Chapter 6
Reenvisioning Second Language Teacher Education Through Translanguaging Praxis

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Abstract In this chapter, we present two case studies of a pre-service and in-service teacher as they make sense of translanguaging as theory and pedagogy with particular attention to their adoption of a translanguaging stance. Specifically, we asked: What course and field experiences support PST and ISTs' adoption of a translanguaging stance as a part of their knowledge and dispositions as TESOL educators? Our data, comprised of multimodal discussion posts, teaching artifacts, and reflective journals, reveal that through the interplay of coursework and field experiences, Elle and Katie problematize their personal language ideologies, confront resistance to translanguaging at the school, district, and state levels, and recognize the interplay between their individual convictions and the systemic barriers in schooling. At the close of our chapter, we outline the implications of this work for teacher education programs that are committed to having their students engage in translanguaging praxis. We conclude with examples and recommendations for structuring course and fieldwork to support teacher preparation and education through a translanguaging lens.

Keywords Teacher education · Translanguaging stance · Teacher knowledge · Teacher dispositions · Praxis

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U.S. education has increasingly been confronted with a mismatch between the linguistic identities and practices of its teaching force and the students it serves. Where most U.S. teachers are typically monolingual (Bunch, 2013; Goodwin, 2017), the school-aged population has shifted to become much more linguistically diverse (Wiley, 2014). Given this mismatch, it is unsurprising that White middle and upper class linguistic norms have historically dictated the criteria for success in U.S. classrooms, marginalizing students' whose linguistic practices do not align with these norms (Paris & Alim, 2017; Valdés, 2016). Consequently, the language practices of children and families of color in the U.S. are deemed "'inferior' to a supposed gold standard–the norms of white, middle-class, monolingual monocultural America" (Alim & Paris, 2015, p. 79). In other words, the so-called "language gap" often used to explain away academic disparities among bi/multilingual and immigrant-origin learners is a reflection the hegemonic presence of the "white listening subject" in U.S. classrooms (Flores & Rosa, 2015, 2019).

This mismatch between the linguistic, cultural and racialized backgrounds of teachers and students needs to be investigated against an evolving TESOL professional development backdrop, one which Hall (2016) observes is characterized by and subject to fashions and trends in accordance with evolving approaches (e.g., a shift towards student-centered learning) that occur in broader education. Working from a critical language education perspective, scholars have long advocated for teachers to adopt pedagogies that embrace learners' diverse linguistic practices as resources for academic learning–and more importantly, as inextricable facets of their identities (Cenoz & Gorter, 2011; Cummins, 2008; Hawkins & Norton, 2009; Moll, Amanti, Neff, & Gonzalez, 1992). However, teacher preparation and development programs in general and teaching practica in particular have yet to catch up (Fillmore & Snow, 2018). As Goodwin (2017) contends, the predominately White U.S. teaching force tends to be "uncomfortable with or unprepared" to support emergent bi/multilingual and immigrant-origin learners who tend to be lumped together under the undifferentiated umbrella term of "diversity" (p. 440).

Mainstream teacher preparation programs must not only equip teachers with knowledge related to additional language development, but also challenge them to develop *nuanced* perspectives of students' cultural and linguistic backgrounds and resources that can be leveraged for learning (Fillmore & Snow, 2018)–thus decentering White monolingual English ways of knowing and being (Flores & Aneja, 2017). Furthermore, while issues such as teacher-fronted classes (Balasubramanian, & Shunnaq, 2018), project-based learning (Beckett & Slater, 2018) and blended learning (Hinkelman, 2018) continue to warrant attention, it is vitally important that the TESOL Practicum (Richards & Farrell, 2011), a cornerstone of teacher preparation that requires teacher candidates to engage in practice teaching under the supervision of a mentor teacher, not be overlooked as an opportunity for pre-service (PSTs) and in-service teachers (ISTs) to problematize how learners' diverse linguistic identities may be marginalized in U.S. classrooms and claim agency to enact linguistically-sustaining pedagogies despite the monolingual English bias (Blommaert, 2010, 2013; De Costa et al., 2017).

In our work as teacher educators, linguists, and educational researchers, we draw upon existing scholarship and our previous work to envision how translanguaging pedagogy might enable beginning and practicing educators to problematize monolingual English language beliefs, embrace ever-growing linguistic diversity, and adopt pedagogies that can truly sustain emergent and experienced bilingual[1] learners' dynamic meaning-making practices (Canagarajah, 2011; Pennycook, 2008; Poza, 2017). In light of and given recent calls for teacher reflexivity (De Costa, 2015) and critical praxis (Waller et al., 2017) in order to bridge the gap between identity, theory and practice, we echo Goodwin's (2017) assertion that teachers of linguistically-diverse learners need space to critically examine their own linguistic identities, beliefs, and practices alongside those of their students. Specifically, we look to translanguaging's potential to disrupt the hegemonic influence of both the standardization and politics of named languages associated with particular nations or social groups. As García and Otheguy (2019) acknowledge, "from a social perspective, multilinguals may be correctly said to use many different named languages," while translanguaging describes their "unitary linguistic repertoire" (p. 9). By challenging the social construction of named languages, translanguaging as a pedagogy of language centers the "creativity" and "criticality" of emergent bi/multilingual learners, who fluidly and agentively negotiate communication by leveraging their dynamic meaning-making system (García & Li Wei, 2014). Likewise, educators who enact translanguaging pedagogy reject hegemonic notions of "correctness" or "native-likeness" as the objective for students' language development (Poza, 2017). We concur with García et al.'s (2017) assertion that educators must engage in translanguaging praxis and subsequently develop a translanguaging stance (i.e., a set of philosophies, beliefs, and ideologies) that reflects an asset-based orientation (Lucas & Villegas, 2013) toward learners' cultural and linguistic resources.

