

Articles

One approach is that we learn together, regardless of the language, regardless of the school subject: the translanguaging stance of teachers in a migration school scenario in southern Brazil

Uma concepção é que a gente aprende junto, independente da língua, independente do componente curricular: o stance translíngue de professores em um cenário escolar de migração no sul do Brasil

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RESUMO

Este artigo relata um estudo conduzido na Escola das Pontes, uma escola no sul do Brasil, que recebe estudantes locais, imigrantes e refugiados, principalmente do Haiti e da Venezuela. A investigação se ancora na teoria da translanguagem, que oferece uma abordagem humanizadora, que coloca os estudantes e seus repertórios no centro da aprendizagem, derrubando as barreiras linguísticas tradicionais. Através de uma perspectiva de pesquisa crítica-colaborativa, o estudo investigou o stance translíngue de educadores, isto é, a sua orientação em relação à justiça social, em diferentes componentes curriculares durante um encontro de formação docente. O encontro buscou criar um espaço para que os educadores discutissem suas experiências e desafios diários na escola. Os resultados sugerem que muitos dos educadores demonstram um stance

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translúingue em sua prática pedagógica, pois relatam o uso dos repertórios dos estudantes para potencializar o aprendizado de língua e de conteúdo. Isso é observado mesmo antes de sua introdução formal à teoria da translanguagem. Sua abordagem valoriza as formas de conhecimento dos estudantes e promove a diversidade linguística em favor de uma educação significativa. Os relatos dos professores mostram que a aprendizagem em suas salas de aula não é hierárquica, pois professores e alunos aprendem juntos.

Palavras-chave: educação linguística; stance translúingue; diversidade linguística.

ABSTRACT

This article presents the results of a study conducted at Escola das Pontes, a school in southern Brazil that serves local, immigrant, and refugee students, primarily from Haiti and Venezuela. The research is grounded in the theory of translanguaging, which offers a humanizing approach that places students and their diverse repertoires at the center of learning, breaking down traditional language barriers. Through a critical-collaborative research perspective, the study investigated the educators' translanguaging stance, i. e., their orientation towards social justice, across different subject areas during a teacher development meeting. The meeting aimed to create a space for educators to discuss their daily experiences and challenges in school. The results suggest most teachers demonstrate a translanguaging stance in their teaching, as they report using students' language repertoires to leverage language and content learning. This is observed even before their formal introduction to translanguaging theory. Their approach values students' ways of knowing and promotes linguistic diversity in favor of meaningful education. The teachers' accounts reveal that learning in their classrooms is not hierarchical, as teachers and students learn together.

Keywords: language education; translanguaging stance; linguistic diversity.

1. Introduction

Language education has always been an essential aspect of any society. As the world becomes increasingly diverse, it is necessary to explore new ways of thinking and doing language education to develop critical and active citizens committed to a more equitable world. Translanguaging theory offers a fresh perspective, especially for linguistically marginalized communities,

by placing students and their repertoires at the center of learning. This theory seeks to raise bilingual identity awareness, integrate language and content without curricular boundaries, and promote social justice (García & Klein, 2016).

Introduced by Cen Williams in the 1980s as a pedagogical practice in which students alternate languages for input and output in a bilingual classroom, translanguaging has evolved significantly. García (2009) defines it as the process by which bilingual individuals use their languages as an integrated communication system, emphasizing the flexible and dynamic use of multiple languages to make meaning, communicate, and learn. This approach leverages the full linguistic repertoire of bilinguals, rather than treating their languages as separate entities.

Lewis, Jones, and Baker (2012) initially described translanguaging as a practice in bilingual classrooms where the language mode of input and output is deliberately switched. García and Li Wei (2014) expanded this definition to encompass the dynamic and fluid use of multiple languages by bilingual or multilingual speakers.

Recently, Li Wei & Lee (2023) contends that translanguaging aims to understand and represent the lived realities of interactions in diverse contexts, focusing on how people engage in various communicative practices. Rocha and Megale (2023) define translanguaging as a perspective that questions dominant ideologies and challenges monolingual views in language education. This perspective emphasizes the complex, historically situated, and multisensory nature of translanguaging, promoting a more inclusive understanding of multilingualism.

These evolving definitions underscore the progression of translanguaging from a simple pedagogical practice to a comprehensive theory of language use. In this article, we align with García's definition, which views bilinguals' languages as a single, integral repertoire, advocating for the development of bilingual identities and promoting social justice by giving voice to marginalized groups. This perspective highlights the importance of leveraging all linguistic resources, thus empowering bilinguals and fostering inclusive education (García, 2009; García & Kleyn, 2016; García & Lin, 2017; Li Wei & Lee, 2023).

Translanguaging is particularly well-suited for understanding the language practices and education of immigrants, as it acknowledges the complexity and richness of their experiences, supports their cultural identities, and challenges traditional deficit views of language learners. This theory promotes an educational environment where immigrant students' languages and cultural backgrounds are valued, contributing to their academic success and social integration (Anderson, 2024). García, Johnson, and Seltzer (2017) further expand on this by introducing the concept of a translanguaging stance. This stance refers to the philosophical, ideological, or belief system that educators adopt to develop their pedagogical framework. It emphasizes the importance of viewing students' entire linguistic repertoires as valuable resources for learning and communication. By adopting a translanguaging stance, educators can create more inclusive and equitable learning environments that recognize and celebrate the linguistic diversity of all students, thereby promoting social justice and enhancing educational outcomes (García, Johnson, & Seltzer, 2017).

The text is structured as follows: firstly, we provide an account of migration movements in Brazil over the past decade. Following that, we explore the theoretical and pedagogical aspects of translanguaging, which serves as the guiding approach for our study in the school setting. Subsequently, we introduce the concept of the translanguaging stance. Moreover, we explain our rationale for adopting a critical-collaborative research approach in teacher education. To contextualize the study, we offer a description of the outreach program that serves as the investigation's setting, as well as background information on Escola das Pontes. Moving on to the study itself, we outline the research methodology and present the results along with our analysis. Lastly, we conclude by sharing our reflections on the findings and their implications for future research endeavors.

2. Migration dynamics and educational implications in Brazil

The 21st century has been marked by intense migratory movements in different regions of the world. Data revealed by the United Nations High Commissioner for Refugees (UNHCR) shows that in 2023, more than 110 million people were forced to leave their homes, a record number registered by the entity. Wars and armed conflicts are widely acknowledged as the primary drivers of this phenomenon (Junger da Silva et al., 2023).

According to the Annual Report of the Observatory of International Migrations (OBMigra) (Cavalcanti et al., 2021), the economic crisis that began in 2007 in the United States led to an increase in migratory flows in Latin America. This macroeconomic phenomenon is also reflected in a significant increase in the entry of immigrants from countries of the Global South into Brazil (Cavalcanti & Oliveira, 2020). According to OBMigra, from 2011 to 2019, the country registered the entry of 1,085,673 immigrants, mainly coming from Latin American countries, especially Haiti and Venezuela. Additionally, according to a survey conducted by the National Committee for Refugees (CONARE) and the United Nations High Commissioner for Refugees (UNHCR), there are currently 5,811 thousand people recognized as refugees in the national territory (Junger da Silva et al., 2023).

Migrant populations, especially those forced to leave their countries, are mostly made up of individuals in potential vulnerable situations. In Brazil, even with guarantees obtained through agreements or laws, such as the Agreement on Residence for Nationals of countries that are part of the Southern Common Market (MERCOSUR) and the enactment of Law 13,445 of 2017⁴, the presence of immigrants requires public policies and actions by civil society for adequate care and welcoming of these individuals. Despite actions carried out by Non-Governmental Organizations and local governments, immigrant families face several difficulties, such as lack of documentation, xenophobia, and absence of support from the state (Cavalcanti et al., 2021).

