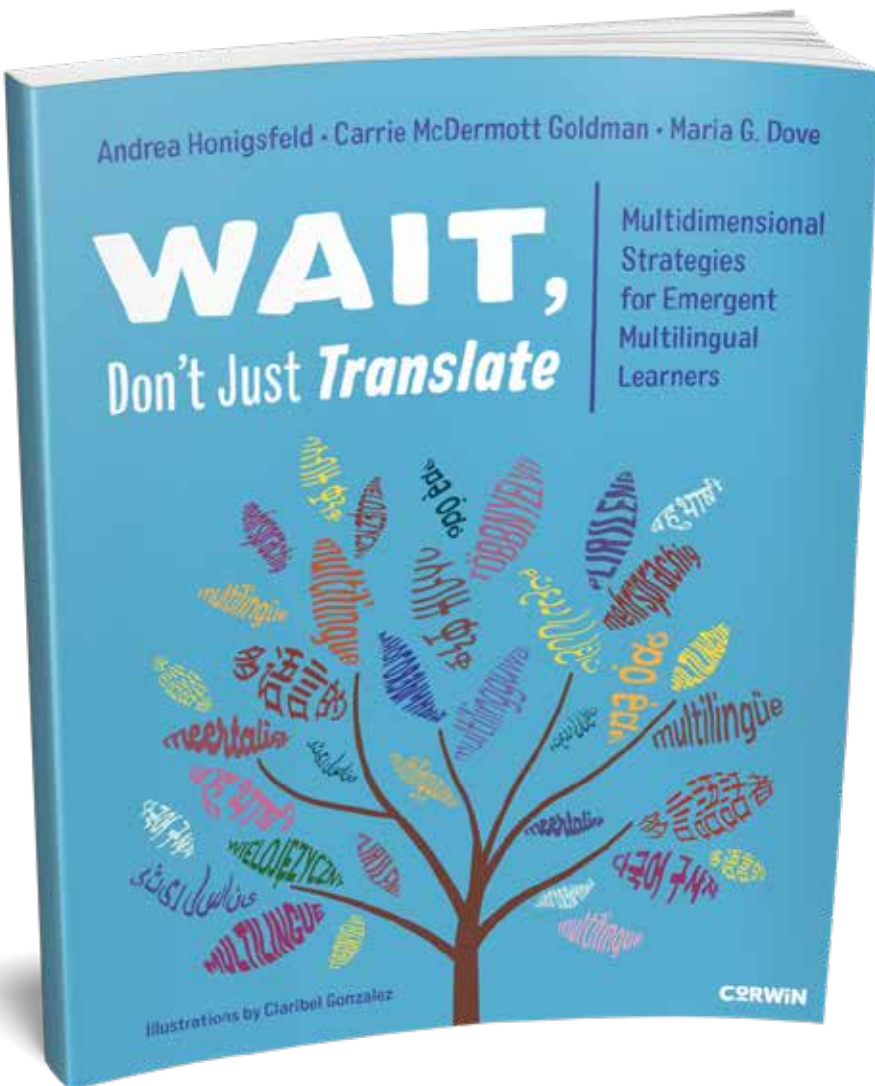


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CHAPTER 1

INTRODUCTION

If you are reading this book, one or more of the following statements are likely to apply to you:

1. You work with and deeply care about multilingual learners.
2. You have used translations for newcomers and found them helpful.
3. You have used translations for multilingual learners and felt conflicted.
4. You are looking to reach your newcomer students from the day they arrive in ways other than translating (a lot, or everything).

You might have many other reasons to be here, such as the following:

1. You are concerned that translation cannot turn into a go-to strategy.
2. You are frustrated by some educators constantly asking for translations as the only strategy they can think of.
3. You have been successful with emergent multilingual learners and have used many effective strategies, even before translations became widely available.
4. You want to better understand when translation supports student learning—and when it might hinder it.

Whatever might have brought you here, we are grateful for your interest and promise to both affirm and challenge your thinking about newcomers or emergent multilingual learners and enhance your day-to-day practice with and without translation. This starting point is really important to establish up front. Our goal is not to create a false dichotomy: “to translate or not to translate” is *not* the question, or at least not such a simple one. We are determined to take a nuanced look at when, with whom, how, and why to use translation strategically. Equally, if not more importantly, we aim to unpack numerous ways to support newcomers’ or emergent multilingual learners’ academic, linguistic, literacy, and social-emotional development by many other means. Let’s start with an explanation of some key concepts: newcomers, emergent multilingual learners, translation, equity, and engagement.

WHO ARE NEWCOMERS AND WHY DO WE ALSO USE THE TERM *EMERGENT MULTILINGUAL LEARNERS*?

Based on where you live and what resource you consult, you will find slight variations on how newcomer status is established or what is meant by *recently arrived English learners* formally (Villegas, 2023) and *newcomer* informally. Here are just a few examples from across the United States of how these terms are defined:

In New Jersey: It is an umbrella term for students born outside the United States who have recently arrived and are often at emerging levels of English proficiency, potentially requiring designated support for accessing content.

