

TEACHING WITH TRANSLANGUAGING AS A CRITICAL LITERACY
PEDAGOGY IN ELEMENTARY DUAL-LANGUAGE IMMERSION EDUCATION

by

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DISSERTATION ABSTRACT

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Title: Teaching with Translanguaging as a Critical Literacy Pedagogy in Elementary Dual-Language Immersion Education

Translanguaging is a theory and pedagogy of language that understands multilingualism to be an inherently fluid, flexible, and dynamic practice (García, 2009). As a pedagogy, a translanguaging stance aims to empower multilingual learners to draw on the entirety of their communicative repertoires to disrupt and transform classroom language borders and what counts as academic language (Otheguy, García & Reid, 2015). In elementary dual-language immersion (DLI) contexts, where bilingualism, biliteracy, and biculturalism are developed in two languages of instruction, the purpose of translanguaging pedagogy should be both biliteracy development and social transformation. Therefore, this study explores how teachers engage translanguaging for biliteracy and social transformation in elementary DLI contexts. There are two purposes that frame this research: to gain a global understanding of the purposes and tensions of a strong translanguaging stance, and to highlight local examples of how elementary DLI teachers think, plan, and teach with translanguaging as a critical literacy pedagogy. It is guided by the following research questions:

- a) What are the purposes and tensions of a strong translanguaging stance for elementary DLI teachers?

- b) How do elementary DLI teachers negotiate these tensions to design critical translanguaging literacy lessons?
- c) How do elementary DLI teachers critically and creatively shift their translanguaging pedagogy while teaching such lessons?

Methodologically, this study is framed and operationalized via García, Johnson, and Seltzer's (2017) translanguaging pedagogy framework of Stance/Design/Shifts. It draws on semi-structured interviews with elementary DLI teachers to explore the global purposes and tensions of a strong translanguaging stance. It further draws on multiple case studies, including interviews, lesson plans, and classroom observations, to analyze local examples of teachers' stances, designs, and shifts in practice. It concludes that, globally, teachers engage translanguaging pedagogy for the purposes of teaching for more than biliteracy/biculturalism, teaching as a co-learner, and teaching to disrupt raciolinguistic ideologies while navigating tensions related to resisting English hegemony, negotiating weak and strong translanguaging, and valuing teacher expertise. It further offers evidence of how teachers locally engage these purposes and tensions to teach with translanguaging as a critical literacy pedagogy.

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I. Introduction

In Subtractive Schooling (1999), Angela Valenzuela shone a light on a fundamentally monolingual U.S. public schooling system that produces linguistically and culturally subtractive teaching practices that marginalize Latinx youth. Two decades later, her work is reflected in the growing demand for “additive” approaches to education, both in the form of more holistic approaches to language learning for multilingual learners in mainstream classrooms, as well as integrated bilingual instructional models, such as dual-language immersion (DLI) education (Baker & Wright, 2017). Most importantly, however, we must acknowledge that every teacher, regardless of instructional context, is confronted with the challenge of navigating linguistic diversity in their classrooms with culturally relevant and sustaining pedagogies (Ladson-Billings, 1995; Paris, 2012). Our current moment demands critical and creative approaches to multilingual teaching, rooted in critical pedagogy, and oriented towards social transformation and justice for racialized multilingual learners (Fu, Hadjiouannou, & Zhou, 2019).

Despite the growing popularity of DLI education within this fundamentally monolingual public schooling system, it cannot escape critique. Even additive multilingual teaching approaches, which integrate two languages of instruction, can still reinforce ideologies of linguistic purism and native speakerism, hierarchies that promote English hegemony and a narrow conception of what counts as academic or proper language in the classroom (Flores & Schissel, 2014); all of which are characteristics of the subtractive schooling practices and marginalization of multilingual learners of color that Valenzuela so strongly condemns. This has, in many cases, led to the marketing of the potential economic benefits of DLI programs to white, middle-class families and students, losing focus of its supposed equity-related concerns for racialized multilingual learners (Flores, Tseng, & Subtirelu, 2020). Thus, disrupting

monolingualism in education without disrupting the essentialization of languages and their speakers will do nothing but reinforce the raciolinguistic marginalization of multilingual learners of color.

Many critical, sociocultural scholars currently explore the theoretical implications of disrupting linguistic essentialism, leading the Multilingual Turn in both research and practice (García et al., 2021; Prada & Turnbull, 2018). This emerging body of research begins from an ontological assumption that language is a sociocultural practice, not an apolitical or ahistorical structure (García, 2009; Makoni & Pennycook, 2006; Sherris & Adami, 2019). This shift in view towards multilingualism as a political and power-laden construct has exposed the ways that language practices and policies shape the educational opportunities, outcomes, and experiences for multilingual learners across a variety of instructional contexts (Cervantes-Soon et al., 2017; Cervantes-Soon et al., 2020; Ramírez et al., 2019). It has also served to center flexible and dynamic stances towards multilingualism as a valuable resource for learning, rather than a barrier to English acquisition or development (Flores & Rosa, 2015; García & Li Wei, 2014; Kafle & Canagarajah, 2015).

One such stance that many teachers and researchers find potentially powerful, translanguaging, is growing into its own particularly popular body of research. As both a theory and a pedagogy, the point of translanguaging is not language, but rather the social transformation that is made possible by dynamic multilingualism. Translanguaging, briefly, is a theory that focuses on the flexible and fluid nature of multilingualism (García, 2009). As a pedagogy, a translanguaging stance aims to empower multilingual learners to draw on the entirety of their communicative repertoires to disrupt and transform classroom language borders and what counts as academic language (Otheguy, García & Reid, 2015). Building upon the foundational work of

Ofelia García, a growing number of researchers have explored translanguaging as a pedagogical concept, embracing flexible multilingual practices as a resource for learning and the critical engine for social change (Li Wei & Lin, 2019; Morell & Velasco, 2019; Tian & Link, 2019), which will be the primary focus of this chapter.

However, translanguaging research and practice confront difficult challenges in a schooling landscape that is so dominantly monolingual, which have subjected it to criticism for failing to disrupt English hegemony and linguistic purism in curriculum and instruction, and for an overly narrow focus on the discursive nature of language practices without accounting for the material inequities of multilingualism in the classroom (Block, 2018; Jaspers, 2018). In practice, regardless of classroom context, translanguaging continues to be rarely institutionally endorsed (Poza, 2017). Despite the challenges, this chapter explores the potential of translanguaging as a theory of multilingualism and critical approach to multilingual pedagogy. In its review, the purpose of this chapter is to name the Translanguaging Turn, highlighting the body of research that not only describes what many multilingual learners and teachers have been doing all along, but also how it can be applied as a concrete, intentional, and potentially transformative pedagogy.

More generally, this chapter maps the ontological underpinnings of a research study that aims to contribute to the Translanguaging Turn in two ways: to gain a critical understanding of the purposes and tensions that are inherent in a translanguaging stance, and to highlight creative examples of how elementary teachers in dual-language programs teach with translanguaging as a critical literacy pedagogy. It is guided by the following research questions:

- a) What are the purposes and tensions of a strong translanguaging stance for elementary DLI teachers?

- b) How do elementary DLI teachers negotiate these tensions to design critical translanguaging literacy lessons?
- c) How do elementary DLI teachers critically and creatively shift their translanguaging pedagogy while teaching such lessons?

What follows of this chapter will track the development of translanguaging as a theory of language and a concrete pedagogical approach. The second chapter explores translanguaging within the specific context of this study: as a critical literacy pedagogy in elementary dual-language immersion (DLI) education. Chapter 3 examines how translanguaging is operationalized as a qualitative research methodology for this study. Chapter 4 examines the first research question, offering findings from interviews with elementary DLI teachers across the country. Chapter 5 answers the second and third research questions through three case studies of elementary teachers within a local Spanish-English DLI program, exploring examples of not only how they each designed critical translanguaging literacy lessons, but also how they were creatively put into practice. Finally, Chapter 6 offers conclusions related to both a more global understanding of the tensions of a translanguaging stance, as well as concrete examples of how teachers negotiate these tensions in practice.

II. Chapter 1 - The Translanguaging Turn

Defined simply as “the multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (García, 2009, p. 45), translanguaging has emerged in critical, sociocultural, and applied linguistics research to describe the normal, everyday practices of multilingual people (Canagarajah, 2011a; Gebhard & Willet, 2015; Mazzaferro, 2018). In other words, translanguaging describes the practices multilingual people, including teachers and students, already naturally do, contributing to its increasing popularity. When applied to education, translanguaging is meant to create classroom spaces for students to draw on the entirety of their meaning-making resources to engage with the curriculum and demonstrate their learning (García & Li Wei, 2014). Despite its popularity, many teachers still find translanguaging to be a slippery concept, difficult to put into terms of concrete pedagogical practices (Espinosa & Ascenzi-Moreno, 2021). Therefore, to discuss translanguaging in clear and concrete terms, this chapter names and interrogates the implications of the Translanguaging Turn for our understanding of language and pedagogy.

Translanguaging as a Theory of Language

At the most fundamental level, translanguaging represents a theory of language as a sociocultural practice, disrupting structuralist understandings of language as lexical structures or sets of codes, grammars, and rules (Sherris & Adami, 2019). Translanguaging, as a theory of language, is not as much concerned with “named” languages, like Spanish or English, considering them primarily products of nation-state building and colonization that do not adequately describe the practices of multilingual speakers (García, 2009). This is not to say that named languages are entirely irrelevant as sociocultural categories, but they must be understood as relevant only from the external or outsider’s perspective. From the perspective of the

individual, they are not as useful for understanding, describing, or explaining dynamic and fluid multilingualism. Translanguaging theory implies that, at the insider's level, multiple languages do not exist as separable categories. Rather, all symbolic and communicative resources exist within a unified repertoire where all the tools for meaning making are simultaneously available and under negotiation (Otheguy et al., 2015).

In other words, translanguaging is inherently an international, practice-based theory of language, with the object of inquiry and analysis being the *linguaging* practices, rather than the languages themselves. With an analytic focus on languaging comes an emphasis on “fluidity and flexibility regarding various kinds of boundaries: boundaries among named languages, boundaries among language modes, and boundaries among social and cognitive spaces where certain practices are considered proper” (Prada & Nikula, 2018, p. 2). This process-oriented ontology of language as a social practice rather than a structuralist object can be extended to define multilingualism as a social, communicative practice rather than any clearly categorizable or measurable skill. Translanguaging orients inquiry and practice to flexible and strategic communicative practices, rather than adherence to the rules of grammar and syntax and understands multilingualism as an inherently dynamic and creative process (Vogel & García, 2017).

To put it differently, translanguaging theory implies that all meaning-making practices are not additive in nature (Palmer et al., 2014). Languages are not practiced on separate parallel tracks. Bilingualism is not as simple as L1 (first language) + L2 (second language). Multilingualism, instead, is an inherently dynamic practice, in which the resources from what are traditionally considered to be different languages are co-constitutive of each other (Sanchez et al., 2017). Thus, translanguaging is centrally concerned with the disruption of the hegemonic

categories of national, standardized, or academic languages, as to expand possibilities for multilingual learners to draw on the entirety of their communicative repertoires “without regard for watchful adherence to the socially and politically defined boundaries of named languages” (Otheguy et al., 2015, p. 283).

Translanguaging has been influential in various domains and disciplines of scholarship to describe similar theoretical orientations towards language and multilingualism. For example, Suresh Canagarajah draws on translanguaging in relation to concepts like code switching or codemeshing that focus linguistic features and idiosyncrasies of how multilingual speakers shift between diverse languages (2011a; 2011b), and to explore its implications for rethinking linguistic competence, especially in writing (2013a; 2015; 2018a; 2018b; 2020; Lee & Canagarajah, 2018). His research also focuses closely on the translingual practices of migrant communities in politically laden contexts of Global English (Canagarajah, 2013b; 2016; 2017; 2019; Canagarajah & Dovchin, 2019; Giampapa & Canagarajah, 2018). Also, Angel Lin has drawn on and expanded translanguaging to offer close discourse analysis multimodal semiotic practices with the concept of trans-semiotizing (2013; 2020), especially regarding content and language learning in classroom contexts (Li Wei & Lin, 2019; Lin & He, 2017; Lin & Lo, 2017). Finally, Bruce Horner, Min-Zhan Lu, and other colleagues have applied translanguaging to explore the dynamics of agency and mobility in global writing practices (Horner & Alvarez, 2019; Lu & Horner, 2009; 2013; 2016), and in the context of translingual pedagogies (Horner, Lu, Royster, & Trimbur, 2011).

Calls to disrupt languages as sociopolitical constructions or for a practice-based definition of language are not necessarily new, nor is translanguaging the first to do so (Makoni & Pennycook, 2006). Translanguaging does, however, represent a diverse body of literature,

including but not limited to research on translanguaging as a natural phenomenon in multilingual spaces; as identity enactments; and as classroom practices and concrete pedagogical frameworks. Its call to embrace all parts of language as always active and under negotiation in multilingualism in the classroom is being heard as the pedagogical implications of a translanguaging orientation to teachers and researchers in a multiplicity of “glocal” learning contexts (Guilherme & Menezes de Souza, 2019). Beyond the study of translanguaging as everyday practice, many teachers and researchers are working to validate translanguaging as a legitimate classroom practice and concrete instructional approach. Its transformative potential emerges when translanguaging is applied to intentionally center and empower the agency of multilingual learners to transform their classroom language borders (García & Lin, 2016; Otheguy et al., 2015). Therefore, translanguaging not only has relevance as a theory of language, but also as a pedagogy.

Translanguaging as a Pedagogy

In the previous section I explored how translanguaging as a theory of language can explain dynamic, flexible, and fluid multilingual practices, which has clear relevance for describing what multilingual people do in translanguaging spaces. However, classrooms are also potential translanguaging spaces. The concept has clear pedagogical relevance for understanding the process by which teachers navigate the dynamic language practices of their multilingual learners in relation to the kinds of language practices that are desired in school settings (Allard, 2017; Flores & Schissel, 2014). Integrating translanguaging into everyday classroom practices can disrupt deeply ingrained assumptions towards language-mixing or hybrid multilingualism as undesirable, unacademic, and improper (Ascenzi-Moreno, 2018, Ascenzi-Moreno & Vogel, 2019; Fu et al., 2019). Translanguaging provokes further questions about the meaning of

concepts like academic language, and even deeper questions about what counts as knowledge and learning, and how to assess it (Flores & Rosa, 2015). Therefore, this section examines research related to translanguaging as a pedagogical concept, practice, and framework, exploring the emerging divide between weaker versions of translanguaging pedagogical strategies and stronger versions of translanguaging rooted in projects of critical pedagogy.

The first example of translanguaging as a pedagogical concept came from Cen Williams (2003), whose research in the context of Welsh bilingual education argued for designing and using both languages of instruction simultaneously, and thus coined the term translanguaging. Cenoz and Gorter (2020) have similarly distinguished between spontaneous translanguaging as a natural phenomenon and pedagogical translanguaging as an intentional instructional approach. This concept was soon taken up by Ofelia García (2009) to offer a forceful critique of the ways we approach linguistic diversity in the classrooms of the 21st century, citing monolingual assumptions that pervade U.S. schools and benefit native English-speaking students at the expense of multilingual learners. García (2017; 2019) continues to argue that any approach to multilingual learning that does not aim to disrupt the sociopolitical boundaries of named languages, like Spanish and English in this study's context, by promoting translanguaging will fail to embrace the entirety of the linguistic resources and communicative strategies that multilingual learners bring to the classroom - thus making the case for the potential of translanguaging to transform classroom practices for them and their teachers.

To summarize, a translanguaging orientation to pedagogy “has nothing to do with external conditions, with boundaries, with state regulations, with education tradition; it has to do with children themselves, with their strengths, and with their creative and imaginative individualities” (Espinosa & Ascenzi-Moreno, 2021, p. 6). Translanguaging pedagogy represents

a diverse body of literature, including a focus on identity formation of both students and teachers (Creese & Blackledge, 2010; 2015; Flores & García, 2013; Kayi-Aydar & Green-Eneix, 2019; Kim, 2018; Palmer et al., 2014; Poza, 2018). It also explores translanguaging as a pedagogical approach in international and English as a Foreign Language contexts (Duarte, 2018; Fallas Escobar & Dillard-Paltrineri, 2015; Ganuza & Hedman, 2017; Gazula et al., 2016; Iversen, 2019; Palviainen et al., 2016; Phyak, 2018; Schwartz & Asli, 2014; Yuvayapan, 2019). Additionally, growing bodies of research focus on the role of translanguaging in higher education and academic writing (Canagarajah, 2011b; 2018), as well as translanguaging as a multimodal, trans-semiotic practice and methodology (Ascenzi-Moreno & Vogel, 2019; Sherris & Adami, 2019; Wu & Lin, 2019). Also, CUNY-NYSIEB is a group that furthers Ofelia García's work by creating and implementing professional development projects and practical materials for translanguaging pedagogy in both monolingual and bilingual schools across New York (CUNY-NYSIEB, 2021; Sanchez & Menken, 2019).

In a review of translanguaging as a body of research, Poza (2017) claims that there are two distinct strands of translanguaging research beginning to emerge. One strand focuses narrowly on translanguaging as a pedagogical tool for scaffolding language and content learning in a variety of classroom contexts. He argues that this weaker form of translanguaging pedagogy, though, does not necessarily contest the larger power dynamics and issues of equity that are related to classroom and academic languages. The stronger form of translanguaging pedagogy and research, rather, advocates for a broader social justice agenda, arguing that a translanguaging stance has important social justice implications for multilingual students, especially those labeled as English Learners. In other words, the point of weaker translanguaging is just development of language, while the point of stronger translanguaging is the social transformation that is made

possible in disrupting language as a sociopolitical construct. However, such a dualistic and hierarchical separation between the purposes of translanguaging pedagogy is in discordance with the theoretical commitments of translanguaging to flexible and dynamic understanding of language practices. Perhaps, as this study aims to demonstrate, it is more productive in translanguaging research to treat all forms of translanguaging pedagogy as an ongoing negotiation between its weak and strong purposes. In other words, this research will focus on the ways in which teachers navigate translanguaging pedagogy for both literacy development and social transformation purposes. From this point forward, as I discuss translanguaging it is with the acknowledgement that translanguaging for social transformation purposes is inherently interconnected to translanguaging for literacy development purposes. One without the other is irrelevant from the perspective of this study.

At the heart of strong translanguaging pedagogy is the understanding that translanguaging is inherently a political act (Flores, 2014; Li Wei, 2021). Strong forms of translanguaging pedagogy have roots in Freirian notions of Critical Pedagogy, as a strategy aimed at liberating minoritized students by pushing back on processes of colonialism through a reciprocal pedagogy centered on reflection, critique, affirmation, and social transformation (de los Rios & Seltzer, 2017; García, 2019; Helot, 2019; Link & Orango, 2019). More than scaffolding instruction, translanguaging must be about contesting dominant narratives of languages and linguistic diversity, and the hierarchies they often create in the classroom (Fu et al., 2019; Orellana & García, 2014). Strong translanguaging pedagogy further implies a significant shift in the power dynamics regarding multilingual learners, with more attention being paid to the speakers in the classroom than the specific or standardized named language varieties that make up the curriculum (Schissel et al., 2018). In other words, translanguaging

pedagogy calls attention specifically to the agency and creativity of students themselves, potentially liberating their multilingual voices and breaking down socially constructed language hierarchies and the inequalities they produce (Kleyn & García, 2019, Poza, 2017). Strong forms of translanguaging pedagogy should thus be considered as “politically charged and disruptive by virtue” - a potentially transgressive pedagogy (Prada & Nikula, 2018, p. 3).

What must also be inherent to strong translanguaging pedagogy is an acknowledgement of the racialization and minoritization of multilingual learners through socio-political and economic structures. In other words, strong translanguaging demands attention to the ways that language makes race and race makes language for multilingual learners of color in U.S. schooling contexts (Flores & Rosa, 2015; Rosa & Flores, 2017). Therefore, translanguaging pedagogy should generate opportunities for students to fully embrace and express their histories, trajectories, and identities and to encourage positive attitudes towards multilingual identities that are not in comparison to monolingual English speakers (Prada & Nikula, 2018). Orellana and García (2014) urge that translanguaging pedagogy should be a liberating approach for teachers, allowing them to focus on opening classroom spaces for students to fully translanguage in their learning experiences. In other words, teachers are importantly put into a position of agency to create critical translanguaging spaces for their multilingual learners. To do so, translanguaging must be approached as a truly collaborative pedagogy (Mbirimi-Hungwe & McCabe, 2020).

The primary role of the teacher in a strong approach to translanguaging pedagogy is to facilitate the creation of critical translanguaging spaces, in which students negotiate and co-construct academic meaning-making while drawing freely from the entirety of their linguistic resources (García & Li Wei, 2014; Tian & Shepard Carey, 2020). In this space, students and teachers intentionally go between and beyond the linguistic structures of the classrooms in ways

that disrupt the artificial binaries between the outside and inside perspectives of multilingualism (Hamman, 2018; Li Wei, 2011). It is primarily a space that fosters criticality and creativity to “challenge, play with and even change the norms for language use” that have marginalized multilingual learners, especially students officially labeled English Learners, for their cultural and linguistic backgrounds (Link & Orango, 2019, p. 42). When teachers model translanguaging practices that disrupt what counts as academic language, they give students license to do the same (Rosiers, 2020; Suárez, 2020). By embracing their role as equal co-learners, teachers center the agency of their multilingual learners to engage in critical translanguaging spaces and contest English hegemony, reframing student competency as criticality and creativity rather than adherence to the appropriateness of academic language norms in the classroom. (de los Rios & Seltzer, 2017; García & Kleifgen, 2019; Henderson & Ingram, 2018; Hamman, 2018; Li Wei, 2011; Palmer & Martínez, 2016). More importantly, this kind of pedagogy can help to elevate the borderland epistemologies and knowledges that multilingual learners of color bring into many linguistically diverse classroom contexts (Pacheco & Hamilton, 2020).

When practiced in this way, translanguaging pedagogy can position multilingual learners to maximize their linguistic repertoires and learning spaces through pedagogical practices that embrace nonstandard language practices as valuable resources for learning and legitimate ways to engage with curricular content (Solorza, 2019). The key question, as posed by Orellana and García (2014), is “how do we break out of this monolingual mentality that sees these other language practices as interfering with the language practices that we usually perform in classrooms?” (p. 388). As more teachers and scholars take on this question, translanguaging pedagogy is emerging as an effective practice in a variety of linguistically diverse classrooms and sends the message that the experiences and practices of emergent bilinguals are essential in

their development as creative meaning makers (Ascenzi-Moreno, 2018, Li Wei & Lin, 2019). In the context of English Learner education in English mainstream classroom, translanguaging aims to liberate the identities and voices of linguistically minoritized students (Garcia & Leiva, 2014), thus placing a higher value on the subjugated knowledge that these students bring to the classroom in order to expose “alternative histories, representations and knowledge” and to “crack the ‘standard language bubble’ in education that continues to ostracize many bilingual students” (Garcia & Li Wei, 2014, p. 115). Therefore, strong translanguaging pedagogy has been recently posted as an antidote to subtractive schooling (Salmerón, Batista-Morales, & Valenzuela, 2021).

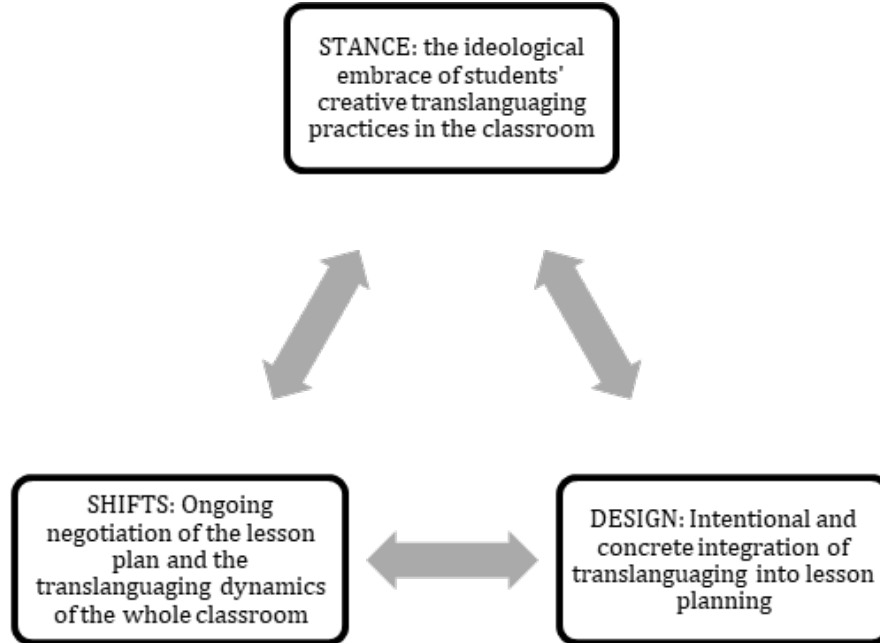
In additive bilingual classrooms, however, there are unique concerns regarding how teachers navigate both languages of instruction, which are often strictly separated by time, subject, or teacher (Palmer et al., 2014). García and Lin (2016) argue that teachers must continue to allocate time and space to each language of instruction but call for an extensive softening of those allocation boundaries. Teachers must also work to intentionally allocate instruction for critical and creative translanguaging practices, combining both weak and strong forms of translanguaging pedagogy in the process. What is important, then, are the ways teachers plan and enact intentional and purposeful pedagogical practices that directly contest, resist, and disrupt the language borders that shape multilingual students’ relations with curriculum and learning. Rather than opening classroom spaces to multilingualism, translanguaging pedagogy in additive contexts can focus more closely on empowering students and teachers to embrace translingual identities and disrupt sociopolitical norms and borders of the two languages of instruction. Translanguaging pedagogy in additive bilingual classrooms has the potential to more deeply interrogate the sociopolitics and hierarchization of language practices, decenter colonialist notions of knowledge and competency, and develop a stronger level of critical consciousness

regarding the relationship between language, power, and transformation (Cervantes-Soon et al., 2017; Cervantes-Soon et al., 2020; Sanchez et al., 2017). Translanguaging research in additive bilingual education contexts will be discussed more deeply in the following chapter. The focus of what remains of this chapter will now turn to the general criteria and limitations of strong translanguaging pedagogy across instructional contexts.

Criteria of Strong Translanguaging Pedagogy

To generate specific criteria for the planning and implementation of critical translanguaging pedagogy in any classroom, Sanchez, García, and Solorza (2017) have proposed a Translanguaging Allocation Policy consisting of three elements. First, translanguaging documentation consists of teaching strategies that are meant to provide a holistic understanding of the backgrounds and identities of all the multilingual learners in a teacher's classroom. Secondly, translanguaging rings refer to strategies that are meant to provide individualized and scaffolded instruction for multilingual learners, for both content access and language development. Finally, translanguaging transformation refers to the ways that teachers should intentionally aim to de-normalize language standardization and English hegemony in the classroom by creating space for translanguaging practices.

Figure 1



Stance/Design/Shifts Framework for Translanguaging Pedagogy

Similarly, García, Johnson, and Seltzer (2017) have developed a framework characterized by three elements: stance, design, and shifts, which will be further referred to in this study as the Stance/Design/Shifts framework (see Figure 1). A translanguaging Stance refers to teachers' ideological beliefs and assumptions about multilingual learners regarding their language practices, specifically adopting a view of translanguaging as the right of students to participate in school activities, hybrid language practices as valuable classroom resources, and a willingness to advocate for instructional practices that reflect such a stance. To adopt this stance, teachers must ask critical questions about why certain kinds of language practices are acceptable in the classroom while others are not, who makes those decisions, and who is marginalized by those decisions. Translanguaging Design entails the purposeful planning of instruction and assessment practices that will allow for critical, creative, and collaborative learning spaces for multilingual learners. It requires the inclusion of a variety of multilingual and multimodal resources for

learning, paying particular attention to practices that are student-centered and embrace a diversity of linguistic and cultural perspectives. Finally, translanguaging Shifts involve teachers and students cooperatively negotiating translanguaging designs and instructional practices in response to the dynamic translanguaging practices of emergent bilinguals in the classroom. This requires a willingness on the part of the teacher to flexibly shift the materials, curriculum, standards, and lesson plans in ways that maintain an openness to the way emergent bilinguals learn and demonstrate knowledge in any particular classroom activity. These three characteristics of critical translanguaging pedagogy do not represent a linear decision-making process, but rather represent the interwoven orientations, plans, and flexibility that must be under constant and simultaneous negotiation to enact a strong form of translanguaging pedagogy.

Taken together, the theoretical orientations and empirical studies that were highlighted in this chapter demonstrate the multidimensional nature of critical translanguaging pedagogy, especially in additive bilingual instructional contexts. The potential implications of translanguaging pedagogy for racialized multilingual learners demand more from translanguaging than just content and language scaffolding. Strong translanguaging pedagogy offers an approach for teachers and students to critique, transgress, and transform the standardized language norms. In this way, translanguaging represents a potentially transformative approach to navigating linguistic diversity by positioning teachers and students as co-learners while centering the real, flexible, dynamic bilingual practices that multilingual learners bring to the classroom as a valuable learning resource. This does not mean, however, that there are no challenges or barriers standing in the way of strong translanguaging approaches across classroom contexts.

Challenges and Limitations of Translanguaging Pedagogy

As there is a quickly growing body of research that supports the academic and social benefits of translanguaging pedagogy, there is also a significant area of literature suggesting that that strong translanguaging practice and inquiry face significant challenges across classroom contexts. While it is exciting that translanguaging is a fast-growing body of research and practice, many of its practical applications have been more narrowly focused on content and language scaffolding for multilingual in subtractive contexts, thus suffering a dilution of its stronger critical and social justice projects (Poza, 2017). In other words, the more that translanguaging is put into practice, the more it is becoming disconnected from its revolutionary and transformative potential, thus losing its political edge (Flores, 2014).

A major challenge is that translanguaging is rarely institutionally endorsed at the school, district, or university level (Otheguy et al., 2015). This may be due in part to a general lack of concretely defined criteria, planned pedagogical practices, and meaningful assessment methods (Espinosa & Ascenzi-Moreno, 2021). In general, teachers find that translanguaging is a slippery concept and difficult to discuss in practical terms. Even in additive bilingual classrooms, translanguaging pedagogy directly contradicts language regulation policies (García & Lin, 2016), for which it is difficult to get teachers fully on board with such a level of fluidity in the classroom (Martínez, Hikida & Duran, 2015). Thus, by extension, it is a particularly difficult concept for administrators to understand, much less try to intentionally integrate into their schools. Like subtractive classroom contexts, additive bilingual classrooms still tend to be dominated by English-speakers (Hamman, 2018) and English-centric assessment practices (Schissel, De Korne & Lopez-Gopar, 2018). Therefore, it is also argued that translanguaging

accounts for neither the material inequities that underlie the power dynamics of hegemonic language curriculum and instruction (Block, 2018).