Building on our previous work (Deroo & Ponzio, 2019; Deroo, 2020), this chapter grew from our collaborative inquiry in the field of teacher education and our ongoing instruction of the 124 PSTs and ISTs we have learned with and from at a large Midwest university in the U.S. over the past seven semesters. Across semesters, the intersection of our PSTs and ISTs' course and field work provides space for them to interrogate old dispositions and form new ones that reflect a translanguaging stance and apply their emerging understandings as translanguaging educators. We share two case studies to illuminate what patterns emerge for PSTs and ISTs as they develop (1) the theoretical and practical understandings of translanguaging, and (2) the necessary dispositions underlying translanguaging stance–including the need for PSTs and ISTs to confront pre-existing beliefs and dispositions about languaging. Specifically, we asked: What course and field experiences support PST and

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[1] Consistent with García, Johnson, and Seltzer (2017), we employ the terms "emergent bi/multilinguals" to refer to those students whose bilingualism in two or more languages is emerging, or developing. We use this term to center on bi/multilingual learners' rich linguistic resources rather than using the term "English learner," which centers English and reflects the pervasive monolingual English ideology in the U.S. and elsewhere that we seek to problematize in our work.

ISTs' adoption of a translanguaging stance as a part of their knowledge and dispositions as TESOL educators? We conclude with examples and recommendations for structuring course and fieldwork to support educators' exploration, adoption, and negotiation of a translanguaging stance.

1 Theorizing Translanguaging Praxis

We integrate Howard and Levine's (2018) conceptual framework for language teacher learning with García et al.'s (2017) translanguaging pedagogy to analyze how our PSTs and ISTs adopt the knowledge, dispositions, and beliefs of translanguaging TESOL educators. Howard and Levine's framework integrates perspectives of teacher learning (Darling-Hammond & Bransford, 2005) with the characteristics, knowledge and practices of linguistically-responsive educators (Fillmore & Snow, 2018; Lucas & Villegas, 2013). Therefore, Howard and Levine's (2018) framework helps us to distinguish between three facets of language teachers' learning identified in the first column of Table 6.1.

Of particular importance to our work is Howard and Levine's (2018) contention that, "[underlying] the knowledge, practices, and dispositions of preservice teachers are the visions of what is possible, which can motivate teachers to question status

Table 6.1 Theoretical framework

Language teacher learning (Howard & Levine, 2018)	Translanguaging pedagogy (García et al., 2017, p. 28)
Developing particular *knowledge*, or understandings, required to support bilingual learners	Translanguaging educator's *stance,* or underlying philosophical or ideological system, reflects three core beliefs:
	1. Recognize that students' language and cultural practices "work *juntos* and enrich each other."
	2. View students' families and communities as resources to be leveraged for learning.
	3. Perceive classrooms as "a democratic space where teachers and students *juntos* co-create knowledge, challenge traditional hierarchies, and work toward a more just society."
Employing asset-based *orientations*, or dispositions, to students' diverse linguistic and cultural resources.	
Adopting pedagogical practices to support emergent bi/multilinguals' language and literacy development alongside academic learning	A translanguaging educator *designs* units, lessons, instruction, and assessments that purposefully integrate learners' home and school language and cultural practices.
	A translanguaging educator *shifts* his or her curriculum, instruction, and assessment according to "el movimiento de la corriente," referring to the flow of learners' dynamic bilingualism (p. 28).

quo classroom practices (Cochran-Smith, 1991) and continue to reinvent themselves and improve their teaching" (p. 144) In other words, expanding what possibilities PSTs and ISTs imagine for teaching and learning among emergent bi/multilinguals can disrupt the presence of monolingual ideology in their understandings and dispositions in favor of translanguaging pedagogy.

As reflected in the second column of Table 6.1, we map the three strands of García et al.'s (2017) translanguaging pedagogy–stance, design, and shifts–onto Howard and Levine's framework to help us consider *what* knowledge, practices and dispositions PST and ISTs need to develop as educators in order to enact translanguaging pedagogy. We focus on PSTs and ISTs' adoption of a translanguaging stance, which García et al. (2017) define as "the philosophical, ideological, or belief system that teachers can draw from to develop their pedagogical framework" (p. 27). In fact, García et al. (2017) contend that without this stance, teachers cannot leverage learners' full linguistic repertoire as a part of translanguaging pedagogy. Adopting a translanguaging stance also requires teachers to question the monolingual bias inherent in school-based language practices and position students' language practices as fundamental resources, rather than deficits, that work together, or "*juntos*." García et al. (2017, p. 50) outline the following three beliefs that underpin a translanguaging stance (see Table 6.1, column two at top). These beliefs emphasize students' and their families' identities and practices as fundamental for learning, where teachers and learners democratically co-construct learning. In the context of our study, we analyzed the emergence of these three beliefs throughout Elle and Katie's learning as evidence of their developing translanguaging stances. Furthermore, we traced the occurrence of these learning outcomes to identify what particular course and field learning experiences fostered the development of our case teacher participants' knowledge and dispositions as translanguaging TESOL educators.

2 Methods

2.1 Context

Matt and Christina both taught the TESOL Practicum, a 16-week course (condensed into 7 weeks during the summer) offered to undergraduates and graduates enrolled in a Teaching English to Speakers of Other Languages (TESOL) certification program. The undergraduate-level course is a part of PSTs' TESOL minor, which leads to their TESOL certification from the State's department of education for either elementary or secondary education according to their majors. In this university context, undergraduate students choose a major, which refers to the field of focus during the course of their study, and a minor, which refers to the secondary concentration of courses that often complement their major. The graduate-level course leads to ISTs' TESOL certification across grades Kindergarten through grade 12 (K-12). Students in our classes are predominantly White, female, and monolingual, though

Table 6.2 Teacher demographics

Teacher	Level	Race	Teaching experience	Grade/subject	Language(s)
Elle	Undergraduate	White	Pre-service	Elementary language arts	English
Katie	Graduate	White	4 years	High school, social studies	English

a small subset identify as bilingual. This aligns with national demographic trends for the wider U.S. teaching force (U.S. Department of Education, 2016). In this present chapter, we focus on the teacher-learning of two students (see Table 6.2), who serve as common cases (Yin, 2018). Elle (PST) took Christina's course in Summer 2017, and Katie (IST) took Matt's course in Spring 2017.