In California: It is an umbrella term for students born outside the United States who have recently arrived and are new to the country. Newcomer students often include English learners and may also include, but not be limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth identified by the local educational agencies.

In Illinois: It refers to a student born outside the United States or Puerto Rico who has been attending school in the United States for less than three years.

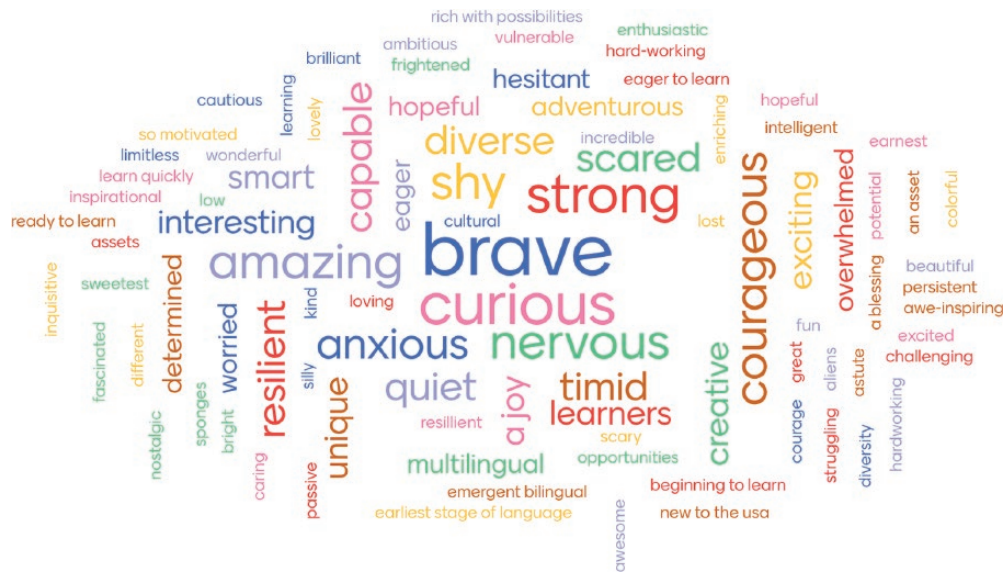
You may have noticed a commonality for the term *newcomer*—it is a label frequently applied to students who were born outside the United States and who have spent less than three years learning English. The three-year time frame might have surprised you since many multilingual learners make ample progress in three years and might not be known in the classroom or school community as “newcomers.”

When we asked teachers for their definitions of newcomers, many limited the time frame to the first 6 weeks, the first few months, or the first year of immigrant-background students attending school in the United States. Another frequently mentioned requirement for the newcomer designation is to be at an early level of language development. We also found that the term *newcomer* is at times used interchangeably with *newly arrived student*. However, time should not be the only factor that determines a newcomer. Some multilingual learners spend a significant amount of time in their home countries and travel back and forth to the United States, or they may move frequently due to family responsibilities, work opportunities, or other circumstances.

Based on all these factors, in this book, we will use the terms *emergent multilingual learners* and *newcomers* interchangeably and in the broadest possible sense. We embrace the power of asset-based terminology and also understand that language development is a dynamic process that takes time. We also wish to acknowledge that there are additional phrases and terms used in the professional literature and the field when referring to students at the earliest stages of language development who are also new to a country.

In addition to clarifying the definition and differentiating between the official and everyday usage of *newcomers* or *newcomer students*, we gathered data on how newcomers are perceived by educators. With the help of Mentimeter, an interactive engagement tool, we gathered hundreds of responses and captured the adjectives that best describe newcomers in a word cloud. As Figure 1.1 indicates, the larger an adjective or descriptive word or phrase is, the more frequently it was entered into the Mentimeter polling. Respondents highlighted asset-based qualities newcomers possess, develop, or demonstrate, as well as some of the complex emotional challenges they encounter and the academic, cultural, or linguistic needs they have. The variety of responses also underscores the importance of understanding the multifaceted experiences newcomers and their teachers have within the school context.

Figure 1.1 • Word Cloud Capturing Descriptive Words About Newcomers



A Few Key Concepts Associated With the Newcomer Experience

There are some concepts that frequently appear in the context of working with newcomer students but may not always be used accurately or consistently, so let's clarify them here. The terms *monolingual*, *bilingual*, and *multilingual* refer to knowledge and use of one, two, or more languages by an individual. A *dialect* is a regional variation of a named language, and a *register* is a version of a language used in specific social contexts.

Being *biliterate* and *multiliterate* means that someone has developed reading and writing skills in two or more languages, respectively. Biliteracy and multiliteracy are not the same as bilingualism and multilingualism: **A student may have access to (listen to and understand) and demonstrate oral communicative competence in two or more languages, but we cannot assume that they also have literacy skills in all those languages.**

WORDS OF CAUTION

The difference between bilingualism and biliteracy (as well as multilingualism and multiliteracy) will be important when determining what to translate and what not to translate, or when to translate and when not to translate! **Simply providing a written translation will not yield any results if the recipient cannot access it.**

WHAT IS TRANSLATION?

