

## BRIDGING SOCIAL AND CLIMATE JUSTICE: NAVIGATING PEDAGOGICAL PATHWAYS FROM THE TRANSLANGUAGING LEARNING MOVEMENT FRAMEWORK

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### Abstract

This article presents a pedagogical proposal grounded in the Translanguaging Learning Movement Framework (TLMF), developed through collaborative teacher education sessions from the Translinguar Project in southern Brazil. Comprising seven flexible pedagogical movements, the TLMF was co-constructed through educators' reflections and draws on translanguaging theory. The article outlines a teaching unit on climate justice, a pressing theme marked by environmental disasters disproportionately affecting migrant communities. The proposal offers strategies for implementing translanguaging pedagogy in multilingual classrooms, fostering linguistic, social, and climate justice. It contributes

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to critical language education by connecting diverse linguistic repertoires with context-responsive and socially engaged teaching practices.

**Keywords:** Translanguaging; Pedagogical framework; Multilingual education; Climate justice

## Introduction

The field of Critical Applied Linguistics, as proposed by scholars such as Pennycook (2001), Canagarajah (1999), and Moita Lopes (2006), challenges instrumental conceptions of language and calls for an approach that acknowledges the power relations, sociocultural tensions, and structural inequalities embedded in discursive practices. From this perspective, schools become arenas for the negotiation of meaning, the construction of identities, and the affirmation of rights. From this understanding, Welp et al. (in press) introduced the *Translanguaging Learning Movement Framework* (TLMF), a theoretical-methodological proposal to foster more inclusive pedagogical practices in contexts of growing linguistic and cultural diversity within Brazilian public schools. The framework emerged from data produced in teacher development sessions within the Translinguar Project, carried out at *Escola das Pontes*, a public school in southern Brazil that serves a highly multilingual student population, including many immigrants from Haiti and Venezuela. This context offered fertile ground for the co-construction of the TLMF and the development of pedagogical approaches attuned to linguistic diversity.

In that initial work, we developed the TLMF in response to the urgent need for educational practices that move beyond treating language as a mere code, instead recognizing it as a socially situated practice permeated by power relations. However, we concluded that such theoretical elaborations, while necessary, would not be sufficient if not accompanied by reflection on their practical applicability in real teaching contexts. We thus emphasized the need for a subsequent step: exemplifying potential pathways for translating the framework into situated pedagogical practices.

This article is situated within that ongoing movement of continuity. Building upon the foundations established in the earlier study, our objective is to explore possibilities for developing instructional units grounded in the TLMF to foster the participation and inclusion of immigrant and local students in Brazilian public schools. Although the framework draws on practices and reflections developed within the Translinguar Project, the specific pedagogical proposal outlined in this article has not yet been put into practice in classroom settings. Rather, it represents a design-oriented contribution, grounded in a collaborative research formation methodology (Liberali, 2018; Magalhães, 2011), emphasizing the collective construction of knowledge through shared experiences and teacher praxis.

We recognize that contemporary migratory movements are inseparable from global climate crises, and that migrant populations, especially those in socioeconomically vulnerable contexts, are disproportionately exposed to environmental risks. In this light, our decision to center the pedagogical proposal around the theme of climate justice is not accidental, but rather emerges from our own situated experience as researchers living and working in Rio Grande do Sul, Brazil. The catastrophic floods that devastated the state in May 2024 severely affected communities in socially vulnerable situations, including migrant

communities living in peripheral areas. According to the United Nations High Commissioner for Refugees (UNHCR, n.d.), approximately 43,000 refugees and individuals in need of international protection were directly or indirectly affected by the floods, with 35,000 among the state's most vulnerable groups. Many of these individuals lived in the neighborhoods most heavily impacted by the rising waters. This provides a stark example of the intersection between migration, race, class, and environmental vulnerability. Thus, addressing the theme of climate justice represents an educationally relevant choice and a political-pedagogical commitment to practices that recognize and confront multiple dimensions of injustice.