2.2 Course

Both courses were taught online and used García and Li Wei's (2014) *Translanguaging* text as a primary means for introducing students to translanguaging.[2] The undergraduate course is one of only two online courses offered to PSTs in their teacher preparation program, while the course offered to ISTs is a part of a graduate program implemented entirely online. PSTs enrolled in the undergraduate course used Google Classroom as a course management system to make asynchronous weekly posts in reflection to course readings, concepts, theories, and ideas; at the graduate level, ISTs used Desire2Learn (D2L), an online learning platform. As a part of their discussion posts, students completed a variety of assignments (Deroo & Ponzio, 2019) to reinforce course readings which we outline in Table 6.3. Online exchanges between students and course instructors in response to the readings often result in numerous exchange as students' initial posts are elaborated upon, questioned, and responded to by classmates. We also met with students twice a semester via the web application Zoom to process course learning in real time.

Additionally, coursework was complemented by experiences in the field. To meet State certification requirements, the undergraduate-level course requires 20 h in a field placement with a TESOL educator. The graduate-level course requires 60 h, split between a K-6 and 7-12 classroom setting. PSTs and ISTs reflected on their field placements each week, which provided us with insight into their classroom experiences. At the end of the semester, students were tasked with enacting a culminating project within the field, either in their mentor teachers' classrooms or their places of employment. PSTs designed and taught a lesson, which they reflected on when they wrote letters to their future selves at the end of the semester. ISTs

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[2] Beginning in Fall 2017, we started using García et al.'s (2017) *The translanguaging classroom: Leveraging student bilingualism for learning*.

Table 6.3 Course assignments in support of students' meaning-making about translanguaging

Dynamic bilingualism and the affordances of translanguaging	Create a slide with two images to contribute to the "Visualizing Translanguaging" document on Google Slides
	one to represent the previous notions of language
	another to represent languaging/translanguaging.
	For this task you will seek to solidify in your mind--through non-linguistic means--how translanguaging is a different lens with which to view language systems.
Recasting the narrative to focus on students' linguistic repertoires and respond to naysayers	Pull out a Tweet-able quote from the chapter that you would share with other educators to shift their language lenses and instructional practices. How would you advise the hypothetical teachers the scenarios provided to modify their instruction, remove the underlying other-ing, and support students' translanguaging practices? What are practical, actionable steps could they take? Post as a script for what you would say, incorporating what you have learned from García and Li Wei as well as from personal experiences to support your advice. You may find it helpful to refer to the Tweet-able quotes you and your classmates have compiled to support your explanation.
Making sense of translanguaging through semiotic mapping	Create a graphic organizer to represent three categories in relationship to translanguaging:
	1. Its theoretical underpinnings
	2. Its affordances
	3. Its strategies for enactment
	Accompanying your visual representation, write one paragraph (approximately 200–300 words) in which you explain your graphic organizer to your classmates. Explain the main concepts in your graphic organizer and the relationships among those concepts.

created a professional development session for their colleagues where they introduced the theory of translanguaging, raised awareness for the influence of language ideologies in teaching and learning, and promoted adoption of translanguaging pedagogy.

2.3   Data Collection and Analysis

Following their completion of our course, Elle and Katie signed consent forms, allowing us to use their TESOL Practicum coursework in our ongoing research. For this chapter, our data is comprised of Elle and Katie's multimodal discussion posts, field-based reflective journals, and follow-up interviews. These interviews lasted approximately 45 min each, followed a semi-structured protocol, and were transcribed verbatim. We frame this chapter as qualitative case study research (Yin, 2018), and call upon multiple forms of data to allow for crystallization (Richardson, 1994). That is, we analyzed the different data sources to make sense of the complex interactions underlying Elle and Katie's learning about translanguaging. For purposes of this chapter, we enact a comparative case study approach, which is suitable

for analyzing commonalities and differences across sites (Miles, Huberman, & Saldaña, 2014). In focusing on Elle and Katie, we do not seek to generalize their experiences. Rather, we demonstrate how their participation in the TESOL Practicum course allows teacher-educators to consider the ways in which course design can support PST and IST to adopt the knowledge, dispositions, and beliefs of translanguaging TESOL educators.

For analysis, we organized data from discussion posts, reflective journals, and our interviews into a two-column chart for Elle and Katie (see Table 6.4). We used our theoretical frame (Table 6.1) to code instances where Elle and Kate demonstrated knowledge, disposition, or imagined practice, either in favor or opposition, of the three beliefs of a translanguaging stance (García et al., 2017). In instances where more than one appeared in the same segment, we allowed for cross-coding. As we

Table 6.4 Example of two-column data analysis

Framework	Elle	Katie
Beliefs about students' language use [Course]	I think that the use of their home language is extremely important. [Discussion Post Week #1]	When I first began teaching, those ahead of me reminded me the importance of enforcing an English-only speaking policy in my classroom, which I never took to. It was unnatural to not allow my students to speak in a language that represented so much of their individual and cultural identity. [Discussion Post Week #1]
Employing asset-based *orientations*, or dispositions, to students' diverse linguistic and cultural resources.		
Beliefs about students' language use [Practicum]	The teacher gave me a new book to read with them, we started reading new books from their bags.	While Ashley and I were talking, another student, who I will call Josie, came over to us and asked if I would help her with her paragraphs, too. Josie and Ashley began discussing Ashley's evidence and quote, and Josie gave her own take on the meaning of the evidence Ashley chose to include. [Field Placement Week #5]
Recognize that students' language and cultural practices "work *juntos* and enrich each other."	I then wondered why a teacher would ever want to ban students from using their native language. [Field Placement Week #1]	
Perceive classrooms as "a democratic space where teachers and students *juntos* co-create knowledge, challenge traditional hierarchies, and work toward a more just society."		

analyzed these instances, we also sought to identify whether these beliefs emerged within course or field work, and when in the sequence of the course they emerged.

Across our data analysis, we asked analytical questions of the data (i.e., what experiences or tools supported learning, how did they build upon already-present understandings of bilingual teaching, how did they apply translanguaging theory to praxis?). We looked across our coding for both Elle and Kate to explore similarities and differences in their learning and the emergence of their translanguaging stances. In what follows, we first share our findings from Elle and Katie's separate learning experiences in the TESOL Practicum before bringing our comparative analysis together in the discussion section.