One reason for this is that a translanguaging orientation provokes questions that are counterintuitive to the dominant approaches to language learning and instruction that structure so many schools. This opens translanguaging frameworks and approaches to the risk of failing to transform the hegemonic language curriculum and instruction that translanguaging seeks to disrupt. Jaspers (2018) argues that one reason for this limitation is that translanguaging shares some fundamental ideologies with its monolingual counterpart approaches, such as an assumption that language is a key factor to academic success or an important role-player in social change, and that monolingual practices, to some extent, are important. Jaspers further makes the case that translanguaging takes for granted that expanding the possibilities for multilingualism will naturally cause improved academic outcomes, better economic opportunities, and social transformation towards inclusivity and cultural awareness. The point is not that the transformative potential of translanguaging is impossible, but rather that its transformative potential cannot be taken for granted and its limitations must be clearly considered.

Poza (2017) argues that for translanguaging to be fully understood and embraced as a critical pedagogy, research must not just investigate teacher attitudes and beliefs regarding language, bilingualism, and bilingual learning, but must also interrogate the extent to which translanguaging pedagogies are able to be implemented. Echoing Prada and Nikula (2018), only then will translanguaging pedagogy, in both research and practice, begin to move closer to its transformative and transgressive potential. This is especially important in additive contexts, such as DLI education, which continues to be dominated by the strict separation of languages of

instruction. Strong translanguaging in DLI, specifically in relation to literacy instruction, is a central focus of this dissertation, and will be further discussed in the following chapter.

Purpose of the Present Study

The present study is specifically concerned with how teachers think, plan, and teach with translanguaging as a critical literacy pedagogy in elementary DLI education. The overarching objectives of this research are twofold: to gain a global understanding of the purposes and tensions that are inherent in a translanguaging stance; and to highlight local examples of how elementary teachers in dual-language programs teach with translanguaging as a critical literacy pedagogy.

In the spirit of moving critical translanguaging pedagogy beyond a scaffolding tool, this study aims to not only offer a critique of current pedagogical strategies in DLI education, but also to enact creative, affirmative pedagogical practices, working within and through the many paradoxes, juxtapositions, and contradictions regarding bilingualism in the classroom rather than trying to fully transcend them. It is guided by the following research questions:

- a) What are the purposes and tensions of a strong translanguaging stance for elementary DLI teachers?
- b) How do elementary DLI teachers negotiate these tensions to design critical translanguaging literacy lessons?
- c) How do elementary DLI teachers critically and creatively shift their translanguaging pedagogy while teaching such lessons?

Methodologically, this study is framed and operationalized via García, Johnson, and Seltzer's (2017) translanguaging pedagogy framework of Stance/Design/Shifts. It draws on semi-structured interviews with elementary DLI teachers to explore the tensions that are inherent

in a strong translanguaging stance. It also draws on multiple case studies, including interviews, lesson plans, and classroom observations, with the purpose of highlighting creative examples of translanguaging as a critical literacy pedagogy. Given the specific purposes of this study related to the context of DLI education and critical literacy instruction, it is important to first interrogate the larger sociopolitical context of DLI education in the United States. Therefore, the next chapter explores the history, goals, and dominant approaches of DLI pedagogy in elementary education, with a specific focus on empirical examples of strong translanguaging pedagogy in biliteracy instruction.

III. Chapter 2 - Translanguaging in Context

The Translanguaging Turn in language theory and pedagogical practice, named and discussed in the previous chapter, represents a potentially transformative approach to education for multilingual learners as a more socially just and culturally affirmative pedagogy. As a theory of language, translanguaging moves our focus away from the languages of multilingual practices and towards the social transformation they can make possible. As a pedagogy, translanguaging can serve as an approach to creating classroom spaces for multilingual learners to bring the entirety of their meaning-making repertoires to their learning journeys. However, if understood and used as simply a content and language scaffolding tool for multilingual learners in mainstream classrooms, translanguaging pedagogy will not reach its transformative potential, failing to disrupt English hegemony and other marginalizing raciolinguistic ideologies that essentialize languages and their users.

Therefore, this study aims to contribute to a growing branch of research on translanguaging as a strong, critical form of pedagogy: one that disrupts language borders and hierarchies, privileges process over product in teaching and learning, and aims to liberate and illuminate the marginalized voices of multilingual learners (Robinson, 2019). The purpose of this chapter, then, is to answer two overarching questions: (1) Where does this study look for strong translanguaging pedagogy? and (2) What kind of strong translanguaging pedagogy does it look for? Regarding the first question, this research is particularly interested in translanguaging pedagogy in the context of elementary dual-language immersion education (DLI). Thus, this chapter begins with a survey of the sociopolitical history and context of DLI in the United States. Within the context of elementary DLI education, this research seeks to understand translanguaging as an approach to biliteracy instruction specifically rooted in critical literacy.

Therefore, this chapter then turns to a review of translanguaging as a critical literacy pedagogy in elementary DLI contexts. To summarize, this chapter serves to narrow the analytic scope of translanguaging by reviewing the DLI instructional context and critical literacy pedagogies that are relevant to the current study.

The Sociopolitical context of DLI Education

The historical trajectory of bilingual education in the United States can be understood in relation to the flows of sociopolitical and ideological views towards bilingualism as a right, a problem, or a resource (Ruíz, 1984; de Jong & Howard, 2009). In other words, the sociopolitical views towards bilingual education have historically shifted between being the *right* of all students in the U.S., a *problem* for social unity and equal education for all, and/or a *resource* for economic improvement and social transformation (Palmer et al., 2014; Ramirez, Faltis, & de Jong, 2018). It is important to understand the dynamic of the ebbing and flowing views towards bilingual education, and thus critically acknowledge the potential barriers to strong translanguaging pedagogy in DLI education.

Despite its current popularity as a resource for economic improvement, bilingual education played a very important role as the right of multilingual learners to access equal educational opportunities and outcomes. During the Civil Rights and Chicano Power Movements, bilingual education was an avenue to more equitable educational access, identity affirmation, and family integration for Latinx and Spanish-speaking students who largely faced segregated education (San Miguel & Valencia, 1998). During this moment, access to quality bilingual education was fiercely argued to be the civil right of multilingual learners of color in order to experience improved educational opportunities and outcomes, highlighted by the passing of the Bilingual Education Act in 1968 (Alfaro, 2018). More importantly, this meant that a lack

of access to quality bilingual education in the U.S., by extension, violated the civil rights of multilingual learners.

However, surges in immigration, primarily from Latin American countries, were used as pretext by proponents of monolingualism to renew fears of social disunity caused by cultural and linguistic diversity (Zentella, 1997). In the 1980s and '90s, bilingualism became quickly repositioned as a problem in the dominant socio-political discourse, and bilingual education experienced a regression to restrictive and assimilative agendas for immigration and education, aimed heavily at Latinx and Spanish-speaking students (Wiley & Lukes, 1996). Restrictive language planning policies, such as Proposition 227 in California, eradicated bilingual education and teacher preparation programs, forcing millions of multilingual learners to face years of schooling practices rooted in anti-immigrant and anti-Latinx ideologies (Alfaro, 2018). This led to subtractive education becoming the vehicle for the assimilation of primarily Latinx multilingual learners towards English monolingualism and remedial educational programming (Valenzuela, 1999).

Additive bilingual education, most recently in the form of DLI education, is currently making a comeback in the U.S., and bilingualism is becoming increasingly embraced as a valuable resource in the economically driven, globalized world of the 21st century (García, 2009; Henderson & Palmer, 2020). More specifically, DLI refers to an integrated model of bilingual education in which students, ideally equally balanced by dominance or backgrounds in each language of instruction, receive bilingual instruction in both content and literacy (Howard et al., 2018). For the most part, DLI programs have been taken for granted as inherently socially transformative and are assumed to be the best instructional model for development academic excellence and biliteracy for multilingual learners (Dorner & Cervantes-Soon, 2020; Valdés,

1997; 2018). In the context of Spanish-English DLI for Latinx learners, many teachers and administrators believe that while DLI programs can be inherently culturally relevant for Latinx students, deficit perspectives can persist towards multilingual learners of color (Bernstein et al., 2020; Chaparro, 2019; Chávez-Moreno, 2021). Before more deeply interrogating the limitations of DLI instructional models, it is necessary to understand the two major goals of DLI programs, in addition to high academic achievement, which are biliteracy and biculturalism for all students (Howard et al., 2018).

Biliteracy most commonly refers to the ability to read and write in two languages, but can also be considered as expertise in speaking, listening, and more generally, thinking (Ducua & Rozo, 2018). Given the role of bilingualism in the development of biliteracy, oral language abilities have been shown to be important factors for early literacy development throughout the elementary grades (Hammer et al., 2014). Biliteracy development has important benefits for all multilingual learners, in that it facilitates linguistic and skill transfer and is associated with bilingual maintenance, improved academic outcomes, creativity and problem-solving, as well as stronger communication skills (Gerena, 2002). The important point, though, is that standardized linguistic proficiency in two languages of instruction is a major goal of DLI education.

While there are significant implications of transanguaging for thinking about biliteracy beyond linguistics, there are various concepts to disrupt standardized and structuralist definitions of biliteracy within the field of sociolinguistics. For example, Martin-Jones and Jones (2000) define multilingual literacies as the number of identifiable ways in which students draw on different linguistic codes to read and write. Nancy Hornberger (1990, 2003, 2004) has developed an understanding of biliteracy as, like transanguaging, a primarily social practice. More specifically, it is a practice that involves a diverse continuum of multimodal linguistic practices

embedded within social, political, cultural, and economic power relations (see also, Hornberger & Skilton-Sylvester, 2000). Kafle and Canagarajah (2015) have also defined multiliteracies in relation to the pressure and high stakes of a variety of academic communication activities in higher education, not limited to formal reading and writing.

More closely related to translanguaging, however, the term pluriliteracies has been used to describe how new technologies are generative of fluid literacy practices, consisting of interrelated linguistic and semiotic resources (García, Bartlett & Kleifgen, 2017). It is also used to account for the wide diversity of semiotic and communicative competencies that multilingual learners enact while making meaning in the classroom (García & Flores, 2013). Ofelia García (2020) conceptualizes a translanguaging view of biliteracy based on four essential questions. Regarding the focus of literacy education, translanguaging moves it to the bilingual student instead of the monolingual text. In terms of how literacy is developed, García argues that a translanguaging stance sees biliteracy development as a complex set of social, cultural, political, and economic actions. According to translanguaging theory, biliteracy is the ability to bring the whole self and the entire linguistic repertoire into a biliteracy performance, regardless of the nature of the text.

What each of these concepts share, though, is an embrace of cultural and linguistic hybridity as helpful tools for rethinking biliteracy (Palmer & Martinez, 2016). It is also important to critically rethink biliteracy in a way that is open to negotiation from multiple perspectives and identities (Medina, 2010). In other words, we should not expand our understanding of biliteracy with linguistic hybridity, without critically acknowledging the role of cultural hybridity.

Therefore, it can be argued that definitions of biliteracy and approaches to its instruction must be

integrated with biculturalism. This highlights the need for rethinking both biliteracy and biculturalism in translingual terms (Lin & Li, 2015).

Regarding biculturalism, it is much less explicitly defined in research and practice than biliteracy. It is most referred to along the lines of cultural awareness or appreciation for cultural diversity (Howard et al., 2018). In more critical lines of research and practice, biculturalism is discussed in relation to critical consciousness as a proposed goal of DLI programming (Palmer et al., 2019). Despite a lack of concrete discussion or attention to biculturalism as a goal of DLI, many seem to agree that biliteracy development can play an important role in supporting a generally positive attitude towards biculturalism if integrated into instruction in ways that promote intercultural sensitivity, awareness, and tolerance of students from culturally and linguistically diverse backgrounds (Chen & Padilla, 2019). In other words, a strong investment in biliteracy development can be interconnected with a valuing of biculturalism in DLI, which emphasizes tolerance for individual and cultural differences and a respect for multicultural identities, representing an effort to build cross-cultural communities in the classroom (Hood, 2011; Ramirez et al., 2009).

It is important to think of biculturalism not as a goal separate from biliteracy. Rather, they must be understood as interconnected and co-constituted goals. To put it differently, an academic focus on biliteracy should not be the sole focus of instruction. Instead, biliteracy instruction should explicitly open opportunities for multilingual learners to experience and express biculturalism. Further, these interrelated goals cannot be taken for granted in an English-dominant context, which strengthens the need for critical frameworks and inquiry regarding critical consciousness and teacher agency in DLI education, which will be discussed later in this chapter. Therefore, like translanguaging, biliteracy instruction in DLI contexts should also be

political, whose point is not only academic literacy, but also the social transformation that is made possible through biculturalism.

To summarize, DLI in the United States is potentially positioned to confront a long history of ideological and political efforts to suppress access to bilingual education for multilingual learners. It has also played an important role in working towards the legitimization of instruction in non-English languages that have served as tools for solidarity and voice, especially for Latinx students (Paris, 2010). This has led, however, to a difficult dilemma regarding the best approaches for providing multilingual learners with high quality, equitable, bilingual instruction. Although a strong translanguaging approach to pedagogy in DLI calls for the disruption and transgression of conventional language borders, biliteracy instruction in DLI classrooms many times fails to resist such barriers, recreating them through strict language separation policies (Solorza, 2019).

Biliteracy Instruction in DLI Education: To mix or not to mix?

The overwhelmingly dominant approach to the goals of DLI is commonly referred to as language separation - a set of language policies and pedagogical strategies that develop bilingualism and biliteracy through the separation of languages in instruction (Palmer et al., 2014). This approach is founded upon the assumption that bilingualism functions as parallel monolingualism, and that two languages best develop on separate tracks. There is an important equity-related motivation for language separation, though, in that it strives to nurture minority language development by designating equal time and space for minority language instruction in English-dominated contexts (Valdes, 1997; 2018). To do so often requires individual teachers to act as monolingual models of one of the languages of instruction, essentially creating two tracks of monolingual education.

Despite the underlying intentions of language separation to contest English hegemony, in DLI classrooms it can be framed as a non-negotiable policy (García-Mateus & Palmer, 2017; Hamman, 2018). According to Fu, Hadjioannou and Zhou (2019), “the idea behind this practice is that if students are allowed to use whichever language whenever they want, they will choose to use the language in which they are more comfortable and will never get to practice and learn any other languages,” thus highlighting the perceived need to regulate language use in the classroom (p. 45). It is important to note, however, that given the dominance of English in the United States, multilingual learners are very likely to prioritize its use, even in cases in which English is not their stronger or most comfortable language, thus creating a difficult challenge of promoting the use of non-English languages (Henderson & Palmer, 2015; Palmer 2007; 2009; 2010). This makes the role of the teacher, in both planning and practice, especially important in the classroom. Even further, it warrants this study’s attention to the intersection of teacher practical knowledge, critical literacy, and translanguaging.

Even though a policy of language separation is one of the hallmark features of DLI education (Esquinca, Araujo & de la Piedra, 2014), it has not been immune to critique. First, a pedagogy rooted in language separation is insufficient for capturing the complexity of bilingual practices in the DLI classroom, asking multilingual learners to, at times, turn off parts of their linguistic repertoire and therefore failing to question ideologically informed notions of standard or appropriate language practices and linguistic purism (Hamman-Ortiz, 2019; Martínez Hikida, & Duran, 2015; Solorza, 2019). Further, the rigid separation of languages in DLI reflects monolingual orientations towards multilingual learners, framing their flexible languaging as a barrier to biliteracy development, holding them instead to norms rooted in linguistic purism and native speakerism (Flores & Rosa, 2015). In the area of assessment, these raciolinguistic

ideologies that view multilingual learners of color from deficit perspectives continue to be heavily reflected, despite the myth of neutrality that often accompanies standardized assessment practices (Ascenzi-Moreno & Seltzer, 2021). Also concerning is that these monolingual assumptions and accompanying language separation practices can extend beyond the classroom and into the homes of multilingual learners by pervading parental attitudes and practices (Oliveira et al., 2020; Wilson, 2020).

It must be acknowledged, then, that language separation cannot be separated from the same harmful and oppressive monolingual ideologies of the English-only movement that essentialize languages and their speakers and denounce non-standard languaging as improper, inappropriate, and unacademic. While language separation policies and practices are motivated by equity-related concerns about protecting equal time and space for instruction in non-English languages, they ironically reinforce monolingual assumptions and approaches to pedagogy that fail to reflect the dynamic, complex practices of multilingual learners (Prada & Turnbull, 2018). Despite the urgent and necessary concerns for protecting minority languages, language separation has not been sufficient for providing multilingual learners with equitable or socially-just educational experiences.

From a translanguaging perspective, a language separation approach fails to understand language learning and meaning making as cooperative practices, ones that should be grounded in the entirety of language knowledge that multilingual learners bring to the classroom. It further “relies upon an imagined ‘native speaker’ to determine language aptitude, an ideology that reinforces monolingual normativity and does not represent the true nature of bilingualism” (Hamman, 2018, p. 23). Language separation therefore narrows biliteracy to its most standard, academic definitions while also ignoring the larger, sociopolitical issues surrounding how

biculturalism is defined and integrated into biliteracy instruction (García & Lin, 2016). In fact, García and Lin posit that aiming to protect minority language instruction and use is a misguided goal, arguing that “[b]ilingual education cannot maintain minoritized languages as if they were autonomous museum pieces; instead, it can only help sustain and develop them in functional interrelationship within the communicative context in which they are used by bilingual speakers” (p. 11). García and Lin further argue that, while teachers must continue to allocate some time and space to each language of instruction, there should be extensive softening of those allocation boundaries. In other words, teachers must also work to intentionally allocate instruction for critical and creative translinguaging practices.

What is important, then, are the ways teachers plan and enact intentional and purposeful pedagogical practices that directly contest, resist, and disrupt the language borders that shape multilingual students’ relations with curriculum and learning. This critical approach to translinguaging pedagogy is especially important in DLI contexts, given that additive bilingual education already aims to integrate two languages of instruction. Rather than opening classroom spaces to multilingualism, translinguaging pedagogy in additive contexts can focus more closely on empowering students and teachers to embrace translingual identities and disrupt sociopolitical norms and borders of the two languages of instruction. Translinguaging pedagogy in DLI classrooms has the potential to more deeply interrogate the hierarchization of language practices, to decenter colonialist notions of knowledge and competency, and to develop a stronger level of critical consciousness regarding the relationship between language, power, and transformation (Cervantes-Soon et al., 2017; Cervantes-Soon et al., 2020; Sanchez et al., 2017).

For example, research has demonstrated how translinguaging serves as a powerful strategy to promote bilingual and bicultural identities by contesting monolingual policies,

allowing for the inclusion of a wider range of bilingual practices and learning resources by intentionally subverting language separation policies (Gort & Sembiante, 2015; Palmer et al., 2014; Pontier & Gort, 2016; Poza, 2018; Przymus, 2016). García-Mateus and Palmer (2017) highlight the ways in which dual-language elementary teachers engage in translanguaging practices to facilitate group work between students from different language backgrounds and offer more equitable learning opportunities for multilingual learners. Henderson and Ingram (2018) focus particularly on the kinds of translanguaging shifts made by a third-grade dual-language teacher to facilitate access to content, build a linguistically and culturally diverse classroom community, and develop multilingual awareness. Critical forms of translanguaging pedagogy have also been used in elementary dual-language science classes located in borderland spaces, in which students integrate science knowledge and bilingual/bicultural identities while engaging in translanguaging co-learning activities (Espinosa & Herrera, 2016; Esquinca, Araujo & de la Piedra, 2014; Infante & Licona, 2018).

These examples highlight how strong translanguaging pedagogy has been creatively enacted at the classroom level to critically integrate biliteracy and bicultural instruction. However, translanguaging as a biliteracy pedagogy in DLI contexts often struggles to disrupt language separation and its accompanying harmful monolingual assumptions on a larger, curricular scale. For example, teachers generally find it difficult to overcome content standards and assessment practices that are traditionally monolingual and that tend to punish the translanguaging practices of multilingual learners (García & Kleifgen, 2019; Henderson & Palmer, 2020). So, in a globalized world that “necessitates a skill set that seems to go well beyond being a really good user of a single regional standard of a local literate culture” (Fu et al., 2019, p. 23), translanguaging pedagogy must be purposefully designed to disrupt fundamentally

monolingual notions of biliteracy and biculturalism. Given the risk of aiming critical projects too broadly, resulting in the discursive drift that has been associated with translanguaging pedagogy (Jaspers, 2018), critical literacy offers an important lens for grounding strong translanguaging projects in biliteracy instruction. For this reason, what remains of this chapter pursues an understanding of translanguaging as a critical literacy pedagogy in DLI education.

Translanguaging as a Critical Literacy Pedagogy in DLI

Despite the potential for DLI education as a more equitable avenue for biliteracy and bicultural development for multilingual learners (Arteagoitia & Yen, 2020), questions have been raised about whether the biliteracy and bicultural instruction it provides is truly for all multilingual learners (Noguerón-Liu, 2020). Generally, DLI education has been increasingly marketed towards white families and sold on its potential economic benefits for white bilingual learners (Cervantes-Soon, 2014; Valdez, Delavan, & Freire, 2016). Also, supposedly balanced bilingual classrooms tend to be dominated by English-speakers in many DLI programs (Hamman, 2018; Oliveira, Becker, & Chang-Bacon, 2020). Even where this is not the case, multilingual learners across the DLI landscape face entirely monolingual, and very English-centric assessment practices (Ascenzi-Moreno & Seltzer, 2021; Flores & Schissel, 2014; García & Li Wei, 2014; Schissel, De Korne & Lopez-Gopar, 2018). DLI programs have been shown to sometimes, intentionally or not, reinforce barriers that prevent multilingual learners of color from accessing advanced-level courses in high school contexts (Morita-Mullaney, Renn, & Chiu, 2020). This reinforces what Flores, Tseng, and Subtirelu (2021) expose as a double standard between white bilingualism and racialized bilingualism, in which white bilingualism is understood as inherently valuable, while racialized bilingualism, like translanguaging in the classroom, is deficient. The authors call for research and practice in DLI contexts that

acknowledge raciolinguistic ideologies and contest the ways in which they continue to marginalize multilingual learners of color. Therefore, the intersection of translanguaging and biliteracy instruction in the context of DLI in this study provokes the pressing need to conceptualize translanguaging as a critical literacy pedagogy in DLI education.

Critical literacy can refer to a multiplicity of theoretical perspectives and pedagogical strategies aimed at promoting critical thinking and social transformation through the interrogation of social, political, and cultural texts and the disruption of their dominant narratives (Norris, Lucas, & Prudhoe, 2012). Rooted in Critical Pedagogy (Freire & Ramos, 1970), a critical literacy lens encourages teachers and students to contest the power dynamics that exist between texts and their readers by examining issues of identity, representation, and transformation. It is not unlike culturally relevant pedagogy (Ladson-Billings, 1995), which is a pedagogy of opposition to the mainstream and one of affirmation of underrepresented cultural experiences and identities, or culturally sustaining pedagogy (Paris, 2012), which seeks “linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (p. 95). Applying a critical literacy lens to culturally relevant or sustaining pedagogies, like strong translanguaging, brings the focus of teaching and learning on literacy as a tool for social change and should be taught as such.

In a special issue aimed at exploring the theoretical synergies between translanguaging and a variety of other fields of sociolinguistics and applied linguistics research, Lau (2019) explores the possibilities for biliteracy instruction when critical literacy and translanguaging approaches are combined in bilingual classrooms. Lau identifies the synergies between translanguaging and critical literacy as: a critique of language and literacy norms, a multimodal understanding of literacy practices, a positioning of multilingual learners as critical and creative

agents of social change, a valorization of marginalized voices and identities, and a broader project of enacting border-crossing and boundary-breaking literacy practices. Both frameworks of language pedagogy share deeper roots in critical pedagogy, regarding both its dedication to social and political change as well as its aims to disrupt norms, interrogate difference, and critically attend to issues of oppression and equity in school (García & Kleifgen, 2019; Lau, Juby-Smith & Desbiens, 2017). To put it differently, thinking about translanguaging through a critical literacy lens only reinforces that the purpose of pedagogy is social transformation more than language development.

Beyond this central commitment to social transformation through diverse language and literacy practices, it is important to discuss what a critical literacy lens specifically offers the concept of strong translanguaging pedagogy that grounds this study. Primarily, critical literacy tunes the focus of this study to the role of biliteracy instruction in the process of “how language and literacies are constitutive of and constituted by ideologies, affiliations, and worldviews,” and its potential to “have relevance in students’ lives, cultures, and aspirations” by fostering translanguaging literacy practices that enable multilingual learners to contest, disrupt, and transform the language problems that shape their classroom contexts (Lau, 2019, p. 73). Jason Mizell (2021) demonstrates this in practice, reflecting on how Afro-Latino learners used testimonios to create counternarrative picture books related to their own identities and immigration stories. More specifically, critical literacy directs the practical purpose and scholarly focus of translanguaging pedagogy towards a critical exploration of the ways in which school or academic texts socially, politically, and culturally influence the lives of racialized multilingual learners, interrogating whose perspectives are marginalized at the expense of others. Finally, critical literacy also affirmatively asks how the dominant perspectives can be challenged in

practice, meaning translanguaging pedagogy should not only focus on a critique of current literacy practices, but also to be generative of creative translanguaging literacy practices.

A critical literacy lens further contributes more nuanced areas of focus to García, Johnson and Seltzer's (2019) Stance/Design/Shifts framework for translanguaging pedagogy. For example, beyond attention to thinking about biliteracy in a way that empowers the cultural and linguistic capital of multilingual learners, literacy teachers must also promote access to the powerful forms of language, bilingualism, and biliteracy as necessary for multilingual learners' critical engagement with social texts and relevant social issues or problems. When integrated with translanguaging, Lau (2020) shows how critical literacy provides an explicit focus on critical engagement with social issues combined with the intention of harnessing the agency of multilingual learners to flexibly and creatively make meaning and create knowledge via a wide variety of linguistic, multimodal, and social resources. Therefore, translanguaging as a critical literacy pedagogy must engage multilingual learners in the disruption of the norms of standardized bilingualism and biliteracy while also centering their agency to creatively transform those norms. This can only be done by legitimizing a diversity of intercultural, alternative, and silenced perspectives as valuable learning resources. Teachers must do the same in order to simultaneously promote translanguaging practices within a critical biliteracy curriculum (Lau, Juby-Smith & Desbiens, 2017).

This combined approach to biliteracy pedagogy means that a critique of language and literacy norms in the classroom must start with a strong translanguaging stance. While biliteracy instruction from a translanguaging stance can be seen as messy and complex, it can also be creative and potentially transformative. This is precisely why the dynamic and fluid nature of border-crossing biliteracy practices must be valued in DLI classrooms, despite the lack of

concrete standards or norms for instruction and assessment (García & Kleifgen, 2019).

Translanguaging as a critical literacy pedagogy in DLI can deepen multilingual learners' critical engagement with classroom texts, empower them to interrogate the role of those texts in the surrounding context of social and power dynamics, allow them to transform biliteracy learning in the process (Beach & Bloome, 2019) - and to do so multimodally (Helot, Sneddon & Daly, 2014; Shepard-Carey, 2020). There is a also significant body of research that demonstrates the value of translanguaging as a critical literacy pedagogy in mainstream, monolingual language and writing classrooms (Kersten & Ludwig, 2018; Link & Orango, 2019; Seltzer, 2019; Takaki, 2019; Zapata & Tropp Laman, 2016).

There are quite a few empirical examples emerging related to critical translanguaging literacy approaches in additive contexts that involve multicultural picture books, read alouds, and storytelling activities (Clark, 2020; Flynn, 2021; Osorio, 2020). García and Kleifgen (2019) explore the use of multicultural picture books as mentor texts for modeling and creating critical translanguaging spaces. Palmer and colleagues (2014) have also explored the role of multicultural picture books in promoting a first-grade DLI teacher's translanguaging practices during conversations about immigration and deportation. These books often model translanguaging embedded within text, images, and design features for a variety of purposes, such as providing context clues, demonstrating, or comparing the grammars of different languages, and representing cultural practices or emotional expression (Rossato de Almeida, 2018). García-Mateus and Palmer (2017) investigated the use of multicultural children's literature during translanguaging read-aloud activities, concluding that they support positive bilingual and bicultural identities while also supporting biliteracy development. Seals and colleagues (2020), in the context of additive bilingual education in Australia, offer strategies for

teachers and students to co-create translanguaging picture books as pedagogical resources. They critically analyze how students in these activities negotiate not only the grammar norms of their books, but also how they negotiate their bicultural identities. Kersten and Ludwig (2018) demonstrate the value of multilingual and multicultural picture books as vehicles for critical translanguaging literacy pedagogy that disrupt dominant ideologies of monolingualism, linguistic purism, and English hegemony. Most recently, Cárdenas Curiel and Ponzio (2021) demonstrate how a third grade DLI teacher draws on translanguaging and culturally sustaining writing workshops to develop biliteracy and biculturalism in tandem.

One important consideration for the present study is that bilingual and multicultural picture books serve as important tools for biliteracy and bicultural development. This is the case when they call on students to recognize the various aspects of grammar and language comparisons that reflect diverse cultural experiences (Ducuara & Rozo, 2018). Such books also ask multilingual learners to work simultaneously in multiple languages to negotiate linguistic and cultural meaning (Sneddon, 2009), and to enact their metalinguistic awareness and cultural identities in ways that contest the authority and expertise of the dominant perspectives in the classroom (Naqvi et al., 2013). Strong examples of multilingual books, what Medina (2010) refers to as “literatura fronteriza,” can support translanguaging and critical literacy stances towards enacting critical and border-crossing pedagogies that disrupt linguistic, cultural and identity boundaries. They can also support collaborative, interactive, shared meaning-making practices (Pontier & Gort, 2016). However, the majority of bilingual and multicultural children’s books tend to keep languages very separate, whether by space, color, or page, thus still reflecting monolingualism in bilingualism and biliteracy (Daly, 2018). The linguistic hierarchies that these

books create must be interrogated for a more effective, equitable, and affirmative approach biliteracy instruction (Przymus & Lindo, 2021).

Regarding assessment, the most challenging aspect of adapting bilingual and biliteracy instruction to strong translanguaging, Ascenzi-Moreno and Seltzer (2021) argue that a critical translanguaging approach must be developed to disrupt raciolinguistic ideologies in reading and assessment that frame multilingual learners of color in deficit terms. The authors demonstrate how dual-language teachers draw on translanguaging to develop comprehensive, layered views of their students as readers as the first step in critical translanguaging assessment. Teachers must also acknowledge the provisional and narrow nature of the kinds of formative reading assessments currently available to them. They conclude that it is not only necessary to draw on a strong translanguaging stance in assessment to disrupt monolingualism, but it must also be applied creatively to explore new approaches to meaningful and critically informed biliteracy assessment.