The motivation driving this work is therefore twofold: first, to support teachers in critically and transformatively welcoming immigrant students into their school communities; second, to affirm an ethical-political commitment to educational practices that articulate social justice, linguistic justice, and climate justice. From the perspective of Critical Applied Linguistics, we assume that teaching cannot be reduced to content transmission or linguistic development; rather, it must interrogate the material conditions of students' lives and foster transformative engagement in the world.

In what follows, we organize the article to reflect the flow of ideas we seek to promote. We begin by revisiting the key principles and foundations of translanguaging theory and pedagogy, which serve as the conceptual anchor for the development of the TLMF. We then situate the emergence of the framework within the context of the Translinguar Project at Escola das Pontes, highlighting its collaborative and practice-based foundations. Building on this theoretical and contextual groundwork, we explore the theme of climate justice and its intersections with contemporary migratory processes, establishing the thematic focus of our pedagogical proposal. Next, we present an instructional unit designed according to the TLMF, offering concrete pathways for its implementation in school contexts. We conclude with a critical reflection on the pedagogical and political implications of the proposal, particularly for teacher education and the construction of more inclusive, socially engaged educational practices. In particular, we aim to show how each of the seven pedagogical movements of the TLMF contributes to the pursuit of social and linguistic justice by creating spaces where students' repertoires and lived experiences become central to knowledge production and critical reflection. This alignment between pedagogical design and justice-oriented goals is key to the transformative potential of the framework.

## **Theoretical framework**

### *Migratory Movements and The Multilingual Turn*

In recent years, Brazilian public education has undergone significant demographic shifts driven by increasing migratory flows. According to the Ministry of Justice and Public Security (2025) data, 194,331 new migrants were

registered in the country in 2024 alone. These transformations underscore the urgency of rethinking monolingual logic that still shapes Brazilian schools' educational policy and classroom dynamics. As May (2014) asserts, we are currently experiencing a "Multilingual Turn" in applied linguistics, a theoretical and methodological reorientation that challenges the dominance of monolingual norms and reconceptualizes language as dynamic, situated, and socially embedded.

This multilingual turn resonates powerfully with the Brazilian context, where linguistic diversity, though constitutionally recognized, remains largely absent from pedagogical practices. According to the 2020 School Census, the enrollment of immigrant students in Brazilian schools increased by 195% over the previous decade (Cavalcanti et al., 2022). Despite the growing presence of students from countries such as Haiti and Venezuela, school curricula continue to privilege Portuguese as the only legitimate language of schooling, systematically silencing and marginalizing students' home languages and identities (Megale, 2019; Morello, 2019).

The exclusion of immigrant students' linguistic repertoires reinforces dominant ideologies of language and citizenship, which equate academic success and social belonging with the mastery of Portuguese. As Menezes et al. (2023) point out, immigrant students face the dual challenge of adapting to a new education system and contending with the lack of institutional and pedagogical support for maintaining and developing their home languages.

A shift toward inclusive multilingual education is not merely an educational necessity—it is an ethical imperative. Bakhtin (1981) proposes a heteroglossic view of language that recognizes the multiplicity of voices and discourses coexisting in communicative events. Such a perspective creates space for educators to engage with students' full linguistic repertoires, acknowledging the sociopolitical, historical, and affective dimensions of language use. As García and Sylvan (2011) argue, embracing students' bilingual practices can enhance academic engagement and foster a more equitable learning environment.

Understanding migration in its full complexity requires situating it within broader global dynamics, including economic precarity, climate injustice, and racialized displacement. These interconnected forces intensify the vulnerability of migrant communities and highlight the need for educational responses that move beyond mere accommodation. Multilingual and critical pedagogies must, therefore, engage with the lived realities of immigrant students and confront the structural inequalities that shape their schooling experiences (Anderson, 2024; Beiler, 2020).

Thus, situating this study within the multilingual turn allows us to frame language education as both a cognitive and communicative endeavor and a sociopolitical act. It invites educators and researchers to envision pedagogical frameworks that validate linguistic diversity, foster participation, and advance justice in linguistically and culturally diverse classrooms.

