

VicTESOL Research Grant 2222 - Application Form

For research conducted in 2223.

Cover sheet

Title of research project:

Writing in schools: Leveraging translanguaging strategies for primary years writing

Research team members

Name	Workplace / Affiliation	Role in project	VicTESOL membership status
Dr Jessica Smith	TESOL University	Team Leader	Member
Dr Sam Jones	TESOL University	Co-researcher	Member
Jack Brown	TESOL High	Teacher Practitioner	Institutional Member

*The team leader will be the contact for all correspondence and will have principal responsibility for liaison with VicTESOL.

#The Teacher Practitioner must be a partner in the project as outlined in the aims of the VicTESOL Research Grant and the criteria

Contact details for the Team Leader

Email: Dr Jessica Smith

Phone: 03 1234 5678

Postal address: TESOL University, School of Education, P.O. Box 123, Melbourne, 3000.

Authorisation of the partnership organisation

(e.g. If the practitioner team member(s) are working in a school, authorisation of the school principal should be obtained. This is **not** in lieu of any ethics approval required for the project.)

Name of organisation	Name of person authorising project	Role in organisation	Contact details of authoriser
TESOL High	Rachel Black	Principal	Rachel.black@email.com.au 03 9876 5432

Bios – please include a 80-100 word bio for each research team member

Dr Jessica Smith is a fictional lecturer based at a fictional university..

Dr Sam Jones is a fictional Senior Lecturer based at a fictional university.

Jack Brown is a fictional teacher working at a fictional school.



Applications will be received by the VicTESOL Association Officer. This cover sheet will be detached from the rest of the application before it is forwarded to VicTESOL Research Grant Advisory Group for evaluation.



VicTESOL Research Grant 2222 - Application Form

Please **do not include names of institutions or people** on this section of the Application Form. This will allow for blind review of the application. You may refer to the roles of the people involved (e.g. researcher, classroom teacher) and the nature of the institution (e.g. primary school, community centre, etc.).

Title of research project:

Writing in schools: Leveraging translanguaging strategies for primary years writing

Context (250 words maximum)

Describe the project by clearly outlining its main focus and intent. The project to be researched may be an existing program, which is to be further enhanced, or it may entail the development of a new program

Despite primary schools in Melbourne being multilingual, students' rarely use their languages beyond English at school and teaching practices rarely draw from students' home languages. There is a growing body of evidence that recognises that translanguaging is a pedagogical approach that can effectively utilise learners' full language repertoires for their learning in school and the Victorian Curriculum also has a recent focus on plurilingualism and translanguaging, so this project provides a practical model to enact those concepts. The importance of student voice, agency and wellbeing, are regularly highlighted as critical components of best practice education, and these connect strongly with translanguaging because students are encouraged to connect their in-school learning with their own lives and experiences, in their own voices, in their own languages, and have choice in their writing, which contributes to student wellbeing and motivation. Our focus on translanguaging for writing may see improvements in students' writing due to its stronger connection with students' lives and interests, through their languages, and may positively impact students' engagement.

In this project, we will work closely with teachers from the participating primary school to provide professional learning about translanguaging and co-design translanguaging strategies for writing. Teachers will then trial the strategies in their classrooms over one school term, with mentoring from the researchers and support from their project teacher-peers. After implementation of the new strategies, the teachers will be interviewed to find out about their observations and learning from the new approaches, with a specific focus on student engagement and agency.

Aims of the project (300 words maximum)

Summarise the main focus and aims of the project. Identify some generalisable principles that can be applied to the TESOL context by conducting this research. List the main research questions.



This research project will focus on giving primary school students the opportunity to draw on their first/home/additional languages in their writing when they desire, as part of the six principles of the Writing Realities framework and the Victorian Curriculum which embrace the principle of translanguaging. The aims of the project include; to share information about translanguaging with participating partner teachers, to co-design strategies with the teachers for their use in their own classrooms in their school context and for teachers to trial the strategies, with mentoring and support. The teachers will then be interviewed to elicit information about the impacts of the translanguaging strategies on students' writing.

The research questions to explore are:

1. How can translanguaging allow bilingual and multilingual students within a Melbourne primary school to incorporate their authentic language choices into their writing?
2. What are teachers' perceptions of incorporating translanguaging in students' writing?

The project could be a model for other teachers and teacher educators who are working in similar multilingual contexts and wish to explore translanguaging as a pedagogical approach. The project will include the creation of a website to share the teaching strategies for translanguaging with writing widely. Results from this project will also be shared with VicTESOL, will be presented at conferences and a research publication will be submitted so that the approaches and findings can be disseminated widely.

It is anticipated that the teaching strategies and findings from the project could be applicable for a wide range of other teaching-learning contexts so would be beneficial for a broad range of teachers and teacher educators. The project has the potential to be able to identify key principles that make translanguaging effective for students' writing which would be beneficial to the TESOL field, contributing to new knowledge production, theory building, and practical classroom application.