Taken together, these studies suggest that a critical translanguaging approach to literacy begins with the acknowledgement that language separation policies are insufficient for biliteracy and bicultural instruction in DLI classrooms. García and Kleifgen (2019) offer the next step, as the translanguaging literacies approach to generating multilingual student engagement with a diversity of texts that promote a critically informed metalinguistic awareness. This approach commits centrally to a collaborative, co-learning approach between multilingual learners and their teachers, providing students with the space and agency to interrogate the dominant and marginalized perspectives associated with the texts available to them. Its purpose is to position multilingual learners to affirmatively transform the ways they make and communicate knowledge. This has further implications for how to approach translanguaging as a critical

literacy pedagogy, in that it should “disrupt the linearity of curricula” and “engage the creativity and criticality of [multilingual learners] as they perform literacy, rather than simply their ability to conform to tradition and be dependent on static texts that are said to have predetermined meanings representing the world, a world form which they are often excluded” (p. 8).

García and Kleifgen further offer multiple areas of translanguaging literacy pedagogy. Regarding areas related to the planning and design of translanguaging instruction, they include: (1) affordances (creating spaces and materials that support translanguaging literacies practices); (2) co-labor (teacher-student collaboration in pedagogical planning and practice); (3) production (leveraging translanguaging literacy practices that reflect different experiences and perspectives); (4) assessments (assessment practices designed to legitimate translanguaging practices of biliteracy and biculturalism as academic, knowledge-making practices); and (5) reflection (activating critical multilingual awareness that empowers creative translanguaging literacy practices). They also offer two additional areas that focus on translanguaging pedagogy as a flexible, shifting process, which include: (1) co-learning (collaborative, multidirectional inquiry between teachers and students) and (2) openings and movements (teachers and students remain open and flexible to multiple literacy learning practices as they unfold).

Finally, regarding translanguaging as a critical literacy pedagogy, it must also be assumed that biliteracy teaching practices in DLI do not occur in a vacuum, but are influenced by the sociopolitical contexts where English hegemony and language separation policies can frustrate teacher agency and undermine these core goals and their equity implications for multilingual learners (Flores, Tseng & Subtirelu, 2021). Palmer and colleagues (2019) argue that critical consciousness for DLI teachers is the foundation for humanizing pedagogies, action, and solidarity through the interrogation of unequal power, critical listening, and historicizing our

schools, selves, and communities. Other scholars continue to urge that the principles of biculturalism and sociocultural competence that underlie DLI education can only be achieved when teachers put their critical consciousness into action (Alfaro, 2019; Freire, 2020; La Serna, 2021). Chávez-Moreno (2021) takes this a step further, arguing that DLI teachers must not overlook critical-racial consciousness by interrogating the raciolinguistic ideologies that are present in their classrooms. Thus, a central concern of this research is the teacher knowledge and agency that are necessary to engage translanguaging as a critical literacy pedagogy in DLI classrooms.

Teacher Practice and Knowledge in DLI

As the first chapter argues, translanguaging is a political stance, and the point of its pedagogy is social transformation. Seeking and analyzing teaching practices in such a power-laden context has implications related specifically to the ethical and political values that guide this study. This is especially complex considering the process-oriented nature of translanguaging as a theory of language and pedagogy of multilingualism. Essentially, this research is grounded in an assumption that strong translanguaging pedagogy can come to be known and understood by attending to how teachers do it in the classrooms. Therefore, it necessitates an epistemological approach that centers teachers' thinking, experiences, and the practical knowledge they produce. However, such an epistemological stance has important ontological concerns that must first be considered.

Working from a foundational assumption that knowledge about teaching emerges from teaching practice itself, an epistemological movement grew from curriculum theorists who contested any paradigm that holds teaching knowledge as a set of objective, instrumental, or mechanical practices (Rosiek & Gleason, 2017). More specifically, this Teacher Practical

Knowledge movement has largely attempted to explore “the kind of useful knowledge teachers can acquire from reflecting on the course of their own experience” (p. 35). Lee Shulman (2005), critiquing behaviorist approaches to studying teachers and teaching that were based on precise, prescriptive approaches, argues for an understanding of pedagogy as a more complex, problem-solving activity, in which teachers are constantly engaging and negotiating a multiplicity of pedagogical concepts in the process of teaching. Similarly, Clandinin and Connelly (2004) push against highly prescriptive approaches in teacher education, arguing that our knowledge about teaching comes from the stories teachers tell themselves about their experiences.

Also, Cochran-Smith and Lytle (2015) make the case that teachers are not just consumers of formal knowledge about teaching, or knowledge for practice. Teachers also generate and utilize practical knowledge about teaching, or knowledge in practice. There is also an especially relevant similarity here, as Cochran-Smith and Lytle further argue that teachers must take a stance as inquirers. Teaching, then, should be understood as a more localized process in which teachers are researchers into their own practice and, in doing so, generate knowledge that informs future practice. Given the many questions about strong translanguaging pedagogy that remain unanswered, teachers should be positioned as researchers and inquirers. Teachers should be seen as innovators and creators of practical knowledge that will go towards answering many of those questions.

Taken together, these examples demonstrate how the Teacher Practical Knowledge movement emerged from an epistemological commitment in educational research to including teachers’ voices, experiences, and insights that come from their practical work (Rosiek & Gleason, 2017). However, the epistemological turns of the Teacher Practical Knowledge movement also urge an ontological consideration of teaching as an embodied, affective, and

contextual process. Rather than assuming that competent teaching practice could be defined by some narrow set of standardized criteria or set of best-practices, the teacher practical knowledge movement argues that how teachers adapt content and curriculum to their particular circumstances is the key skill of pedagogy, and that this skill can take many shapes and forms. Rather than professionalizing teaching as the extent of standardization of the practice, this is taken as evidence for the need to focus the attention of educational research on teachers as holders of unique knowledge rather than instruments of a larger schooling machine (Shulman, 2005).

As holders of such practical and intellectual knowledge, teachers should be viewed as curricular agents, and thus conversations and experiences with teachers can provide a depth of insight into how they enact such knowledge in their own practice and how they engage with educational inequities (Clandinin, 2019; Clandinin, Caine & Lessard, 2018; Rosiek & Clandinin, 2016). More generally, the Teacher Practical Knowledge movement is also grounded in an ontological acknowledgment that teachers are uniquely positioned as thinkers, decision makers, advocates, and agents of change whose pedagogical expertise is an important source of valuable knowledge for other practitioners, policymakers, and researchers (Cochran-Smith & Demers, 2010; Cochran-Smith & Lytle, 2015; Craig, 2018; Elbaz, 2018). In other words, it is assumed that there are no clear boundaries of what teaching is, and that the intellectual, socioemotional, and practical work of developing teacher knowledge is actually done by teachers themselves. This is the implication of the Teacher Practical Knowledge movement that is particularly relevant for translanguaging and the present study.

Therefore, when applied to the context of translanguaging pedagogy in DLI classrooms, a teacher practical knowledge lens supports the argument that there is knowledge about

translanguaging pedagogy, especially strong translanguaging pedagogy, that emerges directly from teaching practice. This knowledge is not generalizable nor standardizable and cannot be reduced to a set of best-practices. There is no formula for correctly designing and practicing translanguaging pedagogy. Rather, our inquiry must start with what teachers know (their stance) and how they are putting this knowledge into practice (design and shifts). Therefore, this study seeks teacher practical knowledge about how DLI teachers adapt biliteracy curriculum and instruction to strong translanguaging pedagogy. Further, this practical knowledge emerges directly from the particular circumstances of their communities, classrooms, and students, to which attention must also be paid. As so, this study centers the voices, experiences, and practices of those teachers as a form of evidence for both the tensions and creativity of translanguaging as a critical literacy pedagogy in elementary DLI classrooms.

Summary

The first chapter discussed the development of translanguaging as a pedagogical concept and made clear that this study aims to contribute to strong translanguaging research, as a critical literacy pedagogy in elementary dual-language immersion education. The next step, then, was to discuss both where and what kinds of translanguaging pedagogies would be the object of inquiry for this research. Therefore, it was necessary to discuss, in detail, the sociopolitical context in which translanguaging is understood and examined in the present study, and the tensions for translanguaging pedagogy that emerge from that context, and to further interrogate the history, goals, and dominant instructional methods that characterize DLI education in the United States. Related to the kinds of translanguaging pedagogy of concern, it also reviewed a variety of translanguaging approaches and empirical examples to biliteracy instruction in DLI. More

specifically, it narrowed the focus of this research to translanguaging as a critical literacy pedagogy in elementary DLI contexts.

Regarding DLI education as the context of this research, the important point is that it is an instructional program filled with tensions and contradictions, not unlike translanguaging as an approach to pedagogy. Despite the equity-related intentions of a language separation framework to promote academic achievement, biliteracy, and minority language development against English hegemony, the pedagogical approaches that result from language separation continue to reinforce monolingual and raciolinguistic ideologies that maintain an unequal, hierarchical binary between bilingualism for white multilingual learners and bilingualism for multilingual learners of color. This contradiction in DLI education highlights the urgent need for strong translanguaging approaches that do not strive to disrupt language separation but take further aim at languages and their speakers as racialized, essentialized subjects.

In recognition of this tension within DLI education, the present study draws also on critical literacy to ground strong translanguaging in biliteracy instruction. Critical literacy as a theoretical lens makes central a commitment to literacy pedagogies that intentionally position students to interrogate the power dynamics between texts and readers. Related to translanguaging, it demands more from its pedagogical strategies than content and language scaffolding. Rather, a translanguaging approach to pedagogy grounded in critical literacy is necessarily one that centers the agency of racialized multilingual learners to interrogate whose perspectives are marginalized at the expense of others and liberate their own voices in the process.

To conclude, this study engages translanguaging as a critical literacy pedagogy in elementary DLI classrooms. It begins by examining the purposes and tensions of a strong

translanguaging stance, according to current elementary DLI teachers. It then explores the critical and creative ways that a group of elementary teachers in a local DLI program think, plan, and teach with translanguaging as a critical literacy. Given this focus on the translanguaging stances, designs, and shifts of teacher practices, it was necessary to more generally discuss the ontological assumptions related to teacher practical knowledge that underlie the concern of this research with translanguaging pedagogy. I now turn to the epistemological underpinnings of a teacher's practical knowledge lens, from which I build a qualitative translanguaging methodological framework for this study.

IV. Chapter 3 - Translanguaging as a Qualitative Research Methodology

With the overarching purpose of engaging translanguaging as more than a tool for scaffolding biliteracy, this research has two goals: to gain a critical understanding of the purposes and tensions that are inherent in a translanguaging stance, and to highlight creative examples of how elementary teachers in dual-language immersion (DLI) programs teach with translanguaging as a critical literacy pedagogy. It is guided by the following research questions:

- a) What are the purposes and tensions of a translanguaging stance for elementary DLI teachers?
- b) How do elementary DLI teachers negotiate these tensions to design critical translanguaging literacy lessons?
- c) How do elementary DLI teachers critically and creatively shift their translanguaging pedagogy while teaching such lessons?

The first chapter, essentially asking what translanguaging is, tracked its development as a theory of language and concrete pedagogical approach. The second chapter, asking where and what kinds of translanguaging pedagogy this research examines, critically interrogated the sociopolitical context and implications of translanguaging as a critical literacy pedagogy in elementary DLI classrooms. This chapter extends translanguaging from a theory of language and pedagogy, operationalizing it as the qualitative methodological framework for the present study. Drawing on García, Johnson, and Seltzer's (2017) Stance/Design/Shifts framework, in conversation with concepts like critical multilingual awareness (García, 2017) and the translanguaging literacies approach (García & Kleifgen, 2019), this chapter details the methodological approach for exploring how elementary DLI teachers think, plan, and teach with translanguaging as a critical literacy pedagogy.

Theoretically, this research is at the intersection of translanguaging, critical literacy, and Teacher Practical Knowledge, in the context of elementary DLI education. Critical literacy grounds translanguaging pedagogy in its commitment to centering the agency of racialized multilingual learners to disrupt marginalization, otherization, and inequity in their learning experiences. When applied to biliteracy instruction in DLI contexts, teaching with translanguaging as a critical literacy pedagogy calls on teachers to interrogatively integrate a diversity of texts, voices, experiences, and identities into the curriculum. From a Teacher Practical Knowledge perspective, our attention is focused specifically on the knowledge about teaching that emerges from how teachers talk about and use translanguaging in practice. Therefore, this study ultimately engages translanguaging as a critical literacy pedagogy in elementary DLI classrooms. It critically examines the purposes and tensions of teachers' translanguaging stances and highlights creative examples of strong translanguaging designs and shifts. Prior to presenting the study design details and analytic methods, it is necessary to clearly and concretely acknowledge the ontological and epistemological assumptions that emerge from this theoretical intersection.

Ontological Assumptions

The ontological assumptions that underlie translanguaging generally, and this study specifically, revolve around the following questions: what are bilingualism, biliteracy, and biculturalism? How are they developed in school? What are the roles of the teachers in this process? The first ontological implication of translanguaging theory is a redefinition of language as a politically and power-laden social practice (Sherris & Adami, 2019). In other words, it is not enough to look at language as just a structural or social object, we must look at it as a social practice. By extension, bilingualism is also a social, communicative practice that is difficult to

measure to categorize in standardized terms. Rather, the object of analysis are the dynamic communicative practices in which multilingual learners engage, not just in terms of the named languages that are involved in those practices. Bilingualism, then, must be understood as the active negotiation of one's unified linguistic repertoire, in which a multiplicity of communicative resources is simultaneously under negotiation and drawn upon in ways that do not conform to standardized or named language borders (Otheguy, García, & Reid, 2015).

This conception of bilingualism has significant implications for thinking ontologically about biliteracy and biculturalism. To put it most concretely, biliteracy and biculturalism cannot simply be academic practices. They are inherently intertwined practices in which meaning is collaboratively made and remade across various dimensions: academic, social, political, cultural, identity, etc. From a translanguaging lens, we should define biliteracy and biculturalism in relation to the critical and creative practices of multilingual learners to engage with, disrupt, and transform the linguistic and academic norms of the classroom (García & Kleifgen, 2019). This means, as teachers, intentionally centering the agency of multilingual learners to interrogate content and demonstrate learning from multiple perspectives and identity positions. Finally, perhaps the most important assumption about biliteracy and biculturalism is that they are not definable products; there is no end goal or single desired outcome. Strong translanguaging pedagogy is focused on the process of social transformation through the development of biliteracy and biculturalism more than the specific shape that biliteracy and biculturalism take for an individual student or in a specific classroom (Kleyn & García, 2019). Thus, a translanguaging lens demands that biliteracy and biculturalism instruction not be treated as a linear approach or set of best practices. Instead, translanguaging pedagogy, like translanguaging practice, requires a

repertoire of stances, designs, and shifts to navigate the dynamic circumstances of DLI classrooms (García, Johnson, & Seltzer, 2017).

This, then, requires a redefinition of the roles of teachers in this process of biliteracy and biculturalism instruction. The teacher is not a sole expert who imparts knowledge upon their students. Practically, this disrupts the idea that teachers should be positioned as monolingual models in DLI education (Palmer et al., 2014). Further, the student is no longer an unfinished product of bilingual development under the complete direction of the teacher. Instead, teachers and students collaboratively engage bilingualism and biliteracy practices in DLI as equal co-learners who collectively negotiate the kinds of learning that occur in the classroom and how knowledge or competency is demonstrated (García & Kleifgen, 2019). A central analytic concern of this study is on the agency of elementary DLI teachers to navigate the tensions of strong translanguaging pedagogy and disrupt traditional approaches to biliteracy instruction. Therefore, in concert with a Teacher Practical Knowledge perspective (Clandinin, 2019; Clandinin, Caine & Lessard, 2018; Rosiek & Clandinin, 2016), this research centers elementary DLI teachers as curricular agents, and thus conversations with these teachers can provide a depth of insight into how they enact knowledge about translanguaging pedagogy in their own practice and how they engage with tensions it provokes. This understanding of how teacher knowledge about translanguaging is produced, however, provokes significant implications for considering *how we go about understanding and representing such knowledge.*

Epistemological Assumptions

The theoretical intersection between translanguaging, critical literacy, and Teacher Practical Knowledge, specifically in the context of elementary DLI education, provokes ontological considerations of bilingualism, biliteracy, and pedagogy as discursive practices.

Further, this study engages strong translanguaging, which demands a purposeful focus on the process of social transformation rather than the linguistic product of bilingual education (Poza, 2017). Taken together, the present study is positioned as epistemologically anti-foundationalist. In other words, it is impossible to eliminate social, cultural, and political factors from research that examines teaching practices in DLI education contexts (Flores, Tseng, & Subtirelu, 2021). More specifically, there is no clear foundation or definable product of biliteracy, biculturalism, or translanguaging pedagogy which this study seeks to uncover. This study does not attempt to define the boundaries of translanguaging pedagogy, but rather seeks transparency in the pedagogical practice of mediating and negotiating translanguaging as a critical literacy pedagogy in elementary DLI classrooms.

Epistemologically, through a Teacher Practical Knowledge lens, the present study assumes that a transparent understanding of the process of translanguaging pedagogy can be achieved by carefully examining teachers' experiences and directly observing their practices. It builds from a tradition of scholarship that examines teachers' self-transformation and analyzes the kind of teaching knowledge that leads to direct action, rather than generalizable knowledge about teaching (Clandinin & Connelly, 2004; Shulman, 1987). Therefore, analysis of how teachers think, plan, and teach with translanguaging aims to describe the nature of strong translanguaging pedagogy and the practical knowledge that emerges from it. This presents a tension, however, related to how such a description of strong translanguaging pedagogy is represented. There are many empirical research examples within the Teacher Practical Knowledge movement that are foundationalist, assuming that teaching practices and experience can only be represented through deep descriptive research like narrative inquiry or case studies (Rosiek & Gleason, 2017). Although the present study represents teachers' experiences and

practices through similar analytic methods, which will be discussed in the following section, it is more deeply assumed that the knowledge about translanguaging pedagogy that emerges from this research, while ontologically real, is not rooted in any fixed or stable foundation. In other words, the experiences of the elementary DLI teachers who participated in this study and their creative examples of translanguaging as a critical literacy pedagogy are considered real, the knowledge it produces about translanguaging must be considered, more generally, to be provisional in nature.

To summarize, this research ultimately centers teachers' voices and experiences as evidence for both the critical tensions of a strong translanguaging stance, as well as the creativity that emerges from translanguaging design and shifts in classroom practice. The purpose of this research is to learn about how teachers think, plan, and teach with translanguaging by seeking transparency in the process of negotiating strong translanguaging pedagogy in elementary DLI contexts. This research, to put it differently, seeks a process-oriented understanding of strong translanguaging pedagogy, which necessitates a similarly process-oriented methodology. To do so, the present study operationalizes García, Johnson, and Seltzer's (2017) Stance/Design/Shifts framework as a qualitative research methodology, which will be the focus of what remains of this chapter.

Translanguaging as a Qualitative Research Methodology

In addition to serving as a framework for planning and implementing translanguaging pedagogy in a variety of classroom contexts, the Stance/Design/Shifts framework can serve as a qualitative methodological framework for the present study design, data collection, and analysis. Therefore, this section explores this framework can be supplemented with analytic criteria more specifically related to translanguaging as a critical literacy pedagogy to fulfill the methodological needs of the present study. Specifically, it examines how the study is designed to answer the first

research question, guiding analysis specifically towards the purposes and tensions of a strong translanguaging stance as they relate to various aspects of critical multilingual awareness (García, 2017). Also, it examines how the Stance/Design/Shifts framework can be further extended to answer the second and third research questions, as they relate to multiple criteria associated with the translanguaging literacies approach (García & Kleifgen, 2019).

To briefly summarize the three elements, as discussed in the first chapter: Stance refers to the adoption of a strong translanguaging orientations; Design refers to concrete lesson planning that centers the agency and creativity of multilingual learners; and Shifts asks the teacher to engage in the active and ongoing negotiations of the lesson plan and the classroom language flows. This is a framework that prioritizes a process-oriented focus on dynamic language, flexible negotiation of classroom language borders, and, most importantly, a critical commitment to disrupting language ideologies and centering marginalized voices. In other words, when taken together, the Stance/Design/Shifts framework for strong translanguaging pedagogy maintains as its purpose social transformation through biliteracy and biculturalism instruction and development.

Generally, the Stance/Design/Shifts approach represents a process-oriented approach to biliteracy and biculturalism instruction that centers not only student translanguaging practices in learning, but also how teachers understand, design, negotiate, and enact critical translanguaging pedagogy. More importantly, it demands a simultaneous focus on the sociopolitical commitments of a translanguaging stance and an intentional approach to lesson planning, while also leaving space for the dynamic flexibility that is inherent in translanguaging practice and pedagogy. Due to its multidisciplinary and process-oriented nature, this framework can also represent a methodological approach to qualitative inquiry that accounts for the material and

ideological tensions of thinking, planning, and teaching with translanguaging as a critical literacy pedagogy in elementary DLI contexts.

Stance

Table 1

Research Question	<i>What are the purposes and tensions of a strong translanguaging stance for elementary DLI teachers?</i>
Unit of Analysis	Teachers’ perspectives/beliefs/attitudes about translanguaging
Data Collection	1 semi-structured interview/teacher (25 total)
Analytic Criteria (What guides deductive coding?)	<p>Critical Multilingual Awareness (Garcia, 2017)</p> <ul style="list-style-type: none"> - knowledge of multiple languages or how multilingualism works - pedagogical practice in two languages - understandings of language as a social construction - understandings of the role and value of multilingualism in a democratic society - understandings of the histories of oppression in language classrooms

Overview of Stance Analysis

The first objective of the present study is to gain a critical understanding of the purposes and tensions of a strong translanguaging stance. It does so by investigating how current elementary DLI teachers think about and experience translanguaging in the classroom. More specifically, it explores their perspectives towards and experiences with translanguaging as a theory, student practice, and pedagogy in their own classroom contexts. Figure 1 provides an overview of the methodological design for the Stance component of this Stance/Design/Shifts framework, guided by the research question: *What are the purposes and tensions of a strong translanguaging stance for elementary DLI teachers?*

In relation to the commitment of a strong translanguaging stance to social transformation, this research question is designed in a way to interrogate the tensions, contradictions, and juxtapositions that teachers must confront related to the language borders of their classrooms and the larger curriculum. As such, the unit of analysis is not necessarily the teachers themselves, but rather their translanguaging stance; or their perspectives, beliefs, and attitudes about translanguaging in the classroom. Data includes semi-structured interviews (Given, 2008) with current teachers, from which analysis highlights qualitative evidence of how the purposes and tensions of a strong translanguaging stance manifest in the ways teachers think about and discuss translanguaging.

Participants include 25 current elementary teachers in some form of DLI instructional context. DLI instructional contexts can include school-wide programs, in which the entire school staff and student body follows the bilingual curriculum. However, they can also include programs that function as a dual-language strand within a monolingual school. For example, one cohort of students may follow a bilingual curriculum, while the rest of their peers follow a traditional monolingual curriculum as they move through grade levels. Of the 25 total elementary DLI teachers, 24 currently teach in a Spanish-English DLI program, while one teaches in a French-English DLI program. Regarding their regional locations, 13 currently teach in California, eight in Oregon, three in New York, and one in Illinois. Fourteen of them teach in a school-wide DLI program, while 11 teach in a DLI strand program. Regarding their gender identities, one teacher self-identifies as non-binary, 22 self-identify as female, and two as male. They represent the following grade levels, followed by the number of teachers in each grade in parenthesis: K (4); 1st (3); 2nd (2); 3 (5); 4 (4); 5 (5). Two teachers, however, are currently English-Language Development specialists who teach students from each elementary grade

level. Finally, this group of teachers also represents a wide variety of years of experience teaching, followed by the number of teachers in in parenthesis: 0-1 years (5); 1-3 years (3); 3-5 years (6); 5-10 years (4); 10-20 years (4); 20+ years (3).

Teachers were recruited following convenience sampling methods, based upon their availability and willingness to participate (Frey, 2018). In addition to contacting teachers through pre-existing relationships, Facebook groups were also utilized to post recruitment messages. This sampling method was prioritized due to the ongoing challenges caused by the COVID-19 pandemic, out of a respect for the professional responsibilities and boundaries of teaching during a difficult moment. Additionally, snowball sampling (Parker et al., 2019) was used to identify participants with experience and expertise specific to translanguaging for the purposes of this research question. Similarly, there were cases in which purposive sampling was necessary to judge, in certain cases, when participants would or would not contribute to the objective of the first part of the research (Patton, 2002). All participants were provided with incentives in the form of \$20 digital gift-cards after they completed the interview.

The interviews were semi-structured in nature and were guided by a set of general themes or topics, including but not limited to: language planning in their local context; description of student and teacher daily multilingual practices; challenges of teaching in DLI contexts; experiences with and attitudes towards translanguaging; issues of equity and social justice in DLI education; and further questions about translanguaging. Each interview was conducted via Zoom and was audio-recorded and transcribed. While most interviews were conducted entirely in English, the interviewer's fluency in Spanish allowed for multiple interviews to be conducted either entirely in Spanish or to be flexibly translingual in nature.

Analysis of the interviews followed a recursive process of both inductive and deductive coding (Denzin & Lincoln, 2017). Given the anti-foundationalist assumptions that underlie this research, it was important to leave analysis open to inductive coding, in which important themes and codes related to the purposes and tensions of a strong translanguaging stance emerged in the process of analysis. However, in order to maintain the focus of analysis on the characteristics and central commitments of strong translanguaging and critical literacy pedagogy, deductive coding was guided by supplemental analytic criteria adapted from García's (2017) notion of critical multilingual awareness. While not directly included in the Stance/Design/Shifts framework, critical multilingual awareness may serve as valuable analytic criteria for critically examining teacher's perspectives, beliefs, and attitudes about strong translanguaging. They include multiple areas of attention to not just potential linguistic factors of translanguaging pedagogy, but also areas of social justice and transformation. Therefore, I draw on these concepts to help guide deductive analysis of the interviews in a way that surfaces evidence of the purposes and tensions of a strong translanguaging stance in DLI contexts.

For example, critical multilingual awareness includes knowledge of or proficiency in multiple languages (meaning a teacher is either aware of how multilingualism works or is multilingual). Integrating this as a deductive code can highlight instances of how teachers think about their students' and their own translanguaging practices. Critical multilingual awareness also includes over pedagogical practices in two languages, which, in analysis, will surface evidence of translanguaging pedagogies. Beyond linguistically specific criteria, critical multilingual awareness also includes an understanding of language as a social construction, an understanding of the role and value of multilingualism in a democratic society, and an awareness of the histories of oppression that are connected to language-learning. Therefore, in the present

study, these purposes of critical multilingual awareness are used as an initial set of deductive codes (Saldaña, 2021), from which analysis will seek to gain a critical understanding of the purposes and tensions of a strong translanguaging stance in relation to its purpose of social transformation.

Design

Table 2

Research Question	<i>How do elementary dual-language immersion teachers negotiate these tensions to design critical translanguaging literacy lessons?</i>
Unit of Analysis	The process (and product) of designing a translanguaging literacy lesson plan
Data Collection	A documented lesson plan; 1 semi-structured interview
Analytic Criteria (What guides deductive analysis?)	<p>Translanguaging Literacies Approach (Garcia & Kleifgen, 2019)</p> <ol style="list-style-type: none"> 1. Affordances: Provide multilingual resources & translanguaging model texts; welcome families and communities that support other literacies. 2. Co-Labor: Encourage collaborative work. All voices and means of production are heard and acknowledged from the different positions of their bodies within the racialized sociopolitical structures of the school community. 3. Production: Mobilize students to leverage their translanguaging as they engage with multimodal resources and tools at hand. Encourage students to discuss the meanings of multilingual/modal texts with different literacy conventions that reflect different worlds and genres. 4. Assessments: Develop formative and summative assessments designed to observe multilingual literacy acts more closely. Encourage students to express what they know by deploying their entire semiotic repertoire.

Overview of Design Analysis

While the first objective of the present study is to gain a critical understanding of the purposes and tensions that are inherent in a translanguaging stance, the second objective of the

study is to highlight creative examples of how elementary teachers in DLI programs plan and teach with translanguaging as a critical literacy pedagogy. More specifically, it offers multiple examples of how teachers in an elementary DLI program design critical translanguaging literacy lessons and how they shift their translanguaging pedagogies while teaching them. It starts with the Design component of this study, summarized in Figure 2, which is guided by the research question: *How do elementary DLI teachers negotiate these tensions to design critical translanguaging literacy lessons?*

In relation to the tensions that the first research question will highlight, the second research question is designed to examine the ways in which a small group of elementary DLI teachers navigate those tensions while creating lesson plans that engage translanguaging as a critical literacy pedagogy. The teachers who participated were provided with a handout describing the central commitments of translanguaging and critical literacy (Appendix A) and were then asked to design a lesson plan that embraces those commitments to the best of their abilities. As such, the unit of analysis for this component of the study is both the process and product of the lesson planning activity. Therefore, data includes a documented lesson plan (teachers used the templates they were already familiar with in their own schools), as well as one semi-structured interview with each teacher (audio-recorded via Zoom), in which they were asked to explain their lesson plan and asked specifically about how their designs relate to translanguaging and critical literacy. The handout was also used as the guide for this semi-structured interview, which focused on how their lesson plans integrated aspects of the translanguaging literacies approach, which are discussed below.

Participants for this part of the study include a group of three of the original 25 interviewees, who teach in Los Pinos (pseudonym), an elementary Spanish-English DLI program

in a midsize Pacific Northwest city. More specifically, Los Pinos is an example of a DLI strand program, and can be considered a 50/50 DLI program in two ways. First, half of the teachers and students in Los Pinos participate in the DLI strand, while the other half follow a mainstream, English-medium curriculum. Secondly, within the DLI strand, teachers are instructed to follow a 50/50 language allocation policy, in which half of the instructional day should be dedicated to Spanish, while the other half is taught in English. Demographically, the whole school does not accurately represent that of the strand program. For example, approximately 35% of students and 30% of teachers identify as Hispanic/Latinx. However, within the strand program, each classroom (K-5) is characterized by more than 50% enrollment of Latinx or Spanish-dominant students, and all teachers in the elementary DLI strand identify as Latinx teachers of color.

Generally, this part of the research highlights three case studies from this school. The teachers are each referred to by pseudonyms they chose. The first case study highlights the creativity of Carla, a first-year Latina teacher who designed critical translanguaging biliteracy activities for her Kindergarten and 1st grade classes, shifting interestingly between each grade. The second case study demonstrates how Karina, a second-year 3rd grade Latina teacher engaged translanguaging to teach math as a critical literacy pedagogy. Finally, the third case study features how Gabriela a third-year, 5th grade Latina teacher integrated translanguaging and critical literacy pedagogy to move instruction beyond just Spanish-English bilingualism and biliteracy. More specifically, the Design component of this study focuses on the lesson planning process that each teacher engaged. Therefore, it is also supplemented with criteria from the translanguaging literacies approach (García & Kleifgen, 2019), that focus specifically on areas of translanguaging design related to critical literacy.