## *Translanguaging as Theory and Pedagogy, Social Justice, and Raciolinguistics*

### *Translanguaging: Concept and Objectives*

Translanguaging has emerged as both a critical theoretical lens and pedagogical practice that challenges the assumption of languages as separate, fixed systems. Grounded in a heteroglossic view of language (Bakhtin, 1981), it recognizes that multilingual speakers do not compartmentalize their linguistic resources. Rather, they engage in meaning-making through the fluid integration of semiotic, cultural, and historical repertoires (García & Wei, 2014; Otheguy *et al.*, 2015).

García (2009) defines translanguaging as “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (p. 46). Unlike code-switching, which assumes the alternation between discrete linguistic systems, translanguaging is centered on the speaker’s unitary linguistic repertoire and their agentive use of it to communicate, learn, and perform identities (Canagarajah, 2011; Makalela, 2015). This epistemological shift frames bilingualism as a resource to be nurtured, rather than a problem to be corrected. Pedagogically, the objectives of translanguaging extend far beyond language acquisition. García *et al.* (2017) outline four interrelated aims: (1) to support students in engaging with and understanding complex academic content; (2) to provide opportunities to develop language practices suited to academic contexts; (3) to legitimize and leverage students’ bilingualism and ways of knowing; and (4) to foster students’ socioemotional development and identity formation.

### *Confronting Monoglossic Ideologies*

At the heart of translanguaging is a critique of monoglossic ideologies, the belief that language use should conform to standardized, named languages often tied to a nation-state and shaped by colonial legacies (Flores & Rosa, 2015; Otheguy *et al.*, 2015). In schools, these ideologies manifest through curriculum design, classroom practices, and language assessments that privilege dominant language norms, often at the expense of racialized and linguistically diverse students.

Translanguaging disrupts these ideologies by affirming the legitimacy of students’ full linguistic repertoires within academic spaces. It reclaims bilingualism as a valuable and enduring condition, rather than viewing it as a transitional stage toward normative monolingual proficiency.

### *Pedagogical Principles: Stance, Design, and Shift*

A key contribution to translanguaging pedagogy is the articulation of its three interrelated dimensions: stance, design, and shift (García *et al.*, 2017). These dimensions provide a framework for implementing translanguaging in dynamic and context-sensitive ways.

Stance refers to educators’ ideological and ethical commitment to value and legitimize students’ language practices. Design involves the intentional planning of learning environments that invite students to mobilize their full repertoires in

meaningful ways. Shift describes the spontaneous, responsive adjustments teachers make during instruction to support student engagement and participation. Together, these dimensions embody the translanguaging *corriente*, or current, a metaphor for the uninterrupted, natural flow of bilingual meaning-making, resistant to containment by rigid linguistic borders (García et al., 2021).

Expanding this pedagogical framework further, translanguaging should also be understood as a deeply political and ethical stance. All students, especially those situated at the intersections of race, language, and migration, have the right to learn, to be heard, and to make meaning on their own terms. Those principles challenge deficit views of bilingualism and offer a powerful response to raciolinguistic ideologies that pathologize the language practices of racialized communities (Flores & Rosa, 2015; García et al., 2021). By rejecting the idea that standardized language norms are neutral or universal, translanguaging brings to the forefront the role of language in either upholding or challenging systems of oppression.

### *Collaborative Praxis: Teachers as Authors and Educator-Researchers*

The framework we propose in this article is grounded in a critical-collaborative research paradigm (Albuquerque & Ibiapina, 2016; Liberali, 2021) that repositions teachers as intellectuals and co-authors of pedagogical knowledge. Informed by Freire's (1996) concept of praxis, this approach affirms the ethical and political dimensions of teaching and recognizes educators' experiences as legitimate and creative forms of theorizing.

The Translanguaging Learning Movement Framework was co-constructed within the context of the Translinguar Project, which developed teacher education activities in 2022 and 2023 at *Escola das Pontes*, a municipal public school located on the outskirts of Porto Alegre, in southern Brazil. The school serves both K-9 and adult education and stands out for having the highest number of immigrant students in the city, particularly from Haiti and Venezuela. Although not officially a bilingual institution, its multilingual student body demands inclusive and responsive pedagogical strategies. This unique configuration, combined with the school's diverse infrastructure and the commitment of its educators, creates a fertile ground for collaborative inquiry and pedagogical innovation.