Among the effects of the transformations caused by recent intense migratory flows in Brazilian cities, a significant increase in enrollment of immigrants in basic education schools in the country, particularly Haitians and Venezuelans, draws attention. In the last decade, there has been a 195% increase in the number of children and young people attending Brazilian schools, from 41,916 in 2010 to 122,900 in 2020, as pointed out by the 2020 School Census⁵.

4. Brazilian Law 13,445 of 2017, known as the “Migration Law,” is a pivotal legislation regulating immigration and immigrant rights in Brazil. Enacted on May 24, 2017, it emphasizes human rights, outlines visa procedures, and sets guidelines for refugee status. The law reflects Brazil’s shift toward a more inclusive and rights-based immigration policy. Available at https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2017/lei/113445.htm Access on Oct 10th 2023.

5. The OBMigra 2022 report highlights that, until 2020, Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Inep) provided detailed data on access to various education levels, including disaggregation by students’ country of birth through the School Census. However, this

School is one of the main socialization environments for immigrant families. However, the challenges faced by children and young people from these populations in the school environment involve cultural issues and normative adaptations (Menezes et al., 2023), as these individuals are confronted with a new context, bureaucracy, and school routine different from those of their countries of origin. In this sense, for the appropriate welcoming of immigrant students, in addition to administrative and infrastructure adjustments, pedagogical and educational adaptations are also necessary, encompassing initiatives such as appropriate teacher development focused on bilingual education and investment in pedagogical approaches and practices suitable for mitigating these difficulties.

What is more, the adaptation of immigrant children and youth to schools poses a significant linguistic challenge. The lack of mastery of the local language can lead to isolation and obstacles for these individuals. To address this issue, Menezes et al. (2023) suggest that schools with a strong presence of immigrants need to adapt their curriculum to different cultures and adopt suitable pedagogical practices for managing language diversity.

In this context, continuing education focused on bilingual education for teaching staff in basic education institutions is essential. Understanding that the presence of immigrant students transforms the school ecology due to their diverse language practices is fundamental for planning approaches that facilitate their understanding of school content (García & Sylvan, 2011).

Substantial migratory movements in the 21st century have fundamentally transformed linguistic landscapes, leading scholars to propose new paradigms to describe language practices and bilingual education. Stephen May (2013) underscores the necessity of these new paradigms, referring to this phenomenon as The Multilingual Turn. Among the perspectives emerging from this multilingual turn are Ofelia García's concepts of "Dynamic Bilingualism" and "Translanguaging" (2009), Jan Blommaert's "Fragmented Multilingualism" (2010), Alastair Pennycook's "Metrolingualism" (2010), Jens Normann Jørgensen's "Polylinguaging" (2008), and Suresh Canagarajah's "Translingual Practices" (2013). These contemporary paradigms offer frameworks for understanding the complex

form of data dissemination has been discontinued, limiting temporal analysis of the data after 2020 (Cavalcanti, Oliveira, & Silva, 2022, p. 21). More information is available at https://portal-deimigracao.mj.gov.br/images/Obmigra_2020/OBMigra_2022/RELAT%C3%93RIO_ANUAL/Relat%C3%B3rio_Anual_2022_-_Vers%C3%A3o_completa_01.pdf Accessed on: 07/31/2024.

nature of language use in the context of migration, moving beyond traditional views of language and bilingualism to embrace fluid, hybrid, and adaptive linguistic practices.

We align with García's concept of translanguaging (García, 2009; García & Li Wei, 2014, García 2019) because we believe it most accurately captures the diverse language uses of immigrants. Translanguaging recognizes the integrated and dynamic ways in which bilingual individuals utilize their full linguistic repertoires, offering a comprehensive approach to understanding bilingual education in the context of migration.

Despite the advantages of translanguaging, challenges remain in the Brazilian educational context. Although the Brazilian Law of Education Guidelines and Bases (LDB) states that public school education should be a right guaranteed to all (Brasil, 1996), the insertion and permanence of young immigrant children in Brazilian schools still present challenges. Schools that receive the most immigrant enrollments are often public institutions in peripheral regions of large cities, which are frequently inhabited by marginalized communities and exposed to social vulnerability due to violence, police abuse, and high unemployment rates (Cavalcanti et al., 2021).

Translanguaging then emerges as a relevant approach to addressing linguistic marginalization in migrant contexts. Grounded in the language practices of bilingual individuals (Li Wei, 2018), it challenges the traditional notion of bilingualism as the separate use of two languages, promoting an integrated and dynamic view in which languages interact fluidly within speakers. This perspective highlights the adaptable and context-sensitive nature of language use among bilingual individuals, particularly within migrant communities (García & Kleyn, 2016).

3. Translanguaging pedagogy

The concept of translanguaging has garnered significant attention in the field of bilingual education. As mentioned in the introduction, various scholars have provided different perspectives on its implementation and implications (Williams, 1994; García, 2009; Lewis, Jones, and Baker, 2012; García & Klein, 2016; García and Li Wei, 2014; Lee, 2023; Rocha & Megale, 2023). This section contrasts our view of translanguaging with the

perspectives of two influential authors in the field: Jim Cummins and Suresh Canagarajah, and explains how our approach diverges from theirs. We will then present translanguaging as a pedagogical framework and introduce the key ideas that this aspect of the theory entails.

Jim Cummins and Suresh Canagarajah share a focus on the educational potential of translanguaging but differ in emphasis from Ofelia García's perspective. Cummins (2019) views translanguaging primarily as a pedagogical strategy to support bilingual students' academic achievement and additive bilingualism⁶. His perspective highlights cognitive and academic benefits and emphasizes the crosslinguistic transfer of knowledge, framing translanguaging within an educational context that aims to enhance traditional measures of academic success.

Canagarajah (2011), on the other hand, approaches translanguaging as the strategic use of a multilingual individual's entire linguistic repertoire, rejecting the rigid boundaries of monolingual ideologies. His focus is on the natural fluidity of language practices and their role in effective communication. While initially using the term "translanguaging," he later shifted to "translingual practices" (Canagarajah, 2013) to emphasize this dynamic nature, advocating for educational approaches that harness these practices to create inclusive learning environments.

In contrast, García and Li Wei (2014) go beyond cognitive and communicative dimensions, framing translanguaging as a holistic, socially transformative practice. They emphasize the fluid interaction of languages as a challenge to traditional notions of separate language systems, but they place particular focus on its role in advancing social justice. For the authors, translanguaging validates multilingual students' linguistic identities and promotes equity, making it particularly relevant for immigrant education. Their approach is less about achieving additive bilingualism and more about creating inclusive spaces that empower learners by valuing their unique linguistic and cultural experiences.

Translanguaging, as an educational approach, deploys the full linguistic repertoire of bilingual or multilingual students to enhance

6. García and Li Wei (2014) define additive bilingualism as the acquisition of a second language without diminishing the first, enhancing cognitive and academic abilities while promoting social inclusion by validating all aspects of a person's linguistic identity. However, they criticize this approach for viewing languages as separate entities, contrasting it with dynamic bilingualism, which recognizes the fluid and interconnected nature of bilingual speakers' linguistic repertoires.

learning outcomes. It is recognized as a pedagogical framework because it provides an alternative approach for conducting language education and fosters inclusion for linguistically marginalized communities. Contrary to the monoglossic perspective that has traditionally dominated language teaching, translanguaging views bilingual individuals not as monolinguals in multiple languages but as possessing a holistic linguistic repertoire. This repertoire equips them with diverse knowledge and resources, enabling creative interaction with the world and a deeper understanding of various language practices.

According to Welp and García (2022), translanguaging pedagogy contradicts the practices found in traditional language classrooms, where students' most familiar language practices are often suppressed in favor of using the target language, even if it results in silencing the students. Instead, in a class according to this pedagogy, all linguistic practices are welcome and encouraged. Students in this type of class are invited to use their entire linguistic, semiotic, bodily, and affective (Lau et al., 2021) repertoire to understand and produce academic/school texts, whether oral or written, and thus develop their bilingual identities.

