person has three chips. 2. When you contribute an idea, put a chip in the middle and/or turn it over to white or red. 3. No person can use their 2nd chip until each member has used their first chip. 4. Once each person has used all chips, continue with a free-flowing conversation. <i>Modify patterns as needed.</i> © 2024 E.L. Achieve	 How we do T, W, S 1. Pair up and assign a letter to each person (A/B). 2. Take some silent think time and write your response. 3. At the signal, Partners A and B read and discuss their responses. 4. At the signal, pairs reconvene with the class. Some students will be asked to share their refined ideas with the group. Prompt: Language Patterns: <i>Language pattern in italics here.</i> <i>*Use the patterns, modify them, or use your own words.</i> © 2024 E.L. Achieve
 How we do Lines of Communication 1. Line up in two rows facing another student. 2. Follow any timing and procedure guidelines for sharing and listening. 3. Briefly discuss the prompt. 4. At the signal, one line moves one space to the left. Prompt: Language Patterns: <i>Language pattern in italics here.</i> <i>*Use the patterns, modify them, or use your own words.</i> © 2024 E.L. Achieve	 How we do Talking Stick 1. Each person gets 1 minute to share. 2. The person holding the talking stick speaks. The rest of the group listens. 3. Take turns by passing the talking stick to the person next to you. It continues in a circle. 4. Once everyone has shared, anyone can add to the discussion by requesting the talking stick. Prompt: What motivates you to read? Language Patterns: <i>I _____ because _____.</i> <i>I find _____ when _____.</i> <i>_____ motivates me to _____ because _____.</i> <i>*Use the patterns, modify them, or use your own words.</i>  © 2024 E.L. Achieve

Figure 7 presents structured student talk routines and academic language supports that align with step 5 of the framework. These resources provide teachers with sentence frames, discussion structures, and guided interaction routines that help students use academic language to

engage with content. The inclusion of structured speaking opportunities promotes equitable participation and supports students in developing the language needed for explanation, argumentation, and analysis. As part of the toolkit, this artifact reinforces the importance of connecting language development to content learning through purposeful, structured communication.

Figure 7 also reinforces the importance of equitable participation and collaborative learning within multilingual classrooms. Structured discussion routines such as Think-Pair-Share, Talking Chips, and Dialogue Chains create opportunities for students to practice language in meaningful and supported ways. Research on student engagement and instructional interaction suggests that structured academic conversations can improve participation, comprehension, and confidence among multilingual learners (García & Kleifgen, 2019; Short et al., 2012). As part of the overall toolkit, this resource helps teachers intentionally connect language development with classroom interaction and content learning.

Figure 8 Check for Understanding

This figure represents step 6 of the framework and focuses on monitoring students' understanding during instruction. The tool provides teachers with clear indicators to observe, including students' participation, use of academic vocabulary, and the ability to explain ideas. It also includes suggested instructional responses when students struggle, such as providing sentence frames, modeling responses, or allowing home language discussion. This artifact supports real-time instructional adjustment and emphasizes the importance of formative assessment as an ongoing process. Within the toolkit, it serves as a practical guide to ensure that both language and content learning are effectively supported.