The research team is composed of undergraduate and graduate students from the Federal University of Rio Grande do Sul (UFRGS), along with the project coordinator. The team participated in monthly teacher development sessions at *Escola das Pontes* during citywide professional development days organized by the Municipal Department of Education. These sessions focused on discussing readings, sharing experiences, reporting on classroom practices, and collaboratively developing and analyzing teaching materials.

All sessions were recorded and transcribed for qualitative content analysis, with validation carried out in group analysis meetings involving at least five researchers. The aim was to introduce and implement translanguaging pedagogy while fostering reflective practice among educators. In this collaborative space, teachers were not seen as passive recipients of knowledge but as critical thinkers



and contributors who actively shape pedagogical practices through their engagement with theory and experience.

The project followed a critical-collaborative teacher education research approach, where knowledge emerged through shared dialogue, negotiation, and critical examination of practices. As Albuquerque and Ibiapina (2016) argue, collaboration implies co-responsibility and co-construction of meaning, while for Liberali (2021), critical reflection is central to social transformation, enabling teachers to act as transformative intellectuals.

Within this context, the voices and narratives of participating teachers were not treated as illustrative data but as theoretical contributions that directly informed the construction of the TLMF. The framework embodies the role of the teacher-author-educator (Garcez & Schlatter, 2017), a teacher who reflects, theorizes, and acts collaboratively to create inclusive and socially engaged learning environments. This perspective promotes autonomy, collective agency, and the development of pedagogical practices that are meaningful, situated, and grounded in a strong commitment to social justice.

The TLMF, therefore, emerged from data collected during eight teacher development sessions held between November 2022 and November 2023. On average, each session included around 25 members of the school staff and three researchers. The principles that inspired the framework were shaped directly by the interactions, reflections, and collaborative efforts that took place during these sessions. In the following section, we present a detailed description of the Translanguaging Learning Movement Framework (TLMF), outlining its seven pedagogical movements.

### ***The Translanguaging Learning Movement Framework***

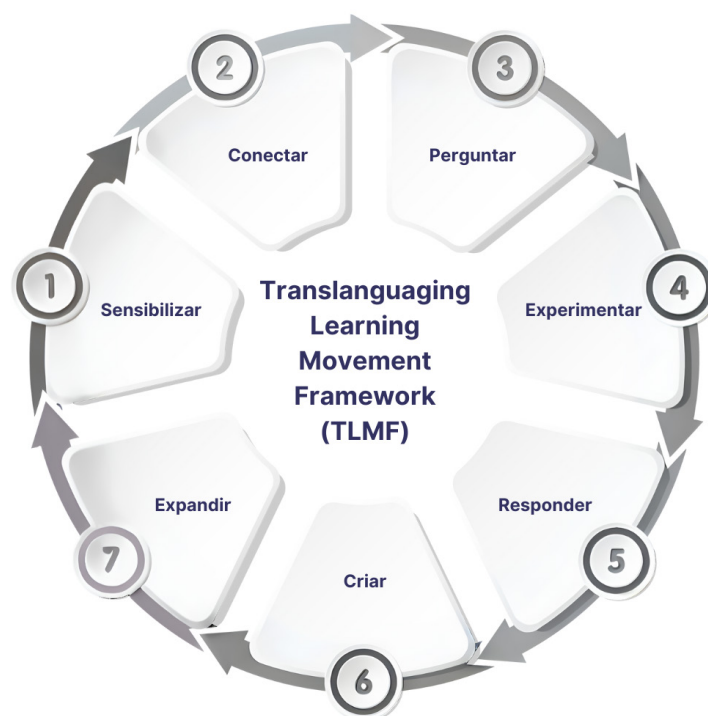
The TLMF draws from the Translanguaging Instructional Design Cycle (TIDC), a five-phase model for integrating students' linguistic repertoires into academic content (García et al., 2017), and from *Espacios de Emergencia* (EDE), a pedagogical proposal developed by Holguín Vaca (2023) that encourages intercultural reflection and community-based inquiry through staged project work. While both frameworks offer valuable structures, the TLMF adapts their principles to the specific demands of Brazilian public education and the realities of multilingual classrooms with immigrant students.