In a class where translanguaging is employed, students are not seen simply as learners but as emerging bilinguals (García & Kleifgen, 2018), that is, complete individuals who, together, build knowledge with their peers, sharing their repertoires. A translanguaging classroom, thus, values what the learner has rather than what they lack, as happens in traditional language classes. Translanguaging pedagogy is concerned with the language practices of students not from the perspective of language, but of the subjects who use it. Classroom work under translanguaging pedagogy starts from language towards subjects and seeks to break down the boundaries between linguistic and conceptual knowledge. Regarding this, Welp and García (2022, p. 55) state that "In this sense, language and content go hand in hand for a comprehensive education of the student, in a dynamic movement in which new language resources are developed together with those already existing in the student's repertoire and, at the same time, with the conceptual understandings that emerge from collaborative work."⁷

7. In Portuguese: "Nesse sentido, língua e conteúdo caminham juntos para uma formação integral do educando, num movimento dinâmico em que novos recursos da língua se desenvolvem juntamente com os já existentes no repertório do aluno e, ao mesmo tempo, com os entendimentos conceituais que emergem a partir do trabalho colaborativo."

Thus, by liberating “sign systems that have been constrained by socio-political domination, attempting to give voice to all and redress power differentials among speakers.” (García, 2019, p. 163), translanguaging pedagogy seeks to develop students’ language awareness, encouraging them to use their full expressive potential and their power of choice over language. Students, therefore, engage in meaningful activities in the classroom using all the resources in their repertoire. According to García et al. (2021), more than just using a series of strategies, translanguaging pedagogy creates school spaces that enhance the linguistic systems and knowledge of racially marginalized bilingual students.

Adopting a translanguaging stance in classrooms is essential for providing a just and equitable education for bilingual students. This approach challenges deeply rooted ideologies and power structures and recognizes the value of students’ language practices and cultural understandings. By adopting a translanguaging stance, educators embrace the dynamic bilingualism of their students and use pedagogical strategies that enable the integration of conceptual knowledge and language practices.

The translanguaging stance

García et al. (2017) present the four purposes of translanguaging pedagogy, which are (1) to support students in understanding complex content and texts; (2) to foster the development of students’ language practices aimed at academic contexts; (3) to favor and recognize bilingualism and students’ forms of knowledge; and (4) to support the socio-emotional development and bilingual identities of students. The authors complement by explaining that these four purposes form the *corriente*, which consists of the constant flow of students’ language practices in the classroom.

The authors clarify that the *corriente* is composed of three strands - stance, design, and shift - that work together so that conceptual knowledge and language practices present in the classroom go hand in hand. Thus, stance refers to the teachers’ strong orientation toward social justice and their recognition of students’ extensive repertoire, from which they extract resources to express themselves and make sense; design refers to careful instructional planning; and shifts involve the moment-to-moment adaptation of the teacher’s practice to contemplate and adjust students’ translanguaging practices.

The concept of a translanguaging stance is an essential component of translanguaging pedagogy. García et al. (2017) argue that this stance is characterized by a commitment to social justice and the recognition of students' language repertoires as valuable resources for expression and comprehension. A translanguaging stance requires educators to adopt three fundamental beliefs: the complementary nature of students' language practices and cultural understandings, the enhancing effect of students' language practices on academic understanding and engagement, and the potential of the co-existence of local and other languages to relieve tension.

The adoption of a translanguaging stance is particularly important in contexts where students are often subjected to subtractive education that results in the loss of their home languages and cultural practices. The rejection of a translanguaging approach can lead to emotional distress and disengagement from the educational system. García et al. (2017) emphasize the need for educators to equip themselves with knowledge about translanguaging and to use pedagogical strategies that promote translanguaging in their classrooms.

However, embracing a translanguaging stance can pose challenges, particularly in situations where bilingual students confront racism and discrimination, such as in immigration contexts. Additionally, educators may hesitate to embrace this approach, fearing that students won't develop language skills in the local language while still using their home languages. García et al. (2017) contend that these concerns lack a solid basis and assert that students can effectively acquire the local language while preserving their native languages.

4. Critical-collaborative research in teacher education

In the field of Applied Linguistics, the critical-collaborative research approach in education plays a vital role in addressing social issues such as linguistic inequalities, cultural diversity, and social inclusion. This approach fosters partnership between researchers and participants, creating a collaborative and reflective learning environment where experiences and knowledge are shared to achieve meaningful results. Participants become co-authors of the research and education process, contributing to the development of effective solutions for the issues at hand.

The historical development of the critical-collaborative research approach can be traced back to the late 20th century. During that time, teacher research and development were marked by theoretical-methodological paradigms based on behavioral and experimental theory, which prioritized efficiency and speaking about the teachers, describing their behaviors in action and emphasizing their practical and functional specificities. To address this issue, theoretical models that align with the Vygotskian concept of Zone of Proximal Development (ZPD) emerged in the final decades of the 20th century, emphasizing collaborative knowledge construction (Ibiapina, 2016). In contrast to focusing solely on teachers, contemporary approaches to teacher development prioritize examining teachers' actions through investigative methods.

Ibiapina (2016) contends that during the late 1990s, collaborative research gained traction as a counterpoint to the notion that knowledge production by researchers and teachers is confined to their respective domains, with little or no interaction between them. In contrast, the concept of joint knowledge construction emerged as an alternative, emphasizing the potential for collaboration between these two groups in combining their spheres of expertise. This approach, which incorporates both research and teacher development, acknowledges the importance of bridging the gap between research and practice through collaborative efforts.

In recent years, there has been a growing recognition that research in the field of teacher development must be socially co-constructed through collaboration among all research participants. As a result, a new approach to research has emerged, one that promotes active participation and collective data generation to transform the reality of schools. In this approach, collaboration is characterized by a range of activities, including sharing ideas, negotiating, working jointly, supporting each other, and using each other's voices to critically analyze theories and practices through questioning (Albuquerque & Ibiapina, 2016).

In her endeavor to elucidate the essence of collaborative research, Liberali (2010) extends Vygotsky's concept of the ZPD to include adult interaction contexts. According to her, collaboration among peers involves mutual support, where partners with equal status share knowledge to solve problems and take responsibility for the task at hand, regardless of their experience level. This type of interaction leads to differentiated actions in which each individual collaborates using their expertise. In the context of

research and teacher development, this functioning creates ZPDs during teacher education events (Costa & Schlatter, 2017), when colleagues interact and jointly construct knowledge. Critical reflection is essential in this process, as it enables social change through the reevaluation and transformation of action, as argued by Liberali.

Complementing this notion, Magalhães (2010) points out that it is in the ZPD that the collaborative process of co-production of new meanings occurs in the understanding of theories, functions, and actions in research and teacher development. Similarly, during collaboration, critical evaluation can facilitate both the challenging of entrenched meanings and the development of trust by engaging with novel and established meanings in a constructive manner.

Collaboration in research and teacher development involves a critical perspective that emphasizes the importance of reflecting on and transforming action. Liberali (2010) suggests that critical reflection is a key aspect of this process, which involves questioning and analyzing theories and practices with the aim of promoting social transformation. Through collaborative efforts, individuals engage in mutual support and critically analyze each other's perspectives. By doing so, they promote a culture of inquiry and collaboration that seeks to transform educational practices and contribute to positive social change. To the author, "by reflecting critically, educators come to be understood and to understand themselves as transforming intellectuals, responsible for forming active and critical citizens within the community."⁸ (Liberali, 2010, p. 32).

5. The Translinguar Project: fostering collaborative teacher development for the education of immigrants

The Translinguar Project is a partnership between researchers from the Graduate Program in Language Studies at the Federal University of Rio Grande do Sul (PPGLet UFRGS) and the faculty and administrative team of Escola das Pontes, located in the metropolitan area of Porto Alegre, RS, Brazil. The primary goal of the project is to foster reflective practices through collaboration between educators and researchers. This outreach

8. In Portuguese: "ao refletir criticamente, os educadores passam a ser entendidos e entenderem-se como intelectuais transformadores, responsáveis por formar cidadãos ativos e críticos dentro da comunidade".

initiative aims to facilitate dialogues for the professional development of teachers. A key objective of the Translinguar Project is to introduce the concept of translanguaging to the faculty of Escola das Pontes through critical-collaborative research and development.