3 Findings

3.1 Elle: A Pre-service Teacher's Trajectory to Adopting a Translanguaging Stance

Elle, an elementary language arts education PST, enrolled in the 7-week online undergraduate-level practicum course for TESOL minors in summer 2017. While the course was accelerated, it was the only course she took at the time. Therefore, Elle was able to fully dedicate her time and attention to the TESOL practicum without need to focus on other classes.

During a retrospective interview in spring 2018, Elle described herself as: "Female. White. I…um…I guess, with culture, I don't know, just like you're basic American. Not afraid to experience other cultures, but not completely submerged in other cultures." Like many undergraduate TESOL minors enrolled in our university's teacher preparation program, Elle identified as a monolingual English speaker. While she studied Spanish for 4 years in high school, she had not yet been been abroad and did not consider her experience adequate to call herself bilingual. Elle was advised to choose a TESOL minor to support her future job viability. Beyond this, she cited her desire to be prepared to teach the "growing Hispanic population" in Southeast Michigan and address the "struggle" they experience in schools. Her initial view of her students reflected a deficit-based view of her potential future students, their racialized identities, and their linguistic repertoires (Flores & Rosa, 2015).

3.1.1 Elle's Starting Place

Elle was introduced to translanguaging during the first week of the course while reading García and Li Wei (2014). In her first discussion post, she provided a directive to teachers to try "to relate to their ESL students" and understand "struggle[s] of the ESL student to comprehend in order to learn." Of importance, is that in

describing learners as "ESL students," Elle delineated them separately from a hypothetical and presumably native English speaking teacher who is unfamiliar with the challenge of learning additional languages. She noted ESL students "tend to have a harder time making friends because other students who speak English fluently judge the student for not having the proper tools to communicate…students may try once or twice to converse with the ESL student, but typically stop because the ESL student doesn't have much to say in return." This anecdote reveals how Elle, through her monolingual lens, perceived "ESL students" as dependent on the willingness of others to negotiate the perceived language barrier.

Elle's lack of familiarity with translanguaging is unsurprising, given her limited exposure to the theory and its pedagogical implementation in her previous teaching or learning experiences. In a follow-up interview about her own language practices, Elle explained that while she had studied Spanish in high school, she considered herself monolingual: "I couldn't, like, go to a Spanish-speaking country and get by by myself with no resources or other people." She also shared her experience with her intermediate Spanish teacher who "was very set in her ways" and did not permit students to use English, "to ask questions to kind of problem solve more." As she recalled, "I would whisper to my friends in English to ask questions to clear up confusion, and a lot of times that got me in trouble for talking while the teacher was talking. I can hardly remember anything that I learned in those last two years of Spanish because I was never able to solidify that information in my native language." While Elle criticized this practice in her interview, she acknowledged in an initial discussion post her belief that "only using the second language [was] vital" to fostering learners' language development. Like her former Spanish teacher, Elle's initial stance excluded students' language and cultural practices as resources for learning. In fact, Elle's own experience learning Spanish reflects the traditional hierarchies that García et al. (2017) criticize in favor of creating "a democratic space where teachers and students *juntos* co-create knowledge (p. 50).

3.1.2 Coursework

Looking across Elle's discussion posts demonstrated how she used this online space to make sense of theoretical concepts from course readings and connected them to general hypothetical examples. For instance, in a revised iteration of her first discussion post, she paraphrased the course text, explaining that "languaging 'shapes our experiences' and that language is not just a code system, but a way in which our experiences are stored and drawn upon." She then extended her understanding of languaging to classroom practice, noting: "[It] seems that the experiences of an ESL student are what is going to make it easier for them to language with the second language being learned. Therefore, trying to teach the rules and specifics of the second language is not what is going to benefit the ESL student the most."

More specifically, Elle contended that teachers should create experiences for students to contextualize their language learning. For example, "instead of looking at a book that is in English," she suggested that an ESL teacher could take students to a

butterfly house to support students writing descriptive sentences about butterflies, providing keywords and pictures to focus their language learning. Elle's recommendation exemplified a practice-based orientation toward language learning, moving from paraphrasing the course text to make her own claim. However, without hands-on classroom experience, Elle was limited to describing the possibilities of translanguaging pedagogy in hypothetical terms.

In the same post, Elle acknowledged that though learners' language practices are inextricably part of their identities, they may be marginalized by traditional language hierarchies that privilege some language practices over others. Elle explained, "The forces of society, and some schools in particular, sort of block bilinguals into one group…This causes the bilingual student to try and force themselves into being monolingual learners causing them to only rarely practice fluid language speaking of both languages." Elle also empathized with bilingual learners stating, "the consequence of that is that when they are put into that society that wants them to be able to speak the second language like a monolingual student, their advantage becomes a disadvantage to them because this is a difficult task for someone who understands two languages." In Elle's later discussion posts and field placement reflections, she returned to the idea that excluding learners' home languages from the classroom marginalizes their linguistic and cultural resources.

3.1.3 Fieldwork

Elle's field placement provided an opportunity for her to apply conceptual knowledge from coursework and confront the tensions of adopting translanguaging pedagogy for her own teaching, an experience she would not have had in the online course alone. Elle was placed in an elementary ESL classroom at a public school in Southeast Michigan, which she described as being "a lot like my community except for one difference. These people wear burkas, hijabs, and speak Arabic with each other … I felt a little out of place with nothing covering my hair, my bright red hair. I felt like I stuck out like a sore thumb, but I didn't let this discourage me from how I would feel in the classroom." First, her use of the phase "these people" along with her description of the cultural and linguistic practices reflected in the field placement community denotes an essentialized perspective of individuals within the community. Second, Elle shared the tension she experienced, perceiving herself as a cultural and linguistic outsider in her field placement context.