Building on the collaborative reflections developed in the Translinguar Project, the TLMF offers a praxis-oriented response to the challenges of implementing translanguaging pedagogy in linguistically diverse public school contexts in Brazil. According to Welp et al. (in press), its pedagogical movements reflect the dynamic and fluid nature of multilingualism, as understood through translanguaging theory. The framework proposes seven interconnected movements designed to foster inclusive, participatory, and transformative learning experiences. Each movement is conceived as a flexible pedagogical step, adaptable to the teacher's goals and the sociocultural relevance of the chosen theme.



The first movement, *sensibilizar*, involves activating students' previous knowledge through contact with multimodal and multilingual texts related to the chosen topic. The second movement, *conectar*, encourages students to share and contrast their perspectives and views, connecting their singularities in the plurality (García & Sylvan, 2011), i.e., relating individual experiences within a collective framework. The third movement, *perguntar*, is the moment when students formulate questions based on their lived experiences, embracing the principle of co-construction. These questions serve as the foundation for subsequent inquiry. The fourth movement, *experimentar*, invites students to gather data in response to the questions previously formulated, engaging in observation, research, or community interaction. The fifth movement, *responder*, involves collectively analysing the data and drawing connections to the original inquiries, promoting critical engagement with the information. In the sixth movement, *criar*, students synthesize their findings by producing an outcome, such as a paper, a presentation, or a project, drawing creatively on their full repertoires. The final movement, *expandir*, calls on students to share their discoveries and learning experiences beyond the classroom to broader audiences. This sharing opens space for new questions and collective reflection, creating the possibility for future transformative projects and continued exploration.

**Figure 3:** TLMF Framework



Source: Welp et al. (in press)

The TLMF supports flexibility and context-responsiveness, allowing teachers to tailor the framework to various curricular topics, including those related to social and climate justice, and to students' linguistic and cultural backgrounds. More than a fixed model, it is a dialogic and iterative process for enacting translanguaging pedagogy in transformative ways.

### **Possible pathways**

Each of the seven movements of the TLMF represents a principle that emerged from teacher reflections during professional development sessions:

1. Sensibilizar: Activating prior knowledge using multimodal and multilingual materials;
2. Conectar: Fostering dialogue that connects students' personal and collective experiences;
3. Perguntar: Generating inquiry questions through collaborative reflection;
4. Experimentar: Engaging in experiential learning and research;
5. Responder: Critically analyzing information to construct meaning;
6. Criar: Synthesizing knowledge through creative productions;
7. Expandir: Sharing learning with broader communities to spark further dialogue.

This section proposes concrete pathways for enacting each of these movements, encouraging teachers to create responsive learning environments where students connect their lived experiences and full repertoires to the development of new knowledge. The TLMF was designed to be flexible and adaptable to various curricular themes and educational contexts, allowing educators to tailor its implementation to the needs and realities of their classrooms.

The pathways proposed here revolve around the themes of social justice, climate change, and climate justice. In the first movement, *sensibilizar*, the teacher explores multimodal and multilingual texts to activate students' prior knowledge and foster engagement with the topic. For instance, the teacher may choose the documentary "An Inconvenient Truth"<sup>1</sup> to introduce the theme of climate change. Before watching, the teacher facilitates a class discussion guided by the following questions:

- Can you name some things we do every day that help or hurt the planet?
- Can you think of situations we are experiencing because of changes in the weather?
- Why do you think we are experiencing so many changes in the weather?

While watching the documentary, the teacher organizes students in pairs to respond to a set of guiding questions:

- What is the main theme addressed in the movie?
- What are the possible consequences of global warming for the planet and humanity, according to the documentary?
- Have you experienced any consequences of global warming in your country/city/neighborhood?
- What solutions does Al Gore propose to combat global warming?
- In your opinion, did the documentary succeed in raising awareness about the dangers of global warming?

After the film, in the second movement, *conectar*, the teacher invites students to create a representation of a personal or family experience related to global warming or environmental issues. The teacher encourages students to use different materials and semiotic resources, such as drawings, posters, collages, or sculptures. Students then share their creations with the class, responding to prompts like.