This project draws inspiration from a collaborative effort between the City University of New York (CUNY) in the United States and the state of New York (NYS), known as the CUNY-NYS Initiative on Emergent Bilinguals (CUNY-NYSIEB)⁹. The core objective of this initiative was to foster collaboration between educators in NYS schools and the CUNY research team. This collaboration aimed to conceptualize and implement pedagogical strategies in bilingual education, including teacher development, the analysis of student work, and the adaptation of curriculum units and assessments to align with the concept of translanguaging.

Expanding on the groundwork set by the CUNY-NYSIEB initiative and forging a connection between UFRGS and Escola das Pontes, the Translinguar Project serves as the framework for the current research endeavor. At its core, this project is designed to foster reflective practices among educators at Escola das Pontes and researchers from UFRGS. This collaborative effort is dedicated to developing pedagogical approaches specifically tailored to address the language education requirements of immigrant students. The specific goals of this undertaking encompass:

1. Facilitate structured sessions for collective dialogues and reflective exercises to enrich teacher development.
2. Engage in in-depth discussions centered around texts relevant to the language education of immigrant and Brazilian students, fostering critical reflection and the integration of content into the school's context.
3. Nurture the exchange of pedagogical experiences and practices, alongside providing essential pedagogical support.
4. Cultivate an environment conducive to collaborative and interdisciplinary/transdisciplinary approaches.
5. Craft interdisciplinary/transdisciplinary instructional materials with a primary focus on enhancing language education for both immigrant and Brazilian students.

6. Promote collaborative research initiatives in partnership with educators from Escola das Pontes, as well as students from the UFRGS Graduate Program.
7. Address the pedagogical needs of the school and the broader educational landscape, thereby shaping transformative teaching practices.

In the context of the research, the project seeks to understand and describe how knowledge about the theory, pedagogy, and practice of translanguaging is collaboratively constructed among UFRGS researchers and Escola das Pontes teachers during professional development sessions and in classroom settings. To achieve this, we have selected a mixed-method approach that includes questionnaires, participant observation, and document analysis as our primary data collection tools.

It is important to note that the professional development meetings of the Translinguar Project occur monthly, aiming to provide opportunities for collective reflection and learning. These meetings are scheduled on days when the school conducts professional development for its faculty.

The research team leading this initiative comprises students from UFRGS' Graduate Program in Applied Linguistics, along with the project coordinator, one of the authors of this paper. Two teachers from Escola das Pontes have joined the team, one of them by co-authoring this article.

6. Escola das Pontes

Escola das Pontes is an integral part of the municipal education network of Porto Alegre, Rio Grande do Sul, southern Brazil. The school serves a wide range of educational levels, including Early Childhood Education, Elementary Education (covering both Initial and Final Years), and Youth and Adult Education. Its facilities are well-equipped, featuring amenities such as Internet access, high-speed broadband, waste recycling facilities, a playground, a cafeteria, a library, a covered sports court, modern science and computer laboratories, indoor and outdoor courtyards, a teacher's room, and provisions for meals. Notably, in 2019, the school achieved a moderate proficiency level in both Portuguese Language and Arts and Mathematics,

placing it within the fourth performance range of SAEB¹⁰, as reported by OBMigra.

The school's remarkable feature, distinguishing it from other public schools in peripheral urban areas, is its outstanding track record in accommodating a significant influx of immigrants into the city. According to OBMigra's data (Cavalcanti et al., 2021), in 2020, the school played a significant role, enrolling approximately 10% of all immigrant students in the city's educational institutions. This enrollment totaled 133 students, including 29 from Venezuela.

7. The study

This section provides an overview of the research conducted as part of the Translinguar Project, focusing on the initial interactions between project members and the faculty of Escola das Pontes. It outlines the research context, methodological approach, data collection, and analysis procedures used to explore the teachers' perspectives on translanguaging.

Research Context

This segment of the research was conducted as part of the Translinguar Project and focuses on the initial meeting between the project members and the faculty and administrative team of Escola das Pontes. The meeting, held via Zoom, served as the first interaction between the UFRGS team and the school staff. The objectives were to introduce the UFRGS team, outline the project's goals, and create a space for open dialogue where teachers could share their experiences and challenges in working with immigrant students, as well as their strategies for addressing these challenges. The research question guiding this segment was: "What is the teachers' stance on translanguaging?" The aim was to gather data to inform the planning of subsequent professional development sessions.

10. The Prova Brasil and the Sistema Nacional de Avaliação da Educação Básica (Saeb) are large-scale diagnostic assessments developed by the Instituto Nacional de Estudos e Pesquisas Educacionais (Inep/MEC). They aim to assess the quality of education provided by the Brazilian educational system through standardized tests and socioeconomic questionnaires. Available at <http://portal.mec.gov.br/prova-brasil> Access on Oct. 10th 2023.

The study involved 52 teachers from various fields and educational levels. The participants' ages ranged from 24 to 57 years, with the majority being female (88.9%). The racial composition was predominantly white (75%), with representatives of mixed race (16.7%) and black (8.3%). The teachers' academic qualifications ranged from completed higher education to master's degrees, with a predominance of complete specializations. On average, the teachers have 15 years of teaching experience, with some having up to 33 years of service. The specific experience at the current school varied significantly, with some teachers working for as little as seven months and others for up to 25 years. Additionally, 94.4% of the participants have experience in coordination or pedagogical guidance, and 83.3% of them continue to be involved in professional development activities. This diverse profile provides a solid foundation for analyzing teaching practices and the challenges faced in the contemporary educational context.

Methodological Approach

A qualitative methodology was adopted to explore the intricacies of the Zoom meeting, which served as the central focus of the study. This approach facilitated an in-depth exploration of the interactions, narratives, and collaborative processes among the teachers.

Data Collection

Data collection was conducted on November 11th 2022 through the recording of a Zoom meeting, which lasted 2 hours, 46 minutes, and 32 seconds. The meeting involved 52 teachers and six researchers, and no readings were required from the teachers, indicating that they had no prior knowledge of translanguaging theory. This comprehensive approach included audio and video recordings and field notes, allowing for a detailed description of the social phenomenon from the participants' perspectives (Mason, 2002).

The activity planned by the researchers involved a series of questions designed to stimulate discussions, reflections, and accounts of daily school life, encompassing school spaces, classrooms, and their connection with immigrant families. It also explored linguistic challenges and how these challenges are addressed.

The teachers were divided into groups, with each group responsible for discussing one of the proposed questions in separate breakout rooms. A member of each group was tasked with recording the group's responses in the space designated for the group's answers on a Padlet previously prepared by the researchers. After the established time for group discussions, everyone had an opportunity to read the responses from other groups and provide comments on the Padlet. Finally, each group had time to report their reflections to the larger group, and even those who were not members of that group were encouraged to contribute to the discussion if they wished.

Data Analysis

The data analysis was interpretative, grounded in a philosophical stance characteristic of qualitative research. The framework outlined by Dörnyei (2007) served as the foundation for the analysis, suggesting an emergent research design and the generation of qualitative data.

The video recording of the meeting was transcribed and subjected to inductive coding and categorization, allowing themes to emerge naturally (Saldaña, 2013). This process was followed by content analysis (Selvi, 2020). The themes that emerged from this analysis included:

- Joint construction of knowledge
- Embracing bilingual identities
- Changes in school routines
- Intuitive stance
- Recognition of students' repertoires
- Active listening despite not sharing repertoires
- Communication strategies
- Separation of languages
- Deficit perspective

The data was validated through collaborative analysis by the entire research group in two consecutive data analysis sessions. Seven researchers participated in the analysis, including one teacher from Escola das Pontes, who joined the research team after the initial teacher education sessions at the school.