Recognizing Ecological Resources

Elle focused her attention on facilitating a small group reading activity in the field with three boys "new to the country in the last month." In her reflection, Elle narrated their shared reading task as an opportunity for them to co-construct meaning. She observed that all students in the classroom had "book bags," which acted as semiotic resources. Elle described how she and the three boys took turns reading;

when she asked questions, the boys would translanguage to support each other in answering. Connecting this experience back to the course readings, Elle observed:

> This was cool and really made me think of our text because this is like one of those extra cognitive abilities that these bilinguals have. I then wondered why a teacher would ever want to ban students from using their native language. This benefitted the students and myself because the kids were able to collectively answer my questions using both [English and Arabic].

Here, she used first-hand experience to question monolingual English-only classroom policies and highlight how she and the students negotiated their shared purpose for communication.

Application and Reflection

Though Elle's field placement reflection provided evidence of an emerging translanguaging stance, she also found that translanguaging pedagogy conflicted with school-based practices that center standard monolingual English and a teacher-centered "locus of control" (García & Sylvan, 2011). Elle and her classmates were asked to explain how a translanguaging approach shifted their lens for viewing language teaching and learning, identify the affordances of adopting such an approach, and explicate the challenges it presents to educational stakeholders. Elle asked, "How in the world are you supposed to have a translanguage based approach being done in the classrooms of your district if you have 140 different languages coming to the table? Isn't it just easier to have your teachers make their students only speak English? Then the question for assessment offices becomes, how do we score this?" While Elle problematized this, suggesting that "the challenge lies in helping the district's students keep this part of their identity alive, while also trying to keep test scores up [and] dropout rates low," she struggled to perceive how a translanguaging stance could be adopted within monolingual English paradigms. Likewise, her field placement led Elle to acknowledge the discomfort teachers feel when they relinquish control to support their learners' translanguaging practices:

> My students speak some great English, but a lot of times if they want to have a small conversation with a friend, or they don't understand the direction in English, they revert back to Arabic…I didn't want to tell them to stop using Arabic while sitting there with me, but I also had no clue what they were talking about and that stressed me out a lot…especially since I don't know Arabic.

The conflict Elle experienced in managing her small reading group reemerged in the same discussion post, where she connected Proposition 227 (for a review of U.S. language-in-education policy, see De Costa & Qin, 2016), which required all public schools in California to enforce an English-only policy for classroom instruction, to the relationship between language and power for a teacher and students. "From a teaching standpoint, I feel as if [an English-only policy] gives the teacher

power or makes them feel like an authority figure, especially if they do not know a second language, because then students can't communicate amongst each other in a language that they know and the teacher does not know." Here Elle alluded to her placement experience to describe how language separation positions the teacher as having power to limit students' language use in order to manage behavior.

Missing from Elle's emerging translanguaging stance, however, were instances where she viewed students' families and communities as resources to be leveraged for learning (Belief #2, García et al., 2017). Furthermore, there were instances that suggested that her emerging translanguaging beliefs continued to conflict with the "two solitudes" perspective of languaging (Cummins, 1979, 2008). Within her lesson plan for her field placement, Elle was prompted to set a translanguaging objective and make note of particular instances where she would strategically employ translanguaging pedagogy. However, in her reflection, Elle explained that she did not explicitly plan for translanguaging "aside from letting students discuss in whichever language made the most sense to them." Likewise, in reflection, Elle shared that her cooperating teacher "sort of had to give [her boys] the lesson again in the first language, and with that information and her help to translate to English what they wanted to say, they were able to fill out the intro and conclusion part of the outline." She then asked, "[H]ow can I get the message across to my students when I don't speak the same first language as them, and they need portions or the whole lesson translated in order to be able to compile some type of work, and not just sit there doing nothing because they don't have a clue what is going on?" Despite the earlier successes she shared, where she negotiated meaning with students using their linguistic resources, this reflection suggests that Elle had returned to translation as the major means for conveying information from teacher to students.

Elle began the semester with a deficit-oriented view of hypothetical ESL students' cultural and linguistic resources, in contrast to the dispositions underlying a translanguaging stance (García et al., 2017). As she developed a theoretical understanding of translanguaging through coursework, she was able to extend her learning to field placement classroom, which prompted Elle to problematize how classroom practices and school policies could marginalize learners' cultural and linguistic resources in order to maintain traditional hierarchies. In that respect, Elle appeared to embody what Howard and Levine (2018) describe as the ability by "preservice teachers … to question status quo classroom practices … and continue to reinvent themselves and improve their teaching" (p. 144). Additionally, while Elle struggled to move away from English-only teacher-centered practices, there were also moments where she demonstrated evidence of an emerging translanguaging stance, namely, an asset-based orientation toward students' linguistic and cultural resources and movement toward a more democratic, co-constructed perspective of classroom learning.

3.2   Katie: An In-Service Teacher's Trajectory to Adopting a Translanguaging Stance

Katie, a high-school social studies teacher with 4 years of teaching experience, enrolled in the graduate-level TESOL practicum course in spring 2017. She completed 30 h of her field placement in a sixth grade language arts classroom in the same district where she taught. In contrast to Elle, Katie demonstrated an asset-based orientation (Lucas & Villegas, 2013) to supporting her students' language and cultural practices at the start of our course. That is, Katie refused to sanction the monolingual stance advocated by her colleagues, believing "it was unnatural to not allow my students to speak in a language that represented so much of their individual and cultural identity." However, across the course, it took Katie time to make sense of translanguaging which she initially viewed as "a completely new way to learn, think, and produce [language]." Katie's learning across the course demonstrates how course readings, discussions, and practical experiences scaffolded over time supported her emerging translanguaging stance.

3.2.1   Coursework

Katie, in a follow-up interview, reflected on her learning trajectory across the course and noted her greatest connection from classroom learning to actual practice "probably came out in my posts." After reading the introductory chapter in *Translanguaging* (García & Li, 2014), Katie stated the theory was "something I have never heard of in my study of language and instruction in the public setting." Katie, in her initial post shared she tried "to think of examples when my students [engage] their own translanguaging," but had difficulty coming up with instances. She stated, "it is hard to identify those examples when I am out of the classroom" Despite this, Katie demonstrated a willingness to "be more mindful to using them and listening for them."