Translation refers to the process, or the product of the process, of changing oral language or written text from one language to another while retaining the original meaning and purpose of the information. Most often, this approach for instruction is limited to written work, and it also implies that there is time for the translator to carefully consider the subtleties of the original text and to review the text in the new language for linguistic and cultural accuracy. Just as many others do, you might use the words *translate* or *translation* in the context of spoken communication as well. While

officially there is a clear distinction between translating (written text or discourse) and interpreting (oral discourse), most people in educational contexts refer to translation as something that is done across all four domains of listening, speaking, reading, and writing. The American Association of Interpreters and Translators in Education (2023) emphasize the need to consistently differentiate between the jobs and responsibilities of professional interpreters and translators. For this publication, we focus on the day-to-day educational practice of translating in the classroom, and we make a strong case **why merely relying on translation (oral or written) will not be sufficient.**

The English word *translation* can be traced back to the Latin *translatio*, which means to carry over. Translation is so much more than merely replacing words; you must consider all of the following factors; otherwise, a lot will be lost in translation:

- ▶ The original context and purpose of the text
 - Simply handing a translation to someone may not reveal the intent of the text or the expectations associated with it. Many times, newcomer families will need a more detailed explanation to accompany certain school forms or other essential documents.
- ▶ Cross-cultural understanding
 - Cultural references might be confusing, so they need to be explained.
- ▶ Cross-linguistic challenges
 - Idioms, colloquial expressions, proverbs, and sayings rarely translate directly, so careful consideration must be given to how the same message is expressed in another language.
- ▶ The literacy level of the reader
 - Your students may be fluent speakers in their home languages, but the level of difficulty of the translated text may be challenging if students have not had continual instruction in their home languages or any instruction at all. Similarly, if a translation is intended for parents or guardians, their primary literacy levels must be considered as well. You may find starting with oral communication first and written translation next might work better.

What Current and Former Multilingual Learners Have to Say



Translations can and will always have an important role in multilingual education, as indicated by this powerful recollection of a former newcomer student who arrived in the United States from Iraq as a teenager.

If I could go back in time to speak to my younger self, I would tell myself to focus on every grade and watch who I hang out with because you never know who would get you in trouble. In third and fourth grades, I saw kids talking back to teachers and fooling around, which back then I thought was really funny, but it really wasn't. I tried to fit in and be friends with them but didn't know talking back and fooling around would get me in trouble. But still, I thought it was really funny until I got held back. I thought I just had really bad grades and failed so I started to regret what I did in those classes. As I started growing up, I realized I got held back because my dad didn't have a translator for the meeting in my school, so he didn't understand anything they said, and when it came to them asking if he wants me to get held back, he said yes because he didn't know what they meant. To this day, even if I know that I didn't fail but only got held back by accident, I still try my best to be respectful to others so I won't fail and hopefully this thought will stick around until I graduate. So, the advice I would give myself is to focus on every grade, don't hang out with bad people, don't try too much to fit in, and tell my dad to be sure to get a translator for meetings.

Most state and local education agencies look to federal guidelines about communicating with parents or guardians for whom English is not the primary language and who may not be able to communicate with schools proficiently in English. The fact sheet called “Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts That Communicate With Them,” published by the U.S. Department of Justice and U.S. Department of Education (2015), answers common questions about the rights of parents and guardians such as whether or not schools must provide information to families in a language they understand, whether or not parents may request language assistance, who may translate for parents, and what steps schools should take to provide effective language assistance. It is important to keep in mind that the declaration of English as the “official language” of the United States does not change any federal civil rights laws that prohibit language-based discrimination or limiting language access. For now, translation and interpretation for families are to continue and must be aligned to the code of ethics and standards of practice defined by the American Association of Interpreters and Translators in Education (2023).

While these guidelines are essential to protecting the rights of multilingual families, there are no easy fixes or quick decision-making tools for the nuances of translation, so we have developed some overarching dos and don'ts for it (see Table 1.1). We recognize that translation is a tool for communication and a powerful way to build relationships. When it is used thoughtfully, it helps create trust, opens the door to connections, and invites meaningful engagement. It lets students know their voice matters, their prior knowledge and experience in another language are valued, and it helps families to be informed and included.