Figure 9 Teacher Reflection

TEACHER REFLECTION & LANGUAGE SUPPORT NEEDS POST-LESSON	
LESSON TITLE: _____	DATE: _____
1. LESSON PREPARATION & OBJECTIVES  - Were objectives clear? ☒ Yes ☐ Somewhat ☐ No - Content relevance? ☐ High ☐ Med. ☐ Low - Timing? ☐ As Planned ☐ Too Long ☐ Too Short	3. LANGUAGE SUPPORT CHECK-IN (CRITICAL) a. WERE LANGUAGE SUPPORTS PROVIDED? - Did my class receive targeted language support? ☐ YES ☐ NO - If YES, which? ☐ ESOL (English to Speakers of Other Languages) ☐ Bilingual Support (specific instruction) ☐ Dual Language (integrated instruction) ☐ (Other: _____) - How effective were these supports? [Very] ☐ Somewhat ☐ Not
2. STUDENT ENGAGEMENT & FEEDBACK  - Were students involved? [Active] ☐ Passive] - Most effective activity: _____ - Change for future: _____	b. WHICH SUPPORTS ARE NEEDED FOR FUTURE? - Which students require additional support? ☐ None ☐ Few ☐ Many] [List names/groups: _____ - Select type(s) needed (check all that apply): ☐ ESOL Instruction (Grammar, Vocabulary) ☐ Bilingual Content Instruction ☐ Dual Language Collaboration (Subject & Language learning) ☐ (Other: _____)
	4. FUTURE STEPS & PD NEEDS  - Gaps in understanding: _____ - PD (Professional Development) topics needed: [List: e.g., Scaffolding, Translanguaging] - Lesson adjustments needed: _____ - Student feedback incorporated? ☐ Yes ☐ No]

Figure 9 illustrates the final step of the Language Instruction Alignment Tool, which focuses on teacher reflection and instructional adjustment after the lesson. The tool prompts educators to evaluate lesson effectiveness, student participation, and the overall success of the language supports used during instruction. It encourages teachers to consider what strategies supported student understanding, where students struggled, and what adjustments may be necessary for future lessons. This reflective process aligns with research emphasizing that effective language instruction requires continuous monitoring, adaptation, and responsiveness to student needs (Edelman et al., 2022).

This artifact also reinforces the importance of reflective practice within multilingual education. Rather than viewing language instruction as a fixed process, the tool encourages teachers to revisit and refine their instructional decisions over time. Reflection prompts focused on student engagement, academic language use, and instructional support help teachers plan future lessons more intentionally. Research on professional reflection and instructional effectiveness suggests that ongoing reflection strengthens teacher decision-making and improves support for diverse learners. As part of the overall toolkit, this resource supports teachers in developing more responsive and intentional language-instruction practices.

Conclusion

The artifact/ Deliverable demonstrates how the Language Instruction Alignment Tool translates research into practical classroom use. Each figure represents a step in the framework, showing how teachers can intentionally align language and content instruction. From identifying language demands to applying translanguaging strategies and monitoring students' understanding, the material provides clear, explicit support for working with multilingual learners.

Together, these artifacts highlight the project's purpose: to create a flexible, teacher-friendly tool for real classroom settings. The inclusion of planning templates, instructional strategies, and reflection tools ensures that the framework is both practical and adaptable. Additionally, the use of research-based, effective resources strengthens the tool's overall design.

Chapter 5 More Than Translation

Introduction

This chapter emphasizes my personal and professional growth through a reflection on the design and development of the Language Instruction Alignment Tool: A Teacher Decision-Making Framework. Throughout this project, I examined how ESOL, bilingual education, dual language instruction, and translanguaging practices could be more intentionally aligned to support multilingual learners. While the earlier chapters focused on research, classroom application, and development of the tool itself, this chapter centers on my learning journey and insights gained throughout the process.

One of the most significant aspects of this project was translating research into a practical resource that teachers could realistically use in the classroom. Before I undertook research for this project, my understanding of language support was much more limited and heavily centered around basic translation and general accommodation. As I conducted further research and developed the flowchart and instructional supports, I began to understand what intentional language instruction entails to support multilingual learners. This project challenged me to think more critically about language development, instructional alignment, and the role teachers play in creating meaningful language support with daily instruction. It also pushed me to move beyond simply helping students understand content and instead focus on how students develop academic language through speaking, listening, reading, and writing over time. As a result, I became more intentional about identifying the specific supports students need and integrating them throughout the instructional process, rather than adding them only when students struggle.

This chapter reflects on the progress I made toward the project's overall goals, the influence of the literature review on my thinking, and the professional growth that occurred throughout the process. It also addresses the limitations of the project areas for future improvements.