Methodology and rationale (500 words maximum)

State clearly the approach and methods that will be used in order to answer the research questions. List the sources of data and collection procedures and the types of analysis that will be conducted.

A combination of academic-provided Professional Learning with Teacher Action Research (Cohen et al., 2011) was determined to be the most appropriate methodology to improve teachers' practices and situate their practice within their own classrooms in their own school context, with the project focus of translanguaging for student writing.

The methodology will incorporate four key stages:

1. Teacher professional learning about using translanguaging pedagogies for writing
2. Co-design (researchers and teachers) of translanguaging strategies based on the professional learning
3. Teacher action research in their classrooms trialling translanguaging pedagogies for writing
4. Interviews with teachers about their observations and learning from their action research, particularly in relation to their perceptions of student engagement and agency



Action research linked with professional learning provides a unique opportunity for teachers to directly explore what they have learned, in their own classrooms with their students, to trial new strategies and find out what works and doesn't work in their contexts and with their learners. It also provides a collaborative environment for teachers to share their learnings and experiences with each other.

The co-designed translanguaging strategies for writing will be collected to be shared via a project website so that other teachers and teacher educators can use them. The collection of translanguaging strategies for writing will address research question one; How can translanguaging allow bilingual and multilingual students within a Melbourne primary school to incorporate their authentic language choices into their writing? It is anticipated that the collection of strategies will be of interest beyond the participating school because they could be used by other teachers in other multilingual classroom contexts.

Interviews (Cohen et al., 2011) were determined to be a suitable methodology to gain an in-depth understanding directly from teachers of the impacts of translanguaging with writing from their own classrooms following their trials of the strategies. A thematic analysis (Braun & Clarke, 2006) will be used to analyse and report the data. The data gathered will address research question two; What are teachers' perceptions of incorporating translanguaging in students' writing?

Ethics

Ethics approval may be required, dependent on sector, provider and nature of the project. Please specify what approvals will be required to undertake the research.

We will undertake university ethics and Victorian Department of Education RISEC clearance.

A **Working with Children Check** is required for all research team members working with children under 18 years of age.

Do all members of the research team who will be working with children under 18 years hold a valid *Working with Children Check*?

YES / NO

Time line

For major phases or stages of the research. Please consider 'Important Dates' as set out above (We have set this out following school terms. However, you may wish to divide the year differently).

Term 1 2222	University Ethics and RISEC approvals
Term 2 2222	Teacher professional learning and classroom trials of newly co-designed teaching strategies for translanguaging with writing
Term 3 2222	Data collection - Teacher interviews Data analysis Findings Project website creation
Term 4 2222	Reporting to VicTESOL Presentation at VicTESOL conference 2223



Reporting phase	Project outcomes will be reported to VicTESOL. The findings from this research will also be reported through conference presentations and we will submit an article to the TESOL in Context journal. The project will also be shared via a project website.
-----------------	---

<p>Outcomes (250 words maximum) Explain the outcomes of the research. The outcomes will provide data and understandings that will enable better-informed practice and decision making to meet the needs of learners in EAL programs.</p> <p>The outcomes of this research will be:</p> <ol style="list-style-type: none"> 1. Increased teacher understanding about translanguaging and practical experiences for teachers of using translanguaging strategies in their classrooms supported by mentor researchers and other participating teacher-peers, 2. A project website that will share a collection of translanguaging strategies for writing appropriate for use with primary school students, 3. Data from teacher interviews that identify teachers' perceptions from using the translanguaging strategies with their students, including such things as impacts of translanguaging on student engagement, and impacts on student writing achievements and outcomes, 4. Anticipated improved student writing outcomes. <p>The project outcomes will provide insights into the impacts and benefits of translanguaging for writing with bi/multilingual learners and these findings will better inform teachers, teacher educators and researchers' understandings and influence their pedagogy and practice to meet the needs of multilingual learners</p>

<p>Anticipated benefits to the TESOL profession (250 words) Outline benefits of the research partnership for:</p> <ul style="list-style-type: none"> • VicTESOL • Researchers' institutions • Program • TESOL Community • Teacher Practitioners in the research team <p>The project will amplify the value of VicTESOL and what it offers teachers by demonstrating the impacts of TESOL-informed pedagogy and practice in schools. The researchers' institutions will benefit from having the university represented as integral to teachers' professional learning, and from having researchers connected with current classroom practice and the needs of teachers.</p> <p>For the researchers, the project will provide increased understandings about translanguaging, in the specific area of writing, collaboration with teachers, research-practice translation opportunities and building shared capacity on this topic.</p>
--



Within the project **program**, the **teacher participants** will have increased understanding of what translanguaging is, how to incorporate translanguaging into writing opportunities for students, an understanding of the impacts of including translanguaging in bi/multilingual students' learning and the social justice consequences of utilising this approach.