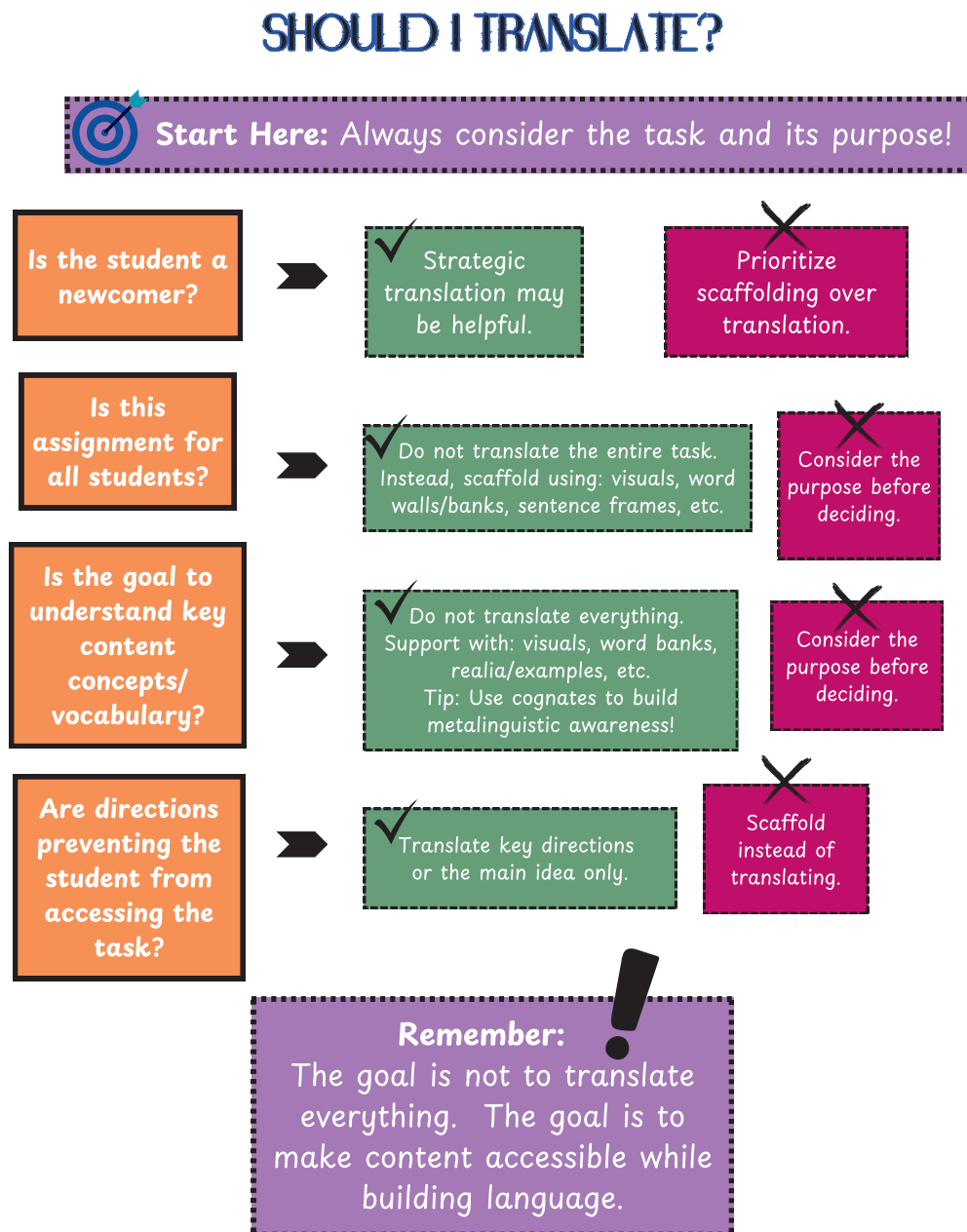
Table 1.1 • Do’s and Don’ts of Translation

Do	Don’t
Use professional translation or interpretation services when possible	Rely on students or older siblings to translate sensitive content
Offer translations proactively, not just when there’s a problem	Wait for families to ask for a translation or assume they understand academic English (even if they have conversational skills)
Follow up to ensure understanding	Expect translated text to always be clear or accurate
Use translation to build two-way communication	Treat translation as just a one-time or one-way delivery method
Offer the original English language communication along with the translated material (whenever possible, do so ahead of time)	Assume parents do not wish to see or receive anything in English

For many newcomer multilingual learners and their families, translation is often the very first gesture of welcome—a crucial bridge as they step into a new learning environment. However, once the initial doors have been opened, the real work begins. To foster lasting relationships and create classrooms where multilingual students understand the content and thrive within it, we must move beyond just translating our words—we must transform the classroom experience. Connections among students, educators, and families are built upon relational trust and collaboration. Let’s commit to creating spaces where students and families are invited to participate, share their perspectives, and have ownership of the

classroom culture alongside educators. Deciding when to translate and when not to translate tends to be a complex, multilayered process. We appreciated learning about the following flowchart (see Figure 1.2) created by Jenna Maneri, K–12 English as a second language (ESL) instructional coach, Bridgewater-Raritan Public Schools, New Jersey. She shares this resource widely in her district as a guide to help her colleagues determine when it would be most appropriate to leverage students’ primary languages through translation.

Figure 1.2 • “To Translate or Not to Translate” Flowchart



Translation is just a starting point. Real learning and meaningful connections go beyond words. They are reflected in the way we show up for others, the choices we make, and the inclusive environment we create throughout the school community. See Figure 1.3 for a door decoration affirming the many languages that are welcome and appreciated in Kelly McNamara's former classroom.

Figure 1.3 • Multilingual Door Decoration



IN WHAT WAYS ARE EQUITY AND ENGAGEMENT CRITICAL FOR EMERGENT MULTILINGUAL LEARNERS?

As suggested in this book, we must reach beyond translations to provide rich, multidimensional educational experiences for our students. Two specific goals here are to create equitable learning opportunities and to create high levels of engagement.