For example, the first area of the translanguaging literacies approach is affordances, meaning teachers provide multilingual and translingual resources to students. In the analysis of translanguaging designs, this turns our attention towards the ways in which teachers include translanguaging-friendly resources in their lesson planning. The second area is co-labor, which refers to the ways in which teachers provide collaborative learning opportunities for multilingual learners. This specifically guides analysis towards the parts of translanguaging designs that promote group work and co-learning opportunities. Next is production, which means that multilingual learners have ample opportunities to draw on the entirety of not just their own, but the whole classroom's linguistic repertoire. Regarding design analysis, this brings the focus to how teachers plan to intentionally promote student translanguaging practices in their lessons. The last area is assessments, which is related to how formative and summative assessments are used to observe and evaluate multilingual literacy practices. When analyzing the teachers' designs, the focus is on how teachers plan for ways to assess a student's strategic, flexible, and creative use of their entire communicative repertoire.

Taken together, these criteria can guide analysis of translanguaging designs towards how and to what extent teachers negotiate the curriculum to find ways to integrate translanguaging both in teaching and assessment. Further, they orient analysis towards some of the key features of a strong translanguaging stance, such as pedagogical practices that empower student agency through co-learning opportunities, as well as those that integrate opportunities for critical reflections that contextualizes the translanguaging design in the larger sociopolitical dynamics of the classroom. This element of translanguaging as a methodology will also generate valuable opportunities for paying particular analysis to teacher agency related to the tensions of a translanguaging stance while planning a concrete, intentional, purposeful activity. It will help to

capture both the possibilities and impossibilities for how those teachers plan on enacting their strong translanguaging stance in the classroom. Evidence of the translanguaging affordances, co-labor, production, and assessments of the teachers’ designs, from both their documented lesson plans and interviews in which they explain their intentions, is descriptively represented in Chapter Five.

Shifts

Table 3

Research Question	<i>How do elementary DLI teachers critically and creatively shift their translanguaging pedagogy while teaching such lessons?</i>
Unit of Analysis	Teacher instructional practices
Data Collection	1 classroom observation
Analytic Criteria (What am I looking for?)	<p>Translanguaging Literacies Approach (Garcia & Kleifgen, 2019)</p> <p>1. Co-learning: learning is no longer unidirectional from teacher and curriculum to students</p> <p>2. Openings and Movements: educators and students remain open to multiple ways of knowing, languaging, and experiencing; texts remain open because meaning emerges in interactions with other people, texts, and other artifacts that may be available as activity unfolds</p>

Overview of Shifts Analysis

Still related to the present study’s second objective to highlight creative examples of how elementary teachers in DLI programs plan and teach with translanguaging as a critical literacy pedagogy, the third and final area of analytic focus of this translanguaging methodology is the Shifts component. Working from the same three case studies of the Design component, this part

of the research examines what happens when the critical translanguaging literacy designs are put into practice. As summarized in Figure 3, the Shifts component of this research attends specifically to the ways in which teachers enact their lesson plans, asking: *How do elementary DLI teachers critically and creatively shift their translanguaging pedagogy while teaching such lessons?*

While the previous research question is designed to highlight the ways in which teachers negotiate the tensions of a strong translanguaging stance while planning with translanguaging, this research question examines how teachers react when they confront those tensions in practice when teaching with translanguaging. Thus, the unit of analysis for the Shifts component is teacher practice. For this part of the research, the same teachers who created critical translanguaging literacy lesson plans for the Design component were then simply asked to teach their planned activities. Stemming from one classroom observation for each of the three case studies, data includes one audio recording (each teacher was asked to carry a voice-recorder as they taught the lesson) and my own field notes as the researcher who carried out the classroom observations. Evidence of teacher shifts during the classroom observations are represented through a sample of data vignettes that are chosen for their relevance regarding the analytic criteria relevant to this component of the research.

In terms of what to look for in critical analysis of translanguaging shifts, drawing again on the translanguaging literacies approach, there are two purposes that are valuable analytic criteria. The first, co-learning, refers to the moments in which teachers and students act as equal co-learners and curriculum creators. The second component is openings/movements, which refers to the moments of openness to multiple ways of knowing, languaging, and experiencing that emerge from teaching practice. In other words, analysis of teacher translanguaging shifts is

not just focused on moments of flexible or dynamic pedagogy, but specifically when those openings/movements are enacted in ways that support opportunities for co-learning and supporting the agency of multilingual learners to creatively approach their own learning. Evidence of the translanguaging shifts that highlight instances of co-learning and openings/movements, from classroom observations and field notes, is also descriptively represented as part of the discussion of case studies in Chapter Five.

Like the design element, this part of the translanguaging methodology provides opportunities for fruitful analysis of how teacher agency is related to the tensions, paradoxes, and contradictions of a translanguaging stance and design when put into practice. It not only serves to highlight the material and ideological factors of DLI instruction but also provides evidence of how teachers critically and creatively engage with those factors. This makes possible a close analysis of how teachers negotiate their enacted lesson plans in relation and response to the translanguaging dynamics of the whole classroom and may serve to demonstrate where opportunities for translanguaging co-learning and openness are both inhibited and supported. In a more general sense, it represents an opportunity for analysis of where the agency of teachers to practice translanguaging pedagogy is restricted and supported in the classroom.

Summary

A translanguaging approach to education for multilingual learners represents a potentially transformative alternative to subtractive, monolingual approaches that have dominated the educational landscape in the United States. However, rather than thinking about translanguaging as just a tool for scaffolding academic content, there is a growing branch of translanguaging research that positions it as a strong, critical form of pedagogy that aims to disrupt language borders and hierarchies, privilege process over product in teaching and learning, and to liberate

and illuminate the marginalized voices of multilingual learners of color. It is also becoming increasingly clear in the body of research, though, that stronger forms of translanguaging pedagogy suffer a dilution of its critical projects due to a lack of institutional support along with clear strategies for subverting monolingual approaches to language that are present in curriculum, instruction, and policy across U.S. classrooms.

Working upon assumptions of bilingualism, biliteracy, and biculturalism as dynamic translanguaging practices that are continually under negotiation by teachers and students as equal co-learners, the purpose of the present study is to explore how elementary DLI teachers think, plan, and teach with translanguaging as a critical literacy pedagogy. Drawing on interviews with current teachers, this research highlights the purposes and tensions of a strong translanguaging stance. It highlights how current elementary DLI teachers think with translanguaging. Further drawing on multiple case studies, including lesson planning and classroom observations, this research highlights the potential creativity of planning and teaching with translanguaging. In addition to inductive analysis of the challenges and tensions of thinking, planning, and teaching with translanguaging pedagogy, this research also draws on deductive analysis guided by criteria that maintain an analytic focus on the basic beliefs and central tenets of translanguaging and critical literacy in concert.

Taken together, the study design, data collection, and analytic methods that are employed in the present study contribute to translanguaging as a qualitative research methodology. It is a methodological approach oriented by the Stance/Design/Shifts framework (Garcia, Johnson, & Seltzer, 2017) to explore both a global and local understanding of translanguaging. More specifically, it is employed to identify some of the global purposes and tensions of a strong translanguaging stance. It also allows for these findings to be put into conversation with a local

examination of how teachers put their stances into practice through lesson plans and instructional practices. To do so, the Stance/Design/Shifts framework is supplemented by various aspects of the translanguaging literacies approach (Garcia & Kleifgen, 2019). These literacy-oriented aspects serve to guide analysis towards the concrete ways in which teachers engage translanguaging as a critical literacy pedagogy in their intentions (designs) and practices (shifts).

V. Chapter 4 - The Purposes and Tensions of a Strong Translanguaging Stance

The underlying point of strong translanguaging pedagogy, as reviewed in the first chapter, is not just language development, but also social transformation. To adopt a strong translanguaging stance in politically and ideologically complex contexts like dual-language immersion (DLI), however, has not proven easy for teachers (Flores, Tseng, & Subtirelu, 2020; Ticheloven et al., 2021). While there are numerous empirical examples of strong translanguaging pedagogy in DLI classrooms, as the second chapter highlighted, it clearly continues to be a challenge to develop concrete translanguaging approaches that integrate language development and social transformation (Poza, 2017). Therefore, the first objective of this research project is to gain a critical understanding of the purposes and tensions of a strong translanguaging stance, investigating how teachers think about and experience translanguaging in their classrooms. This chapter, then, answers the first research question: *What are the purposes and tensions of a strong translanguaging stance for elementary DLI teachers?*

Drawing on interview data from 25 current elementary DLI teachers, representing all elementary grade levels (K-5) and a range of years of experience, this chapter explores three purposes of translanguaging pedagogy, including: a) teaching for more than biliteracy and biculturalism, b) teaching as a co-learner, and c) teaching to disrupt raciolinguistic ideologies. It further demonstrates how teachers navigate the complex tensions that a strong translanguaging stance provokes. Generally, teachers confront three primary tensions: a) resisting English hegemony, b) negotiating weak and strong translanguaging, and c) the extent to which teacher expertise is valued by their administrators.

The discussion of findings is heavily interlaced with quotes from numerous teachers. The quotes have been purposefully chosen for their relevance to the points that are presented in each

section. The findings as presented in this chapter are not meant to represent an exhaustive list of purposes nor do they represent all the possible tensions that elementary DLI teachers navigate. Rather, the findings presented here intentionally feature the purposes and tensions that have specific relevance to the theoretical intersection that informs the larger research project. An additional aim of this chapter is to offer a discussion of purposes and tensions that are relatively new to the larger scholarly conversation, starting with the purposes of a strong translanguaging stance.

What does a strong translanguaging stance include?

I think about how I use translanguaging to teach in three different ways. First, I use it to document all my students' linguistic repertoires and languaging abilities. It's more than just knowing who they are linguistically, but also who my students are culturally. I want to document what I know about their language and identity. I also use translanguaging to scaffold reading or enrich vocabulary. I use it to assess kids based on their full language resources. But it also needs to be used to create transformative spaces. It's not just about collecting information on our students, but we need to carve out spaces for them to evolve, grow, shift, and make room for new kinds of language learning. You have to have a firm conviction of linguistic social justice and know that every child has the right to come into the classroom and use all their language resources.

This quote, from a teacher in this study who also happens to be one of the original translanguaging ambassadors who have worked with Ofelia García to innovate with translanguaging, captures the essence of the main argument of this chapter: that a strong translanguaging stance must include more than a focus on academic biliteracy development. This perspective is, at its core, a commitment to translanguaging as a project of social transformation more than a project of language development. According to García, Johnson, and Seltzer (2017), a strong translanguaging stance refers not only to a teacher's ideological beliefs about translanguaging in the classroom, but also their political commitment to it as the right of multilingual learners. It means that teachers must make space for their students to disrupt

standard language borders and transform the social dynamics of their classroom in the process. To adopt this stance, though, teachers must critically interrogate why certain kinds of biliteracy practices are acceptable in the classroom while others are not, who makes those decisions, and who they marginalize.

In the interviews, teachers deeply explored the implications of a strong translanguaging stance, including what it means to them, how they see and think about it in the classroom, and how they use it as a pedagogical strategy. Elementary DLI teachers generally discussed points related to the three purposes of a strong translanguaging stance noted above. One of the most common points that teachers connected to translanguaging, though, was the attention to linguistic and cultural variation that it demands. This is related to the first purpose of translanguaging that is discussed.

Teaching for more than biliteracy/biculturalism

The quote from the translanguaging ambassador that opened this section points out the value of teaching with translanguaging to deeply get to know students and the entirety of their communicative abilities as well as scaffolding language, literacy, and content learning. However, this teacher also claims that focus on documentation and academic (bi)literacy development must be rooted in creating transformative classroom spaces where students are free to innovate, experiment, and create with their full linguistic repertoires. She echoes the conclusions of other translanguaging researchers who argue that the point of translanguaging pedagogy should be to create critical and transformative translanguaging spaces for students to learn with more agency (see a collection of studies presented in Sánchez & García, 2021).

Many of the teachers interviewed in this study highlighted the importance of teaching beyond academic literacy as well as the need for teaching beyond the binary of two languages of

instruction. This non-dualistic approach to translanguaging theory has been an important part of its pedagogical applications in many contexts and is necessary to education multilingual learners in a way that that does not erase the linguistic and identity practices that exist in between the binary (García et al, 2021). For DLI teachers, this begins with an appreciation for linguistic and cultural variation. For example, a first-grade teacher expressed that this is what gives power to translanguaging:

Translanguaging is powerful because it is a tool to build a community around difference. That's what I'm most passionate about as an educator. I constantly see people around me who are engaged in translanguaging, and even though we all do it differently, now we have a word that describes what we have in common.

She draws our attention to the inherent lack of standardization of translanguaging practices and the importance of valuing all versions of the languages of instruction, not just the academic ones. It can be argued, then, that the point of translanguaging is the difference it produces beyond standard biliteracy or notions of biculturalism.

According to the teachers in this study, for translanguaging pedagogy to build solidarity across difference, that difference must be part of the curriculum. A fifth-grade teacher, originally from Spain who moved to United States more than 15 years ago to become a bilingual teacher, discussed how she draws on translanguaging to teach her students explore variation across and within languages, saying:

Translanguaging helps me show students the bridges that exist between the different languages we teach them. But it goes even further than that. It's a great tool to teach kids that Latin and Greek are also part of Spanish and English. They need to understand that the beauty of language is that all of our languages are interconnected. I just love seeing the kids' faces when they make those connections themselves. I also love to bring in the regionalismos - exploring how different things are said in different countries that are supposed to speak the "same" language. Even within Spain there's so much variation of how people speak Spanish; every region is different. They need to be exposed to that.

She explained how translanguaging simultaneously brings our attention to linguistic diversity while also preparing us to navigate that variation by finding the connections across linguistic differences. She values translanguaging as a tool for exploring the historical roots of language practices and to engage students' curiosity by exploring differences within languages. While there is much research that demonstrates the benefits of translanguaging pedagogy for making linguistic comparisons and generating metalinguistic awareness (for a review, see Cenoz & Gorter, 2022), this teacher specifically celebrates translanguaging pedagogy as a tool for navigating ambiguity and flexibility.

So far, it can be taken that a translanguaging stance means biliteracy instruction is not just for adherence to its standard academic varieties. Instead, elementary teachers identify that a strong translanguaging stance in DLI means teaching biliteracy with creativity and innovation as the objectives and criteria. This was reinforced by another teacher, currently teaching 1st grade but with more than 20 years of experience across all elementary grade levels:

I know the point of language is to communicate, but it should be about more than that. The invented language should also have value. What I mean is the creativity of playing with language - it's beautiful and rich. And when we do that, we show that we value the unlimited ways of being multilingual.

She makes an important argument: that the creativity of language play is academic. In other words, inventing language - disrupting and transforming the rules of language - is a valuable skill and source of bilingual, biliteracy, and bicultural development (Kleyn & García, 2019). She made another important point in acknowledging that there are unlimited ways of being multilingual. In the same way, there are unlimited ways that students can do translanguaging. Along these lines, many teachers in this study underscored that being multilingual and how we do translanguaging is deeply tied to geographic region, as noted by the teacher quoted earlier. She references how bilingual teachers must navigate the fact that being bilingual means different

things in different places. Therefore, a strong translanguaging stance cannot just mean to integrate linguistic variation beyond biliteracy; expanding what counts as biculturalism is also necessary.

Integrating cultural variation into the curriculum, though, is a bit more complex. For many teachers, this can start by deeply getting to know the multilingual, multiliteracy, and multicultural identities that students bring into the classroom each day, recognizing that translanguaging represents a vast spectrum of linguistic and cultural practices that serve as valuable resources for learning and identity formation (Sanchez, García, O, & Solorza, 2017). However, the teachers in this study also recognize the challenge that stems from a classroom full of children who are at different points on the translanguaging spectrum and represent a multiplicity of identity intersections. It was clear to them that standardized approaches are inadequate for responding to this challenge. They also pointed out how, for precisely that reason, translanguaging has the potential to represent the cultural identities of multilingual learners more fully and affirmatively, as argued by this teacher:

I really feel like translanguaging gives us the tools to teach to our students' true identities. So many of our students who fill the "Latino, Spanish-speaker" seats are actually biracial and come from interracial families. There is a whole spectrum of identities that we can't talk about easily or include in our curriculum if we only think of students as bilingual or bicultural and not the incredible amount of diversity that exists on each side of those binaries.

She continued, talking specifically about how a translanguaging stance rooted in disrupting binaries is reflected in her classroom practice:

For example, last year we did such a great job of this with asynchronous instruction. We did a read-aloud every day and were choosing lots of books based on our monthly themes. One month, we read only books about trans- or gender queer characters or from gender fluid authors. There are so many incredible books by Black authors or about Black characters, Indigenous experiences, I mean an incredible diversity of Asian experiences. These books don't have to be bilingual for us to use them.

She points to the creativity and flexibility that translanguaging pedagogy offers for teaching beyond biliteracy and biculturalism. This teacher illustrates an important larger point that is echoed in other instances of translanguaging research outside of DLI contexts: teachers do not have to be restricted by the language of curricular materials to still engage translanguaging (Seltzer, 2022). Generally, this signifies the importance of teachers having the agency to move within and beyond the languages of instruction with the purpose of teaching for more than biliteracy/biculturalism.

The teachers in this study also want to feel like they have the agency to bring all parts of their identity to their teaching, and many talked about how translanguaging gives them the tools to do so. For example, a fourth-grade teacher who was a former DLI student herself, reflected on the importance of teachers representing the linguistic and cultural variation of their students, noting that at her school, “all of our teachers grew up as bilinguals with Spanish and English; they came from the same communities and neighborhoods as our students. Now our Latinx kiddos have teachers who look like them and use bilingualism in ways that are familiar to them.” She describes, from her lived experience, how the failure to teach for more than biliteracy and biculturalism she experienced in school harms the potential identity connections that multilingual learners could make with their teachers. When teachers have the agency to teach with translanguaging the way they live with translanguaging, students feel more represented and will generate more authentic connections with their teachers (Creese & Blackledge, 2015). This appreciation for how translanguaging better fits the spectrum of linguistic and cultural realities of multilingual teachers and learners was also shared by the fifth-grade teacher from the same school:

When it comes to translanguaging, I just love the cultural pieces of it. It really pushes me to focus more on how we can share and learn about different cultures and variation within cultures. It's about so much more than just conjugating verbs in different languages. Translanguaging describes my cultural identity too, as a person with a Peruvian mom and white, American dad. So, to be able to use translanguaging to share my culture with my students is special to me.

She describes how a strong translanguaging stance validates her own linguistic and cultural identity. When teachers have the confidence to bring their full selves to their translanguaging pedagogy, they can expand their agency to work to disrupt the language and culture binaries of DLI education.

Teaching as a Co-learner

To this point, teachers have made clear that teaching for more than biliteracy and biculturalism is a challenge that requires creativity and flexibility. They recognize that as they do translanguaging they are still learning what it means and how to teach with it. In other words, another purpose of a strong translanguaging stance is to teach as a co-learner. The teachers who participated in this study talked about how teaching as a co-learner begins with connecting their teaching practices to their own bilingual and bicultural identities.

A strong translanguaging stance has been particularly helpful for teachers to not just validate their own identities, but also to give them the tools to bring all aspects of their identity to their teaching. One teacher shared about realizing the authenticity of translanguaging in her own community and extending that appreciation to her classroom:

My hope is to be able to empower my students to be bilingual individuals. For me, being comfortable to be bilingual has been a challenge, but through this experience of being a [DLI] teacher, I have really opened up to see a new level of value in my bilingualism. Where I live, if you turn on the Spanish radio you still hear English sometimes. Translanguaging is already an authentic part of our community. So, I encourage that with my students.

She recognized the role that a strong translanguaging stance has played in gaining comfort and confidence with her developing bilingualism and embracing the fluid nature of translanguaging practices in her community. Other work has similarly highlighted how translanguaging can affirm the identities of bilingual teachers and increase their confidence to teach in two languages of instruction (Garcia-Mateus & Palmer, 2017; Poza, 2018).

To put it differently, a strong translanguaging stance can also play an important role in a teacher's identity formation and support strong connections with students. For example, a teacher in this study shared how she was only able to learn Spanish as an adult because her parents chose to focus on English in the home. Nonetheless, her point on the spectrum of bilingualism has not inhibited her ability to form personal and genuine connections with students rooted in her identity:

I don't use too many idioms quite yet, but I am using expressions that some of my Latinx students get right away. They laugh and say things like "oh my mom says that" or "you sound like my mom." And so now I've been told by my own students that I'm a sarcastic Mexican mom teacher. I think that's so cool because now I'm making connections with them based on culture, not just language. I might not know how to teach perfectly right now, but I can bring life, and I know what I've done in life.

For her, a strong translanguaging stance gives her the ability to embrace her identity as a language learner. She takes confidence that she, along with her students, continues to expand her linguistic repertoire. This teacher recognizes that importance in decentering herself as the expert and learning to become bilingual and bicultural along with her students.

Some of the teachers in this study went through DLI programs themselves as students and feel that their identities as bilingual teachers are very strongly rooted in their experiences as bilingual students. For example, one teacher described how they knew they were on the right path when they were hired by the same DLI program they attended as a child because of the

memories of being immersed in Spanish everywhere in the community. Like her, others who were themselves bilingual students feel a strong sense of bilingualism and biculturalism in their own communities and schools and recall their own translanguaging practices while navigating the dynamics of their local contexts. A fourth-grade teacher talked in greater detail about how her experiences as a DLI student continue to motivate her efforts as a bilingual teacher to build that sense of bilingual and bicultural community for her students:

I feel like so many of the language skills that I have today in both Spanish and English were a product of a long journey of bilingual education for me. I also went through a bilingual elementary program, and I am still able to recall instances of my elementary schooling that I'm now seeing with them as their teacher. I've now seen a bilingual classroom setting as a student and a teacher, and I get really excited to be able to share those experiences with them and to relate with them in places where we're getting stuck in languages or building bicultural identities.

She recognizes the value in having seen DLI classroom settings from both perspectives and is appreciative of those experiences. She draws on translanguaging pedagogy with the concrete intention of recreating those community-building experiences with her students. For example, she talked about how she intentionally partners students to generate a helpful sense of community that benefited her as a student. She works purposefully to help her students build an appreciation for learning from the lived experiences of others, as she describes in this anecdote:

For example, we were building community by sharing about our favorite kinds of drinks, and one student was sharing about "agua de jamaica" (hibiscus tea). Some students knew what this was but others had no idea. It was so awesome to see them talk to each other about how it's called water, but is really more like juice, even though it's really a tea. Being able to give them that space where they are the ones sharing their experiences and knowledges and building these awesome connections with each other. Then we all looked up different kinds of "aguas" together. I think that having their teacher be able to listen and learn with them and navigate that with two languages helps show that there are so many kinds of lived experiences and none of them can live 100% of them either; that we can always learn from each other about more than just how to speak a language.

She importantly recognizes the need to create translanguaging spaces where teachers and students can be vulnerable, explore each other's stories and, more than build language, build bicultural identities together. Her own experiences as a learner, in conversation with her strong translanguaging stance, push her to build a classroom community in which all participants see themselves as equal co-learners. Other teachers shared similar stories about how a translanguaging stance better fits with their own experiences as multilingual learners, such as this one who talked specifically about his role as a co-learner and the importance of decentering himself as some supposed expert of the Spanish language, explaining that:

I don't know every word in Spanish. I'm not an expert. I'm still learning too. But I have also learned with translanguaging that I should never be afraid of who I am as a bilingual teacher. I should never develop a fake personality or act like I am a Spanish dictionary. When I do that, I don't feel like I'm myself. I don't feel authentic.

He points out what many other teachers shared about their own bilingual identities: that teachers are constantly and continually learning to navigate two languages of instruction along with their students.

For many DLI teachers across the country, positioning oneself as a language expert or monolingual model does not feel authentic (Martinez, Hikida, & Duran, 2015). Therefore, it could be said that a strong translanguaging stance means to embrace co-learning as a more authentic role for teachers. This was particularly salient for a teacher whose personal experiences with a learning disorder are strongly connected to her translanguaging stance, sharing that:

I was always interested in teaching, but when I started college to get my bachelor's degree, I flunked math and was diagnosed with a learning disorder at 20 years old. I started taking a bunch of Spanish classes because they were the easier ones to get out of the way. My parents are from Mexico, and I grew up speaking Spanish all the time. I also learned English very young too. So, when I think about how I can use translanguaging I think about how I can connect to my students who have also been diagnosed with learning disorders; or who are also first-generation or heritage speakers. That's exactly who I was too when I was growing up.

She and many others expressed that they want to be bilingual teachers in a way that authentically represents their own bilingual and bicultural stories. This also means that teachers must be able to continually negotiate and develop their own bilingual and bicultural stories as they help students to do the same.

Teachers also talked more concretely about instructional strategies and materials that help them connect their teaching to their bilingual and bicultural identities, and to fully embrace their role as co-learners. For example, they discussed the opportunities that multilingual and multicultural children's literature generates for relating personal experiences with biculturalism to their students. One fifth grade teacher described sharing with her students how she grew up speaking Spanish with immigrant parents as part of a book discussion. Supporting translanguaging pedagogy for social transformation purposes with multilingual and multicultural children's literature has been shown to be a helpful starting point for DLI teachers (Clark, 2020; Flynn, 2021; Osorio, 2020). For other teachers, these books have also been important to generate opportunities for students to learn from different perspectives and lived experiences that nobody else in the classroom may share, including the teacher. This also brings out attention to an important point related to teaching as a co-learner. Displacing oneself as an expert means that teachers must navigate how to model their co-learner identity for their students, as expressed by this teacher:

I definitely model for the kids that mistakes are awesome. We are not perfect, and mistakes make our brains grow. So, I am really comfortable modeling like, oops, I messed up, I apologize. Let's fix this together. Or thanks for catching that for me. I think that's such an important biliteracy skill to model.

This demonstrates that to teach as a co-learner, teachers must disregard any deficit perspectives towards the biliteracy practices of their students. This is a necessary first step for teachers to confidently model and teach how to confront, navigate, and resolve communicative challenges.

Throughout the interviews, many teachers also shared their understanding that a strong translanguaging stance, and teaching as a co-learner, means that teachers must purposefully support multilingual learners in becoming their own experts and finding their own tools to navigate linguistic ambiguity and literacy challenges. For example, a fourth-grade teacher explained how he models his identity as a co-learner with translanguaging to help students draw on the entirety of the linguistic repertoires to access and navigate complex disciplinary literacies, such as those in STEM subjects. Because so many science words come from Latin, his students learn that sometimes they can understand a word or get the idea of a reading in technical English just because they know Spanish. Together, the teachers in this study illustrated how translanguaging pedagogy can be a tool for supporting learning independence and autonomy.

While some teachers also talked about the value of translanguaging for navigating the complexity of disciplinary content areas, other teachers discussed how their motivation to model their co-learner identities comes from a desire to prepare students for the fluid realities of communication outside of school. For example, a second-grade teacher, who was also a DLI student in the past, shared that she tries to model “what we call our “bilingual brains” and that it’s okay to use them. It will happen in the middle of class where I’m teaching and all the sudden, I go blank on a word, so I just quickly use the other language to fill in the gaps.” She describes how teaching as a co-learner means that teachers cannot shy away from modeling problem-solving bilingualism and how translanguaging is an empowering tool to do so. Another teacher describes how she purposefully models her co-learner identity, especially in terms of making

mistakes. A fifth-grade teacher, who still considers herself to be a Spanish language learner, uses a similar strategy to model her own bilingual brain:

There are times where I cannot pronounce a word for the life of me. I'll say it like 10 times, then we all laugh and keep moving forward. I want to show them that kind of perseverance, and I can see them starting to feel like it's a safe environment where we're learning and nobody's going to make fun of anybody.

She illustrates how teaching as a co-learner from a strong translanguaging stance can help create a safe and affirmative learning environment, where “mistakes” are resources for learning and growth rather than markers of ability. For her, like many other teachers, this sometimes happens naturally, but modeling imperfect bilingualism can also be a purposeful translanguaging strategy.

This connects to the final important point of teaching as a co-learner: that successful biliteracy and biculturalism development is an ongoing process with no clear objective or endpoint. Perhaps this was put best by a fifth-grade teacher with more than 15 years of DLI teaching experience:

The most valuable part of translanguaging, in my opinion, is that there is always room for growth. There's no end point that says this is where kids have to get in their biliteracy. There's always room for change and growth within translanguaging. And not just for the students. I don't know everything about it or the best ways to use it. It also leaves room for my own growth and change as a bilingual teacher too.

She offers an important reflection that a strong translanguaging stance implies that co-learning is a never-ending project in DLI education. Teachers must leave space for flexibility, change, and growth related to the ways their students engage with bilingualism and biculturalism (Flores & García, 2013). More importantly, teachers must leave that same space for flexibility, change, and growth in their own identities as bilingual and bicultural teachers (Palmer et al., 2014). To teach from a strong translanguaging stance, then, is to teach always as a co-learner.

Teaching to disrupt raciolinguistic ideologies

Finally, teaching to disrupt raciolinguistic ideologies is an overarching purpose of translanguaging pedagogy. In other words, it means that teachers should interrogate the binaries of biliteracy and biculturalism that essentialize categories of languages and their speakers. Many teachers detailed how they encourage their students to ask critical questions about different settings, audiences, and purposes and how they impact our translanguaging choices. However, they also pointed out that it is not enough to only explore the differences between academic language and social language without intentionally making space for new kinds of academic language practices. A strong translanguaging stance demands that teachers validate all forms of translanguaging literacy practices as academic; and this must begin with a disruption of the ideologies that narrow what is considered appropriate and academic classroom practice (García et al, 2021).

Elementary DLI teachers recognize that it is harmful to hold students - especially multilingual learners of color - to idealized standards of a “native” accent or level of fluency in a language (see Flores, Tseng, & Subtirelu, 2020). They also acknowledge the pervasiveness of English hegemony and understand the need to disrupt the hierarchization of some languages over others. When these ideologies define what counts as appropriate and academic literacy practices, teachers realize that their students may fear having their translanguaging practice - and identity - judged as wrong, informal, or devalued (Flores & Rosa, 2015). However, the interviews also demonstrate that those same ideologically laden fears can also manifest in teachers themselves. One teacher put it quite directly:

I think kids naturally do translanguaging all the time and adults are the ones that have a hard time with it. As teachers, many of us have been taught to use formal language like there's only one correct way to speak.

Many teachers recognized that the flexibility and ambiguity of translanguaging practices seemed to present more of a challenge for teachers than students, which is rooted in teachers' past experiences with raciolinguistic ideologies. When confronted with raciolinguistic ideologies, teachers make evaluations and judgements on their own bilingual and biliteracy abilities. They make similar value judgements on the appropriateness of their own bicultural identities, which, in turn, forces many to question their confidence as bilingual teachers. A kindergarten teacher, for example, described how ideologies associated with native speakerism have influenced her own confidence, noting that sometimes she can still, "hear my mom's voice correcting me. Or telling me to get better" at speaking Spanish like a native speaker.