Progress Towards Original Goals

At the start of this project, one of my primary goals was to simply create a practical instructional resource that teachers could realistically use to support multilingual learners within everyday classroom instruction. Specifically, I wanted to design a tool that could help high school teachers align ESOL, bilingual education, and translanguage practices in a way that felt clear, intentional, and easy to follow. The final project successfully meets this goal through Language, Instruction, and Reflection. Each step of the framework is supported by research, strategies, examples, and instructional resources designed to help teachers implement language supports in practical ways.

Another of the project's goals was to create something flexible and adaptable for teachers across different subject areas and any classroom setting. I wanted the tool to feel accessible not only to experienced teachers but also to newer teachers working with students who may not feel confident supporting multilingual learners. The inclusion of step-by-step guidance, lesson planning templates, translation strategies, and reflection tools helped move the project towards this goal. Informal feedback from colleagues in other subjects in the dual language setting also reinforced the importance of keeping the tool organized, clear, and adaptable across classrooms.

The Tool's structure developed as one aspect of the project that evolved throughout the process. Initially, the project focused more broadly on language support and instructional

alignment. However, as I conducted more research, the idea of organizing the project into a flowchart and step-by-step framework emerged. This shift helped transform the project from a collection of ideas into a cohesive and usable institutional system. The addition of supporting resources and an organized folder for each step further strengthened the practicality of the final product.

Although I believe the project achieved many of the original goals, there are still areas that remain incomplete or continue to evolve. The tool has not been formally implemented across a full school year or tested across multiple schools or even grade levels. In addition, some sections of the framework would benefit from additional support, examples, and refinement; however, despite these limitations. The project successfully creates a strong foundation for teacher-centered instructional resources that can continue to grow and improve over time.

Connection to the literature review

The literature review played a major role in shaping both my thinking and the overall design of this project. Before beginning the research process, my understanding of language support for multilingualism largely centered around translation and general classroom accommodations. Through research on second language acquisition, bilingual education, and translanguaging, my understanding of language instruction shifted, emphasizing that language development is a long-term, interconnected process rather than a simple matter of comprehension. This research changed the way I think about instructional planning by pushing me to focus not only on helping students understand content but also on intentionally developing academic language over time.

Research on academic language development and linguistic interdependence, particularly the work of Cummins (1981, 2000), strongly influenced the framework's emphasis on identifying language demands and intentionally planning language supports within lessons. Research on translanguaging also significantly shaped the project's direction. García and Kleifgen's (2019) work reinforced the importance of allowing students to draw on their full linguistic repertoires during learning, while research on cross-linguistic transfer (Liu et al., 2024) deepened my understanding of how students' first languages can support second-language development. Together, these studies helped shape the framework's structure and influenced how instructional supports were integrated throughout the tool.

The literature review also changed how I viewed instructional models such as ESOL, bilingual education, and integrated ELD. Before this project, I did not realize how disconnected these systems could become within the school system. Research by Short et al. (2012), Edelman et al. (2022), and Greenberg Motamedi et al. (2019) highlighted the importance of coherence and alignment across instructional models, which became a central idea behind the framework. Overall, the research process changed the way I think about language instruction and pushed me to become more intentional in planning supports for multilingual learners.

Personal Growth and Professional Growth

This project significantly impacted my growth as both an educator and a professional. One of the biggest changes was the way I think about supporting multilingual learners during planning and instruction. Before this project, much of my support focused on basic translation or general accommodations. I often assumed that if students could understand translation material, they would be able to access the lesson successfully. Through the research and development

process, I realized that language development requires much more initial planning and support. I now think more carefully about how students develop academic language through speaking, listening, reading, and writing, rather than focusing solely on comprehension.

Creating the framework also strengthened my ability to connect research to classroom practice. At first, the project felt broad and difficult to organize because of the extensive research on language instruction. The development of the step-by-step structure helped me better understand how different instructional models and strategies could work together more coherently. This process also improved my skills in curriculum design, instructional planning, organization, and professional reflection.

