

Chapter 4

Multiple Literacies in Educating Multilingual Learners: AI-Enabled and Brain-Based Insights into Translanguaging – Rachel Grant and Ting Yuan

Further Reading

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- Nursanti, R. R. (2021). Classroom strategies through translanguaging for multilingualism students. *Engle: English Learning Innovation*, 2(1), 17-27. [Link](#)
- Ojeda-Ramirez, S., Ritchie, D., & Warschauer, M. (2024). AI Literacy for Multilingual Learners: Storytelling, Role-playing, and Programming. *The CATESOL Journal*, 35(1). [Link](#)
- OpenAI. (2022). ChatGPT: Optimizing language models for dialogue. OpenAI. Published November 30, 2022. Accessed January 17, 2022. [Link](#)
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- Stone, P., Brooks, R., Brynjolfsson, E., Calo, R., Etzioni, O., Hager, G., Hirschberg, J., Kalyanakrishnan, S., Kamar, E., Kraus, S., Leyton-Brown, K., Parkes, D., Press, W., Saxenian, A., Shah, J., Tambe, M., & Teller, A. (2016). Artificial Intelligence and Life in 2030. In *One Hundred Year Study on Artificial Intelligence: Report of the 2015-2016 Study Panel*. [Link](#)
- Tai, K. W. H. (2024). Transprogramming in the primary-level programming lessons: Reconceptualising translanguaging in the era of artificial intelligence. *Applied Linguistics*. Advance online publication. [Link](#)
- van den Berghe, R. (2022). Social robots in a translanguaging pedagogy: A review to identify opportunities for robot-assisted (language) learning. *Frontiers in Robotics and AI*, 9, 958624. [Link](#)