This chapter has presented many ways that teachers discuss the deep connection between their identity and practices as bilingual teachers in many positive and affirmative ways. When put in conversation with teaching to disrupt raciolinguistic ideologies, however, it becomes clear that this connection can also be a source of stress, can harm one's confidence, and can ultimately restrict their agency to disrupt such ideologies in their teaching. This has not stopped teachers, however, from using past confrontations with raciolinguistic ideologies to strengthen their commitment to teaching from a strong translanguaging stance and creating translanguaging spaces that were not afforded to them as students. For example, a teacher who returned to work at the same bilingual school where she studied also shared about how conflicting raciolinguistic ideologies from her teacher preparation program inform her current translanguaging stance:

When I was getting my teaching certification and bilingual extension I got conflicting messages from my professors about my Spanish languaging. Some professors really encouraged my strong Puerto Rican accent but only because they idealized native speakers. Another professor was from Spain and he was just not that accepting of my accent, telling me to work on my Spanish all the time. But another one always told me how beautiful my Spanish was no matter what accent it came out in or how much English it was mixed with or whatever, she just appreciated language! That's the perspective we

have to have with our students and let them know how much they can shift within their Spanish.

For her, it was only a question of receiving validation of her translingual identity in preparing to be a bilingual teacher that afforded her the agency to bring that same perspective to her current teaching. Another fifth-grade teacher related a similar experience and how it influenced her judgment of her own identity as a bilingual teacher:

Last year I did a fall term as a 5th grade student teacher, then I did the spring as a kindergarten student teacher. In 5th grade, I knew I was still working on my Spanish but I wasn't as worried about it. It all seemed to flow. In kindergarten, it's all Spanish but it's a different level of Spanish versus 5th grade. My insecurities really popped up and I didn't even know they were there until I had the kindergarten experience. My mentor, who was from Argentina, told me that my Spanish was not academic enough for 5th grade. She told me it would be too demanding for me and that I should probably stay at kindergarten. I really went back and forth after that, thinking maybe I shouldn't be teaching in dual-language. Am I good enough to teach in it?

Although she talked about the strength of raciolinguistic ideologies about appropriate and academic literacy and how harmful they can be, she persisted in applying for the fifth-grade position, describing how identifying with translanguaging is what afforded her the confidence to become a bilingual teacher and the agency to teach with translanguaging. Teaching to disrupt raciolinguistic ideologies must begin with a teacher's validation of their own translingual identities and teaching practices and working past the insecurities that confrontations with ideologies of native speakerism and appropriateness have instilled in bilingual teachers. As this teacher highlights, disrupting such ideologies helped her embrace her role as a co-learner and, more importantly, take confidence in her still-developing bilingual identity. For many other elementary DLI teachers, learning about, embracing, and teaching with translanguaging has helped them break out of a constant evaluation of which language they are stronger in, and

instead appreciate the skill of navigating the flexible, fluid, and ambiguous nature of living and learning in multilingual spaces.

The teachers in this study also talked quite strongly about the political commitment that is inherent in a strong translanguaging stance; one that centers equity and justice for multilingual learners of color as its central concern. They described how their own past experiences with raciolinguistic ideologies generated in them a political awareness of the power dynamics of bilingual education in the United States, including an understanding of various English-only movements. One teacher explained that a strong translanguaging stance has been particularly helpful for moving away from deficit perspectives of multilingual learners and their language practices. Translanguaging, for her, represents an important tool for teachers to stop looking at multilingual learners of color as if they are already lacking skills when they come through the school doors.

Teachers are also keenly aware of how the history of bilingual education forces the need to teach with translanguaging specifically to disrupt the raciolinguistic ideologies that explain that history and continue to pervade DLI classrooms. For example, this fourth-grade teacher discussed her critical reflection on the need for activism in and through bilingual teaching:

I never thought much about being a teacher, but in college I was taking Spanish classes at the same time that I was taking really amazing courses about social justice from great examples of activist professors. That's when I realized that there is also structural racism and inequality in how we learn and use language in schools. That's when I knew that I wanted to use my bilingualism for activism as a teacher.

She discussed how a political commitment to activism through bilingual education was important for her to disregard raciolinguistic ideologies about her own bilingual identity and abilities, which ultimately was her motivation to become a DLI teacher. She continued to interrogate how

her school context continues to fall victim to raciolinguistic ideologies related to how and to whom DLI programs are marketed, despite her pedagogical commitment to activism:

Even though our program has been expanding, the seats we have opened up have gone mostly to white, middle-class, English speaking families. Before, we were protecting seats for Latinx families, but it doesn't seem like that anymore. Now, many of our students come from a fair amount of privilege. It becomes so clear how different it is for a white student learning Spanish compared to a Spanish-speaking student of color who, despite speaking English, is still not seen as operating with the same language of power in our society.

This quote also highlights the limitations of teacher agency to disrupt the marginalization of multilingual learners of color despite their immediate pedagogical intentions and practices. However, this has not stopped this teacher from continuing to practice translanguaging to validate the very forms of translanguaging that raciolinguistic ideologies have long deemed inappropriate and unacademic, including conversations about systemic racism in policing, Black Lives Matter rallies, and why people were marching during a pandemic. Like her, many other teachers realize the need to move beyond an awareness of raciolinguistic ideologies and how they have shaped the bilingual education landscape in the United States (Flores, Tseng, & Subtirelu, 2020).

Elementary DLI teachers also generally understand that this awareness, as part of a strong translanguaging stance, must be put into concrete pedagogical practice by intentionally integrating anti-racism into their translanguaging pedagogy. For most teachers in this study, this means purposefully modeling forms of translanguaging that represent the language practices of multilingual learners of color, as one fifth-grade teacher described:

Anytime I am thinking about translanguaging my students of color come to mind. You know, all of my students of color this year come from Central and South America. There are so many times where it seems like they don't want to talk or share out in front of the class. There are times in class when I use translanguaging on purpose to show that the way things are said in Spain is not the only correct way of using Spanish. I think

translanguaging is a tool that can be used to show those students that their language is awesome. That it gives them power. I want them to experience joy with their biculturalism.

When putting a strong translanguaging stance into practice, teachers must always prioritize a consideration for the linguistic power dynamics of their classroom and the students that are present in it. While this teacher recognizes the power that modeling more than biliteracy/biculturalism can give to students to engage in translanguaging in a way that is relevant and meaningful to them, another teacher talked about how that practice can provide students of color with a sense of authenticity in their translanguaging. She highlights how teachers must always have the equitable and affirmative representation of multilingual learners of color as their top priority. As she points out, teaching to disrupt raciolinguistic ideologies requires an intentional effort as a teacher to not identify and correct mistakes, but rather to motivate and celebrate literacy variation.

In addition to modeling and validating translanguaging practices, teaching to disrupt raciolinguistic ideologies means drawing on translanguaging pedagogy to redefine what counts as academic language (Flores & Rosa, 2015). In other words, teachers should intentionally and overtly engage their students in discussion about ideologies related to the appropriateness of academic language and literacy. A fourth-grade teacher, for example, shared about how he touches on these conversations with his students:

We talk a lot about not being afraid to use academic language or to sound or not sound academic. We talk about how that doesn't matter in my classroom. I mean, we also have conversations about how "academic" language really just means language that is specific to certain subjects or activities, and how they need to know different kinds of literacies. I never call words "informal" anymore, just that they are all part of our linguistic repertoire and can be used for different purposes or reasons.

This teacher moves beyond discussions about the different purposes of languaging towards disrupting assumptions related to formality, accents, and social purposes of language and literacy. He teaches with translanguaging to prioritize successful meaning-making over standardization of language and literacy practices. He is careful in using loaded terms like informal or academic, never dismissing knowledge based only on the form in which it is communicated.

In addition to disrupting raciolinguistic ideologies through conversations about language purposes and interrogations of language choices, teachers also described various translanguaging strategies rooted in anti-racism that they commonly practice in their own classrooms. For example, one fifth-grade teacher shared specifically about her commitment to justice-oriented picture books in her teaching, often through the use of picture books. This teacher brings our attention to two very important points. The first is that justice-oriented books, regardless of grade level, are fantastic tools for integrating cultural difference, anti-racism, and justice into the curriculum. The second point, more specifically related to the context of DLI education, is that these books do not necessarily need to be multilingual in nature, and that translanguaging pedagogy is what provides the flexibility and agency to engage such books in multilingual ways.

While DLI teachers appreciate the way that multicultural and justice-oriented picture books can provide authentic representation of marginalized experiences, they also discussed ways that translanguaging literacy instruction can be a vehicle for students to communicate their authentic voice and selves. This fifth grade does so through translanguaging narratives:

So I do activities with my students where they write personal narratives and have to do so bilingually. When they share their narratives it's so interesting to see how many different translanguaging versions come out. We talk about how this is our authentic voice and it doesn't have to be held to certain grammar, academic, or pronunciation standards. Our authentic voice is also an academic voice. This is part of taking a stance for social justice and allowing all kids to bring their whole selves to the classroom. Translanguaging is

important because it doesn't ask anyone to assimilate at the school doors or leave any fraction of themselves at home.

Perhaps the last line of this quote best summarizes the main point of teaching with translanguaging to disrupt raciolinguistic ideologies. The idea is to disrupt any ideological approach to bilingual education that asks students - especially multilingual learners of color - to assimilate or restrict their translanguaging practices and identity enactments. The discussion of this purpose of a strong translanguaging stance also made particularly clear that it is equally important to not ask any teacher to assimilate or leave a fraction of themselves at the school door. Then teachers will have the validation, confidence, and agency to integrate anti-racism in their own translanguaging pedagogies.

What tensions emerge from a strong translanguaging stance?

The previous section of findings presented many of the ideal purposes of a strong translanguaging stance, in which teachers embrace all linguistic and cultural variation, expand what counts as academic literacy, decenter themselves as experts, and work intentionally to disrupt raciolinguistic ideologies. However, as this section of findings will demonstrate, DLI teachers are often forced to negotiate these four purposes of translanguaging as they confront numerous ideological, curricular, and practical tensions. Teachers generally shared their experiences related to navigating three overarching tensions of translanguaging pedagogy in DLI contexts: resisting English hegemony, negotiating weak and strong translanguaging pedagogy, and the extent to which teacher expertise about translanguaging is valued.

Resisting English Hegemony

Elementary DLI teachers with a strong translanguaging stance are consistently confronted with the challenge of resisting English hegemony (Flores, 2016). They must negotiate the extent to which they make space for English in their biliteracy/biculturalism instruction, which presents

tensions at the school and classroom levels, in the general curriculum and specific instructional materials, and in their own identity enactments. Teachers shared about the challenges and weight of teaching in two languages of instruction while also feeling responsible for resisting English hegemony in their local contexts.

They noted specific school-level factors that create additional challenges for resisting English hegemony while also practicing translanguaging pedagogy. For example, in a DLI-strand program, it can be especially difficult to generate the feeling of a bilingual school or community, as one teacher shared:

Our school had one strand of Spanish-English DLI going for a while, then a second strand was added. So, our program has been expanding to more than half the school, but it still doesn't feel like a bilingual school. I mean, of course teachers post work in Spanish in the hallways. But all the announcements over the PA are in English, communication to families is always written in English then translated later by a bilingual secretary, who always helped even though it wasn't her job.

She describes the pervasiveness of English outside of specific classroom contexts and how it can harm the sense of biliteracy/biculturalism that DLI programs aim to build in their students. Other teachers in strand programs reported a similar lack of feeling like a bilingual school when such a default to English in the school landscape and modes of communication are the norm (Palmer 2007, 2010). Even more worryingly difficult, however, is that students also become aware very quickly of the dominance of English, as reported by another teacher from a strand program:

They key into the social capital of English really quickly. We don't have enough Spanish speakers in our program, so as soon as they figure out that English is the language of the playground and the cafeteria they dial right in and learn it very quickly. The first thing they want to do is communicate with friends. So yeah, English is definitely the dominant language.

The teachers I interviewed shared that when English is the norm outside of their specific classrooms, it becomes especially challenging for teachers to motivate multilingual learners to

value their bilingualism, more fully develop their biliteracy repertoires, and to express their bicultural identities more freely. This challenge is compounded at the classroom level for many DLI teachers regardless of program model. As multilingual learners buy into the social capital of English over time, teachers report that students who are identified as heritage speakers of other languages are becoming more English-dominant (Hamman-Ortiz, 2018). This was reported by many teachers, including one who teaches mostly English native fourth and fifth graders in a French-English program. A first-grade teacher said the same about her students, although most of them identified as Spanish heritage speakers. Thus, although students may come from multilingual homes or have transnational family histories, it cannot be assumed that they engage regularly or confidently in languages other than English. This is becoming an increasingly difficult tension for teachers, in which translanguaging facilitates classroom discussion while also continuing to make space for English hegemony.

Other teachers talked more specifically about how English hegemony can generate a sense of discomfort in students to engage in translanguaging and draw more fully on their entire linguistic repertoire. One teacher shared, for example, that:

On paper, it looks like my classroom is not balanced, because I have more students with Spanish-speaking backgrounds than I do with English-speaking backgrounds, according to the home language surveys we use. But I say “on paper” because on a daily basis you can tell that, even though their home language may be Spanish, they’re feeling more comfortable and fluent in English.

She importantly notes that a student’s linguistic choices, especially in schooling contexts, are heavily dependent on their comfort with the communicative resources or skills they feel like they have. One teacher noted how this has only been exacerbated by the period of distance learning during the COVID-19 pandemic, saying “It’s been really hard because they just haven’t had the opportunities to see each other, talk to each other, and use all of their languages together.”

More teachers explained that when students feel more comfortable languaging in English in academic contexts, it becomes increasingly difficult for teachers to motivate them to value their biliteracy and biculturalism and to more fully express them in their identities. This continues to add to the challenges of practicing strong translanguaging pedagogy.

It is not just a question of a student's comfort with their languaging practices, however. Beyond the classroom and school levels, there are political and community factors that also add to this challenge of resisting English hegemony in students. One teacher specifically cited the gentrification of her school's neighborhood, pointing to the district's open enrollment policy leading to more students coming from English-only, upper middle-class homes. The gentrification of DLI is an increasingly common problem facing programs across the country (Hamann & Catalano, 2021; Gándara, 2021; Valdez, Freire, & Delavan, 2016). In line with teaching to disrupt raciolinguistic ideologies, this teacher importantly recognizes how political efforts to gentrify her school's neighborhood are directly related to her work as a bilingual teacher, as well as the history and power dynamics of bilingual education in the United States. Another teacher shared how she tries to transmit her political awareness about language and power to her students:

Even though there is Spanish in their home, they're speaking a lot of English because the siblings are speaking in English. English is the language of power, and they pick up on that so quickly. I try so hard to help them understand that, with English being the language of power, we really need to work on our Spanish and realize that it doesn't mean we're less than. That it is just as valuable and that living our full identities is priceless.

She made it clear, however, that despite her intentions this remains an unresolved tension, posing questions like:

How do we get them to recognize that we are surrounded by English everywhere? That we are all in places of different privilege related to our language and how we use it. How do we get them to recognize that Spanish is also part of our identity?

Another factor that adds to the challenge of balancing translanguaging pedagogy with a resistance to English hegemony has to do with a general lack of materials in non-English languages of instruction, as many teachers in this study cited. Across grade levels and content areas, teachers reported general frustrations about the inadequacy of translated instructional materials and about the need to translate content that is only in English. A fourth-grade teacher shared about the difficulties this presents to teach science lessons, for example:

I think about how much content teachers are expected to teach. As far as what the district tells us to teach, some of it is in Spanish, but a lot of it isn't. So, I have to think about how I am going to balance out my day. It's too hard to remake everything for a science lesson to teach it in Spanish, for example. So instead, I am forced to take the lesson in English and use translanguaging as much as I can to make it bilingual. It just really goes to show that our curriculum wasn't really designed with DLI in mind.

Multiple teachers shared the sense that the curriculum they are asked to teach was not designed for bilingual instruction. Another teacher highlighted how this tension manifests in the social studies curriculum, which they don't even have in Spanish. On the one hand, they note how there are opportunities to teach with translanguaging to teach for more than biliteracy/biculturalism and to disrupt raciolinguistic ideologies, such as teaching the Tribal histories and cultures in Oregon. On the other hand, teachers frustratingly confront English hegemony and must take on extra work, like translating the curriculum, to resist it.

Earlier, I discussed how multicultural, multilingual, and justice-oriented picture books can serve as valuable resources for teaching for more than biliteracy/biculturalism and for teaching to disrupt raciolinguistic ideologies. However, the general landscape of these books is not immune to English hegemony either (Daly, 2018; Przymus & Lindo, 2021). A fifth-grade

teacher shared about the challenge this presents while trying to create a translanguaging library for her students:

I have a big classroom library and at first, I tried to make it a translanguaging library and organize books by genre instead of language. But honestly, I ended up having to separate it by language because there just aren't enough Spanish or bilingual versions of books yet. I have a lot of bilingual picture books, but not as many chapter books. Now they're starting to translate some of the popular graphic novels and things, but I think they could do a lot better equity-wise.

She specifically mentions how the English hegemony of multicultural and justice-oriented children's literature generates equity-related tensions in DLI contexts. This was echoed by another teacher, who said they can find lots of fairy tales in Spanish, but books with racial and social justice themes in Spanish are much harder to come by.

Other teachers reported a similar frustration with the assessment tools and practices that are currently available. A first-grade teacher shared that:

The kids are still beholden to the exam for the most part, mostly the language arts exam. I struggle with feeling things; feeling like we are still so far away from being able to truly assess kids in more than just English.

Teachers also shared frustrations that to practice translanguaging pedagogy often requires them to translate content or improvise with translanguaging in their delivery of content. In other words, resisting English hegemony is a struggle for teachers. They struggle in terms of taking on more work, such as translating the curriculum. They also struggle with feeling inadequate in their agency to disrupt English hegemony as it continues to pervade students' language choices and the curriculum.

While teachers discussed many of the classroom, school, and community level factors that add to the challenge of resisting English hegemony, they must also navigate this tension by negotiating when to model translanguaging and draw attention to their own bilingual/bicultural

identities. Teachers reported that they feel like they are not able to fully draw on translanguaging and express their own bilingualism because of the strength of English dominance. They sometimes question the extent to which a strong translanguaging stance can help them resist English hegemony. The teacher who now works in the same DLI school where she once attended reflected on how her community has changed, and how this relates to her sense of bilingual identity as a teacher:

I remember walking around in this community being so immersed in the Spanish language - in the city, in the church, in the school. So, it never felt like my teachers had to only speak Spanish with me. I just remember so many conversations and interactions with teachers that we are always bilingual, never just in Spanish. But it's not the same now and our kids are immersed in English everywhere they go outside of school. I don't feel like I am able to express my own bilingual identity as much with them because we are under more pressure now to push back against English.

Teachers sense this pressure to resist English hegemony, which creates a tension related to the extent to which they can and should draw on and model translanguaging pedagogy. In the first part of this chapter, I shared that many teachers felt that a strong translanguaging stance has given them the agency to embrace their translanguaging selves more fully while teaching. However, when faced with the pressure to resist English hegemony, teachers do not feel as confident in their agency to engage in translanguaging pedagogy.

Also, as I discussed earlier, DLI teachers, like their students, are at different points on the spectrum of bilingualism and biliteracy. When it comes to teaching with translanguaging to disrupt raciolinguistic ideologies, this can present a tension for teachers who want to engage their students in complex conversations about race, identity, and justice, but may not feel as confident or comfortable to hold those conversations in languages other than English. For example, a teacher strongly committed to activism in her bilingual teaching shared that:

I think my conversations about social justice and racism occur more often in English than in Spanish. You know, I'm a good Spanish speaker, but English is definitely the language that I still sort of default to; the one I'm more comfortable with. What I mean is when we talk about really complex things, I tend to default to English. This is the part that I hate though; it's frustrating. When I feel like something is really important or I need students to fully understand me, I speak in English so I'm sure everyone gets it. I know all of my students who come from Spanish-speaking homes really well and I know they are all experts in English too. It's hard though, because I'm not proud that I do this. But it's the reality of where I'm at related to the language abilities of my whole class. That happens a lot in my classroom.

Although this teacher does not ultimately shy away from engaging her students in conversations that are intended to disrupt raciolinguistic ideologies, she recognizes the tension that is present in reinforcing English hegemony while doing so. Despite her commitment to a strong translanguaging stance, the practical realities of her classroom context are not always generative of her own translanguaging practices. Another teacher shared very deeply about how this tension manifests in her classroom:

One of the biggest pitfalls or challenges that I've come across and fallen into is that if you make any room for English, even for a little bit of English, it will push its way through in such a big way. In 4th grade we are talking about big stuff sometimes and the kids don't always know how to express everything in Spanish. I try so hard to scaffold Spanish as we work our way through those conversations, but then the pace of the conversation becomes too fast, and we start covering way too much information to keep up in Spanish as well. So then, I think I would rather hear a student express themselves, their thoughts, in what can be very fluid conversations. You know if we're having a rich discussion about some angle of social justice, kids are eager to share and are raising their hands. You don't want to slow the conversation down. Like, if a person is being brave to share in the first place, I'm absolutely not going to push them to speak in a particular language.

Both of these teachers force us to acknowledge that, despite having a strong translanguaging stance, many DLI teachers must constantly judge when and how translanguaging pedagogy in practice will support their specific language or content objectives. When those objectives are related specifically to engaging conversations about social justice or interrogating the dynamics

of race, identity, and power, teachers often prioritize successful communication over language development. Therefore, the next tension that teachers generally confront is the need to negotiate when to draw on translanguaging and for what purposes.

Negotiating weak and strong translanguaging pedagogy

In the discussion of the three purposes of a strong translanguaging stance, many examples were offered of teachers describing what it means to expand what counts as literacy or to make a political commitment to disrupting raciolinguistic ideologies. In other words, their understanding of strong translanguaging as a project of social transformation was clear. However, in their interviews, it was simultaneously clear that they draw on weak translanguaging pedagogy in many ways as a project of language development. They noted the need to draw on translanguaging as a language scaffolding tool in each language, which produces tensions related to translanguaging to scaffold English literacy for standardized exam preparation, as well as to scaffold Spanish literacy for English-dominant learners. They also discussed the tension of negotiation when to (not) police language, such as correcting mistakes or maintaining fidelity to a language allocation policy.

Related to the tension of resisting English hegemony, one factor that many teachers I interviewed must navigate is the need to scaffold English literacy skills for multilingual learners in preparation for standardized exams. Teachers discussed the equity-related concerns for protecting time and space to prepare their students for success in all aspects of their schooling. One teacher from a small agricultural community describes this concern as a fear of doing her mostly Spanish-dominant students a disservice by not focusing on English development. This concern to prepare students to succeed according to current academic standards does not make it easy for teachers to fully enact a strong translanguaging stance. According to another teacher in a

similar community context, there are district demands of ‘teaching to the test’ that complicate her commitment to translanguaging. The same sentiment was shared by a third teacher but related to state-level exams, during which she is unable to translate for students. This was a familiar experience for a teacher who expressed worry about preparing students to pass the English exams they’re going to have to take at some point. What each of these teachers make clear is that district and state assessment requirements often require them to dedicate a significant amount of time and attention to preparing their students to succeed in those settings. For multilingual learners of color, many teachers shared that this is an especially relevant concern - to not prepare these students to satisfy all the current requirements would be both an injustice for the students and painful for their teachers. Therefore, teachers must draw on weak translanguaging to scaffold English literacy for these purposes.

In other ways, DLI teachers feel pressure to draw on weak translanguaging to scaffold Spanish literacy for English-dominant learners. Especially returning to in-person learning after the disruption caused by the current pandemic, teachers have reported the need to also dedicate a significant portion of their instructional time, and translanguaging pedagogy to address a growing Spanish literacy gap. One teacher describes the current challenge:

My students are much more English-dominant now than they used to be before the pandemic. So, this year, I feel like our 5th grade materials in Spanish are pretty hard relative to where my students are at. They’re pretty advanced even for my students who are more comfortable with Spanish. We are all frustrated with it though, because I spend more time modifying writing assignments or scaffolding vocabulary for read alouds more than actually discussing the book.

She describes the frustration of her lack of agency to be able to move beyond weak translanguaging for Spanish literacy scaffolding, towards stronger translanguaging pedagogy to explore the potential social transformational implications of the books she tries to teach. Another

teacher more concretely recognized how this challenge has created equity tensions related to the quality of the overall program. This watering down of translanguaging, especially in DLI programs, is not uncommon (Jaspers, 2018). A first and second grade teacher more concretely describes her confrontation with this tension:

We have had an issue, especially coming back from the pandemic, where we now have a huge Spanish learning gap. My students who have opportunities to speak Spanish at home are so much further ahead of my English-dominant students. Our other elementary teachers have said the same, so this year we all have used so much more translanguaging than before. But I'm afraid we have used it too much to scaffold Spanish literacy, teaching things to one half of the class that the other half already knows. I think we've lost out on so much rich content instruction for our Spanish-dominant students at no fault of their own.

She describes a fear of drawing on weak translanguaging for this purpose, at the expense of time that could be dedicated to stronger translanguaging projects. More specifically, she describes a tension related to teaching to the perceived needs of white, English-dominant students, at the expense of richer instruction for multilingual learners of color.

This is very closely connected to other raciolinguistic tensions related to policing language policies or mistakes and the kind of messages it sends to multilingual learners (Cushing, Georgiou, & Karatsareas, 2021). Many teachers see this as a philosophical struggle between the language development and social transformation projects of translanguaging, as one teacher puts it:

I'm still navigating how to be intentional with translanguaging. I do still think there needs to be a certain level of targeted language instruction, because unfortunately kids still have to be assessed monolingually in each language. I struggle with this philosophically, though, because I want it to be the case that we should be able to use translanguaging all the time, but I also don't want to see my students struggle; and the system is just not set up to allow us to do that yet.

She points to an issue of limited agency for teachers when negotiating weak and strong translanguaging pedagogies, in which teachers are forced to balance a desire to freely explore and innovate with strong translanguaging pedagogy with a need to prepare students to succeed in the system they must currently face. Another teacher, for example, identifies the academic value in exploring and playing with language via translanguaging. However, she also identifies the literacy-focused demands of her school's context which restrict her agency to create translanguaging spaces for such language play. Rather, her translanguaging pedagogy is guided by a concern for a kind of biliteracy achievement gap returning from the pandemic.

The teachers I talked to further demonstrated that this tendency towards weak translanguaging for literacy development can also be guided by an underlying fear of students not understanding content if vocabulary and literacy skills from both languages of instruction are not constantly scaffolded. Sometimes, then, teachers draw on translanguaging to facilitate access to and comprehension of disciplinary content, rather than some of the stronger purposes of translanguaging pedagogy, like teaching as a co-learner or to disrupt raciolinguistic ideologies. For example, this teacher describes how such a fear of content comprehension shapes the way she negotiates weak and strong translanguaging:

One of my biggest mental barriers is a fear that not all of my students will understand if I teach exclusively in Spanish. Maybe this is a fear in my own Spanish abilities, but I feel that I need to bring in some English to get the content right for them, like on this math standard or that science standard. Sometimes I go by what I can see from my students, what they show me about their understanding. But other times, I know I am just running on an empty tank and my Spanish isn't sharp enough to teach them the content at the level they deserve. So I'm like, okay, let me just explain it to you in English, so you get it, then we can all move on.

She identifies a variety of factors that influence her negotiation of weak and strong translanguaging and ultimately restrict her agency to practice translanguaging pedagogy in the

way that she feels her students deserve. She describes tensions related to her own identity and perceived abilities as a bilingual teacher, in addition to fears about the biliteracy skills of her students. She also identifies how a constant need to reinforce literacy development - or draw on weak translanguaging - can be exhausting for teachers.

For other teachers, when they negotiate weak and strong translanguaging pedagogies, they simultaneously negotiate their fidelity to the curriculum, the extent to which they assess students' standard literacy, or how hard they should push students to develop their bilingualism and biliteracy skills. One fourth-grade teacher clearly describes her negotiation of weak and strong translanguaging pedagogy as strategic and related to her specific language objectives across content areas. She notes certain circumstances in which she feels the need to move away from translanguaging pedagogy or demonstrate some extent of fidelity to the language of instruction. She points out times, on the other hand, that she chooses to be more flexible with how her students choose to engage with translanguaging. Her translanguaging pedagogy choices, then, are guided by what she feels her students need. Some teachers more strongly prioritize their students' need for comfort and acceptance, like this specialist teacher:

In ELD, I don't ever force my students to use English, but I try to encourage it. At the same time, I don't force them to draw on their Spanish or other linguistic resources, but I also encourage it. I don't want them to be too comfortable or feel like things are too easy, but neither do I want them to feel like what they're doing is wrong or bad.

A kindergarten/first-grade teacher negotiates her translanguaging pedagogies to generate and take advantage of opportunities to play with language and communicate with each other. When she navigates these tensions, she prioritizes making sure her students feel valued and accepted, understanding that biliteracy development is a long process:

I have never discouraged a student from using their home language to read, write, or speak. It needs to be valued and accepted. I don't care how much I want them to learn

English, I don't want to discourage that, I want them to maintain and develop all of their language, and I know it's a process that takes more than one class or grade level.

The majority of teachers who interviewed for this study shared the same value for students' comfort, self-esteem, and acceptance in school. While teachers negotiate weak and strong translanguaging in different ways and for different purposes, they constantly navigate the tension of caring deeply for their students' socioemotional well-being with the need to prepare them for success in the current system.

This generates questions for DLI teachers that are extremely difficult to answer and navigate daily. One kindergarten teacher, with many years of experience at multiple elementary grade levels, described this challenge:

One thing I'm still trying to grapple with is thinking about when we are being linguistic oppressors when we correct students' mistakes. That's really what I've been watching myself with this past month, how I have been doing that. But it's so hard. I mean, I don't necessarily want my kids to depend on me speaking Spanish all the time. No matter what language they prefer, I mean, I want them to all be struggling with their emerging language at some point during the day. But I don't want them to feel bad either; or fearful.

This teacher grapples deeply with this tension between correcting literacy mistakes and disrupting raciolinguistic ideologies. While she desires for students to succeed academically and develop biliteracy, she recognizes that, to do so, teachers often need to police language practices to some extent. In other words, DLI teachers must negotiate a need to prepare students according to current academic literacy standards - with weak translanguaging - while, at the same time, teaching to disrupt the raciolinguistic ideologies that have informed and shaped the standards.

More teachers shared how a strong translanguaging stance forced them to confront a belief that policing language practices or correcting literacy mistakes was the best pedagogical approach. They also recognized the raciolinguistic tension of teaching academic literacy with

translanguaging pedagogy while also making space for students to do translanguaging in a way that more authentically and affirmatively represents their identity. This was summarized nicely by a second-grade teacher who noted that her school used to be quite strict about students using Spanish during Spanish time, while allowing kids to use Spanish during English time. Then they realized that translanguaging is how many of their students communicate, and that doing so is part of being Latinx in the United States; a point often echoed in translanguaging research (Ramirez, Faltis, & de Jong, 2018; Seltzer & García, 2019).