As evidence of her commitment to this orientation, Katie revealed an emerging awareness for translanguaging across social contexts. She recounted to her classmates 2 weeks later about a National Public Radio (NPR) broadcast (Greene, 2016) she encountered featuring, "a Punjabi hockey announcer in Canada who uses his own translanguage to relate hockey terms to a Punjabi audience who are not as familiar with the sport as other Canadians." Appropriately, Katie connected the fluidity of language practices afforded by translanguaging to her teaching context, noting such an approach provided ways for students to "find ways to use language to advocate for themselves and their cultural identities." Katie told her classmates she would share such perspectives with her students by having them listen to the NPR recording and "discuss other examples of diversity, inclusion, translanguaging, and globalization." In this instance, Katie revealed her desire to apply her growing understanding of translanguaging from course learning to her teaching in support of students' learning. This approach reinforced Katie's claim "it is

important to allow ALL student voices to be heard in the classroom, and to value and listen to the perspective behind those voices, so the audience can connect the cultural, historical context to the words that are used." Using the NPR broadcast, Katie shared how she imagined co-construction of languaging in new ways with youth to ratify their identities. Katie's post also revealed her emerging understanding of how to leverage community resources, such as hockey in a localized context, to support her students' learning (García et al., 2017).

3.2.2   Fieldwork

Similar to Elle, the practicum experience reinforced Katie's learning about translanguaging beyond course readings. Katie compared teaching in support of emergent bi/multilingual students in her field placement with her own pedagogy. Additionally, the practicum afforded her the opportunity to work with students in a small group setting in contrast to experiences in her own classroom, where as the teacher of record, her attention would have been divided among the whole class. Therefore, the practicum experience allowed Katie space to draw theory and practice together, which could have implications for her emerging translanguaging stance within her own classroom.

Observation

For example, in her placement Katie observed bilingual students' engagement with the novel *Tuck Everlasting* (Babbitt, 2015). Katie reflected in her field experience journal how two bilingual students, Ashley and Josie (pseudonyms), engaged in co-construction of knowledge as they composed a written analysis about Winnie, the novel's protagonist. Ashley was struggling to express what she viewed as the protagonist's curiosity in her writing, so Katie helped Ashley to process her ideas verbally. This support then allowed Ashley to express her ideas in writing. When another student, Josie, joined them to ask for assistance, the locus of control shifted (García & Sylvan, 2011). As Katie explained, "Josie and Ashley began discussing Ashley's evidence and quote, and Josie gave her own take on the meaning of the evidence Ashley chose to include. Together, the girls were deepening learning [and] their own learning by giving their own perspectives."

Katie connected this interaction to the description of "pupil-directed translanguaging" from her course reading, where "the physical environment strongly influences how individuals interact, form, and share their perspectives," where "students [can] get to know each other on a more personal level, which can help meaning-making occur more naturally … When bilinguals have to find new information they can language and use meaning-making resources by reading or speaking to others." Katie further reflected on how both the physical environment and interaction support students' "metacognition and extend one's zone of proximal development to acquire new knowledge." This example demonstrates how Katie's interactions with

Ashley and Josie created a democratic space in which traditional hierarchies of schooling were challenged (Belief #3, García et al., 2017). In a small group setting, Katie relinquished her original position as expert to allow Ashley and Josie to support one another as agentive meaning-makers. What is also interesting is that similar to Elle's experience in facilitating a small group reading experiences, Katie observed how students' language and cultural practices "work *juntos* and enrich each other" through Ashley and Josie's peer interaction. Specifically, Katie's reflection reveals her recognition that students' will leverage their translanguaging practices as well as the ecological resources in the classroom to co-construct knowledge when the teacher centers the "locus of control" within students' own language practices (García & Sylvan, 2011).

Application

Based on observing her mentor teacher's use of *Tuck Everlasting* in her field placement, Katie noted her desire to use literature in her own classroom. She posted about using the novel *Number the Stars* (Lowry, 1989). Katie reported, "I want to synthesize how the story of Jews escaping persecution amid World War II is very similar to refugees seeking shelter from the war in Syria and other places affected by ISIS in the Middle East." She suggested pairing the text with "a documentary on Frontline produced by the Public Broadcasting System that covered individual stories from people who have experienced this life today." Kate noted this approach would further support her students' abilities "to engage and discuss other current events, while also relating to what is going on in the text." We see how Katie's proposed plan for future instruction sought to affirm the lived experiences and identities of her students, reflecting an understanding of *juntos* (Belief #1, García et al., 2017). However, this plan might also unintentionally reify strong emotions for students who have experienced trauma.

Later in the semester, Katie shared a different example for how she was able to synthesize course learning across reading, discussion posts, and her practicum. Katie reported having her students read biographical excerpts "of an individual from the Scientific Revolution and Enlightenment through their textbook, a novel, and articles from newsela [website]." Next, she allowed students to engage in subject area meaning-making. She reported as students worked in small groups "some of them used Google Translate, others translated individual words in their L1 … to make up summaries about what they've read." In the activity, Katie noted "students used both English and their L1 to debate meaning, develop a common understanding, and put together ideas." In her reflection, Katie recounted: "The greatest benefit from translanguaging is increased diversity and reinvention and evolution of culture, which is very cool to observe happening in real time, being around so many bilingual speakers in the classroom." Despite Katie's growing understanding of translanguaging, some of her assumptions revealed a need for further development. Katie shared in a post, "From my own experience, I believe translanguaging instructional strategies work best when students share a common L1, in addition to being

literate in their L1." Katie then recounted using a current events article in her students' home language as well as in English, "to allow students to connect protests in their home country to the protest that starts the French Revolution." Katie assumed that using texts written in students' native language "would allow them to comprehend the article written in English at a higher lexile than they are used to reading in class." Yet, she discovered that a number of students had difficulty comprehending the article in their home language. She recounted, "students chose to read the article in English and translate unknown words into their L1, instead of reading the article in their native language and translating it into English." While attending to the cultural aspects of students' learning, Katie's comments about translation, similar to Elle's, reflect a belief that negotiation of meaning was limited to translating between two distinct languages.