Another way of validating the data was through a professional development session at Escola das Pontes on August 19th, 2023. Led by two researchers from the Translinguar project, one of them being a teacher herself from Escola das Pontes, this session included the data as part of the meeting materials and focused on understanding teachers' stances on translanguaging pedagogy. Educators, including a teacher who is coauthoring this article, engaged in discussions to analyze the findings in relation to translanguaging theory and their own experiences. This dialogue facilitated recognition, validation, and the identification of effective educational strategies, highlighting the data's practical relevance and applicability to the school's pedagogical methodologies.

By employing this comprehensive and interpretative qualitative methodology, the study aimed to gain a deep understanding of the teachers' perspectives and interactions regarding translanguaging. The insights gained from this initial meeting contributed to the planning and refinement of the following professional development sessions.

Next, we present the questions alongside key vignettes¹¹ containing the most illustrative accounts from teachers, showcasing whether or not they align with the translanguaging stance. With each vignette, we explore the aspects that provide understandings of the teachers' stance and the challenges they face, as well as the strategies they employ to address various school-related issues.

Question 1: How does the presence of immigrants influence your daily routine at school?

Carlinhos: *So it's the conversation, it's the welcoming, it's trying, uh, to understand, to strike up a conversation. Some even have, uh, I noticed that some already have the, uh, Portuguese language, more, uh, advanced (...) To try to help in this relationship and to bring them to us, you know. As I'm new, so maybe I was an immigrant to them too. I arrived, a new teacher. Of course, given the proportions, it's obvious, but I also arrived new, in the middle of things. So we had to get to know each other. Their routine changed with a new teacher, and mine changed with new students, also students from different countries. That's it.*

11. The key questions and vignettes are being presented here in English; however, the original transcriptions in Portuguese can be found in the attachments of this article.

Lua: *Time in school is something that overwhelms you and all, right? And-- and how important it is for us to stop, yes, to understand the dynamics that are established there in the school, right? And-- and-- and this change in dynamics will obviously impact the routine, in the sense that we have to, uh, always be attentive and perceive what's happening. (...) And-- and in the constant reflection on communication strategies, right, that we have to be constantly reformulating or creating or altering in order to, uh, to communicate, right? (...) this communication is not just verbal communication, right? Their communication, uh-- their way, you know, of being in school, the way they move and organize themselves, reflects their culture. So it impacts in the sense that we need to have a much greater openness to perceive these dynamics and how they are being established, uh-- in what way we will be able to act so that within the school environment, knowledge uh-- is constructed, right.*

Carlinhos¹² is a science teacher and Lua is an Arts teacher. Both teachers show an orientation toward social justice by acknowledging the complexities of immigrant students' experiences. They aim to facilitate communication and understanding in a multilingual context, emphasizing the complementary nature of students' language practices. Their accounts reflect the core beliefs associated with a translanguaging stance, such as the enhancement of language practices, recognition of bilingualism, and the potential of co-existing languages to relieve tension.

Carlinhos' account demonstrates his commitment to fostering a welcoming environment and encouraging communication. He acknowledges students' use of "Portuñol" and is open to this linguistic diversity. His approach aligns with the principle of valuing students' existing language practices, seeking to create an inclusive space where different languages are respected and embraced.

Lua emphasizes the importance of understanding the dynamics within the school and adapting to diverse communication styles. She recognizes that students' non-verbal actions and ways of organizing themselves are reflective of their cultures, highlighting her sensitivity to the interplay of language and culture. She closely aligns with the idea of integrating language practices and cultural understandings into the learning process, emphasizing the interplay of these elements.

12. Carlinhos left the school shortly after our initial meeting to take a position at another institution. Although he signed the Informed Consent Form, he did not complete the questionnaire in which teachers detailed their personal and professional profiles. As a result, we have limited information about him.

Question 2: What are the most recurring challenges you identify in classes with immigrant students?

Bibi: *One common theme from Cycle A to Cycle C was the issue of relevance and how much intrinsic interaction means to learning. We identified certain difficulties at times in helping and seeing greater interaction between immigrant students, especially Haitian and Brazilian students. We also observed how this relates to the success or some shortcomings in the learning process, including the students' grasp of academic content.*

Giovana: *Because they have significant linguistic difficulties understanding Portuguese, I still teach English to them. Sometimes, this poses a bit more of a challenge. I try to sit with them to chat and interact. They are very reserved and also use their phones a lot; they use their phones to translate. I have seen them using Google Translate.*

Giovana:

(...) I lived abroad for 3 years, and my son attended school for 3 years, starting at the age of 3. I believe we have a lot to learn from other cultures that don't have this prejudice. For example, at my son's school, they weren't allowed to speak Portuguese. It wasn't forbidden, but it was recommended not to speak Portuguese. I thought that was good, you know? I found it beneficial at the time because it encouraged him to speak more English.

Bibi is a primary school teacher with four years of teaching experience at the time of the meeting. She had been teaching in this stage of basic education for three years, all at Escola das Pontes. When the data was collected, Giovana had 20 years of experience teaching English as an Additional Language. She had been working in basic education for 16 years and had been at Escola das Pontes for one year.

Focusing on the data, Bibi emphasizes the challenges of fostering interaction among immigrant students, particularly Haitian and Brazilian students, and how these interactions impact their learning outcomes. According to her lines, this focus on the difficulties in facilitating greater interaction reflects a deficit perspective, where the emphasis is placed on what the students lack (interaction and comprehension) rather than on the strengths and resources they bring to the classroom. According to the theory of translanguaging, this perspective overlooks the students' multilingual capabilities and the rich repertoires they possess. Instead of seeing linguistic diversity as a barrier, translanguaging advocates for recognizing and utilizing these diverse linguistic resources as assets that can enhance learning and

interaction (Welp & García, 2022). Bibi's response could be seen as not fully acknowledging the potential of these students' linguistic backgrounds to contribute positively to their educational experience.

As for Giovana, she discusses the significant linguistic difficulties immigrant students face in understanding Portuguese and how she adapts by continuing to teach English to them. While she mentions making efforts to interact with the students and observing their use of Google Translate, her focus remains on the linguistic challenges (difficulty with Portuguese) rather than the bilingual or multilingual skills they bring. This approach aligns with the deficit perspective, emphasizing what the students lack (knowledge in Portuguese) rather than valuing their ability to navigate multiple languages, which is a key aspect of translanguaging (Seltzer & García, 2020).

In her second response, Giovana reflects on her own experience living abroad and her son's schooling, where speaking Portuguese was discouraged to promote English use. She views this as beneficial, indicating a preference for immersion in the dominant language over maintaining the home language, separating the moments of use. This stance contradicts the principles advocated by the translanguaging perspective, which values the integration and use of all linguistic resources students bring. The theory of translanguaging would argue for a more inclusive approach that recognizes and incorporates students' home languages as part of the learning process, rather than seeing them as hindrances (García, Johnson & Seltzer, 2017).

Both Bibi and Giovana's responses reveal a deficit perspective and an idea of language separation, viewing linguistic diversity as a challenge rather than an asset. The theory of translanguaging promotes recognizing and utilizing the full linguistic repertoire of students, advocating for an inclusive and holistic approach to language learning. This involves seeing students' existing linguistic skills as valuable resources that can enhance learning and interaction, rather than focusing solely on their lack of repertoire in the dominant language. By shifting to a perspective that values and incorporates students' linguistic backgrounds, educators can create a more inclusive and effective learning environment that respects and builds upon the diverse linguistic resources students bring to the classroom.

Question 3: Provide examples of practices/strategies that you consider successful in your classroom with the presence of immigrant students.

