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A Microethnographic Study of Bilingual Teacher Candidates' Appropriation of Translanguaging

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A MICROETHNOGRAPHIC STUDY OF BILINGUAL TEACHER CANDIDATES'
APPROPRIATION OF TRANSLANGUAGING

By

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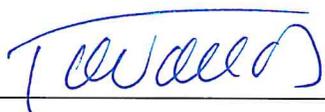


“A MICROETHNOGRAPHIC STUDY OF BILINGUAL TEACHER CANDIDATES’ APPROPRIATION OF TRANSLANGUAGING,” a Doctoral research project prepared by JESSICA DOUGHERTY in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership.

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ABSTRACT

Preparing bilingual teacher candidates is an important task for teacher preparation programs as bilingual education is a growing field. In order to become culturally and linguistically responsive teachers, bilingual teacher candidates need to acquire knowledge and skills of various bilingual approaches. Translanguaging is one approach that equips teacher candidates with a philosophical base and strategy set to meet the needs of bi/multilingual students. Translanguaging is a flexible approach that teacher candidates can incorporate into many ESOL and bilingual program models. This microethnographic study explored how bilingual teacher candidates' appropriated translanguaging.

This research explored several issues: how bilingual teacher candidates' appropriate translanguaging; what contributes to the appropriation; and the teacher candidates' perceptions of translanguaging. The results indicated that bilingual teacher candidates appropriated translanguaging on a continuum by participating in a cycle of implementation. Their perceptions that translanguaging benefits teaching, learning, and student confidence facilitated their appropriation. Implications and suggestions are offered as a result of the findings.

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My grandparents ignited my inspiration behind a career path in bilingual/ESOL education. Although all four of my grandparents taught me the value of work ethic and dedication, my Grandad showed me that bilingual education was an act of equity and social justice. As a language learner and bilingual educator himself, he knew firsthand the value and necessity of a quality bilingual education. He shared his convictions regularly and passed on a legacy to empower bilingual individuals by advocating for effective bilingual practices. I’ve had the opportunity to continue this type of work throughout my career as an elementary bilingual teacher, administrative intern, and university instructor. What I’ve learned through all of this is that I feel most fulfilled when I’m coaching other teachers. For me, studying bilingual teacher preparation and translanguaging carry this torch forward. Ultimately, I feel a deep appreciation for the time Grandad spent teaching me the value of bilingual education.

My dreams of seeing this doctorate program through would never have come to fruition if it wasn’t for my teams. My parents and brother taught me the original meaning of team as the four of us conquered life together in our younger years. This concept of a family being a team has spilled out into all my other endeavors, especially this one. The various teams that played a

role in the pursuit of my doctorate degree deserve special recognition, as they have all touched my heart and offered me strength.

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CHAPTER 1

INTRODUCTION

Bilingual education has rich roots in my role as an educator and researcher. In the faces of the bilingual students I have taught, I see my own grandparents on their English language learning journey. As youth, they pushed through school and battled poverty and yet eventually became bilingual teachers who advocated for equity in education. My professional career has been a passionate pursuit to carry on this legacy. From elementary classroom instruction to university teaching, I have been provided opportunities to serve bilingual students and impact their educational experience. As a researcher, I hope to contribute to the development of effective practice with bilingual teacher candidates in order to improve the delivery of bilingual education to K-12 students.

Many different types of bilingual education programs are present in school systems across the country. With a growing number of English language learners in U.S. public schools, which was recently noted at 9.4% (Cooper, 2017), bilingual programs are expanding to meet the needs of these students (U.S. Department of Education, Office of English Language Acquisition, 2015). The successes of some bilingual programs, such as, students improved communication skills (Cummins, 2016), core subject area achievement (Durán, Roseth, Hoffman, & Robertshaw 2013; Lindholm-Leary & Gennese, 2014; Thomas & Collier, 1998), and cognitive development (Esposito & Baker-Ward, 2013; García & Wei, 2014; García & Nájuez, 2011) have contributed to the investigation of effective practices within bilingual education. One of the newer bilingual approaches being used in K-12 schools and in higher education is translanguaging. This is a philosophy and pedagogical approach within bilingual education that allows students

opportunities to employ all of the languages they know to participate in academic and social tasks throughout the school day. Translanguaging is different from other bilingual approaches, such as transitional and dual language programs, as these only allow the use of languages other than English at certain times of day or in specific class periods. For instance, in transitional bilingual programs the intent is to use the home language at a higher percentage in the primary grades and decrease the use in upper elementary until instruction is delivered in English for the entire day by 5th grade. In these programs, English and the additional language are utilized separately to teach specific content areas. Similarly, in dual language programs, English teaching is also assigned to certain portions of the day and to specific subject areas, with the goal that both languages are used 50% of the day by 5th grade. Translanguaging, on the other hand, uses all languages purposefully and simultaneously throughout instruction and can be integrated into any bilingual program model.