Like in this example shows, a strong translanguaging stance can be helpful for teachers to change their attitudes towards language separation approaches and interrogate the raciolinguistic implications of their teaching orientations. However, as teachers negotiate the tensions between weak and strong translanguaging pedagogy in their own practice, they continue to face fear, worry, and concern about how to best serve their students, wondering if they are being naïve or adequately preparing their students for the real world. Despite these concerns, one fifth grade teacher, like so many others, continues to embrace a co-learner attitude and learn how to put a strong translanguaging stance into practice as she navigates these difficult questions. She noted:

I really am just interested in if my kiddos can express themselves to me and talk about the concepts I want them to learn. The language is secondary. I want to see them talking to each other, learning with each other, practicing their conversations and reading with each other. But the truth is, figuring this out is still a process for me. I feel like after all these years of teaching, I've had to just throw everything out lately and experiment.

As she puts it, teachers must approach their negotiation of weak and strong translanguaging pedagogy as co-learners without shying away from experimentation regardless of how many years of experience a teacher has. Throughout this chapter, an important theme has been the flexibility, creativity, and space for innovation that translanguaging affords both students and teachers. It has also highlighted tensions that can influence, and oftentimes restrict a teacher's

agency to experiment with translanguaging. This points our attention to the third and final tension this chapter explores: the extent to which teacher expertise about translanguaging is valued.

Valuing teacher expertise

The development of translanguaging as a concrete pedagogical approach relies very heavily on the teachers who choose to explore the concept and put it into practice in their own classrooms (Choi, French, & Ollerhead, 2020). To put it differently, what we know about translanguaging pedagogy comes directly from those who practice it. However, at the same time, the teachers I interviewed report a general lack of institutional support for translanguaging pedagogy and a continued reliance on language separation models by their administration. For many teachers, this provokes questions about the extent to which they can bring their full identities to their pedagogy. Teachers interviewed in this study shared experiences of receiving pushback for their translanguaging pedagogy, which often manifests as fear of using it. For many others, however, supportive and flexible administrators have helped give teachers a stronger sense of agency to engage in translanguaging pedagogy. Thus, teachers must navigate tensions related to the extent to which their expertise of and innovation with translanguaging is valued in their local contexts.

Nearly all teachers reported that translanguaging practices are the communicative norm for many of their students as well as for themselves. They shared a common understanding that students will continue to use translanguaging outside of school; a tendency that should not be fought in school, then. They also shared about how translanguaging has not only been a normal practice for teachers as bilingual people, but is also becoming more natural in their own teaching practices, as for this teacher, for example:

My first year teaching bilingually was hard. I didn't really know how to be a bilingual teacher so at first, I just stuck to the rules of what I was supposed to teach, in what language, and when. But over the past two years, especially because we had to move to remote learning, I noticed myself defaulting to translanguaging as my natural teaching practice. It is what made the most sense and the time and I have really appreciated the flexibility it gives me to teach in the ways that make sense to me and my students.

She along with the other teachers who participated in this research demonstrated a deep appreciation for the sense of flexibility and agency that translanguaging gives. They have the confidence to teach flexibly and fluidly with translanguaging because they also have a deep familiarity with their students and knowledge of their abilities. DLI teachers know where each of their students are on the spectrum of bilingualism/biliteracy and desire the flexibility to adapt their teaching to those needs (Palmer & Martinez, 2013). As they are the ones who know their students the best, they very much desire the agency to determine how and what they teach with translanguaging.

Despite teachers' expertise of translanguaging and familiarity with the needs of their students, translanguaging continues to receive a lack of institutional support in many schools. One teacher shared how administrative support for translanguaging practices has shifted during her 15-year career:

In the early years of our program, all the teachers naturally used translanguaging. If kids spoke to us in Spanish, we would respond to them in Spanish. We used a lot of Spanglish with the kids, especially in kindergarten. We were validating what the kids were already bringing into the class and building from there. Once we adopted Spanish and English literacy programs, that's when the strict language separation policies came. We were told that what we were doing wasn't structured enough and wasn't measurable.

Other teachers shared similar experiences with administrators' concerns about the ambiguity of translanguaging pedagogy in contrast to the supposed structured, measurable, and objective nature of language separation models. This teacher from described how she has actively pushed

back on the strict language separation policy at her school, and repeatedly encountered resistance when she did so. Some of this resistance has come in the form of emails from reminding her to only speak to students in the language of instruction because that's what 'research on best practices' shows. Although many teachers shared frustrations about unsupportive administrators and a lack of consideration for what teachers are already doing in practice, one teacher - the translanguaging ambassador, specifically - reminds us that this tension is precisely what gives translanguaging its potential power:

Translanguaging can be so powerful because it comes directly from this dissonance between language policy and research and what teachers are actually doing in the classroom on a daily basis. The point of translanguaging is to start from what students and teachers are already naturally doing and inform policy from there.

At the same time, there is a dissonance between language policy and what teachers are doing generates tensions related to their identities as bilingual teachers (García et al., 2021), provoking questions about the extent to which teachers can bring their full identity to their translanguaging pedagogy. For example, one teacher shared about her struggles with this tension, saying "I had to pretend that I was not bilingual even though I'm encouraging my students to build biliteracy and bilingualism" and noting that it "just did not compute in my mind". For many teachers, this strict reliance on language separation frustrates their ability to engage in translanguaging, draw on the entirety of their own linguistic repertoires, and model their full translingual identities in the teaching practices. Teachers describe frustrations about having to act like monolingual models and that language separation policies are disruptive of more natural and authentic teaching practices and identity enactments.

Even teachers with many years of experience have received similar pushback for integrating translanguaging pedagogy into their instructional practices. One teacher, when asked if she is trying to integrate more translanguaging into her teaching, reported:

I'm trying to, yes, until the principal walks in. If they see me translating things while I teach or teaching in the wrong language of instruction, it will get mentioned to me. I don't get punished, but they always ask me to explain why I do it that way. But since I've been teaching for more than 10 years, I can get away with it more than new teachers.

Another teacher with more than twenty years of experience shared a similar experience:

I am starting to realize that sometimes that administration just doesn't understand what translanguaging is. For example, I switched schools two years ago. When I was telling my new administrator how much I would love to use translanguaging in my classroom and not be bound by strict separation policies, I was told that there were problems with the previous teacher for using translanguaging to just teach whatever they wanted whenever. This is when I realized that we were having two different conversations. Like what I'm talking about is not willy nilly, unplanned teaching. It was hard to explain to them why what I do with translanguaging is different than what the previous teacher did.

She importantly underlines a disconnect between what many administrators think of translanguaging pedagogy - as unplanned and undefined - and what DLI teachers know translanguaging pedagogy to be based on their own practical experiences with it. What she described as “navigating bilingualism with my kids” is often seen as lacking form and focus by her administrator. Unfortunately, this was not uncommon for the teachers who participated in this study. Experienced teachers report frustrations with having to explain their pedagogical choices to their administrators, especially when it comes to translanguaging. Their expertise, creativity, and experimentation with translanguaging pedagogy is largely undervalued. For several teachers, this pushback from administration and general lack of value for their teaching expertise also manifests as a fear of using translanguaging pedagogy while being observed. This was most acute for newer teachers.

When teachers' expertise is undervalued by administrators, they are forced to explore, innovate, and create with translanguaging in hidden or subversive ways. While some administrators push back against translanguaging pedagogy, claiming it is unplanned, teachers

are often forced to practice it in an unplanned way because of its lack of institutional endorsement (Espinosa & Ascenzi-Moreno, 2021; Otheguy et al., 2015). Teachers desire the agency to intentionally plan for translanguaging pedagogy, experiment with it in practice, and receive meaningful feedback about their instruction, but are not given the space to do so. Another factor that compounds this tension for teachers is that, in many cases, school and district-level administrators rely more heavily on standardized assessment data than teacher evaluations or knowledge of their students. A second-grade teacher vented her frustrations about this dynamic in her local context:

Our school and district administrators only want to see state assessment data in English, even though students can choose to take it in Spanish. Like, we teach our students math in Spanish, and our administrators only wanted to see assessment data in English. How could that be data? It's only data of how much English they understand, nothing else. I try to tell them, if they want data, it has to be in both languages and can't all come from standardized exams.

Again, teachers express that they have deep knowledge about their students and expertise of how to best teach them. This teacher also specifically points out that raciolinguistic ideologies are inherent in the assessment practices that are more highly valued than teacher expertise, but her frustrations have, for the most part, been left unanswered.

On a more positive note, many teachers also shared about the positive impact that bilingual administrators can have on their agency to explore and experiment with translanguaging pedagogy. For example, a fifth-grade teacher with more than 15 years of experience in the same school discussed the benefit of a recent change that brought in one of their former DLI teachers as the new principal, noting that the principal now validates the fluid and flexible way she and her colleagues have been teaching for years. When it comes to having the agency to explore and experiment with translanguaging pedagogy, she described the

importance of having an administrator who understands the flexible, fluid, and dynamic nature of bilingual pedagogy. A fourth-grade teacher in the same school, in his first year of teaching, expressed that he is deeply appreciative of an administrator who not only gives teachers the freedom and space to explore, create, and enact their identities as bilingual teachers critically and creatively. More importantly, this demonstrates that an administrator who values and affirms the identities, experiences, and expertise of bilingual teachers, by extension, affords them the agency to draw on their strong translanguaging stances in meaningful ways.

Similarly, teachers shared that working with bilingual administrators can make them, as bilingual teachers, feel more highly valued for their knowledge not just about translanguaging practice, but also the ideological and theoretical underpinnings of translanguaging. One teacher, for example, described how she regularly shares translanguaging knowledge with her administrators that comes from both her own teaching experiences as well as research and professional development experiences. This importantly highlights how teachers not only generate knowledge about translanguaging their own judgment and practice, but also gain knowledge from access to research and professional development opportunities. In fact, they are often the ones educating their administrators on new bilingual teaching knowledge like translanguaging, like this one who shared, “I am the one in our district that is obsessed with translanguaging. I am always training our administrators on it and trying to teach them more about it.”

Another important point that this brings to our attention, though, is that teachers need and desire professional development opportunities to learn about and experiment with translanguaging pedagogy. In the interviews, it became clear that many newer teachers came to translanguaging in their graduate or licensure programs as pre-service teachers. Other in-service

teachers have come to translanguaging only through professional development opportunities. This is not always the case for administrators, however. Thus, teachers are simultaneously responsible for generating knowledge and expertise about translanguaging pedagogy while also educating their administrators on it. This once again urges the point that DLI teachers must be given more agency to explore and experiment with translanguaging in practice.

Along these lines, teachers also described their valuing of and appreciation for the knowledge about translanguaging that they learn from their colleagues - from other teachers. Teachers can feel frustrated when not given the opportunities to collaborate with and learn from other teachers in their schools and communities. This is especially challenging for teachers in DLI-strand programs, as reported by one:

One of the biggest challenges for me is not having grade-level peers to collaborate with and learn from. We only have one teacher per grade in each strand, so I work a lot with the other 4th grade teacher in the English-only strand, but it's not the same. I don't feel like I have other teachers to work with at my grade who know what it feels like to be a bilingual teacher or know the challenges of it.

Like her, many other bilingual teachers regardless of their program context also strongly desire opportunities to learn from and share with each other. One teacher talked specifically about creating spaces for dialogue about more than just bilingual teaching, saying that It would be valuable to create spaces for bilingual teachers to come together as bilingual individuals, and not just bilingual teachers. Others shared about their desire to learn from their colleagues about how they navigate tensions of resisting English hegemony and disrupting raciolinguistic ideologies in different contexts. A teacher from Oregon expressed her desire for the spaces for growth:

I would love to be able to talk with more experienced educators about how they use translanguaging in similar contexts as mine. You know, where Spanish is not the dominant language in the classroom, school, or community. I want to learn from them about how they try to stop English from overtaking or dominating conversations. I want

to learn from them how they make space for students to share as much as possible but still protect Spanish. I definitely feel like that's an area that I would love to grow in.

Teachers urged that creating such spaces for growth and communities for co-learning between teachers would be particularly helpful because teachers are already doing translanguaging work. Therefore, teachers would have quite a bit of practical knowledge and experiences to share with each other. More importantly, however, they say that a bilingual professional learning community is what will finally give teachers the backup they need to bring translanguaging into their schools.

Summary

This chapter reports and analyzes findings related to the first objective of this research project, which is to gain a more critical understanding of a strong translanguaging stance. It shares numerous quotes from elementary DLI teachers related to how they think about and experience translanguaging in their own classroom contexts. Therefore, the purpose of this chapter was to answer the first research question: *What are the purposes and tensions of a strong translanguaging stance for elementary DLI teachers?* Analysis of the interviews identifies three purposes of a strong translanguaging stance, framed as: teaching for more than biliteracy/biculturalism, teaching as a co-learner, and teaching to disrupt raciolinguistic ideologies. Additionally, analysis of findings identifies three central tensions that teachers negotiate in conversation with these purposes of a strong translanguaging stance, including: resisting English hegemony, negotiating weak and strong translanguaging, and valuing teacher expertise. I will revisit each of these purposes and tensions in the final chapter.

VI. Chapter 5 - Thinking, Planning, & Teaching with Translanguaging

The first objective of this research is to gain a more global understanding of the purposes and tensions of a strong translanguaging stance for elementary dual-language immersion (DLI) teachers, the findings for which were presented in the previous chapter. The purposes of a strong translanguaging stance include teaching for more than biliteracy/biculturalism, teaching with more than multimodality, teaching as a co-learner, and teaching to disrupt raciolinguistic ideologies. Teachers must negotiate these purposes in conversation with a variety of tensions that characterize elementary DLI contexts, including resisting English hegemony, negotiating weak and strong translanguaging, and valuing teacher expertise.

The second objective of this research, then, is to explore local examples of how elementary DLI teachers negotiate those purposes and tensions while thinking, planning, and teaching with translanguaging in their own contexts. More specifically, this chapter analyzes three case studies of teachers who created and taught critical translanguaging literacy lessons, focusing on both their lesson plans as well as the ways they shift their translanguaging pedagogy while teaching those lessons. It is guided by two research questions:

1. how do elementary DLI teachers negotiate those purposes and tensions to design critical translanguaging literacy lessons? The three teachers who participated were asked to create a documented lesson plan and were then interviewed about how they intended to integrate their strong translanguaging stance into the critical literacy lesson plan.
2. How do elementary DLI teachers critically and creatively shift their translanguaging pedagogy while teaching such lessons? This is answered through analysis of classroom observations of each teacher enacting their intended lesson plan.

The organization and analysis of this chapter is heavily framed by García, Johnson, and Seltzer's (2017) framework for translanguaging pedagogy, which more generally informs this study's methodology. The three components of their Stance/Design/Shifts framework are relevant analytical categories for each of the case studies, for which it is valuable to briefly review them. A translanguaging stance, which was the central focus of the previous chapter, refers to a teachers' ideological beliefs and assumptions about multilingual learners and their classroom language practices. Teachers specifically adopt a perspective towards translanguaging as an academic practice and advocate for its use in the classroom. The translanguaging design relates more specifically to teachers' instructional intentions. It refers to the purposeful planning of instruction and assessment practices that create translanguaging spaces for students and integrate teacher translanguaging practices to the best extent possible. To do so, teachers should pay particular attention to practices that are student-centered and embrace a diversity of linguistic and cultural perspectives. The shifts, then, refer to the ways that teachers and students collaboratively negotiate translanguaging designs in practice. In other words, it brings our attention to how teachers respond to the shifting translanguaging dynamics of the whole classroom, negotiating the purposes of translanguaging with the tensions that emerge in its practice in the classroom. Analysis of these three components together, as this chapter presents in each case study, provides fruitful opportunities to examine how teachers critically and creatively navigate their agency to practice translanguaging pedagogy.

Overview of Case Studies

The following case studies strive to represent the translanguaging stances, designs, and shifts of three elementary DLI teachers who I asked to create lesson plans that draw on translanguaging as a critical literacy pedagogy. They all work at the same school, a Spanish-

English DLI-strand program in a mid-size city in Oregon. This particular program can be described as a 50/50 program in two ways. First, it is generally structured by a 50/50 language allocation policy, in which instruction time in both languages is split evenly from kindergarten through fifth grade. Secondly, it is a 50/50 strand program, in which each grade level has two strands of DLI students and two strands of students who follow the English-medium, mainstream curriculum. However, at the time of data collection (November-December 2021), all of the DLI teachers at this school had recently completed two professional development seminars; one about translanguaging pedagogy and the other about critical literacy strategies for biliteracy instruction. Therefore, it can be said that the school generally is supportive of its teachers engaging in translanguaging pedagogy.

More specifically, the teachers who participated in this research were quite excited to put their translanguaging and critical literacy professional development into practice. The first case study shares the work of Carla (a pseudonym, all of which were chosen by each teacher, respectively), the kindergarten and first grade teacher. She designed a read-aloud lesson meant to generate opportunities for multilingual learners to see themselves in Latinx leaders and role-models. The second case study highlights Karina, who teaches third grade. Her lesson was designed to use translanguaging to teach math as a type of critical literacy. The last case study exhibits Gabriela's work, who designed a collaborative reading activity to teach about global literacy to her fifth-grade students.

The presentation of each case study will follow the Stance/Design/Shifts framework that has deeply informed this study. Discussion of each starts with a summary of the teacher's stance, drawing specific attention to some the purposes of translanguaging with which their stances most strongly intersect. Next, the intentions of their translanguaging designs will be examined, which

is supported with quotes from the interview portion that help demonstrate their thinking behind the lesson plans. Discussion about the designs, specifically, will focus on the four components of a translanguaging literacies approach that have been included methodologically as analytic criteria (García & Kleifgen, 2019). The first is *affordances*, which refers to how a teacher plans to create translanguaging spaces or use translingual materials to support literacy instruction. *Co-labor* means opportunities for collaborative or collective learning, among students as well as between students and their teacher. *Production* refers to how a teacher plans to produce pedagogical translanguaging practices and how they will use translanguaging to integrate different experiences and perspectives into their literacy instruction. The component of translanguaging *assessments* refers very directly to how translanguaging is planned for use in evaluation of students. Finally, each case study explores the translanguaging shifts of each teacher that occur while they put their translanguaging designs into practice. Again, discussion is framed by analytic criteria from the translanguaging literacies approach. They include co-learning, which highlights instances of collaborative and multidirectional learning between teachers and students, and openings/movements, or instances of teachers remaining open and flexible to multiple literacy learning practices as they emerge in classroom practice.

Case Study 1: Translanguaging to see ourselves in Latinx leaders and role-models

Table 4

Stance	Design	Shifts
<p><i>Purpose:</i> Teaching as a co-learner, rooted in:</p> <ul style="list-style-type: none"> - Identity as 1st generation immigrant student - Experiences navigating a learning disorder - Commitment to continued development of own bilingualism and biliteracy with translanguaging 	<p><i>Lesson:</i> Read-alouds of <u>Fearless Trailblazers/Pioneros audiencias</u> (Reynoso, 2020) & <u>Be Bold! Be Brave! ¡Sé audaz, sé valiente!</u> (Reynoso, 2019) to scaffold Spanish and build bicultural identity connections</p> <p><i>Tension:</i> Negotiating weak and strong translanguaging pedagogy</p>	<p><i>Co-learning:</i></p> <ul style="list-style-type: none"> - Collaborative discussion of vocabulary and identity connections from readings - Modeling problem-solving bilingualism <p><i>Openings/Movements:</i></p> <ul style="list-style-type: none"> - Teacher shifts between multiple ways of reading the books - Teacher allows the students' identity connections to direct group discussion

Overview of Carla's (K/1st grade) Stance, Design, and Shifts

Carla's Stance

In her interview, Carla made it clear that her translanguaging stance is deeply rooted in her identity, her learning experiences as a student, and her commitment to continued learning through translanguaging. She touched on many aspects of her translanguaging stance, starting with her recognition that children naturally do translanguaging. She explained how playing with language is fun for kids and adults and expressed her would-be pride if her students continue to use translanguaging into their adult lives. However, the strongest and most relevant purpose that frames her translanguaging stance is teaching as a co-learner.

Carla shared about how translanguaging as a concept fit with her own experiences growing up as a 1st generation immigrant student in a transnational family. Having parents who came to Oregon from Mexico, she described experiences growing up surrounded by and speaking Spanish from a very young age in her community while also learning English at school.

For her, translanguaging closely explains how she engaged with and developed her bilingualism and biliteracy both in and out of school. Although she did not have the opportunity to experience bilingual education as a student, she feels that her experiences growing up with translanguaging help her to connect with students who share similar experiences, such as first-generation immigrant students or heritage speakers of Spanish.

She further shared about her identity as a first-generation college student, where she studied to become a teacher. However, after not passing a math course, she was diagnosed with a learning disorder at 20 years old. She continued to study to become a bilingual teacher while navigating the challenges, support, and accommodations of college coursework with a learning disorder. For her, then, translanguaging not only explains how she navigated different languages and literacies in her community, but it also explains how she navigated different learning approaches as a college student. Therefore, she feels strongly that translanguaging helps her connect with her students who receive Special Education services.

Finally, Carla's translanguaging stance is rooted in her commitment to the continued development of her own bilingualism and biliteracy repertoires with translanguaging. She shared about how her experiences navigating a learning disorder in college pushed her to finish most of her Spanish language and teaching coursework first. Although she felt these were the easiest classes to take, having grown up with bilingualism, she also realized that she continues to learn and develop her Spanish repertoire. Therefore, as a teacher, she never shies away from modeling problem-solving bilingualism, both naturally and intentionally, to show her students that bilingualism, biliteracy, and biculturalism are never-ending processes. Taken together, it can be said that Carla strongly embraces translanguaging to teach as a co-learner, which was further demonstrated in her design and shifts.

Carla's Design

Although this was Carla's first time purposefully creating a translanguaging lesson plan, and more so one that specifically integrates critical literacy, she was excited to experiment with ways to put her strong translanguaging stance into practice. Her lesson plan, which she created for both her kindergarten and first-grade classes, was centered on the use of two bilingual children's books, titled Be Bold! Be Brave!;/Sé audaz, sé valiente! (Reynoso, 2019) and Fearless Trailblazers/Pioneros audaces (Reynoso, 2020). Together, the books feature lyrical biographies of multiple history-making Latinxs in the United States, in the fields of medicine, science, sports, arts, and politics. Each biography is written twice, once in English (left page) and once in Spanish (right page). One of the tensions that is most clearly present in Carla's plan is negotiating weak and strong translanguaging pedagogies. Carla designed a read-aloud activity drawing on a few biographies from each book, with the purpose of creating a dual focus on literacy development along with building bicultural identity connections. In drawing on translanguaging in multiple forms of read-aloud practices, her intention was to scaffold vocabulary related to the topics of the biographies, such as space, medicine, theater, politics, etc. The larger purpose, though, was to use translanguaging pedagogy to generate conversations between students about their personal connections to the books.

Related to the translanguaging affordances, Carla shared how translingual materials will support her to model her own bilingual identity, and specifically how bilingual books can afford this practice. Although the books she chose are translated, where one side is in English and the other in Spanish, Carla intends to consistently alternate between the languages of instruction while reading across pages, within pages, and while asking questions. She discussed how her flexible translanguaging practices would help generate the intended vocabulary scaffolding, but

also expressed that her motivation for choosing the books was for biculturalism affordances in addition to the biliteracy affordances. She saw the books as great starting points for using translanguaging to engage texts that represent marginalized identities and affirmative stories of individuals who have resisted marginalization. She felt that generating biliteracy instruction from these real-life stories will not only make it easier for students to understand the stories, but that they are also very empowering stories, which meets the purpose of teaching with translanguaging as a critical literacy pedagogy.

Carla also integrated opportunities for translanguaging co-labor into her design, which refers to collaborative learning not just between students, but also including the teacher. For example, although the purpose of Carla's design was to teach critical thinking to her students, she felt that introducing the term and concept of critical thinking could be overly complicated for her grade levels. Instead, she intended to model critical thinking practices for her students through the read-aloud activity. Therefore, part of Carla's design was to intentionally model some of the personal connections to the book, as well as generating opportunities for students to practice making those connections through critical thinking. She also talked about how the purpose of the read-aloud activity was not for students to simply do what she models as a teacher. For example, her intention when posing questions to the class was to generate more of a debate between the students and herself, as the teacher, to negotiate what the books mean or what their important discussion points are. Therefore, Carla planned to allow for flexibility in the group discussions so that students can understand that they can learn from their classmates as much as from their teacher.

Related to translanguaging production, or how Carla planned to produce her own translanguaging literacy instruction as well as her students' translanguaging literacy practices,

she focused more on production about their connections to the book rather than the specific vocabulary that she will be scaffolding. She expressed her desire for students to not just focus on the specific person who a biography discusses or specific vocabulary terms, but rather for students to generate their own ideas and questions about the books. In her design, she aimed for her students to produce translanguaging by provoking questions beyond just answering them but recognized that this will require purposeful instruction. As part of her planned biliteracy instruction, she created a list of general questions about the subjects, settings, conflicts, or outcomes of each biography. She also planned to regularly ask follow-up questions about her students' thoughts, feelings, and perspectives towards each biography. Although these practices are common to literacy instruction, Carla explained that she will intentionally model translanguaging practices while engaging students in discussion and asking follow-up questions in a way that push students to make connections to their own bilingualism and bicultural identities. She did recognize the challenge of planning instruction to explore unplanned discussion topics but maintained that her translanguaging stance would be helpful to focus discussion on the critical literacy purposes of her design.

Finally, Carla explained how her design integrated translanguaging assessments to evaluate her students' participation in the lesson. Her assessment plan, though, highlights that she draws on translanguaging to supplement her regular evaluation practices at kindergarten and first grade. For example, she shared that a common theme she has been teaching been working on at each grade level is prediction. Therefore, she will actively ask students to predict some of the general themes of the books based on each cover and in reviewing some of the visual information that the books contain. While prediction is a literacy skill, Carla planned to ask students to make predictions related to the stories and affirmative representations of Latinx

leaders that the books portray. In other words, she planned to ask her students to make predictions for critical literacy purposes. Also, Carla planned to evaluate her students' understanding of the difference between fiction and non-fiction stories. Her classes had only encountered fiction literature thus far, so she intended to ask groups of students at the end of the activity to review the meaning of non-fiction and why these books are examples of it. Again, to orient her biliteracy instruction towards the purposes of critical literacy, she planned to make the point that the non-fiction nature of the books means the stories are of real people and real lived experiences. She saw this as an important framing to create the translanguaging spaces for her students to make real-life, affirmative identity connections. Related to those connections, she also planned to assess her students by asking them to draw what they want to be as they grow up and explain their drawing to their groups and the rest of the class.

Examples of Carla's Shifts

Carla designed the same critical translanguaging literacy lesson to teach at both kindergarten and first grade. Therefore, the analysis of her instructional shifts in this section draws from both of those observations, from which there were many similarities as well differences that are productive of interesting discussion. While Carla did complete her lesson at kindergarten during a 35-minute observation, she did not have time for her first graders to share about their drawings with the rest of the class. However, when taken together, both observations generated multiple examples of co-learning and openings/movements as Carla negotiated weak and strong translanguaging pedagogies in her lesson design and instruction.

a. Co-learning

The first example of Carla's co-learning shifts demonstrates the collaborative discussions of both vocabulary and identity connections that emerged from the readings. For example, Carla

started each lesson by scaffolding the topic and meaning of each book, asking students to explore the cover and flipping through the books' illustrations. She started with what students know, asking what they see and where they have seen it before. She would then follow up with more exploratory questions about more complex concepts, like: *What is history? What is an astronaut? What is a judge? What is baseball?* More importantly, she followed up at both grades with questions that aim to fulfill the critical literacy purposes of the lesson. She asked the kindergartners who can make history and why we should talk about Latinxs in history. She asked her first graders what it means to be a community member and how we can be helpful community members.

She maintained the same collaborative discussion practices while reading each biography, asking probing questions translingually about what the illustrations show people doing or wearing. With both grades, she modeled translanguaging practices to probe words like scientist or inventor, not just defining them but collectively discussing what they do and why they do it. Many students often shared personal connections to or stories about things they had familiarity with, like using microscopes or, creatively, what they would want to look at with microscopes. Connecting to critical literacy, she asked what it means to immigrate. Many students shared their understandings of immigration rooted in personal experiences, and Carla was sure to reinforce that she shared similar connections. At kindergarten, she explored bicultural nicknames from some of the biographies, resulting in students sharing nicknames for themselves and their classmates and explaining what they mean. With the first graders, she was able to explore deeper concepts like afro-latinidad. For example, after reading about Carlos Santana, her students talked about how afro-latinidad is like blending musical genres, blending languages, and blending cultures. While these are not necessarily deep discussions, they are

important points or concepts to expose young students to.

The second example of Carla's co-learning shifts demonstrate her practice of modeling problem-solving bilingualism. Throughout both of her lessons, Carla created situations for her and her students to collectively explore and clarify confusions, mistakes, or disagreements about language. For example, with both grades, she often intentionally modeled misunderstandings of many items that students saw in the illustrations. For example, when one kindergartner asked what Carlos Santana was holding (a guitar), many others were quick to point out Carla's mistake when she confidently said *una trompeta*. The first graders did the same when Carla identified the astronaut Ellen Ochoa as *una cantante* having just read about Selena. Many students at each grade level often excitedly jump in to correct her. These represent many possible opportunities for students to also be positioned as the expert alongside their teacher.

This practice was not always intentional, though. One kindergartner asked how to spell kindergarten in English. As Carla helped them spell it out, pronouncing one letter at a time, she pronounced the *i* and *e* as they would be in Spanish. While this led to some confusion, it was a great opportunity for Carla to explore her students' metalinguistic awareness and talk about why it is a common occurrence to confuse pronunciations of those letters. When spelling out the second half of the word, then, she purposefully did the same with the *a* and *e*, which generated quite a bit of laughter-filled feedback from her students. Throughout both lessons, there were numerous examples in which Carla confidently embraced her role as co-learner and demonstrated her commitment to problem-solving bilingualism that is so strong in her translanguaging stance.

b. Openings/Movements

One of the most obvious examples of Carla's translanguaging openings/movements came

from the multiple ways in which she read the books to her classes. She was constantly changing her style of reading between each biography. For example, with the kindergartners she first read three biographies from one book, each primarily in English while scaffolding some words in Spanish. When turning to the second book, from which she also read three biographies, she used much more balanced translanguaging practices while reaching each after more heavily scaffolding key vocabulary and concepts. Although Carla was not asked about her reasoning for the shifts she enacted in her instruction, it seemed as though her decision to read the second book with more balanced translanguaging practices was made possible by a more focused effort to scaffold key terminology before reading. She was then able to focus more of her time on the discussions that emerged from her students' personal connections to the books, which will be discussed in the next example.

She changed her practice with her first graders, however. She alternated between books as she read the same six biographies as she did with the kindergartners. This time, though, she also alternated between languages as she read each. First, she read in English, then asked follow-up questions in Spanish, and often responded to students in Spanglish. For the second biography, she scaffolded some key vocabulary using translanguaging then read in Spanish, with a Spanglish-heavy follow up discussion. She continued to alternate between these two approaches for the remainder of the biographies. Thus, when Carla put her design into practice, it was clear that she prioritized the students' identity connections to the books in addition to the initial focus on biliteracy development through vocabulary scaffolding.