Alan: *What happens is that music is a universal art and is known as a language. So, uh, music breaks language barriers, it breaks cultural barriers, things that sometimes differentiate students. In music, we can break those barriers because it is precisely a universal language, the notation itself, the musical notation, is the same worldwide. (...) The practice itself, without reading, just playing rhythm together, singing together, all of that is a universal thing. So, in music lessons, I have noticed that everyone is able to perform regardless of their linguistic or cultural background or any other factors. They can all communicate. And it's a very profound communication because it involves visual communication, getting into the same rhythm, observing one another, responding musically, uh, singing a note in tune with the next person, you have to listen and perceive.*

Rosa: *There is a specific student, right, so when she dictates in class, after dictating in Portuguese, she makes a strategic pause where this girl repeats the dictation with her classmates in her own language, using those words that were worked on in that dictation. So they learn the word in the, um, that word in the, uh, Venezuelan language, in this case Spanish. And it's really interesting, like that (...) And thus, the teacher was able, with this perspective, this sensitivity, to integrate the class and ensure that Brazilian students had the opportunity to exchange information and culture.*

Alan, an Arts teacher, had nine months of teaching experience, all of which were at Escola das Pontes at the time of the meeting. Rosa, a female Primary School teacher, had eleven years of experience in this segment and had been teaching at the school for one year and ten months.

Alan and Rosa demonstrate a robust stance through their accounts, emphasizing the value of communication and interaction among students, irrespective of linguistic or cultural differences. They also foster environments where students can communicate effectively, embrace linguistic diversity, and learn from one another.

Alan's account emphasizes the universality of music as a language and a means to break down barriers. He recognizes that music transcends linguistic and cultural distinctions, creating an inclusive space for students to engage in meaningful communication. His perspective aligns with the core principles of a translanguaging stance by prioritizing students' abilities to communicate and connect through a common practice, in this case, music.

Rosa's account highlights her sensitivity to the linguistic diversity in her classroom. She shares a specific example of a student who strategically integrates her own language into the learning process, allowing Brazilian students to learn and appreciate a different language and culture. Rosa's approach acknowledges and respects students' linguistic diversity and their contributions to the learning environment, which is also in line with the principles of a translanguaging stance.

Question 4: Do you believe it is necessary to plan/use differentiated practices/strategies specifically targeted towards immigrant students?

Valentim: *Well, I think in the History class, it's a great opportunity for us to work on the connection between the Brazilian historical process and the context of Latin America, you know. So, I don't work on a specific plan for Haitian or Venezuelan students, but I try to always bring this connection in the history class, the processes of independence, the revolts in colonial Brazil with the independence of Haiti, you know? So by bringing these elements, Latin America, working on a Brazil more focused on integration, breaking the idea of Brazil turning its back on Latin America, you know? So I think in the history class, I can bring that. The idea of working on a specific plan for students has the danger of falling into the idea of segregation, you know? "Oh no, the Haitian and Venezuelan students will have a different plan"... I don't think that's very good, but the idea is to incorporate these integrating elements of Latin America, the historical process, some cultural expressions.*

Cláudia: *So if you're not paying attention, you wouldn't even know they are immigrants, but in this case, what I notice is that they have a lot of difficulty understanding what we're saying, and during explanations, many times you have to speak, even slowly, so that they can understand, and often they speak among themselves, explaining things to each other.*

[Researcher: *In their own language?]*

Cláudia: *In their own language, in their own language.*

Valentim is a History and Philosophy teacher with seven years of teaching experience, all of which in basic education. At the time of the meeting, he had been teaching at Escola das Pontes for six months. Cláudia is a female Math teacher with 20 years of teaching experience, all of which in basic education. She had been teaching at Escola das Pontes for three years at the time of the meeting.

Valentim and Cláudia aim to create inclusive classrooms where immigrant students can participate fully and comfortably while respecting their linguistic backgrounds, contributing to the notion of a translanguaging stance. While both teachers showcase a translanguaging stance in their teaching practices, they approach it in slightly different ways.

Valentim focuses on the integration of Haitian and Venezuelan students into the history class by emphasizing the connections between the Brazilian historical process and the broader context of Latin America and making the theme culturally relevant to all. He believes that creating a separate plan for immigrant students may risk segregation, which contradicts the principles of inclusivity. Instead, he chooses to incorporate elements that connect the experiences of these immigrant students with the broader curriculum, promoting integration and the importance of Latin American history. His approach aligns with the idea that all students should have equal access to the curriculum while valuing the linguistic and cultural diversity that immigrant students bring to the classroom.

Cláudia's account, in turn, reflects her sensitivity to the linguistic challenges that immigrant students face. She mentions that these students often communicate with each other in their own languages, demonstrating their natural inclination to use their home language for mutual understanding. Cláudia's approach involves accommodating their need for simplified explanations and slower speech to ensure comprehension. Her willingness to adapt to the linguistic needs of these students reflects a translanguaging stance by recognizing and respecting their language practices, even when they are used for peer-to-peer communication.

Question 5: What strategies/resources have you been using to communicate with these students?

Helena: *The use of cell phones and translators, right? We have Professor XXX, who is a French teacher working at our school, and he is often called upon to assist with families...XXX helps us in mediating and trying to translate for the families because when they arrive, it has been a very short time, especially for those from Haiti, and it's very difficult for us to communicate with them in Portuguese.*

Helena: *...in 2020, I took on the headship of the school and left the classroom, but I always had immigrant students, and one thing that helped a lot was that I have a practice in the classroom, which is to have circles for conflict mediation and dialogue among the students and between me and them. Those moments were*

very important. Every week we would stop and sit down at some point to discuss the class issues. In those moments, we were also able to better understand the students' desires, needs, and what we could do to help these immigrant students adapt better to school and classroom interaction.

Helena is a teacher specializing in early literacy who also serves partially as the headteacher at Escola das Pontes. At the time the meeting took place, she had ten years of experience teaching in basic education, all of which had been at the school.

Her accounts reveal a clear commitment to promoting effective communication and understanding among immigrant students, their families, and the school community. She highlights practical strategies, such as utilizing cell phones and translators to facilitate communication with families, recognizing the linguistic barriers that some students and their parents may face when they newly arrived. This approach demonstrates a pragmatic and empathetic stance that acknowledges the importance of providing linguistic support to bridge the gap created by language differences.

Furthermore, Helena's reference to her classroom practice involving conflict mediation and dialogue circles is an essential aspect of her translanguaging stance. These circles foster open conversations where students can express themselves and discuss class-related matters. By doing so, Helena actively seeks to understand the desires, needs, and concerns of both immigrant and Brazilian students. This approach aligns with the goals of promoting socio-emotional development and the creation of a supportive learning environment for all students.

Based on Helena's answer and experience as a school headteacher, we can conclude that the active involvement of school administrative sectors in such practices is essential for promoting social justice and integrating translanguaging approaches in education. By supporting conflict mediation and dialogue circles, administrators help create an inclusive school culture, demonstrating a commitment to understanding and addressing the unique challenges faced by immigrant students. This approach aligns with the principles of social justice, aiming to dismantle systemic barriers and foster an environment where diversity is respected. Additionally, acknowledging the linguistic assets of immigrant students aids their academic success and validates their cultural identity. Thus, the participation of school administrators in these practices is essential for creating a supportive,

One approach is that we learn together, regardless of the language, regardless of the school subject

responsive, and equitable educational environment for all students and for engaging teachers' actions.

Question 6: In your opinion, what benefits the teaching and learning process more: working with Brazilian and immigrant students together or separately? Why?