Students will have opportunities to utilise their languages in school in writing tasks, in a manner they deem to be appropriate, opportunities for increased voice and choice in their writing, increased motivation and engagement in the writing process, and improved attainment in writing outcomes.

The **TESOL community** will benefit other teachers and teacher educators from having this project as a model that they could use in their own contexts, the collection of teaching strategies for translanguaging with writing (project website) can be widely used, the findings will provide insights into the impacts of translanguaging for writing and these findings will better inform teachers, teacher educators and researchers' understandings and influence their pedagogy and practice to meet the needs of multilingual learners.

Budget

Website development = \$4,567.30

website design and development - \$4,000

domain name registration - \$17.46 x 5 years = \$87.30

web hosting - \$96 per year x 5 years = \$480.

Teacher Practitioner teaching release = 4 teachers x \$421.58 per day CRT release = \$1,686.32

Researcher teaching release and transcription = 46 hours at \$77.94 per hour @ Researcher teacher with PhD rate = \$3585.24

co-conduct professional learning with participating teachers

conduct and transcribe interviews and support analysis of data.

Total project cost: \$9838.86

Please outline how the money will be spent. Please take into account any administrative costs that may be part of your organisation's operations.

Other funding

Is there any other funding source for this project?

✓ **Yes** No

In-kind support via academic researchers' time - Dr Jessica Smith and Dr Sam Jones,

We, the applicants of the 2222 VicTESOL Research Grant, acknowledge and accept that the decision of the panel (2222 VicTESOL Research Grant Advisory Group) is final.

APPLICANT 1 Dr Jessica Smith

Signed *Jessica Smith*

Date: 24/07/2222

APPLICANT 2 Dr Sam Jones

Signed: *Jessica Smith*

Date: 24/07/2222

APPLICANT 3 Jack Brown



Signed: <i>Jack Brown</i>	Date: 26/07/2222
APPLICANT 4	
Signed:	Date:

Submitting this VicTESOL Research Grant Application

Please submit this application by July 28, 2222 as a single document using this form to:

victesol@victesol.vic.edu.au

Queries can also be directed to victesol@victesol.vic.edu.au.

References:

- Adams, S. R., & Richie, C. (2017). Social emotional learning and English language learners: A review of the literature. *InTESOL Journal*, 14(1).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. doi:10.1191/1478088706qp063oa
- Busch, B. (2012). The linguistic repertoire revisited. *Applied Linguistics*, 33(5), 503–523.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). Routledge.
- Cox, R. (2015). What language are you? A glimpse into multilingual childhoods, *English in Australia*, 50(1), 49-54.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103–115.
- Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell. <https://ebookcentral.proquest.com>
- Lau, W. S., & Shea, M. (2024). Empowering English learners in the classroom through culturally responsive social-emotional teaching practices. *Journal of Multilingual and Multicultural Development*, 45(7), 2880–2897.
- Rowe, L. (2018). Say it in your Language: Supporting translanguaging in multilingual classes. *Reading Teacher*, 72(1), 31–38. <https://ilibrary-wiley-com.ezproxy.lib.rmit.edu.au/doi/full/10.1002/trtr.1673>
- Somerville, M., Sawyer, W., & D'warte, J. (2016). Building on children's linguistic repertoires to enrich learning: A Project report for the NSW Department of Education. https://www.researchgate.net/publication/305181658_Building_on_Children's_Linguistic_Repertoires_to_Enrich_Learning_A_Project_Report_for_the_NSW_Department_of_Education'_Research_Report
- Stroud, C., & Heugh, K. (2011). Language in education. In R. Mesthrie (Ed.), *The Cambridge handbook of sociolinguistics* (pp. 413–429). Cambridge University Press.
- Victorian State Government Department of Education and Training, (2020). *English as an Additional Language in Victorian government schools 2020, English as an additional language annual report 2020*. <https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealonline-reports.aspx>
- Wilks-Smith, N. (2017). The place of learners' languages in literacy programs: Bringing learners' home languages in through the school gate. *Babel*, 52(1), 27-34.
- Wilks-Smith, N. (2021). Translanguaging Pedagogies for Multilingual Learner Assessment. Chapter 13, pp.285-311, in Barkatsas, T. & McLaughlin, T. Eds. *Authentic Assessment and Evaluation Approaches and Practices in a Digital Era: A Kaleidoscope of Perspectives*. Brill Sense: The Netherlands. DOI: 10.1163/9789004501577_013 ISBN: 978-90-04-50155-3
- Wilks-Smith, N. (2022). Translanguaging in Practice: Exploring Translanguaging Pedagogical Approaches with English Language Learners. *TEFL Praxis Journal*, 1(1), 13-24. ISSN: 2758-5700 DOI: 10.5281/zenodo.7455733
- Young, Ferguson, Kaufman & Govender, (2022). *Writing Realities Framework*.