4   Discussion

Tracing Elle and Katie's emerging translanguaging stance through course and field work reveals similarities and differences in their starting and ending points within the course. While not generalizable, these two cases provide teacher educators with meaningful insights into how they might design their courses in support their PSTs and ISTs growth in taking up translanguaging stances. In this section, we discuss the significance of our findings and then provide implications for how these cases might shape the field to teacher education, especially as we recommend sustained work in supporting a translanguaging stance beyond a single course and field placement.

First, the integration of Elle and Katie's course and field experiences proved to be essential for (1) connecting their theoretical understandings of translanguaging to practice, and (2) facilitating the development of their translanguaging stance. While Elle acknowledged how traditional language hierarchies marginalize learners' diverse linguistic and cultural identities in U.S. classrooms in course discussions, it was not until she began her field placement that she problematized these hierarchies within her own ideology and practice. Elle's discussion posts and field placement reflections provided her space to confront her own discomfort as a linguistic and cultural outsider in her placement as well as the challenge of managing a small group of students. Furthermore, her field placement in a bilingual context provided Elle with an opportunity to see translanguaging in practice. Likewise, Katie's learning was directly connected to her role as a social studies educator, which she referred to across her coursework. Since the disciplines of the social studies are culturally bounded, Katie's ongoing learning about translanguaging revealed her continual interrogation of the cultural aspects of languaging. We see this exemplified in her desire to share the NPR broadcast with her students, her use of *Number the Stars* (Lowry, 1989) as a classroom text to draw connections to the current persecution of refugees, and her inclusion of L1 news articles to highlight the role of protests in revolutionary movements. However, in her attempt to support students'

lived experiences by applying tenets of translanguaging, we recognize that Katie's approach might be problematic. That is, in discussing aspects of terrorism and genocide with students, the conversation may bring forth strong emotions or feelings of trauma for those who lived through such events. A translanguaging stance might therefore present an overly idealized view of what leveraging resources can accomplish.

Just as Elle and Katie's field experiences provided an opportunity to connect theory to practice, so too did their experiences in the field inform their coursework, particularly in instances where they explicitly the confronted monolingual bias. This was evident in Katie's pushback against her colleagues' English-only stance, which she saw as unequally positioning students by prohibiting the use of their home languages as resources. By extension, Elle leveraged her field placement experience within her coursework through imagined conversations with colleagues, administrators, and policy makers where she advocated for translanguaging. In other words, the dialectical intersection of Elle and Katie's course and field experiences allowed them to extend translanguaging theory to practice. Second, Elle and Katie began and ended the semester from different places with respect to their emerging translanguaging stances. Early in the course, Elle seemed to perceive teachers as the "purveyors" of English to students in an ESL setting. In contrast, Katie exhibited an asset-based orientation (Lucas & Villegas, 2013) toward her students' linguistic and cultural resources, viewing deprivation of students' home languages as the loss of a vital resource for cultural understanding.

By the end of the course, Elle demonstrated some evidence of the knowledge and dispositions of a translanguaging TESOL educator, namely recognition of students' language and cultural practices as resources that "work *juntos* and enrich each other," (Belief #2, García et al., 2017) though she struggled to relinquish the locus of control in favor of situating the classroom as "a democratic space" for co-construction of meaning between teacher and students (Belief #1, García et al., 2017). What is also missing from Elle's emerging translanguaging stance is evidence that she viewed students' families and communities as resources to be leveraged for learning, which is the third belief underlying a translanguaging stance. In looking across her learning opportunities in course and field work, the TESOL practicum curriculum did not afford her space to explicitly explore and engage with this belief, demonstrating additional learning experiences beyond course and fieldwork may be needed.

In contrast, Katie's emerging translanguaging stance revealed a greater willingness to situate the "locus of control" within students' linguistic resources as well as those of their families and communities (García & Sylvan, 2011). Though we saw evidence of Katie's growing translanguaging stance, we also acknowledge her pessimism: "I do not think that adopting a curriculum that supports translanguaging education would have space in the language learning model adopted in schools. Since many states and measures have an "English only" approach to language learning, I do not see translanguaging gaining enough momentum to take the place of the

language learning department in priorities in education." While we are greatly encouraged by how Elle and Katie grew through our courses, we realize more work is needed to foster a translanguaging shift in schools, particularly as we consider how to best support new and practicing teachers in confronting pervasive English-only policies and standardized tests in favor of translanguaging (Palmer, 2018).

5   Implications

5.1   *Course Design and Curricula*

Considering Elle and Katie's learning as comparative case studies helped us identify what outcomes emerge from particular learning opportunities within our course. Through course readings and discussions, Elle and Katie began articulating their understanding of translanguaging as a theory and pedagogy; within their practicum field contexts, they connected their theoretical understanding to practice as they began noticing translanguaging within how their students were already learning. Additionally, as our work with Elle and Katie demonstrates, in field placements, teachers need specific opportunities beyond direct observation of mentor teachers to engage with students and their language practices. In looking across these experiences, we argue that TESOL teacher preparation and education programs can go further to leverage the dialectical relationship between course learning and field experiences and provide opportunities for PSTs and ISTs to connect the two in their application of translanguaging theory to praxis. For instance, they could explore English-only policies that have marginalized linguistic diversity (see García et al., 2008) as well as initiatives that have countered the influence of these policies, such as the Lau v. Nichols U.S. Supreme Court case. To humanize the reality of such policies, they could read narrative-based texts, such as *Rethinking Bilingual Education* (Barbian, Gonzales, & Mejia, 2017)*,* to expand their awareness of the pervasiveness of language ideologies in U.S. schools and their implications for individual learners. These narratives could also provide text-based examples of translanguaging in practice.

Elle and Katie have also reminded us that beginning and practicing teachers need opportunities to explicitly engage their existing monolingual language ideologies (Deroo & Ponzio, 2019) based on their experiences as language learners and teachers, as well as the broader structures and policies enacted across the U.S. educational system in order to develop a translanguaging stance. What we found to be particularly generative for their learning were assignments where they had authentic purposes and audiences to confront the monolingual bias, such as advocating for translanguaging among colleagues, administrators, and policy makers. As Elle and Katie entered these conversations, they explicitly problematized monolingual ideology within their own teaching practice as well as within the broader educational system.