Elisa: *So, we focus on teaching and learning, and within our group, **One approach is that we learn together, regardless of the language, regardless of the school subject:** So, in our understanding, there would be no reason to separate these students just because they don't speak the language, right? Or because they are in the process of acquiring the language when it comes to teaching and learning. So, in this sense, for us, it was straightforward to do it together.*

Elisa: *And we try, within the classroom, within the classroom space, to bring this student closer, especially the student who is just arriving, who doesn't speak much Portuguese yet. We try to place them near another immigrant who has been here longer, right? This bridge greatly helps in interaction. I am a math teacher, [XXX] mentioned it at some point, right? And what I notice is that, gradually, this student gains the freedom and, let's say, the opportunity to show the way they learned. So, for example, in a B30, in the sixth grade, when we revisit division and work on the division algorithm, it's clear that they use the algorithm, but they record it differently, right? So, I always encourage them to "keep going" because they always write down the remainder.*

Elisa is a Secondary School Math teacher at Escola das Pontes, where she has been teaching for 13 years, with a total of 35 years of experience in the profession. Elisa's stance, as revealed through her accounts, strongly emphasizes the value of working with Brazilian and immigrant students together rather than separately in the teaching and learning process. In her initial account, she underscores the notion of collaborative learning that goes beyond language and curriculum disparities within her teaching group. She firmly believes that there is no valid reason to segregate students solely based on linguistic knowledge or the point in the bilingual continuum the student is at. This perspective demonstrates her commitment to inclusive education, where students' linguistic diversity is embraced, and the focus remains on collective learning. She emphasizes that the act of learning together is not only possible but also straightforward, highlighting her dedication to breaking down language-related barriers in the classroom.

In her second account, Elisa provides a concrete example of how she tries to bring immigrant students, particularly newcomers with limited repertoire in Portuguese, closer to their peers who have been at the school longer. She refers to this as creating a bridge that greatly facilitates interaction. Her strategy of placing students together is seen as a practical way to help integrate newcomers and enhance their engagement and participation within the classroom. This approach is not limited to language but extends to content and mathematical concepts as she describes their different approaches to solving mathematical problems. Elisa encourages these students to continue using their unique methods, valuing their diverse perspectives.

Findings and implications

The teachers' accounts offer important findings into the experience of accommodating immigrant students, shedding light on several key findings and their subsequent implications for educational practices and policies. This integrated discussion highlights the ways these findings have influenced the school's educational landscape and underscores the broader implications for creating more inclusive, culturally responsive, and effective teaching and learning environments.

The warm and affectionate support extended by teachers to immigrant students plays a fundamental role in fostering a welcoming educational environment in Escola das Pontes. When educators act as allies and advocates for these students, trust is established, empowering students to express their identities and cultural backgrounds. This underscores the importance of educators taking on multifaceted roles, transforming into supportive figures who actively engage in students' journeys and invest in their development emphasizing empathy, cultural understanding, and social-emotional learning.

The presence of immigrant students disrupts the conventional school and classroom routine, compelling educators to alter their practices and adapt to evolving dynamics. Learning alongside immigrant students involves a shift in educators' perspective, one that is open to gleaning knowledge from students themselves. Teachers must encourage students to leverage their linguistic and cultural repertoires, turning language diversity into a resource that enriches the overall learning experience. This places the

emphasis on collaborative learning, breaking free from the conventional teaching paradigm.

The barriers arising from language and cultural differences demand a nuanced approach that prioritizes students' well-being and school success over rigid adherence to curriculum. As educators face challenges in interactions with immigrant students, the need for flexibility and empathy becomes apparent. Students and educators must collaboratively navigate and overcome these barriers, recognizing them as opportunities for growth rather than obstacles. This recognition represents a significant paradigm shift, that places the students' holistic development at the forefront.

Overcoming language separations within a diverse student body is central to fostering a sense of belonging among all students. Classrooms that successfully integrate students' home languages and cultural backgrounds into the curriculum are more inclusive spaces. This inclusivity does not merely break down language barriers; it instills confidence, motivation, and a deeper connection to the school community. As immigrant students see their linguistic and cultural identities embraced and celebrated within the educational context, their overall sense of acceptance within the school community is profoundly enhanced.

8. Conclusion

The findings of this study offer a compelling mandate for rethinking and reshaping educational practices. They underscore that the integration of immigrant students is not about assimilation into a pre-existing system but about creating an environment that actively values their unique contributions, supports their emotional, social, and school development, and enriches the educational experiences of all students. By adopting a holistic, student-centered approach that prioritizes cultural awareness, teacher development, flexibility in teaching practices, and ongoing reflection, the teaching body at Escola das Pontes harnesses the immense potential of linguistic and cultural diversity. In doing so, it builds a more inclusive, empathetic, and enriching educational ecosystem, which benefits immigrant students while fostering a more equitable and harmonious society.

The implications and applications of this study are significant for teacher education programs and educators in contexts similar to Escola das

Pontes. The results suggest that teacher development should incorporate strategies for recognizing and utilizing students' diverse linguistic and cultural backgrounds as assets rather than challenges. This includes developing cultural awareness, employing translanguaging practices, and fostering inclusive classroom environments where all students can thrive. Additionally, teachers should be encouraged to engage in continuous professional development and reflective practices to adapt their teaching methods to meet the needs of a diverse student population.

Investing in teacher development focused on bilingual education in schools that receive immigrants in Brazil, even if the school is not bilingual, is fundamental. Such investment equips teachers with the necessary skills to support immigrant students more effectively. It fosters an environment where linguistic diversity is seen as a resource, enhancing the educational experience for all students (Seltzer & García, 2020). Furthermore, it prepares educators to address the unique challenges that immigrant students face, ensuring that these students receive equitable educational opportunities and are fully integrated into the school community.

It is important to acknowledge the limitations of this study, which focuses on a single region of the country. This geographic concentration may affect the generalizability of the findings to other contexts. Future research should consider exploring similar educational settings in different regions to validate and expand upon these conclusions. Despite these limitations, the understandings gained from the study provide guidance for educators and policymakers aiming to create more inclusive and effective educational practices for immigrant students.

Conflict of interests

The authors declare they have no conflict of interest.

Credit Author Statement

We, Anamaria Welp, Eduardo Sampaio and Gláucia Helena Sarmiento Malta, hereby declare that we do not have any potential conflict of interest in this study. We have all participated in study conceptualization, methodology, study design, formal data analysis, statistical data analysis, fund-raising, project administration, project supervision, data collection, data generation, data validation and editing. All authors approve the final version of the manuscript and are responsible for all aspects, including the guarantee of its veracity and integrity.

Data available

The data used in this study is available in the manuscript.

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Apêndice 1

Pergunta 1: Como a presença de imigrantes influencia na sua rotina na escola?

Carlinhos: Então é a conversa, é o acolhimento, é tentar, hã, compreender, puxar conversa. Alguns até tem um-, o-, eu percebi que alguns já têm o-, a linguagem portunhol assim, já mais, hã, avançada(...) Pra tentar ajudar nessa relação e pra trazer eles pra gente, assim. Eu, como sou novo, então eu fui, talvez, um imigrante pra eles também. Cheguei, professor novo. É claro, dadas proporções é óbvio, mas eu também cheguei novo, no meio do barco andando. Então a gente teve que todo mundo se conhecer. Mudou a rotina deles com professor novo e mudou a minha com alunos novos e também alunos de diferentes países. Era isso.

Lua: O tempo na escola é uma coisa assim que vai te atropelando e tal, né. E-, e como é importante a gente parar, é, pra compreender essa dinâmica que se estabelece agora ali na-, escola, né. E-, e-, e essa alteração de dinâmica, obviamente vai impactar a rotina, no sentido de que a gente tem que, é, tá sempre atento e percebendo o que tá acontecendo. (...) E-, e na-, na constante reflexão sobre as estratégias de comunicação, né, que a gente tem que tá o tempo inteiro reformulando ou criando ou alterando pra, é-, pra gente conseguir, é-, é-, se comunicar, né. (...) ela não é só a comunicação verbal né. Essa comunicação deles hã-, essa-, a forma, ne, deles estarem na escola, da forma como eles se movimentam e se organizam, que reflete a cultura. Então impacta no sentido da gente ter-, precisar ter uma abertura muito maior pra tá percebendo essas dinâmicas e como elas estão se estabelecendo, é-, de que maneira a gente vai poder agir pra que dentro do ambiente escolar os conhecimentos hã-, se-, se-, se construam, né.

Pergunta 2: Quais problemas/desafios mais recorrentes você identifica nas aulas com a presença de imigrantes?