Equity

To respond to the complex needs of multilingual learners, educators must embrace the notion that achieving equity is nonnegotiable. We continue to define and advocate for equity as a way to ensure multilingual learners' "cultural and linguistic identities, backgrounds, and experiences are recognized as valued, rich sources of knowledge, and their academic, linguistic, literacy, and social-emotional growth is ensured to their fullest potential" (Honigsfeld et al., 2022, p. 3). More specifically, achieving equity for newcomers is a multilayered and complex endeavor that requires educators' commitment to

- ▶ embracing an asset-based philosophy rather than a deficit-oriented perspective by building on students' talents, gifts, and personal powers;
- ▶ providing rigorous, relevant, and research-informed curricula and instructional practices that integrate the instruction of language, literacy, and content;
- ▶ building meaningful positive relationships with students and their families;
- ▶ strengthening students' agency, autonomy, and resilience;
- ▶ inviting and ensuring that students can use their full linguistic repertoire (meaning that using home languages with English in class is welcomed);
- ▶ demonstrating authentic interest in students' prior in- and out-of-school experiences, cultural values, and ways of knowing; and
- ▶ fostering inclusive practices such as scaffolded instruction that engage all newcomers in learning alongside their peers.

Engagement

Engagement in school is often observed as a form of active participation. We want all our multilingual learners to be fully present academically, linguistically, socially, and emotionally during the school day and beyond. Amanda Kibler and her colleagues (2021) noted that "critical and dialogic educational practices provide a space for students to learn through multiple voices and perspectives" (p. xiii). According to the Universal Design for Learning (UDL) framework (CAST, 2024), multiple modes of engagement are necessary, such as

- ▶ welcoming students' interests and identities by optimizing choice, autonomy, and relevance while also nurturing joyful learning experiences and addressing distractions;
- ▶ sustaining students' effort and persistence by setting clear, attainable goals, fostering collaboration and belonging, and challenging students while also offering support and actionable feedback; and
- ▶ expanding students' emotional capacity for learning by motivating them, fostering ownership of their own learning, and developing self and peer awareness through empathy and perspective taking.

See Table 1.2, which builds upon the UDL dimension of engagement by focusing on identity-affirming pedagogy, identity-safe places, and language and literacy development for newcomers.

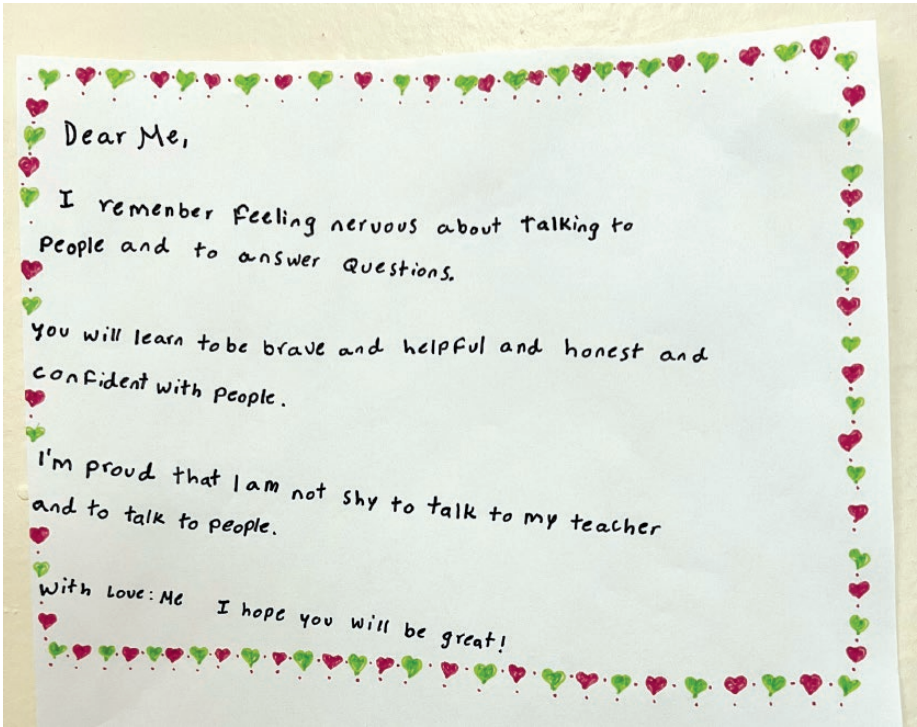
Table 1.2 • Engagement for Multilingual Learners via Identity-Affirming Pedagogy, Identity-Safe Places, and Language and Literacy Development

Enhanced Focus on Identity-Affirming Pedagogy and Identity-Safe Places for Multilingual Learners	Enhanced Focus on Language and Literacy Development for Multilingual Learners
• Select materials and learning tools that ensure students see their lives and cultures reflected in the curriculum. • Provide choices in topic, resources, and learning experiences. • Nurture autonomy while also recognizing the importance of collaboration for students coming from collectivistic cultures. • Invite students to reflect on their own learning processes, strengths, and needs. • Collaboratively explore what the school and classroom expectations and common learning experiences are in the United States vs. in their countries of origin. • Have students set goals and monitor their own progress using tools that they can use meaningfully.	• Fully understand your students’ level of communicative competence, literacy, and interest in maintaining their home languages. • Honor your students’ linguistic choices, resources, and multilingual assets to access complex learning. • Encourage students and families to use their full linguistic repertoires at school and at home. • Offer “time out” from English if the students get overwhelmed by language. • Invite students to engage in self-assessment and reflection about their language and literacy development. • Balance creating a place for members of the same language community to work together with multilingual learning spaces and focused, targeted English language development opportunities.