- What have you represented?
- How did that impact you and your community?
- How do you notice the impact of climate change in your city or in the places where your family members live?

The teacher facilitates a group dialogue, asking students to make connections among their experiences and to reflect on similarities and differences across the class. In so doing, everyone has an opportunity to share their perspectives, opinions, and findings, complementing each other's ideas.

In the third movement, ***perguntar***, the teacher guides students to brainstorm research questions in small groups, encouraging them to articulate their curiosity around the theme. Students create posters with their questions and present them to the class. The teacher then leads a collective discussion to refine and select the final research questions that will guide the next phases of the project.

For the fourth movement, ***experimental***, the teacher supports students in collecting data to answer the selected questions. Students are invited to conduct interviews with family or community members outside the school to bring personal perspectives into their research. The teacher provides relevant materials to expand their knowledge on the topic, such as interviews, lectures, news articles, podcasts, and coursebooks.

In the fifth moment, ***responder***, the teacher coordinates the process of critical analysis. Students synthesize the collected information and present their responses through posters that combine text and visual elements. The teacher sets up a “gallery walk”, allowing students to interact with each other’s posters and provide feedback. A class discussion follows, based on prompts such as:

- What have we learned from Group X?
- What have we all learned from this activity?
- Have our research questions been answered?

The teacher then asks students to revisit their initial questions and evaluate the completeness and depth of their responses.

In the sixth movement, ***criar***, the teacher supports students in preparing a final product, such as a paper or a presentation, to communicate their findings to a broader audience. These products are designed to raise awareness about climate issues and promote action beyond the classroom.

Finally, in ***expandir***, the teacher facilitates a culminating event where students present their work to the school community. This may include organizing an exhibition, a presentation, or a school assembly. The teacher encourages students to use their full language and multimodal repertoires to engage with their audience and to generate new questions that may inform future projects.

## Conclusion

The Translanguaging Learning Movement Framework constitutes a context-responsive, praxis-oriented proposal for advancing translanguaging pedagogy in linguistically diverse public school settings. Grounded in a collaborative research formation process developed through the Translinguar Project, the framework aims to reposition teachers as authors of pedagogical knowledge and to center

students' full linguistic and cultural repertoires in the construction of meaningful learning experiences. A central strength of the TLMF lies in its emergence from the reflective narratives of teachers at Escola das Pontes, documented during a series of critical-collaborative development sessions. These reflections informed and inspired the seven pedagogical movements that structure the framework.

By proposing these interrelated movements, the TLMF reflects the dynamic and fluid nature of multilingualism and provides a structure through which educators can design inclusive, situated, and transformative instructional units. Each movement embeds opportunities to disrupt normative monolingual practices, affirm students' identities, and promote equity in access to learning. In this sense, the TLMF serves as both a pedagogical tool and a framework for enacting social and linguistic justice through concrete classroom practices. The one presented in this article, centered on the theme of climate justice, illustrates possible pathways for implementing the TLMF in classrooms with immigrant and local students. While the proposal has not yet been tested in classroom settings, it was designed to support educators in addressing urgent sociopolitical issues while promoting student engagement, critical inquiry, and community participation.

The intersection of climate injustice and migration highlights the need for pedagogical approaches that engage directly with students' lived realities, enabling them to make sense of their world and act upon it. This article advocates for a view of language education as a space of social transformation, where linguistic diversity is acknowledged, valued, and mobilized in the pursuit of justice.

Future work will involve implementing, refining, and analyzing classroom applications of the TLMF across different educational contexts to deepen our understanding of how translanguaging can contribute to more inclusive and equitable schooling. We also hope this work encourages further collaboration among educators, researchers, and policymakers who are committed to designing pedagogical frameworks that respond to the complexities of superdiverse societies and promote educational justice.

### Note

1. An Inconvenient Truth is available with audio in English, Portuguese, and Spanish, and subtitles in English and Spanish. Teachers are encouraged to consider students' linguistic repertoires when selecting the version or seeking alternative language options. The documentary can be accessed at: <https://shorturl.at/PrXAL>

DATA AVAILABILITY STATEMENT: Datasets related to this research will be available upon contact with the corresponding author.

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