5.2   Field Based-Learning and Practicum Experiences

In our context, PSTs' placements are coordinated by the teacher preparation program while ISTs are asked to find their own placements within their districts. We acknowledge that teacher preparation programs approach practicums in a variety of ways, but hope the findings from this study provide additional insights into the affordances and challenges of field-based practicum. Elle's field placement experience with a bilingual mentor teacher in a bilingual Arabic-English speaking community was atypical of the experiences of the majority of PSTs in our program. For example, most of our PSTs are placed in multilingual classrooms with mentor teachers who are monolingual English speakers and where unofficial English-only policies are reflected in the school culture. Overwhelmingly, many PSTs over the past seven semesters have expressed concern about enacting translanguaging pedagogy in their required lesson plans when their mentor teachers enforce an English-only policy. In contrast, Elle not only observed translanguaging in action, but felt a sense of agency to explore her own developing translanguaging stance. When compared with her peers, Elle's experience reinforces the importance of purposefully selecting mentor teachers whose teaching practices align with pedagogical perspectives put forth within coursework (De Costa, 2015; Richards & Farrell, 2011). However, we acknowledge the challenge this presents for teacher preparation programs, particularly those with a large number of teacher candidates.

Katie's practicum experience in a sixth grade English language arts classroom allowed her to build upon her already-present assets-based view of bilingualism as she observed another teacher's practice. That is, she was less concerned with the implications of her course- and field-based learning in the context of another teacher's classroom and more concerned about applying practicum learning to her own class. Katie's experience suggests that the quality of placement might be less of a concern for ISTs required to participate in field experiences as part of their certification process than with PSTs, though assignments should still support application of course learning to teaching practice.

The resistance to translanguaging in placement experiences, as reported by the PSTs and ISTs we work with is not unique; if anything, such resistance reflects the challenges that teachers often encounter when disrupting "traditional hierarchies" in order to "work toward a more just society" as a part of adopting translanguaging pedagogy (García et al., 2017, p. 58). As our previous work illustrates (Deroo & Ponzio, 2019), prejudices against translanguaging pedagogies within school and society undermine teachers' sense of agency to enact translanguaging in their classrooms. Therefore, we continue to revise our course to support teachers as they encounter such resistance. For example, we present teachers with scenarios where they must address a fellow teachers' push-back to translanguaging by reflecting on these possible interactions in writing. Recently, we have also added an assignment where teachers compose an email asking for administrative report from an imagined administrator. PSTs and ISTs articulate the challenges experienced by emergent bi/multilingual students and their teachers when they are tasked with high-stakes

testing–specifically, testing that contradicts translanguaging paradigms. Collectively, we maintain that beginning and experienced teachers need opportunities to not only make sense of translanguaging within their personal experiences and pedagogies, but to also develop a sense of agency to resist existing societal pressures that reinforce English dominant language ideologies (Deroo & Ponzio, 2019).

Our experience as teacher-educators shows that teachers need more than one class and one field experience to adopt a translanguaging stance. We recognize a need for increased synergy across departments of teacher education in alignment with translanguaging pedagogy, especially for teacher educators outside TESOL teacher preparation. In keeping with efforts to adopt a language-based approach to content instruction for English language learners (de Oliveira, 2016), we wonder what it would look like to infuse this work into content-specific methods courses in English, social studies, mathematics, arts education, and so forth. Likewise, in schools and districts, translanguaging pedagogy needs to be woven into the opportunities teachers have for continued professional learning. Like Katie, we acknowledge the challenges of translanguaging stance being taken up more broadly in school, district, state, and federal educational policies. Therefore, we argue that the work of uprooting monolingual paradigms in favor of pedagogies that sustain students' diverse linguistic and cultural practices must continue with teachers who can resist subtractive English-only policies from the classroom level (De Costa & Qin, 2016).

As a part of this work, teachers must recognize that even additive perspectives of bilingualism perpetuate the monolingual bias. This work goes beyond viewing emergent bi/multilingual students' diverse language and cultural practices as resources for classroom learning–learning that is seen as being in service of developing, "the linguistic practices of the white listening subject when appropriate (Flores & Rosa, 2015, p. 152). Instead, as white listening subjects, teachers must develop the capacity to critique how their "ears"ill continue to hear deficiency if they continue seeing their emergent bi/multilingual students' development of the practices of the "white speaking subject" as the objective for learning. Consistent with Flores and Rosa's (2015) call for focused "scrutiny of the white listening subject," we view translanguaging as an avenue to disrupt White monolingual English educators' views of language, starting with how they understand language practices to reside in bi/multilingual learners' minds not as separate systems, but fluid and integrated repertoires–which can then lead to questions as to why notions of language separation and correctness emerged in the first place. We invite other teacher educators to join us in considering the following questions:

- How do we support beginning and practicing teachers to interrogate their own language ideologies as a part of a translanguaging shift?
- How can reflection and collaboration support teachers in developing and enacting a translanguaging stance as they engage in translanguaging praxis?
- How can we support teachers' enactment of translanguaging pedagogies?
- What additional support do teachers need to confront monolingual paradigms with their students, in their schools and districts, and in school policies more broadly?

Moreover, our work suggests implications for additional research, including studies that follow teachers over time in order to document their learning trajectories in adopting and enacting a translanguaging stance, which is vitally important to facilitating translanguaging praxis, beyond a single semester and reinforced by observation of teaching practices in classroom spaces.

We have found from our work as teacher-educators that shifts in supporting PST and ISTs to take up a translanguaging stance is possible. Our hope is that this chapter provides insight into how beginning and practicing teachers' might adopt a translanguaging stance where they not only view their students as "resourceful" agents (Pennycook, 2012, p. 99) of their own languaging, but also perceive their agency to resist monolingual English ideologies from the ground up. We echo our colleagues in this edited volume in calling for increased resistance to conventional monolingual bias and English hegemony within TESOL education in favor of the critical and liberating turn that translanguaging represents.

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