Source: Adapted from Honigsfeld & Cohan, 2024, p. 21.

Reflecting on students’ own identities and embracing their multilingual selves, complete with struggles and successes, are important elements of newcomer education. Aphrodite Dellaporta, an ESL teacher in the Freehold Borough School District, New Jersey (and dually certified in special education) and Kara Holler-Perez, a general education language arts teacher, asked their students to write a letter to their newcomer selves, reflecting on what it felt like when they first arrived and they were at the earliest stages of language development. See Figure 1.4 for an example from one of their fifth-grade students.

Figure 1.4 • *Emerging Level Student’s Letter to Her Newcomer Self*



WHY IS THERE A NEED FOR THIS BOOK?

With the rise and use of artificial intelligence (AI) and other technology, translation (both written and spoken versions) is no longer a complicated task to manage in educational contexts. Translating from English to any other language is fast, free, and increasingly accurate and reliable. Communicating with students and their families in just about any language by way of translation apps and AI-assisted tools is no longer a challenge. So, why might this be a problem? Consider the advantages of AI translation versus the different advantages of human translation as shown in Table 1.3. (Please note that it is beyond the scope of this book to provide a comprehensive, critical analysis of AI in the world of multilingual education.)

Table 1.3 • *Advantages of AI Translation Versus the Advantages of Human Translation*

Advantages of AI Translation	Advantages of Human Translation
• Fast, convenient, and cost-effective • Easily accessible in just about all languages • Translated material may be further adjusted to different reading levels • Easily plugs into a variety of digital platforms • Human review and corrections are always possible to make • Maintains consistency in terminology and stylistic elements	• Tone and style can match the needs of the audience • Cross-cultural and cross-linguistic nuances are accounted for • Cross-cultural and cross-linguistic challenges can be turned into learning opportunities • Skilled at creatively rephrasing content for different contexts • Subject-matter expertise • Essential for sensitive and confidential information

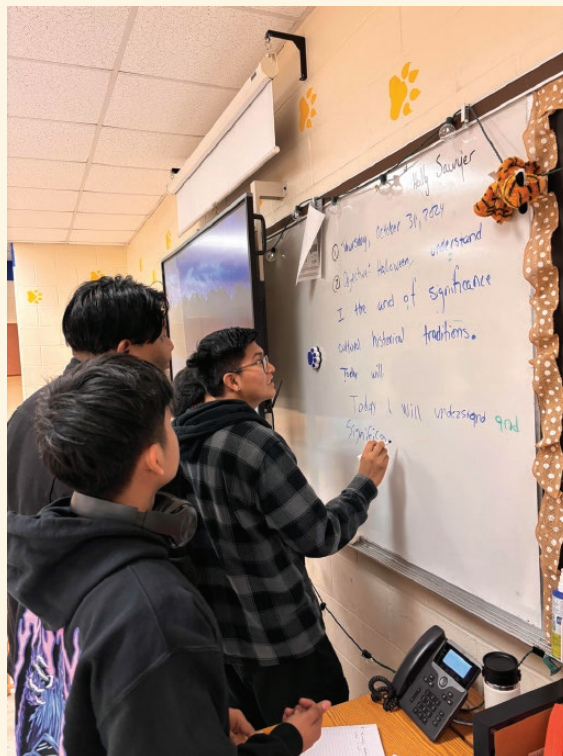
While we have watched with excitement and have experimented with what AI can do for language learners, we have also found a disturbing trend. Many educators' overreliance on AI translation prevents students from having equitable access to learning the core curriculum and developing their full capacity as multilingual learners. Despite teachers' sincere intentions to support their newcomer students using AI, translating more than what is necessary to navigate the core content instruction and school life when they first arrive may quickly become detrimental to students' linguistic, academic, and social-emotional development. Reliance on translation provides emergent multilingual learners with only one specific tool for accessing the curriculum. What we want to demonstrate via this book is that (a) newcomers benefit when educators use a wide array of instructional strategies, and (b) educators can use these varied instructional strategies on their own and avoid being overly reliant on translation.

In Their Own Words

Holly Sawyer, lead English language teacher at Oscar Smith High School in Chesapeake Public Schools, Virginia, shared with us another alarming misuse of translation.

I am finding another trend. Students themselves also are developing an overreliance on translation. They do their work in Google Translate in their home language, because many teachers expect a length of discourse without taking into account language growth or scaffolding or reducing language demands of the content. Then our beginning students take a very long time to transition to the intermediate level. There's a need to emphasize language learning as a part of the core curriculum—for teachers and students alike. What begins as a support becomes the only way to “do school,” and language learning is left behind. Because of this, I am even more mindful of engaging my students in opportunities to explore how the English language works while using their full linguistic repertoires. (See Figure 1.5, which shows my students figuring out the mixed-up words in our language objective.)