The second example of her openings/movements demonstrates how Carla allowed the potentially affirmative and empowering identity connections that students made to guide her discussion and assessment practices. While reading about Cesar Chavez with the kindergartners,

students immediately recalled and connected to a school presentation about him earlier in the year. Also, she asked the first graders what subjects that science or medicine leaders would have enjoyed in school, often resulting in students sharing which subjects they also enjoy. After reading about Lin Manuel Miranda, she asked them what it means to be a bright star. After many exclaimed that they were also bright stars, she asked what it means to be a bright student. Amid student's giving their thoughts she also offered quite a few affirmative, empowering definitions of a bright student. Similarly, with the kindergartners, questions about the meaning of role-model were met with many possible answers. After students shared who their role-models are, they talked about ways that students could be bilingual and bicultural role models. Carla demonstrated in each lesson how she prioritizes the cultural discussions that these books make possible and focuses more of her time and attention on those discussions than actually reading the books.

Carla also shifted her assessment design in response to the different discussion topics and identity connections that students offered to guide each lesson. At kindergarten, she asked students to brainstorm at their tables (of 3-4 people) ideas of what they could be when they grow up then to start drawing their answers. When sharing their drawings with the class, it was clear they were inspired by the examples from the books as well as their classmates, as many drew what they saw or heard directly during the lesson. In first grade, however, there was generally more impromptu discussion about how the subjects of the biographies helped others in their community, which did not leave enough time at the end for the final activity. Therefore, she shifted the assessment and asked students to draw what they want to be when they grow and think about how they would help people and how they would be helpful community members. Although the students didn't have time to share with the class, Carla spent the ten minutes of drawing time asking many of her students what they were drawing and why. At one particularly

beautiful moment right before students left for recess, Carla asked one student why they drew a teacher, to which the student said, “I want to be like you.”

Case Study 2: Translanguaging to teach math as a critical literacy

Table 5

Stance	Design	Shifts
<p><i>Purpose:</i> Teaching to disrupt raciolinguistic ideologies, rooted in:</p> <ul style="list-style-type: none"> - Identity as an “English Learner” - Experiences learning English with all five senses - Perspective that math is NOT a universal language 	<p><i>Lesson:</i> Introducing multiplication equations and multiplication stories (word problems) with translanguaging and multimodality (speaking, writing, drawing, acting)</p> <p><i>Tension:</i> Resisting English Hegemony while teaching math during “English time”</p>	<p><i>Co-learning:</i></p> <ul style="list-style-type: none"> - Collaborative translingual instructions for each part of the activity - Group-work to speak, write, draw, and act answers to each question <p><i>Openings/Movements:</i></p> <ul style="list-style-type: none"> - Teacher shifts to model and elicit translingual and multimodal math practices - Teacher always poses bilingual questions, giving students’ the agency to answer

Overview of Karina’s (3rd grade) Stance, Design, and Shifts

Karina’s Stance

In her interview, Karina talked quite extensively about her appreciation for the tools that translanguaging affords her to confront English hegemony in her own classroom context. For example, she vented her frustrations about having to translate English-medium content or about the immense challenge that is developing Spanish comprehension in her students. She highly appreciates translanguaging for the efficiency and flexibility it affords her to take on these challenges. She feels that translanguaging gives her the strategic agency to ensure her students are understanding the instruction without simplifying language or content. She also expressed that translanguaging is the natural way that she and her students engage with bilingualism, noting that she does not follow the language separation policy of their school. Overall, her

translanguaging stance can be characterized by a commitment to teach to disrupt raciolinguistic ideologies, specifically English hegemony.

As with Carla, it was equally clear that Karina's personal identity and experiences have played an influential role in her translanguaging stance. Having moved from Mexico to Oregon two years ago to become a bilingual teacher, Karina has a wealth of lived experiences learning and navigating English for pedagogical purposes. In her preparation to become a bilingual teacher, Karina expressed how she also continues to identify as an "English Learner" like many of her students. She feels that she intimately understands the difficulties of experiencing education as an "English Learner" and is therefore better able to connect with her students and teach them in a way that expands the possibilities for their engagement with the content and curriculum. She also strongly embraces the role of co-learner in her translanguaging stance.

Related to her experiences as an "English Learner," Karina also shared about the root of her commitment to teaching with more than multimodality. She described learning English with all five of her senses, not just limited to academic reading and writing skills. She noted how all language practices, regardless of content area, are multimodal and physical in nature. For example, communication through body language and drawing played an important role in her own development as a bilingual teacher. She therefore teaches in this same way, giving her students the agency to draw on multimodality, especially while learning math. In fact, while the teachers in this part of the study were specifically asked to develop translanguaging lessons that focus on biliteracy instruction, Karina maintained the desire to develop a math lesson, arguing that math is itself a form of literacy and must be acknowledged as such.

This related to the final point of Karina's translanguaging stance. Her perspective that math is not a universal language is rooted in an intention to teach with translanguaging to disrupt

raciolinguistic ideologies. She criticized a very common assumption that students can engage with the math content and curriculum and develop their math knowledge regardless of the language of instruction. She holds this perspective because for herself, learning math required an extensive amount of linguistic and symbolic communication beyond just numbers. Further, she holds that multilingual learners of color are particularly marginalized and excluded from math instruction when teachers maintain the assumption that math is a universal language. She believes that the best way to prepare multilingual learners for math is by generating as many translanguaging connections to math as possible. Taken together, then, Karina's translanguaging stance is a strong example of both teaching with more than multimodality and teaching to disrupt raciolinguistic ideologies, which were on display in her translanguaging design and shifts.

Karina's Design

Although each teacher was originally asked to create lesson plans that integrate translanguaging and critical literacy in biliteracy instruction, Karina's unique translanguaging stance towards math as multilingual and multimodal motivated her to design an activity to teach math as a critical literacy. A tension that Karina's design very strongly confronts is resisting English hegemony to teach math with translanguaging during what is scheduled as "English time" according to the school's language allocation policy. Karina created a math lesson that intentionally disregards the language and modality borders of monolingual math learning, recognizing that math is not a universal language. More specifically, Karina's design intended to introduce multiplication facts and multiplication stories (word problems) with translanguaging as multimodality, in this case speaking, writing, drawing, and acting. In addition to scaffolding math vocabulary and content related to multiplication, Karina planned to specifically ask

students, in small groups, to engage in multiplication in each of those modes, before completing a brief multiplication test.

Although Karina shared that she generally lacks math instructional materials in Spanish, she talked about the opportunities for translingual literacy engagements that her design afforded. For example, one simple way Karina planned to create translanguaging spaces for her students to learn multiplication was by posing all questions bilingually. In addition to using her own translanguaging practices for students to understand multiplication problems, she had also translated word problems into both languages to afford students multiple opportunities to decipher them and explore relationships between numbers using translanguaging. Further, she explained that she had always taught her students to use more than just speaking and writing when doing language. Therefore, her design asked students to specifically use body language to act out answers to multiplication problems, as well as visual language (i.e., drawing) to represent their understanding. For Karina, generating multimodal affordances to participate in math with translanguaging was a central purpose of her design.

Karina, like many other teachers, recognized the challenge of teaching students who are each at different points on the spectrum of bilingualism and translanguaging skills. Therefore, her design engaged co-labor by intentionally and thoughtfully grouping students who represent different points on the translanguaging spectrum so that there would be multiple ways in which they can support each other. For Karina, grouping students by similar translanguaging skills did not seem as helpful as grouping students from different points so that they could explore and build their repertoires together. More specifically, for each multiplication problem or story that she poses, Karina planned to ask a different student from each group to explain it to the rest of their group in both languages. She explained that precisely because not many of her students

would be able to fully and seamlessly explain each problem in both languages, this should generate plenty of opportunities for co-labor. She planned to pay close attention to which students jumped in to help fill in the blanks, which also plays a role in how her design engaged translanguaging assessment.

Karina planned ways for her and her students to produce critical translanguaging literacy practices. She referred to it as her “Four Points Approach” that she would use to ask students to draw on translanguaging in four different ways. First, she asked students to produce math knowledge by hearing and speaking about multiplication. Her design also asked students to listen and speak using translanguaging to ensure their understanding of the math problems. Secondly, she asked students to use speaking and writing to answer questions and explain their answers. Karina then planned to ask students to engage with math visually by drawing out their answers. Finally, she asked them to engage with math physically by using body language to demonstrate their multiplication knowledge. Throughout the majority of the lesson, students would be working in small groups (3-4 students each) and collaboratively practicing their multimodal engagements with each multiplication problem or story.

Finally, Karina planned to use both formal and informal translanguaging assessment practices. Informally, Karina explained that after she provided general instructions at the beginning of the activity, she would ask students to explain each specific task or multiplication problem to their table in both languages. She intended to move between tables observing how each student draws on translanguaging when it's their turn to explain the task as well as who is jumping in to help and how they are helping. She explained how she would focus on which students are taking advantage of opportunities to help their groupmates, and depending on who is less willing to participate, she would encourage them at certain times to help. Karina

acknowledged that it is a difficult challenge to spend so much time and effort to attend to this as assessment but felt that the group-work nature of her design would give her the flexibility to do it. Finally, these assessment practices were designed to be supplemented with a formal multiplication test at the end of the activity.

Examples of Karina's Shifts

Karina designed a lesson to teach math as a critical literacy practice with translanguaging specifically to disrupt a common assumption that math is a universal language. While putting her design into practice, Karina demonstrated multiple ways in which she embraces the flexibility of translanguaging, for herself and her students, while also focusing closely on developing Spanish literacy through math instruction, which, for Karina, is an important avenue of agency for her multilingual learners of color. In her 40-minute lesson, Karina taught with translanguaging and multimodality to introduce multiplication and practice multiplication stories as she navigated the tension of resisting English hegemony and disrupting raciolinguistic ideologies in the math curriculum. In doing so, she modeled numerous co-learning shifts and translanguaging openings/movements that highlight how she negotiated those tensions in practice.

a. Co-learning

The first example of Karina's co-learning shifts represents her commitment to generating collaborative translingual instructions for each part of the activity. For example, she started the lesson by using translanguaging herself to explain different dynamics to this class, in which they would be intentionally using both languages throughout the class. She also explicitly translated the instructions for the lesson in both languages, such as how to use the graphic organizers for the activity, in which students would be speaking, writing, drawing, and acting out the answers. After introducing the activity in both languages, she then asked students at each table (of 3-4

people) to share with each other about what they did and did not understand from the instructions, relying on each other as experts to resolve any confusions before moving on to the next part of the lesson.

Initially, students had many questions about the definition of multiplication and how to use the graphic organizer. When those questions were asked in Spanish, for example, Karina repeated the question in English before answering in both languages. When asked in English, she repeated the question in Spanish before again answering translingually. To open the practice portion of the lesson, she modeled the first multiplication problem using the graphic organizer to write, draw, and act out the answer. Karina did so by translating back and forth between languages as different students shouted out answers or asked further questions, intentionally using translanguaging to scaffold the fundamental concepts that were necessary for understanding the lesson. Also, by constantly modeling her own bilingualism to start the lesson, she gave students permission to also use translanguaging to demonstrate their multiplication knowledge as the lesson unfolded.

Karina also drew on co-learning shifts while asking students to participate in group-work to speak, write, draw, and act out the answers to each multiplication problem or story. For example, each problem was projected on the board and first completed in groups, after which one group was called on to complete the problem on the board in front of the class. With Karina's designed inclusion of a variety of multiplication problems and Spanish multiplication stories, students were asked to engage with the problems in a variety of ways. The Spanish multiplication stories asked students to use lots of language to process and understand the problem but answer it in ways that included no language, such as drawing or acting. While numeric multiplication problems are initially easier to understand despite language, students

were continually writing out their answers in Spanish as well as receiving instructions and questions in Spanish from Karina at various moments.

Karina taught the lesson in a way in which she, along with her students, was simultaneously navigating both languages of instruction, regardless of their comfort in each, while also engaging multimodality to develop their multiplication knowledge. She clearly knew the dynamics of her individual students' and whole group's linguistic repertoire and spectrum of translanguaging skills. When calling on groups, she intentionally pushed certain groups to use Spanish math vocabulary or respond to questions in Spanish depending on their comfort with the language. She also purposefully asked different students in each group to model certain modes. Of one group, for example, she asked one student to write the answer in numbers, another to write it in Spanish, the third to draw it, and the fourth to act it out. This is an example of how Karina and her students collectively built and modeled multiplication knowledge as they drew on translanguaging in numerous ways.

b. Openings/Movements

One of the more common examples of Karina's translanguaging openings/movements is highlighted in her numerous shifts throughout the lesson to both model and elicit translingual and multimodal math practices. Many times, Karina modeled specific translanguaging practices in response to the dynamics of specific students or groups. At other times, she shifted her translanguaging practices in an effort to elicit certain practices from her students. For example, Karina generally allowed her students to respond in English, which they did for the most part, to validate their knowledge and their way of demonstrating that knowledge. However, she would immediately proceed to model how to say the same thing or discuss the same concept in Spanish, asking students or groups of students to repeat it back, bits at a time. Karina consistently

modeled the opposite linguistic practices of her students with the intention of reinforcing math literacy in both languages.

She shifted her own translanguaging practices to elicit certain practices from her students as well. Shortly into the lesson, she began to encourage students who she identified as being more comfortable using English to integrate more Spanish resources into their translanguaging practices. On many occasions, she asked these students to use key vocabulary in Spanish while answering questions or explaining their reasoning. Although she was consistently allowing students to respond at first according to their own linguistic choices, she would also follow up asking them to repeat what they said using more translanguaging, which, in many cases, meant students should use more Spanish. This intensive focus on Spanish literacy during a math lesson, though, generated some confusion and frustration for Karina's students. There were obviously accustomed to the comfort of learning and engaging math in English and did not understand, at first, why they are focusing so closely on translanguaging the instructions and word problems rather than just engaging with the numbers. At one point, she interrupted group-work to have a brief conversation with the class about why math is not just numbers and how it involves so much language. While this was not part of her plan, it helped reinforce to her students why she designed a math lesson with so much Spanish language and literacy practice. Taken together, her flexibility with her translanguaging instructional practices support her effort to break down disciplinary borders, like those around math, along with language borders.

The second example of Karina's openings/movements highlights how she integrated assessment practices throughout the lesson, although they were originally planned for the end of the lesson. Although Karina used what many may consider to be informal assessment practices, like oral assessment during formative activities, she used these practices to specifically and

closely evaluate her students' literacy skills in Spanish. For example, at many times during the lesson, Karina stopped a group to ensure that each student was filling their graphic organizers appropriately and completely before moving on. When necessary, she asked some groups to show her their graphic organizers for previous problems. She consistently asked questions in both languages of instruction while doing this. Other times, she would briefly stop the lesson to offer a check for understanding, asking questions in Spanish first to see who raised their hands, then again in English to see the additional hands that were raised.

Karina demonstrated flexibility in how she drew on translanguaging to assess her students during the lesson as well as at the end of the lesson. For the final multiplication test, as a formal assessment, she made a significant shift to embrace collaborative assessment. Although it was planned as an individual assessment, Karina decided to regroup them into pairs or groups of three for the multiplication test. Each group was given one sheet with a variety of numeric multiplication problems and asked to solve them as a group. Although the sheets only contained numbers, the collaborative discussions between students demonstrated the extensive amount of language that is involved in math. In this way, Karina made a shift to more strongly embrace teaching with more than biliteracy and teaching as a co-learner in her assessment practices.

Case Study 3: Translanguaging to teach for global literacy

Table 6

Stance	Design	Shifts
<p><i>Purpose:</i> Teaching for more than biliteracy/biculturalism and to disrupt raciolinguistic ideologies, rooted in:</p> <ul style="list-style-type: none"> - Identity as first-generation immigrant and experiences in advocacy work - Perspective of teaching as a political act - Commitment to justice-oriented children’s literature 	<p><i>Lesson:</i> Collaborative reading of <u>Welcome to Our World</u> (Butterfield, 2018), focusing on celebrations beyond Latin America, with a writing prompt.</p> <p><i>Tension:</i> Disrupting raciolinguistic ideologies</p>	<p><i>Co-learning:</i></p> <ul style="list-style-type: none"> - Asks groups of students to intentionally use “Spanglish” to review the previous lesson - Never corrects linguistic “mistakes”; instead asks for different ways to say something <p><i>Openings/Movements:</i></p> <ul style="list-style-type: none"> - Teacher uses translanguaging differently each time she responds to a group - Teacher continually follows up on unplanned topics raised by students

Overview of Gabriela’s (5th grade) Stance, Design, and Shifts

Gabriela’s Stance

Gabriela is a third-year teacher who, in her interview, shared about how strongly translanguaging fits with her identity as a bilingual and bicultural person, as well as with her daily experiences and practices as a bilingual teacher. In her classroom, she accepts all translanguaging practices as authentic language. More specifically, she works to intentionally model Spanglish, language play, and Spanish variation as authentic language to all of her students. For her, the easy part of a translanguaging stance is creating spaces for students to bring their own translanguaging communication and identity practices to their learning. At the center of Gabriela’s translanguaging stance, though, is teaching for more than biliteracy/biculturalism and to disrupt raciolinguistic ideologies.

Her commitment to these two purposes of a strong translanguaging stance are rooted

most strongly in her identity as a first-generation immigrant and experiences in advocacy work outside of education. She described her experiences growing up in her Oregon household with a Peruvian mother and White, English-speaking father. What had the strongest impact on her was to see her mother struggle in an English-dominant place as a Spanish-dominant immigrant. Initially, this led her to begin a career in immigration advocacy. She talked about how strongly these experiences continue to inform her identity as a bilingual teacher, in which her motivation to teach in a DLI program comes from a desire to generate opportunities for bilingual learning that she did not feel like her mother or herself could access in the past.

This ties to the second point of Gabriela's translanguaging stance, related to her perspective of teaching as a political act. She did not hesitate to acknowledge that translanguaging is itself a political commitment, indirectly sharing a variety of reasons as to why the intention to disrupt raciolinguistic ideologies must be at the heart of all translanguaging pedagogy work. For her own teaching practice, she described this political commitment as her reasoning to intentionally model language play and variation as authentic and academic forms of languaging. She explained how these practices allow her to make the political commitment of translanguaging part of her identity as a teacher.

Finally, Gabriela described her translanguaging stance in more practical terms as a commitment to justice-oriented children's literature in her classroom. She urged that the cultural focus of translanguaging can never be ignored as a central part of its pedagogy. However, she explained that a cultural focus of translanguaging pedagogy must go beyond the biculturalism binary related to the two languages of instruction. Therefore, she regularly uses a variety of multicultural children's books beyond the Spanish language and beyond cultural topics related to Latin America. To do so, she talked about the importance of engaging translanguaging pedagogy

creatively and flexibly, of which her design and shifts are great examples.

Gabriela's Design

In her stance, Gabriela's commitment to teaching for more than biliteracy/biculturalism was strong and clear. For her, engaging translanguaging and critical literacy in her instruction is common practice and this design was no exception. In line with her intention to teach beyond the binaries of the DLI curriculum, she planned to hold a collaborative reading of Welcome to Our World (Butterfield, 2018), a multilingual and multicultural picture book that represents children from numerous countries and language-backgrounds. There are many topics in the book which display the different ways to say and do things across the world. Specifically, Gabriela's lesson focused on celebrations and the different meanings and words associated with them in different countries and in different languages. Her design, in which she would read the book to students while asking students to engage in discussion questions, was meant to build from previous lessons that have explored meanings and practices of celebrations across Latin America. With the objective of asking students to analyze multiple accounts or perspectives of a similar issue or topic, in this case celebrations, Gabriela planned for an integrated group reading and discussion of similarities, differences, and personal connections, ending with a reflective writing prompt in which students would discuss their curiosities.

Related to translanguaging affordances, Gabriela reflected on the importance of the book she chose to integrate more than biliteracy/biculturalism into her instruction. Although the book is primarily written in English with some vocabulary from different languages, Gabriela planned to model translanguaging as she read the text to her students, creating a translanguaging text in practice. For her, the book was an important multilingual and multicultural resource for creating translanguaging spaces in which students learn about linguistic and cultural variation beyond

their own contexts. The activity was meant to provide students with a small glimpse of linguistic and cultural variation with the purpose of generating confidence and comfort to later explore that variation more deeply. In addition to the affordances for discussing specific celebrations, she also intended to use the book to ask students to discuss what seems familiar to them, what seems different, and what provokes their curiosity. On the one hand, Gabriela's design afforded students the opportunity to develop their repertoires to talk about these things. On the other hand, it afforded students the opportunity to explore the cultural implications of what they learn in the curriculum, such as Latin American celebrations.

There are many ways in which translanguaging co-labor was deeply integrated into the design. Throughout the activity, while Gabriela planned to read the text from the book to her students, they would be collaboratively posing and exploring discussion questions and personal connections to the text as they arise. In this way, it was designed for students to also have some agency to direct the lesson and the content of the discussions. After the reading, students would discuss with their neighbors (in pairs) what is familiar to them and what they are still curious about. Gabriela explained how neighbor-sharing is a common, daily practice in her classroom, so the students will already know who to talk to and feel comfortable sharing with that person. She planned to ensure that each pair of students have been able to fully share their thoughts before asking anyone to share out to the rest of the class. Before participating in the writing prompt to end the activity, students would also collaboratively discuss one of the celebrations from the book that they would like to learn more about and why. Similarly, she would then ask multiple students to share examples with the rest of the class. Gabriela did note that she would not specifically ask students to discuss in a certain language of instruction or to intentionally use

translanguaging, but rather would focus on her own translanguaging practices as she poses, responds to, and follows up on discussion topics.

For translanguaging production, Gabriela planned to start her lesson by translating the instructions and objectives in both languages of instruction, explaining that it is standard practice in her classroom because not all students are equally comfortable with both languages. For her, an important aspect of translanguaging production is providing students with the opportunity to fully understand everything before responding to their teacher or their classmates. She also intended to encourage students to produce translanguaging in their discussions about the book as they read about winter celebrations, gift-giving, and birthday celebrations around the world. Gabriela shared that one of her students had recently lost a tooth, so they would read one page from the book on how we can “celebrate” losing a tooth and what those traditions look like in different places. In the discussion portions of the activity, both during and after the collaborative reading, Gabriela foresaw plenty of opportunities for students to produce translingual discussion.

Gabriela specifically shared that assessment continues to be the hardest part of exploring and experimenting with translanguaging pedagogy. Therefore, citing a lack of bilingual assessment tools, Gabriela explained that she would not be assessing grammar or vocabulary levels in either language in this activity. Instead, she planned to more generally assess who is willing to put themselves out there and try to engage with this book and discuss their personal connections using translanguaging. For example, Gabriela would provide bilingual instructions or pose bilingual questions but then focus closely on how each student responds and which linguistic choices they make. She planned to use this ongoing evaluation of her students during the activity to try to push them to make linguistic choices beyond their own comfort. She also shared her plan to assess students for their willingness and participation because the purpose of

the lesson was to engage linguistic and cultural variation and draw personal connections to it, for which there are no right or wrong answers.

Examples of Gabriela's Shifts

Unlike Carla, who was designing her first critical translanguaging literacy lesson plan, Gabriela was no stranger to the practice and had already been implementing similar lessons into her instruction for quite some time. Her commitment to teaching with translanguaging for more than biliteracy/biculturalism was strong both in her design and practice. In a 30-minute lesson aimed at teaching translanguaging for global literacy, Gabriela shifted her instruction in many ways to connect to previous lessons on Latin American celebrations while also generating multilingual and multicultural curiosity in her students. Through her co-learning shifts and translanguaging openings/movements, she navigated the tension of disrupting raciolinguistic ideologies to validate her students' language practices and expanding their agency to direct the lesson.

a. Co-learning:

A strong example of Gabriela's co-learning shifts emerged from her commitment to using translanguaging and eliciting it from her students as an authentic classroom practice. For example, to open the activity she asked groups of students to intentionally use "Spanglish" to review their previous lessons and knowledge about celebrations. She herself engaged translanguaging in many ways to model the kinds of Spanglish she wanted to elicit from her students while reviewing past concepts and introducing the lesson. It was effective, as students demonstrated their own translanguaging practices while discussing the topics of past lessons on celebrations, like the origins of poinsettias in Central America that they learned about and the experiences they remembered about making piñatas in class. At other times, when students were

talking about holidays they know about or participate in, Gabriela was consistently shifting her practices to respond to the translanguaging flow that the students were dictating. She would get noticeably excited when students creatively used Spanglish to talk about these things, also playing with translanguaging in response.

However, she also made it clear that the purpose of the lesson was more than just playing with Spanglish or using it to discuss personal and cultural connections, like holidays and celebrations. At one point, she shifted the review discussion by asking deeper questions about why we should focus on more than just our own cultural or bicultural traditions and talking about the importance of a more global perspective. While her students struggled to engage such a complex question, Gabriela took this opportunity to frame the rest of the activity and the purpose for reading the book, explaining to her students that the purpose of this lesson and their DLI education in general is to learn to assume that diversity is the norm in the world. She expressed to her class the importance of appreciating and validating multiple ways of thinking about, talking about, and doing linguistic and cultural practices.

The second example of Gabriela's co-learning shifts is reflected in her refusal to correct linguistic "mistakes" or errors according to grammatical conventions. Rather, she simply modeled or asked for different ways to say something or express an idea. Whether it involved a student who was continuing to build their Spanish repertoire or one who was more comfortable in Spanish but made mistakes, she was demonstrably careful to not correct students. For example, when one student shared that it was their *sobrina's cumpleaños*, Gabriela repeated by affirming, *es el cumpleaños de tu sobrina, wow!* By doing this, she prioritized her students' sharing personal experiences and their intention to intentionally try to expand their linguistic repertoire to do it.

Gabriela also was keenly aware of when to allow other students to act as co-teachers and help their classmates. For example, about ten minutes into the reading, one student wanted to share their personal connection entirely in Spanish and was constantly asking for help from their groupmates every few words. Although this took quite a bit of unplanned time from Gabriela's design and could have interrupted the flow of the reading, she prioritized creating a space for students to engage each other as experts and co-teachers while displacing herself as a co-learner. This also seemed to reinforce her students' comfort and confidence with seeking support from their classmates, as during the group discussion portions of the activity students were eager to help each other draw on the entirety of the classroom linguistic repertoire.

b. Openings/Movements

The first example that characterizes the openings/movements of Gabriela's design-in-practice is related to the ways in which she uses translanguaging differently as she posed discussion questions to groups, following the translanguaging dynamics of the classroom rather than trying to dictate them. After discussing each example of a celebration or holiday from the reading, she prompted students to make personal connections but in exploratory ways, beyond what they already know or have experienced in their own contexts. For example, she asked if students could imagine themselves participating in a specific celebration or what their feelings would be having experienced it. Doing this after each example, the lesson became more heavily focused on sharing out loud about personal connections to the book rather than the more literacy-oriented practice of reading or listening to the text of the book.

She also did this as an assessment practice during the final reflective writing portion of the lesson, in which students explained what they were still curious about and a celebration they learned about that they would like to take part in. As students were brainstorming and writing

their answers, Gabriela was prompting different individual students to use Spanish without correcting them or punishing them for using translanguaging. She continued the practice of subtly modeling the kinds of Spanish or biliteracy practices she expects from her students without negatively framing examples of student translanguaging practices. She did the same once students were discussing their answers at their tables and with the whole class. Rather than prompting students to use Spanish, she continually repeated and reinforced what other students were sharing.

The second example of Gabriela's openings/movements demonstrates her shifts while following up on the unplanned topics raised by students during the collaborative reading. In her design, Gabriela posed questions that asked students to make personal connections, such as their lived or imagined experiences with a certain celebration, which provoked many unplanned topics. For example, at one point when discussing birthday celebrations, students got into a heated discussion on the correct words to yell before one blew out the birthday candles, offering three different examples of Spanish or Spanglish birthday chants. Although this did not necessarily follow Gabriela's plan to expand discussion of celebrations beyond local contexts or her students' bicultural knowledge, she dedicated valuable minutes of her short lesson to engaging the students in an explanation of why each example is correct, authentic, and valuable.

Some students shared their knowledge about celebrations not in the book, such as ones that they had learned about through movies, television shows, or the internet. Once a few students shared about other celebrations they know, they inspired many others to do the same. A few students did not hesitate to make up their own holidays or celebrations. Although these points were not part of the planned group discussions, Gabriela showed her students that all their knowledge is valued in her class by giving them the time and space to share their knowledge.

She did not control the specific details of what her students were excited to share with her and their classmates but was nonetheless able to guide their contributions towards the larger, planned final activity of the lesson, which was to further explore their curiosities. Despite her attention to unplanned topics raised by students, she navigated them in a way that led to the overarching point her lesson was intending to make, which is to access diversity as the norm in the world and that there are always multiple authentic and valid ways of doing, talking, and thinking about our cultural identities and practices.

Summary

The purpose of this chapter was to explore local examples of how three elementary DLI teachers negotiate the purposes and tensions of thinking, planning, and teaching with translanguaging as a critical literacy pedagogy in their own context. It answered two research questions: (a) How do elementary DLI teachers negotiate those purposes and tensions to design critical translanguaging literacy lessons? and (b) How do elementary DLI teachers critically and creatively shift their translanguaging pedagogy while teaching such lessons? Framed by the Stance/Design/Shifts frameworks, this chapter presented analysis of each teacher's translanguaging stance, designed lesson plan, and translanguaging shifts. More specifically, it analyzed the translanguaging affordances, co-labor, production, and assessment criteria of their designs, as well as the co-learning shifts and translanguaging openings/movements of their lessons in practice. The following chapter will more deeply examine what can be learned from how these teachers critically and creatively navigated their agency to enact their critical translanguaging literacy lessons in relation to the purposes and tensions of a strong translanguaging stance.

VII. Chapter 6 - Conclusions

Translanguaging is a dynamic, multidimensional theory of language and pedagogy that is becoming increasingly popular with teachers who confront linguistic and cultural diversity in their own classrooms. In the context of DLI education, in which academic achievement, literacy, and cultural awareness are developed via two languages of instruction, a strong translanguaging stance means that the purpose of a bilingual/biliteracy instruction is not only language development, but also the social transformation that is made possible through bilingualism, biliteracy, and biculturalism (see Sanchez & García, 2021). Despite challenges such as a lack of institutional endorsement or discussing translanguaging in concrete, practical terms (Otheguy, García, & Reid, 2015; Espinosa & Ascenzi-Moreno, 2021), this study demonstrates that teachers across numerous classroom contexts continue to create and innovate with translanguaging pedagogy for the purpose of social transformation.