This project also helped me reflect on gaps within my own preparation as an educator. Looking back, I realize I did not receive sufficient professional development or structure in multilingual instruction during my earlier teaching experiences. In many ways, this project became the type of tool and guidance that would have been very beneficial to my development. That realization motivated my design of the framework. I wanted the tool to feel practical, organized, and easy for teachers to follow so that they could feel more confident and intentional when supporting multilingual learners.

Alignment with Professional Goals

This project closely aligns with the learning outcomes and professional expectations of the Western Oregon University of Science in Education program. Throughout the process of researching, designing, and developing the Language Alignment Tool, I strengthened my ability to apply research-based instructional practices to real classroom situations. The project required me to think critically about how multilingual learners develop language and how instructional decisions can either support or limit that development. In particular, this work strengthens my

understanding of differentiated instruction, reflective practice, and the importance of connecting research to classroom application in a way that is practical and accessible for teachers.

The development of this project supported my growth as a reflective practitioner and instructional leader. Throughout the process, I consistently evaluated my instructional thinking, questioned prior assumptions about language support, and reflected on areas where my teaching could be more intentional. The project pushed me to think beyond simple accommodations and instead focus on language instructions. Overall, this project helped me grow as an educator and as a leader in my school.

Limitations and Challenges

I am very proud of the work that has gone into creating this Language Instruction Alignment Tool. Several limitations and challenges developed throughout the process. One of the biggest challenges was turning the extensive research into a practical, usable instructional tool. At the start of the project, the research felt overwhelming because of the many different perspectives, instructional models, and theories within multilingual education. Organizing that information into a framework that felt clear, intentional, and teacher-friendly was much more difficult than I originally anticipated. In addition to the research itself, balancing graduate work, teaching responsibilities, and personal commitments posed challenges throughout the process.

Another limitation of the project is that the tool has not yet been formally implemented across a full school year or tested across multiple schools and classroom settings. While the framework was shared informally with colleagues, the question arises: do they know how to use it? Do they know what I am talking about? These questions arise due to a major limitation I have observed at my school: many colleagues have not received adequate professional development, particularly in dual language. The feedback received was informal and based primarily on the

ability and organization rather than the implementation date. This informal feedback helped shape aspects of the project, including the addition of the lesson-planning document.

In addition, some areas of the tool will benefit from development and refinement. Certain steps currently contain more support and examples than others, and additional resources could strengthen the overall framework. Although the tool was designed to be flexible and adaptable across subjects and grade levels, it remains most closely aligned with secondary social studies instruction at this stage of development. Future implementations and testing across different areas and educational settings would help strengthen the tool and provide additional insight into how it can be improved and expanded over time.

Future Directions

Although the Language Instruction Tool developed significantly throughout this project, there are several areas where it could continue to improve and expand. One of my biggest next steps is implementing the tool from the very beginning of the school year rather than introducing it only during isolated units or lessons. Starting with the framework on day one would allow for more consistency in instructional planning and provide students with ongoing language support throughout the entire year. It would also allow me to evaluate better which parts of the tool are most effective and where additional support or adjustments may be needed.

Another important direction for this project is expanding the framework across different content areas and instructional settings. Although the tool was initially developed with secondary social studies in mind, the goal is to help out our Dual Language department at my school. With limited support, we have a strong car, but we don't know how to drive it. We have a strong department and staff, but we may not be fully supporting our multilingual students. I also learned

how to share the framework more intentionally within my PLC as a starting point for conversations about instructional alignment and support.

Over time, I would also like to expand the number of supports and examples included in each step of the framework. Some areas currently contain more detailed resources than others, and future revisions could strengthen consistency across the tool. Additionally, I would like to further develop the digital version of the framework by making the flow chart more interactive. The vision is to have a live digital version with embedded links to the supports, making the sharing and explanation process much simpler. Overall, I see this project not as a finished product, but as a foundation that can continue to grow and evolve alongside my own teaching career.

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