Figure 1.5 • Students Reconstructing Language Objectives



The major educational challenge this book addresses is to help teachers fully embrace an asset-based perspective towards multilingual learners. Let's agree to establish high expectations for newcomers at the early stages of English development so they can adequately meet grade-level expectations, develop multilingual communicative competence, and have a strong sense of belonging. From the students' perspective, we strongly advocate for creating an instructional framework that is equitable and inclusive. We want to offer all students meaningful learning opportunities that take into account their complex academic, linguistic, and social-emotional developmental needs while recognizing their rich cultural and linguistic heritages, talents, and skills.

CHAPTER ORGANIZATION

This book consists of eight full-length chapters and a short epilogue. After the current introductory chapter, each subsequent chapter addresses the overarching themes of the book:

- ▶ What is new for a newcomer related to the topic of each chapter?
- ▶ How does translation help a newcomer specifically as it relates to the chapter's topic?
- ▶ What strategies other than translation can be used to support newcomers in the context of each chapter?

While the chapters stand alone and can be consulted in any order, our thought behind the following sequence is to reflect what will generally be the order of priority for a newcomer student.

Chapter 1: Introduction

The introductory chapter sets the tone for the entire book. It articulates the context and defines the goal for writing this book. We identify the purpose and the rationale for this work as well as establish its unique focus for the instruction of multilingual learners. We clearly outline what is in this book and how it will serve as a useful guide for educators to support newcomers.

Chapter 2: Classroom and School Environment

This chapter acknowledges the power of the first school encounter students (and their families) experience when they register to enter school in a new country and when they enter a new school building and classroom. How do students safely navigate a new physical space? What can you do to lessen the stress students experience when trying to navigate a large building, become familiar with the rules and expectations, follow the bell schedule, participate in a fire drill, learn to use a locker, and so on? How do you welcome newcomers into a new environment? What strategies for the classroom and school environment might be implemented to help newcomers fully engage in learning alongside their peers?

Chapter 3: Building Effective Relationships

In addition to the physical space discussed in the previous chapter, here we address the social-emotional and sociocultural contexts of being new in an educational environment and building new relationships with peers and adults. How can you ensure that newcomers develop a sense of belonging? What steps can educators take to learn about and honor students' backgrounds to

strengthen relationships and build trust? How can peer relationships help newcomers feel welcomed and supported in their new school environment? How might you actively engage newcomer families? What strategies can be implemented to address the social-emotional needs faced by newcomers as they transition to a new school?

Chapter 4: Language and Literacy

The next logical focal point is language and literacy development in English while acknowledging, celebrating, and building upon students' existing rich, linguistic knowledge and literacy experiences. In Chapter 4, we explore how language learning is deeply connected to identity and self-expression and consider ways educators can make instruction both accessible and affirming for multilingual learners. How can teachers intentionally value and integrate students' home languages in the classroom? In what ways might honoring multilingualism promote both academic growth and a sense of belonging?

Chapter 5: Curriculum

In this chapter, we turn our attention to the core content curricula as well as the special area curricula newcomers encounter and master. We focus on how to align content curricula to language-based expectations and accelerated literacy development. How do students access the curriculum with and without tools for translation? How can the curriculum be designed to meet the needs of newcomers at their varying stages of English language development?

Chapter 6: Instructional Practices

Chapter 6 unpacks instructional experiences in which newcomers are expected to participate. Some experiences will be familiar to them while others will present unique challenges and opportunities for students to learn and adjust to unfamiliar pedagogical practices. What are the key strategies for scaffolding instruction for the newcomer? How can different levels of scaffolded instruction build student autonomy, agency, and engagement?

Chapter 7: Assessment Practices

Similar to Chapter 6, we also recognize that the educational norms connected to assessment may vastly differ in the United States when compared to students' countries of origin. We examine how newcomers may be supported to develop their own agency through *assessment as learning*, how they collaborate with peers and help educators determine next steps through *assessment for learning*, and be fairly and equitably included in summative and standardized assessments, which is referred to as *assessment of learning*.

Chapter 8: Preparing for the Future

In Chapter 8, which is set apart from the previous chapters, we explore seven essential practices that help multilingual learners develop agency in their future planning when they are no longer newcomers, from building supportive relationships and accessing mentorship to understanding postsecondary options, developing career awareness, preparing academically, and navigating application processes. Asset-based approaches are emphasized to honor students' prior experiences, linguistic resources, and cultural knowledge as valuable foundations for their futures.