The study represented here had two overarching goals: to gain a critical understanding of a strong translanguaging stance and to highlight creative examples of how teachers engage translanguaging as a critical literacy pedagogy. However, methodological flexibility was necessary to achieve both analytic goals. Thus, one of the main contributions of this research is how it draws on translanguaging not only as a theory of language or pedagogy, but also as a qualitative research methodology, which allowed for global and local lenses of analysis. For the global lens of analysis, the fourth chapter presented findings related to how current elementary DLI teachers understand the purposes and tensions of a strong translanguaging stance. The local lens was discussed in the previous chapter that analyzed how a few teachers put their strong translanguaging stances into practice. This concluding chapter begins with a summary of the global findings related to the purposes and tensions of a strong translanguaging stance and local

findings related to how teachers put their stances into practice to design and teach critical translanguaging literacy lessons. I then turn to a discussion of both the global and local findings in conversation with each other to identify the ways in which the teachers in each case study navigated the larger purposes and tensions of translanguaging pedagogy in their local contexts. It ends with a brief discussion of this study's limitations, potential significance, and future directions.

Global Conclusions

The first purpose of a strong translanguaging stance that was discussed is teaching for more than biliteracy/biculturalism. Teachers highlighted the need to disrupt the binaries of DLI curriculum and instruction and to integrate a higher degree of cultural and linguistic variation. They discussed how a strong translanguaging stance, when used to teach an appreciation for cultural and linguistic variation, can be generative of solidarity across difference and helps students navigate ambiguity. Further, teaching for more than biliteracy/biculturalism with translanguaging can serve as a tool for disrupting the essentialization of languages and their speakers. The purpose of teaching for more than biliteracy/biculturalism is to teach for creativity and innovation. It means to appreciate language play and experimentation as academic, and to give students license to do so. When teachers realize that being multilingual means different things in different places, they are better prepared to open translanguaging spaces that represent, respect, and affirm all cultural and linguistic variation. Although teachers identify many challenges related to navigating cultural and linguistic variation beyond two languages of instruction, they appreciate the agency that translanguaging gives them to explore that kind of pedagogy flexibly and creatively.

Next, teachers shared their translanguaging knowledge related to the second purpose, teaching as a co-learner, which means to disrupt the traditional teacher-student hierarchical relationship for one of equals who co-direct and co-create learning experiences. Teachers naturally feel a strong sense of identity as a co-learner, which is deeply rooted in their own experiences as bilingual individuals and students. Teaching as a co-learner is what helps teachers to validate their own bilingual and bicultural identities and gives them tools to bring their full selves to their teaching. It has generally played an important role in giving teachers comfort and confidence to continue developing their translanguaging pedagogies and identities as bilingual teachers. Teaching as a co-learner also helps teachers connect more strongly with their students. Teachers also highlighted how teaching as a co-learner implies an intention to help students build an appreciation for the lived experiences of all students and can help create safe translanguaging spaces where both teachers and students can be vulnerable, share stories, and build their bilingual and bicultural identities together. Multilingual and multicultural children's literature has been a particularly helpful tool for students and teachers to explore their co-learner identities. The important point of teaching as a co-learner is that teachers are continually learning how to navigate two languages of instruction: how to be bilingual teachers. This often results in teachers confidently modeling how to problem-solve with bilingualism when they come across a challenge or gap in their knowledge, and some even do this purposefully. When teachers leave space for flexibility, change, and growth in their own identities as bilingual teachers, they are accepting that to teach with translanguaging means to teach always as a co-learner.

Finally, the third purpose teachers defined is teaching to disrupt raciolinguistic ideologies, meaning teachers should draw on the other three purposes of translanguaging pedagogy with the concrete intention to disrupt the essentialization of languages and their

speakers, disrupt what counts as academic literacy and disrupt the power dynamics of student-teacher relationships for the empowerment of multilingual learners of color. Teachers called out the insufficiency of only exploring the differences between academic language and social language without intentionally validating all forms of translanguaging literacy practices as academic. It means that teachers must work intentionally to resist English hegemony and to disrupt fears in students of their translanguaging practices being judged as wrong, informal, or inappropriate. Many teachers have confronted raciolinguistic ideologies in their own past experiences as bilingual and bicultural individuals, which can cause teachers to question their own value and ability as bilingual teachers. This can be a source of stress and harm the confidence of bilingual teachers, as well as restrict their agency to disrupt such ideologies in their own teaching. Despite these fears and concerns, teachers draw on translanguaging to validate their own translingual identities and teaching practices and work past the insecurities that confrontations with ideologies of native speakerism and appropriateness have instilled in them. Ultimately, this results in a strong political awareness and commitment for DLI teachers to interrogate the history of bilingual education to understand why translanguaging can be a strong tool for disruption. The point is to disrupt any ideological approach to bilingual education that asks multilingual teachers or students to assimilate or restrict their translanguaging practices and identity enactments.

These purposes, however, are not as easily put into practice as many teachers would like. Rather, teachers must constantly negotiate these purposes of a strong translanguaging stance with a variety of tensions that are difficult to navigate. The first tension teachers must navigate is resisting English hegemony while practicing translanguaging pedagogy. They discussed many challenges of negotiating the extent to which space is made for English in their instruction, such

as challenges related to the increasing English-dominance of the student body, regardless of their home language backgrounds, as well as challenges related to a general lack of curricular materials in languages other than English. Teachers report difficulties resisting English hegemony once students tune into the social capital of English, especially in DLI-strand programs. It is also difficult to resist the discomfort that students feel when they perceive themselves to be stronger in English than the other language of instruction. The same can also be said for teachers. They further identified political factors that exacerbate this challenge, such as the gentrification of neighborhoods that pushes out multilingual learners of color from accessing DLI programs. Faced with frustrations of having to translate curriculum or navigating English-dominant assessment practices, teachers struggle with feeling inadequate in their agency to disrupt English hegemony as it continues to pervade students' language choices and the curriculum. Nor when confronting the pressure to resist English hegemony do not feel as confident in their agency to engage in translanguaging pedagogy.

Another tension teachers must navigate from a strong translanguaging stance is related to an ongoing negotiation between weak and strong forms of translanguaging: or translanguaging for literacy development and social transformation, respectively. While teachers clearly understand translanguaging as a project of social transformation, they report many demands that force them to draw on weak translanguaging pedagogy. These include the need to scaffold English literacy skills to prepare students for district and state examinations. Teachers highlighted the equity concerns related to preparing multilingual learners of color to succeed within the current system. They also reported spending a significant portion of instructional time scaffolding Spanish literacy skills to English-dominant students, especially upon returning to distance-learning during the pandemic. Oftentimes, teachers also face a fear of students not

understanding the content or instruction from their teachers if it is not heavily scaffolded with translanguaging, which motivates teachers use of weak translanguaging but simultaneously generates feelings of guilt for not engaging strong translanguaging more often. Other times, their motivation to draw on weak translanguaging pedagogy comes from a prioritization of making students feel comfortable with their translanguaging choices. They describe tensions in needing to negotiate when to (not) police language, such as enforcing language allocation policies or correcting literacy mistakes. In their engagement with such tensions, though, teachers have proven to be deeply critically reflexive about the uncertainties that emerge from having to negotiate weak and strong translanguaging pedagogies and the extent to which they are affirmatively serving their students. Despite their concerns, teachers continue to embrace a co-learner attitude and learn how to put a strong translanguaging stance into practice as they navigate these difficult tensions.

The final tension of which teachers generated important translanguaging knowledge is related to the extent to which that knowledge about translanguaging pedagogy is valued by school administrators. Although elementary DLI teachers are the ones innovating and experimenting with translanguaging, their expertise about it as a pedagogical approach is, in many ways, undervalued by their administrators. They face a general lack of institutional support for their translanguaging practices, which causes them to question the extent to which they can bring their full translingual selves into their pedagogy. Many teachers, whether new or experienced, still face pushback from administrators for practicing translanguaging pedagogy. For some teachers, this generates a fear of using translanguaging in their classrooms, especially when being observed. Other teachers importantly highlighted the benefits of supportive and flexible administrators, and the added advantages of having bilingual administrators in school,

which strengthens teachers' sense of agency to experiment with translanguaging pedagogy. At the same time, although teachers often know their students deeply and are best positioned to evaluate them, administrators continue to rely on standardized assessment data rather than teacher expertise and judgment. Teachers identify a general dissonance between language policy and what teachers are actually doing. This generates frustrations for many teachers who feel like translanguaging pedagogy more authentically represents their bilingual and bicultural identities, but do not feel supported to practice it. Finally, teachers are often the ones who not only generate knowledge about translanguaging but are then relied upon to educate their administrators about it. Along these lines, teachers desire more opportunities to learn about translanguaging through professional development, but even more importantly, through professional learning communities in which they share with and learn from their own DLI colleagues. The creation of these spaces and opportunities for professional collaboration on translanguaging pedagogy is an important step to increase its institutional support and provide the backing for teacher expertise about translanguaging.

Local Conclusions

This part of the study examined case studies of three teachers from Los Pinos Elementary, a Spanish-English elementary DLI program in Oregon. The first case study was that of Carla who teaches kindergarten and first grade. She created a critical translanguaging literacy lesson with books that generated opportunities for her multilingual learners of color to see themselves in Latinx leaders and role-models. Next was Karina, who designed a lesson to use translanguaging to teach math as a critical literacy to her third graders. Finally, Gabriela was the fifth-grade teacher and she planned a collaborative reading activity to teach for more than biliteracy/biculturalism. Each case study briefly examined the teacher's stance, analyzed their

designs according to the affordances, co-labor, production, and assessment criteria of the translanguaging literacies approach (Garcia & Kleifgen, 2019), and presented examples of their shifts in the form of co-learnings and openings/movements, from the same translanguaging literacies approach. Taken together, they provide opportunities for analysis of how teachers engage the purposes and tensions of a strong translanguaging stance in practice.

When it comes to Carla's purposes and tensions for her lesson, it is important to understand how they are rooted in her strong translanguaging stance. She has lived experiences as a first-generation immigrant student and experiences navigating a learning disorder. Through these experiences, she learned that her own bilingualism, biliteracy, and biculturalism are constantly developing and growing. In addition to connecting with students who have also experienced migration and learning disorders, she is strongly committed to exploring a larger spectrum of linguistic and cultural practices with her students and learning together as they go. It was clear, then, that the strongest purpose of Carla's translanguaging stance is to teach as a co-learner.

While her intention to teach as a co-learner frames her stance, Carla's design engages the tension of negotiating weak and strong translanguaging pedagogies. Through translingual engagements with bilingual books, the translanguaging affordances of her design allowed for a lesson that used vocabulary scaffolding from real-life stories as a bridge to identity connections with affirmative and empowering examples of Latinx leaders. Carla's design also allowed her to participate in various forms of co-labor, such as modeling translanguaging and critical thinking practices and facilitating flexible group discussions. She planned to use those as opportunities for translanguaging production related to defining and discussing vocabulary, sharing connections to the biographies, and asking further questions. By extension, these discussions would serve as the

basis for Carla's translanguaging assessment practices of how her students understand prediction, the concept of non-fiction literature, and how they imagine their future selves. In sum, her design represents a strong but challenging negotiation of weak and strong translanguaging pedagogies in practices.

In practice, Carla demonstrated the flexibility of her co-learning purposes in the context of negotiating weak and strong translanguaging. In fact, she creatively engaged numerous co-learning shifts, both within and between grade levels, while teaching her critical translanguaging literacy lesson. For example, at both grades she shifted between student-led and teacher-led learning to scaffold biliteracy/biculturalism connections, both by asking planned questions while also creating space to explore unplanned questions, discussion topics, and identity connections offered by students. She also maintained a commitment to modeling her identity as a co-learner through shifts related to exploring and clarifying confusions, mistakes, or disagreements about language, sometimes intentionally and other times naturally. She exhibited openings/movements in the multiplicity of ways that she engaged with the books to model translingual reading, as well as how she shifted the reflection portion of the lesson at different grades, deferring to the student-led discussion rather than her initial planned discussion questions. Through these shifts, Carla consistently decentered herself as a co-learner and fluidly negotiated translanguaging for weak and strong purposes.

Karina, on the other hand, demonstrated a stance framed by the purpose of teaching to disrupt raciolinguistic ideologies. She also identifies as an "English Learner" who has transformative lived experiences related to the challenge of learning English for educational purposes in the United States. Therefore, Karina has a very strong perspective that math is not and should not be considered a universal language, but rather requires just as much language and

communication as any other content area. In fact, she argued that this assumption that math does not require language often creates unfair disadvantages and barriers for her multilingual learners of color. Therefore, Karina's translanguaging stance is one specifically aimed at disrupting raciolinguistic ideologies in math instruction.

This strongly informed her design, which was an introductory lesson on multiplication, but more generally one that teaches math as a critical literacy. Integrating a variety of numeric multiplication problems and multiplication stories, Karina planned to ask students to speak, write, act, and draw multiplication, using translanguaging intentionally to resist English hegemony in her school's monolingual math curriculum. Therefore, her design created translanguaging spaces and affordances to engage with math multilingually and multimodally. She designed carefully guided co-labor opportunities for students to collectively scaffold instructions and demonstrate their multiplication knowledge with translanguaging. Through her "Four Points Approach," she and her students would produce translanguaging while reading, speaking, writing, acting, and drawing about multiplication. Related to assessment, her design was primarily concerned with her students' willingness to participate in those co-labor opportunities. In sum, Karina's design very purposefully positions her to navigate the tension of resisting English hegemony.

In her shifts, however, this tension often resulted in her need to draw on English as part of her translanguaging pedagogy. For example, Karina intentionally offered instructions and questions in both languages of instruction throughout the lesson. Also, when students posed questions or engaged in discussion in Spanish, Karina purposefully responded in English. In many similar ways, she encouraged groups of students to help translate instructions or use translanguaging to explain questions to their classmates. Although the need to draw on English

practices while also resisting English hegemony certainly generates tensions, these shifts also created numerous moments of co-learning. Karina also demonstrated openings/movements by shifting between modeling her own translanguaging practice and eliciting those from her students. At times during the lesson, Karina allowed her students to use their language of choice while intentionally modeling translingual responses. Other times, she concretely asked groups of students to integrate more Spanish resources into their translanguaging practices. Taken together, her shifts highlight how resisting English hegemony often requires flexibility with classroom language borders.

The last case study was that of Gabriela who is unequivocally committed to teaching for more than biliteracy/biculturalism and teaching to disrupt raciolinguistic ideologies in her fifth-grade class. Her translanguaging stance is connected to her identity as a first-generation immigrant and she sees translanguaging pedagogy as a political commitment, related to her past work in immigration advocacy. In her classroom, she embraces this stance and teaches with translanguaging to expand the cultural and linguistic variation of the content and curriculum. Therefore, she intentionally models and embraces all forms of Spanglish and multilingual creativity as an authentic, academic language, which represents a further purpose of teaching to disrupt raciolinguistic ideologies. She is specifically enthusiastic about multilingual and multicultural children's literature and their affordances for teaching for more than biliteracy/biculturalism and teaching to disrupt raciolinguistic ideologies, as her design demonstrated.

In her designed collaborative reading activity, Gabriela chose a book that would closely connect to past lessons and allow for an exploration of her students' own biliteracy and biculturalism on a more global scale. Her design afforded a translanguaging resource in the book,

purposeful and guided translingual discussions about the book, and a translingual reflective writing opportunity. Co-labor was also integrated by allowing students to direct the lesson through group discussion and reflections about their connections to and curiosities about the book. She planned for translanguaging production opportunities rooted in her students' real-life experiences and through her own modeling of linguistic and cultural variation. As part of her translanguaging stance, Gabriela planned to assess students based on their willingness to participate and explore linguistic and cultural variation rather than evaluate specific biliteracy skills. The primary purpose of her design then, like her stance, is to teach for more than biliteracy/biculturalism, specifically to disrupt raciolinguistic ideologies that suppress linguistic and cultural variation in the curriculum.

Gabriela already had extensive experience teaching with translanguaging as a critical literacy pedagogy and her shifts demonstrated this level of expertise. Through co-learning shifts, she took aim at raciolinguistic ideologies by asking students at various times to intentionally use Spanglish or to be creative with their linguistic repertoires to both review previous lessons and discuss the importance of global perspectives. Instead of correcting students' linguistic mistakes, Gabriela shifted numerous times to model biliteracy practices or asking students to model other ways to express an idea, often positioning other students as co-teachers. Similarly, in her openings/movements, she showed a willingness to follow the translanguaging dynamics of the classroom rather than trying to dictate them. In other words, instead of asking students to shift their practices, she defaulted to shifting how she modeled translanguaging or in how she followed up on the points students raised. Through her shifts, Gabriela was able to affirm and explore the unplanned ways that students directed the lesson while maintaining her commitment to teaching with more than biliteracy/biculturalism and to disrupt raciolinguistic ideologies.

While these are individual case studies, each with their own unique classroom context, demand, and challenges, they can offer a comprehensive look at how teachers within an elementary DLI program think, plan, and teach with translanguaging as a critical literacy pedagogy. In a larger school context with administrators who are supportive of translanguaging and provide professional development opportunities about it, this group of teachers had an expanded level of agency to innovate with translanguaging critically and creatively for this study. They had the flexibility to experiment with lesson plans at different grade levels, like Carla. They were also afforded the space to experiment with translanguaging across content areas, like Karina. Finally, they had the ability to engage translanguaging very strongly as a political act and include linguistic and cultural variation beyond the two languages of instruction, like Gabriela. In many ways, the global purposes of a translanguaging stance also manifested in their individual stances, designs, and shifts. In related ways, each teacher had to navigate some of those purposes within the context of the tensions that a strong translanguaging stance provokes. This is the focus of the next section, which aims to put into conversation the global and local findings of this study.

“Glocal” Conclusions

There are multiple ways in which the insights that were gained about the global purposes and tensions of a strong translanguaging stance are relevant to the local examination of translanguaging as a critical literacy pedagogy. At a local level, the purposes of translanguaging informed teachers’ stances and design. In their practice, they also confronted many of the same global tensions of a strong translanguaging stance. Therefore, this section briefly discusses those potential “glocal” connections and their implications, specifically related to teacher agency to engage the purposes of translanguaging and navigate its tensions.

It is clear at both the levels of this study that the purpose of teaching to disrupt raciolinguistic ideologies is the foundation of the other two purposes of translanguaging. For example, multiple teachers at the global level teaching for more than biliteracy/biculturalism and embrace linguistic variation specifically validate and authenticate students' translanguaging practices and cultural identity enactments as appropriate and academic. This also manifested very concretely as the overarching purpose of the translanguaging design in Gabriela's case study. Therefore, at both levels of findings, it can be said that teaching for more than biliteracy/biculturalism is, in many ways, for the purpose of disrupting the essentialization of languages and their speakers, the hierarchization of languages and their speakers, and what is considered appropriate classroom practice.

Globally, teachers generally teach to disrupt raciolinguistic ideologies in themselves, not just in their students. Therefore, this purpose is also the foundation of teaching as a co-learner. Teachers generally discussed how teaching as a co-learner implies a confidence to model how they themselves continue to grow and develop as bilingual teachers. This was especially clear for both Carla and Karina, whose translanguaging designs strongly reflected their identities and stances as co-learners. In their shifts, they both demonstrated multiple ways of modeling and eliciting ways to show that biliteracy and biculturalism development is an ongoing, never-ending process. Thus, at both the global and local levels it was clear that teaching as a co-learner also means disrupting the hierarchy of student-teacher relationships and decentering oneself as the expert.

In conclusion, this conversation between the global and local findings generates an important point related to the third tension of valuing teacher expertise. At a global level, an undervaluing of teacher expertise related to translanguaging pedagogy presents a challenge in

many elementary DLI schools and classrooms. However, there happens to be a particularly supportive administration at the specific school context of the local level of this study, where teachers were provided with translanguaging professional development as well as increased agency to experiment and innovate with translanguaging pedagogy. While it is recognized that this level of support and value of teacher expertise is not necessarily the norm, it also reinforces some of the global findings related to this tension. For example, it strengthens what teachers shared globally that a supportive administration supports teacher agency for translanguaging pedagogy. It adds further evidence to teachers' global desire for opportunities to learn about translanguaging through professional development and collaboration with their colleagues. Despite many insights from the "glocal" focus of this study, it is not without limitations.

Study Limitations

This study has an ambitious methodological scope. It aims to both identify purposes and tensions of translanguaging while also more deeply exploring, defining, and demonstrating examples of those purposes and tension in practice. Despite the beneficial practical and methodological implications of this approach for translanguaging pedagogy and research, it also presents some limitations and tensions which should be acknowledged. Therefore, this section attends to some of those limitations with regards to the study's analytic scope, its underlying assumptions, and challenges related to data collection and its representation.

The scope of inquiry that frames this study is limited in its focus to teacher practice and knowledge. In other words, it is primarily interested in how teachers think about and engage with translanguaging as a pedagogical practice. Due to its close focus on how teachers think, plan, and teach with translanguaging, this study is not directly concerned with student translanguaging practices. Any discussion of student translanguaging practices in this analysis of this research

occurs indirectly via analysis of how teachers engaged translanguaging pedagogy with their students. It does not seek to explain student translanguaging practices, but it must also be acknowledged that student practices must, to some extent, influence how teachers generally think about translanguaging as a stance (related to the global findings of this study), as well as how teachers put their stances into practice (related to the local findings of this study). While this research is concerned with teacher practice and knowledge, it does not include in its analysis any focus on the translanguaging identity formation in the teachers who participated in the study. However, as the introductory chapters demonstrated, this is a central part of translanguaging pedagogy.

This also provokes tensions related to the assumptions that underlie this research. As it does not include student practices nor teacher identity formation in scope of analysis, this study takes for granted the pedagogical and psychological benefits of translanguaging, for both teachers and their students. While the local analysis of this research interrogates how teachers plan and teach with translanguaging as a critical literacy pedagogy, it does not explicitly investigate student outcomes related to the teachers' lessons and instruction. However, Poza (2017) makes the argument that future work in translanguaging "must also consider outcomes of translanguaging pedagogies for students when they are implemented in a systematic manner," in order to foster "critical understandings and dispositions that reject existing monoglossic perspectives and linguistic hierarchies within schools" (p. 120). While this study represents a concrete and multidimensional practical and methodological approach to translanguaging pedagogy, it is still just a small, initial step towards developing critical translanguaging pedagogies and assessment practices at a systematic level.

Throughout the research process arose challenges related to data collection and its representation that potentially limit the significance and implications of this study's findings. There are characteristics of the participant pool for this study that must be considered in relation to the claims it makes related to the global analysis. For example, it is certain that there is wide variance in the extent to which teacher participants are familiar with or willing to practice translanguaging pedagogy in their own contexts. There is also a further overrepresentation of teachers from California and Oregon in the pool of interview participants. Other possible limitations include a lack of understanding of the extent of successful implementation of the DLI programs where each teacher works. In the first part of the study, this could affect the way teachers have experiences translanguaging or how they approach biliteracy instruction.

There are similar factors that must be considered in relation to the local findings of this study. This part of the research that focuses more directly on teacher practice is limited to a small sample size of three case studies, with claims about translanguaging pedagogical practices being made from single lesson examples. Therefore, the relatively narrow context of the case studies must be acknowledged, with analysis of findings exploring an isolated lesson plan without accounting for or extending the research to a unit of lessons or multiple units in a term. While these case studies certainly highlight the creative potential of strong translanguaging pedagogy in DLI contexts, specifically as a critical literacy pedagogy, they nonetheless represent a very small sample of those creative possibilities.

Further related to this study's methodology and the representation of its data, it could be argued that the analysis of the case studies should be supplemented with quotes and details that more deeply represent the teachers' intentions and practices. However, due to the scope of this study that aimed to explore both global and local perspectives of translanguaging, it was difficult

to examine the case studies more comprehensively. Therefore, the decision was made to put some of the local specifics of the case studies into a larger conversation with the global purposes and tensions of translanguaging. Closer analysis of each case study will be the focus of future publications.

Finally, there is a black box of confounding variables and potential limitations that is the COVID-19 pandemic. In both the global and local contexts of this study, teachers had recently been returning to in-person learning after long periods of distance learning. Therefore, at the global level, teachers in many ways were talking about their experiences with translanguaging during periods of distance-learning. Every teacher who was interviewed acknowledged the innumerable difficulties that the pandemic had presented for them and their return to in-person learning. However, as difficult as it was to not dive more deeply into those challenges, the focus of the interviews consistently maintained towards the goals of the study. At the local level, the teachers from Los Pinos discussed and experienced challenges related to classroom and behavior management, as well as perceived learning gaps, which undoubtedly influenced their thinking, planning, and teaching with translanguaging. Also, the context of the pandemic had made it inappropriate at the time to further burden the teachers with a post-observation interview. While this would have been helpful to further analyze and explain the teachers' shifts, it was simply too much to ask. However, rather than be a source for concern, this research in the context of the pandemic should affirmatively highlight their creativity and innovation in the face of immense challenges.

Implications

This research makes important practical contributions to the development of strong translanguaging as a pedagogical approach, specifically related to biliteracy instruction for the

purpose of social transformation. More importantly, it offers both global and local understandings of the tensions of strong translanguaging pedagogy and how they manifest in specific classrooms. It further makes important ontological contributions that supports and values teacher thinking and practice in educational research. Finally, it proposes a flexible, multidisciplinary methodological framework that a dynamic concept like translanguaging necessitates.

Starting with the practical contributions, strong translanguaging as a pedagogical approach, this research highlights numerous ways in which teachers concretely and intentionally plan and practice biliteracy instruction for the purpose of social transformation. Karina's case study, specifically, points out that biliteracy instruction is a part of all instruction in elementary education, and translanguaging can facilitate such an approach. It reinforces translanguaging pedagogy that stems from a larger agenda of social change and empowering students as co-learns, co-teachers, and experts. It also reinforces the multidisciplinary nature of translanguaging pedagogy in practice. Therefore, it generates potentially powerful connections with other critical, culturally relevant, and culturally sustaining pedagogies for multilingual learners of color. This must continue to be the central commitment of translanguaging pedagogy.

Secondly, this study offers global and local insights into translanguaging pedagogy in elementary DLI education. Specifically, it highlights multiple purposes and tensions of a strong translanguaging stance and how they can manifest in DLI classroom contexts. It demonstrates that while teachers recognize the purposes of a strong translanguaging stance, they also acknowledge that these purposes must be negotiated with political, practical, and curricular tensions. While this study focuses on how those purposes and tensions relate to the context of

elementary DLI education, their relevance can extend to other classroom and instructional contexts and inform how teachers think, plan, and teach with translanguaging.

Next, this research reinforces an ontological commitment to framing teachers as creators of pedagogical knowledge and the primary innovators of translanguaging pedagogy. It contributes to research that supports, values, and centers teacher thinking and practice in educational research. The implication of this ontological commitment is that teacher practice can provide significant examples of how translanguaging pedagogy can and should be done. In other words, the knowledge about translanguaging pedagogy must stem from how teachers do it in reality. However, the agency of teachers to experiment and innovate with translanguaging pedagogy must be more strongly supported both by administrators and researchers. Therefore, a significant contribution of this research is that it centers a need to talk about teacher intention and purpose in relation to their agency. While this research highlights the need to increase the agency of teachers to create, explore, experiment, innovate, and enact translanguaging pedagogies, it also implies possible tensions related to global and local control over teacher practice and the curriculum, especially within the context of DLI education.

Finally, this research contributes a flexible, multidisciplinary methodological approach that is commanded by such a dynamic concept like translanguaging. Methodologically, the Stance/Design/Shifts framework represents an important tool for structuring research projects and analyzing data. This research demonstrates how the Stance/Design/Shifts approach can be operationalized as a multidisciplinary framework for qualitative research, when supplemented with related concepts that guide analysis in its specific focus. In this case, the translanguaging literacies approach offers appropriate criteria for guiding analysis related to how teachers critically design literacy lessons and creatively shift while teaching them. However, in future

inquiry that engages translanguaging as other forms of pedagogy or in other content areas, the Stance/Design/Shifts framework should be supplemented by similarly relevant concepts as analytic criteria.

Rather than offer potential directions for future inquiry from my perspective as a researcher, perhaps it is more beneficial to conclude with the further questions that elementary DLI teachers continue to have about translanguaging, according to those I interviewed. Generally, teachers wonder where they can learn more. In other words, they desire further professional development about translanguaging pedagogy. They are also extremely curious about how to use translanguaging in assessment and perceive a lack of attention to this in the body of research. Teachers continue to ask how beneficial translanguaging could be as a pedagogy, and if there are any negative outcomes or potential dangers. In other words, elementary DLI teachers really want to know: *How should we be doing it?* To answer such a question, further research must start from and center teachers' critical knowledge and creative practices.

Appendix A: Design Handout for Teachers

How am I asking you to think about Translanguaging and Critical Literacy?

I am asking you to try and create a lesson plan that is aimed towards these central commitments of translanguaging and critical literacy...

<i>What is it:</i>	<i>as an orientation...</i>	<i>as a pedagogy...</i>
Translanguaging	Multilingualism is a complex, dynamic, and integrated practice! When communicating, people negotiate all of their linguistic resources simultaneously to make meaning! Multiple languages develop and are used together, never separately.	Students have a right and need to make use of their whole language repertoires in the process of learning. Our teaching should aim to center the voices of racialized multilingual learners and empower their agency to critically and creatively navigate their learning experiences.
Critical Literacy	We should explore the relationships between language, social practices, and power. When we do so, we should apply what we learn towards projects of emancipation, empowerment, and social justice at the many intersections of oppression.	We teach students literacy skills to empower them to make critically informed decisions about issues of power and control, to engage in democratic citizenship, and to think and act ethically. We teach students how to interrogate the attitudes, values, and beliefs of texts and aim to highlight subjugated literacies and experiences.

What translanguaging aspects am I asking you to integrate into your lesson plan?

Here are some guiding questions for how we can integrate different aspects of translanguaging into literacy instruction, based on the criteria of a translanguaging literacies approach (Garcia & Kleifgen, 2019)

1. **Affordances:** Provide multilingual resources & translanguaging model texts; welcome families and communities that support other literacies.
 - a. *How are translingual resources created for or by students?*
 - b. *Is translanguaging being modeled? How so?*
 - c. *What other forms of language and literacy are being integrated?*
2. **Co-Labor:** Encourage collaborative work. All voices and means of production are heard and acknowledged from the different positions of their bodies within the racialized sociopolitical structures of the school community.
 - a. *How are students being encouraged to work collaboratively?*
 - b. *How are students being encouraged to act as co-teachers?*
 - c. *How are different racialized and minoritized voices being included?*

3. **Production:** Mobilize students to leverage their translanguaging as they engage with multimodal resources and tools at hand. Encourage students to discuss the meanings of multilingual/modal texts with different literacy conventions that reflect different worlds and genres.
 - a. *What kinds of translanguaging practices are you looking for?*
 - b. *In what different ways are students being asked to engage with texts?*
 - c. *How is knowledge being demonstrated with translanguaging?*
4. **Assessments:** Develop formative and summative assessments designed to observe multilingual literacy acts more closely. Encourage students to express what they know by deploying their entire semiotic repertoire.
 - a. *What are the translanguaging literacy objectives for this lesson?*
 - b. *What are some relevant criteria for student translanguaging practices?*
 - c. *What role will translanguaging play in assessment?*

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