Giovana: Tem 3 alunas haitianas que vivem no mundinho delas ali, né. Elas não interagem com a turma, muito, elas são bem fechadas, ali. Duas são irmãs e eu acho que a outra deve ser alguma parente também, delas. (...) Porque eles vêm de outra cultura, né, eles têm uma outra vivência, uma outra realidade, uma outra noção de escola, de espaço, de tudo, né. (...) BPorque elas têm uma grande dificuldade linguística, de entender o português, então-, hã-, eu ainda tenho que, eu ainda dou aula de inglês pra eles, hã-, então, às vezes a gente tem um pouquinho mais de dificuldade. (...) Apesar da barreira linguística, elas têm um grande conhecimento, né, de-, d-, d-, da questão de conteúdo mesmo. Elas têm um grande conhecimento, e eu não tô avaliando elas se elas tão indo bem

só em inglês né, eu vejo que elas, elas têm um conhecimento maior, assim, de outras coisas. (...) Como conscientizar os nossos alunos brasileiros, né, dessa-, desse preconceito que tem com os alunos estrangeiros?

Pergunta 3: Cite exemplos de práticas/estratégias que você julga terem sido bem sucedidas em sua sala de aula com a presença de estudantes imigrantes.

Alan: O que que acontece, a música, ela é uma arte universal e ela é conhecida como uma linguagem. Então hã-, a música ela quebra barreiras de idioma, quebra barreiras culturais, coisas que hã-, às vezes diferenciam os alunos, na música a gente consegue quebrar, porque justamente ela ser uma linguagem universal, a própria escrita, a notação musical é uma... é a mesma no mundo todo. (...) A própria prática em si, sem uso de leitura, só o de fazer ritmo junto, de cantar junto, tudo isso é uma-, é uma coisa universal. Então é... nas aulas de música eu tenho notado que hã-, todos conseguem executar, independente da bagagem que eles têm, linguística, cultural, seja qualquer outra, todos conseguem se comunicar. E é uma comunicação muito profunda, porque envolve hã-, comunicação visual, envolve entrar no mesmo ritmo, envolve hã-, observar o próximo, responder musicalmente, né, hã-, cantar uma nota afinando com o próximo, tem que ouvir, perceber.

Rosa: Tem uma aluna específica, né, então, quando ela produz o ditado na turma, ela, após fazer o ditado em português, ela faz uma parada, digamos assim, estratégica em que essa menina refaz o ditado com os colegas na língua dela, daquelas palavras que foram trabalhadas naquele ditado. Então eles aprendem é a língu-, aquela palavra na língua hã-, em venezuelano, né, no caso espanhol. E aí é bem interessante, assim. (...)E assim a professora conseguiu, com este olhar, essa sensibilidade, integrar a turma e fazer com que os alunos brasileiros, não, tivessem essa oportunidade de trocar informações e cultura.

Valentim: E eu coloquei ali o primeiro comentário, né? Bom, eu acho que na aula de história é uma oportunidade bem legal de a gente trabalhar a aproximação do processo histórico brasileiro com o contexto da américa latina, né. então não trabalho um planejamento específico para os alunos haitianos, venezuelanos, mas procuro trazer, na aula de história, sempre essa aproximação, os processos de independência, as revoltas do brasil colonial com a independência do haiti, né? então trazendo esses elementos, América latina, trabalhando um brasil mais voltado para essa integração, rompendo aquela ideia do brasil de costas para américa latina, né? então acho que na aula de história eu consigo trazer isso. A ideia de trabalhar um planejamento específico para os alunos, tem um perigo de cair na ideia de segregação, né? “Ah não, os alunos do haiti e venezuelanos vão ter um planejamento diferente”... não acho muito legal

isso, mas a ideia é incorporar, então, esses elementos integradores da América Latina, processo histórico, algumas expressões culturais.

Pergunta 4: Você julga necessário planejar/utilizar práticas/estratégias diferenciadas voltadas especificamente para os alunos imigrantes? Quais?

Valentim: E eu coloquei ali o primeiro comentário, né? Bom, eu acho que na aula de história é uma oportunidade bem legal de a gente trabalhar a aproximação do processo histórico brasileiro com o contexto da América Latina, né. então não trabalho um planejamento específico para os alunos haitianos, venezuelanos, mas procuro trazer, na aula de história, sempre essa aproximação, os processos de independência, as revoltas do Brasil colonial com a independência do Haiti, né? então trazendo esses elementos, América Latina, trabalhando um Brasil mais voltado para essa integração, rompendo aquela ideia do Brasil de costas para América Latina, né? então acho que na aula de história eu consigo trazer isso. A ideia de trabalhar um planejamento específico para os alunos, tem um perigo de cair na ideia de segregação, né? “Ah não, os alunos do Haiti e venezuelanos vão ter um planejamento diferente”... não acho muito legal isso, mas a ideia é incorporar, então, esses elementos integradores da América Latina, processo histórico, algumas expressões culturais.

Cláudia: Então se tu não ficar atento, tu não consegue nem saber que são imigrantes, mas no caso assim, o que eu percebo é que eles têm muita dificuldade para compreender o que a gente tá falando e na hora da explicação, várias vezes, tu tem que falar, inclusive bem pausado para que eles possam entender e muitas vezes eles falam entre eles, ficam se explicando entre eles.

[Pesquisadora: Na língua deles?]

Cláudia: Na língua deles, na língua deles.

Pergunta 5: Que estratégias/recursos você tem utilizado para se comunicar com esses estudantes?

Helena: o uso do celular e do tradutor, né? Tem o professor XXXX, que é um professor de francês que trabalha na nossa escola, que é acionado várias vezes com as famílias... vão fazer matrícula e a gente não consegue, ou tem que acessar algum serviço externo à escola, o XXXXX ajuda a gente ali nessa mediação e tentar traduzir para as famílias porque quando a família chega, faz pouquíssimo tempo, principalmente do Haiti e vem se matricular na escola, é bem difícil a gente conseguir conversar com elas em português.

Helena: ...em 2020 a gente assumiu a direção e eu saí da sala de aula, mas eu sempre tive alunos imigrantes e uma coisa que ajudava muito é que eu faço, eu tenho uma prática em sala de aula, que é fazer círculos de mediação de conflitos e de diálogo entre os alunos e entre mim e entre eles. Esses momentos eram muito importantes. Toda semana a gente parava e sentava, em algum momento, para discutir as questões da aula. Ali a gente conseguia também poder entender melhor quais eram os anseios, e os desejos, e as necessidades, e o que a gente podia fazer para ajudar esses alunos imigrantes a se adaptarem melhor à escola e no convívio dentro da sala de aula.

Pergunta 6: Na sua opinião, o que beneficia mais o processo de ensino-aprendizagem: trabalhar com brasileiros e imigrantes juntos ou separados? Por quê?

Elisa: Então nós focamos nisso, no ensino e aprendizagem e, dentro do nosso grupo, é uma concepção é que a gente aprende junto, independente da língua, independente do componente curricular. Então, no nosso entendimento, não teria por que separar esse aluno por não falar a língua, né? ou por estar se apropriando da língua, a hora de trabalhar com ensino e aprendizagem. Então, nesse sentido, para nós, foi direto o juntos.

Elisa: E a gente procura, dentro da sala de aula, do espaço da sala de aula, alguma aproximação desse aluno, especialmente o aluno que está chegando, que ainda não tem, ainda não fala muito o português. de colocar ele próximo de algum outro imigrante que esteja há mais tempo, né? Essa ponte ajuda muito na interação. Eu sou da matemática, [Clair] já falou em algum momento, né? E o que eu percebo, assim, (é) aos poucos, esse aluno vai tendo a liberdade e assim, a oportunidade, digamos assim, de mostrar a forma como ele aprendeu. Então, por exemplo, numa B30, um sexto ano, quando a gente retoma a construção da divisão e trabalha o algoritmo da divisão, é nítido que eles usam de uma- eles usam o algoritmo, mas eles registram de uma forma diferente, né? Então eu sempre estimulo “continua fazendo” porque ele vai sempre botando o resto.