What to Expect in Each Chapter

Chapters 2 through 7 include ways to use translation and ways to go beyond translating for newcomers. To make a compelling case for our suggestions, we integrate tools, techniques, and strategies that have been research-informed and field-tested, illustrated by authentic teacher-created artifacts and student work samples. More specifically, there are several recurring features in these chapters to provide continuity of our topic exploration and to support a consistent learning experience for our readers. These include the following:

- ▶ **Chapter-Opening Sketchnotes:** These are comprised of Claribel González's beautiful artwork designed to synthesize the core message in each chapter in a visual format.
- ▶ **Walk in Newcomers' Shoes:** You will meet two students through two short composite vignettes that depict an elementary and a secondary newcomer experience and create a context for the content of each chapter. A boxed feature titled **Reflection: Stop and Process** accompanies these mini case study stories to help you reflect on what you have learned about these newcomers and how their experiences may be similar to or different from the experiences of your students. At the end of each chapter, we revisit the stories of the two students and update you on how they are doing.
- ▶ **What Every Educator Needs to Know . . . :** This section offers essential knowledge about the chapter's content in two steps. Think of it as our differentiated approach to professional learning. As the section headings indicate, first we invite you to **Start With the Basics**, which will be especially helpful if you are new to the profession or to working with newcomers or simply want to develop a shared foundational understanding of the topic. Then we **Go a Bit Deeper** into our topic exploration to enhance or further validate your understanding. We want to make your exploration of this topic joyful and enriching, so in most chapters you will find a section called **Let's Continue With a Challenge!** in which we challenge you to make some educated guesses or search responses to some questions we are posing for you. Answers to these questions are provided in the book's Appendix.
- ▶ **When and How to Use Translation:** Across all chapters, we reiterate that we are not against translation; our goal is to articulate ways translations can be used more intentionally and strategically. Each chapter will focus on what to translate, how to do so, and when to rely on translations related to the chapter topic. We do not wish to be prescriptive; we certainly recognize the huge variations in local norms, demographics, availability of translators, and many other factors that could impact decisions related to utilizing translations. Our goal is to simply offer guidance informed by our extensive field-based research and by nationally recognized guidelines put out by professional organizations.
- ▶ **Moving Beyond Translation:** Following the sections on successful uses of translation, we invite you to consider multifaceted approaches to instruction that strongly support the newcomer to develop English language and literacy skills alongside content learning. Here again we structure the guidance in a consistent way: first we take a broad-brush approach, bringing some **Big Ideas** into focus and making overarching recommendations. Next, we turn to specific, ready-to-use **Practical Strategies Beyond Translation**.
- ▶ **Quotes, vignettes, and related elements:** We are committed to lifting up both student and educator voices by way of short quotes, vignettes, stories, reflections, teacher and student artifacts, and even some letters. Look for features such as **What Current and Former Multilingual Learners Have to Say** printed in speech bubbles and hear from educators **In Their Own Words** peppered throughout our chapters.

- ▶ **Research and Practice:** Periodically, you will find **A Bite-Size Approach to Research** features that highlight critical research undergirding the claims or suggestions we make. Whenever we come to potentially controversial ideas or practices that may reflect frequently misunderstood approaches, we share our own perspectives under **Words of Caution**.
- ▶ **Tools Beyond Translation:** These include planning tools, summary charts, self-assessment and reflection tools, and other practical approaches to applying the content of the chapter to your own context.
- ▶ **Technology Spotlight:** These features connect select digital tools to the topic of each chapter. We recognize that some technology tools and apps may not remain available for long periods of time, so we give careful consideration to which tools to highlight.
- ▶ **What Success Looks Like for a Newcomer:** As we approach the end of each chapter, we explore what newcomer success may look like in the context of the chapter topic. We recognize tremendous within-group diversity while also outlining some anticipated patterns of growth and development. We revisit the two students whose stories we introduced at the beginning of each chapter and update you on their progress.
- ▶ **End-of-Chapter Features:** Each chapter ends with two recurring features that allow for individual or shared exploration of the book. **Chapter Reflection Questions** invite you to make connections between what was shared in the chapter and your own experiences. These questions may also be used as guiding questions for professional learning purposes. **Extension Activities** offer you an opportunity to take the ideas presented in the chapter beyond the book.

PARTING THOUGHTS

Lost in Translation is a famous 2003 movie directed by Sofia Coppola. It is also a title of not one but several publications, including an award-winning novel (Mones, 1999), a memoir of a Holocaust survivor (Hoffman, 2008), several books with religious or artistic themes (see, e.g., King, 2010), and even an illustrated catalogue of untranslatable words from around the world (Sanders, 2014). It is also used as a colloquial phrase cautioning that translations may not always work. Maria Popova (2014) calls translations an “immeasurably complex yet vastly underappreciated art of multilingual gymnastics, which helps words belong to each other” (para. 1). To prepare for and perform such multilingual gymnastics, we must proceed with care and caution, cultivate flexibility, and know what other “language moves” and literacy practices are available and may work well.

As you explore the topics in this book, we invite you to reflect on the profound impact that thoughtful, responsive education can have on emergent multilingual learners. By considering every aspect of the newcomer experience—from the moment of arrival and the formation of relationships, to language development, curriculum development, instructional scaffolding, fair assessment, and future planning—we **underscore the importance of creating inclusive, affirming, and empowering environments in our schools**. As educators, our commitment to continual reflection and learning is essential to transforming the challenges of “newness” into opportunities for growth, resilience, and success for every newcomer multilingual learner.