Despite many recent studies on translanguaging, none have addressed bilingual teacher candidates' appropriation of this approach (Canaragajah, 2011; Creese & Blackledge, 2010; Gort & Sembiente, 2015; García & Lin, 2016; Wei, 2011). Several studies have explored the philosophy and benefits behind the approach, including the effects of "opening a translanguaging space" (Wei, 2011, p.1223) in classrooms, how to use students' "full language repertoires" (García & Lin, 2016, p. 8), and the advantages of translanguaging, both social and cognitive (Makalela, 2015). Nevertheless, there remains a lack of information regarding how teacher candidates appropriate and use the skill of translanguaging. This is significant because translanguaging has been associated with multiple benefits that influence content area comprehension and bilingualism (Gort & Sembiente, 2015). In order to ensure that future bilingual teachers are employing translanguaging practices for the benefit of K-12 students, there

are calls for preparation programs to support teacher candidates in appropriating this skill effectively (Musanti & Rodríguez, 2017). This can be addressed during the critical and formative time of entering bilingual classrooms during their clinical practice (Aquino-Sterling, 2016). There is research detailing how teacher candidates learn (Rodríguez, 2013; Mooi & Mohsin, 2014) and take on critically conscious pedagogy (Bartolomé, 2004; Hughes, 2003; Joseph & Evans, 2018) that embraces linguistically responsive teaching, such as translanguaging. Nevertheless, there is none that specifically focuses on the appropriation of translanguaging by bilingual teacher candidates.

The significance of exploring the research around translanguaging is twofold. First, for teacher educator programs, the investigation of appropriating translanguaging practices by bilingual teacher candidates has the potential to offer insight into how teacher candidates' learning translates to clinical practice situations. This opens a door for a practical discussion within bilingual teacher preparation programs regarding how clinical practice might better facilitate the development of teacher candidates' translanguaging philosophies and skill sets. Second, for scholars in the field, the inquiry into bilingual teacher candidates' use of translanguaging fills a gap in the research by expanding upon the stated philosophical underpinnings and pedagogical techniques of linguistically responsive teaching through translanguaging and adds insights on teacher candidates' experiences with this approach.

Statement of the Problem

The purpose of this study is to gain a deeper understanding of bilingual teacher candidates' practices and perceptions on the use of translanguaging. The primary objective of the study is to identify and document how participants employ specific translanguaging strategies, such as syntax transfer and bilingual recasting, as defined by scholars in the field

(Celic & Seltzer, 2013; Gort & Sembiente, 2015). An additional objective is to document the bilingual teacher candidates' perceptions and understanding surrounding the significance of the translanguaging approach on teaching and learning.

Research Questions

All research investigations require structure and must not be conducted in a haphazard fashion. The following research questions guided this study.

Research Question #1 and Sub-Questions

How are bilingual teacher candidates appropriating the translanguaging approach?

- *Which translanguaging strategies are being employed?*
- *How are the philosophical underpinnings evident?*

Research Question #2

What factors contributed to the bilingual teacher candidates' use of translanguaging?

Research Question #3 and Sub-Question

What are the bilingual teacher candidates' perceptions of the use of the translanguaging approach?

- *What are teacher candidates' perceived significance of the translanguaging approach in their teaching?*

Key Terms

The knowledge of key terms is essential to understanding research. Listed below are definitions of some of the significant terms associated with this study.

Collaborative: refers to the partnering between a school district and local universities to offer clinical experiences for teacher candidates that facilitate educator preparation.

Co-Teaching: refers to teaching practices conducted during clinical experience between the clinical teacher and teacher candidate, such as, parallel teaching, one teach-one observe, one teach-one assist, station teaching, team teaching, and alternative teaching.

English Language Development (ELD): refers to a class or subject area devoted to teaching the development of English through a focus on forms and functions of the English language.

English Language Learner (ELL): refers to an identified student who qualifies for additional support in school in acquiring academic English proficiency (Oregon Department of Education, 2016).

English Learner (EL): refers to ELL students described above who were retitled as English Learners after the Every Student Succeeds Act passed in December 2015.

Emergent Bilingual (EB): refers to students identified as English Language Learners who are acquiring English and becoming bilingual. (García, 2009; García, Woodley, Flores, & Chu, 2013).

ESOL Education: refers to the field of teaching English for Speakers of Other Languages.

ESOL endorsement: refers to an endorsement that is added on to a teaching license by completing an ESOL program of coursework, an exam, and a practicum through a university.

Linguistically Responsive Teaching: pedagogical knowledge and skills aimed specifically at addressing the academic and language learning needs of ELs (Lucas, Villegas, & Freedson-Gonzalez, 2008).

Literacy Squared: refers to research based comprehensive biliteracy curriculum (Escamilla, 2014).

Teacher Candidate: refers to a student who is participating in a clinical practice experience as part of a teacher licensure program (Lerseth, 2013).

Translanguaging: refers to a philosophical and pedagogical approach to bilingual education that uses all languages in a students' linguistic repertoire to engage socially and academically (García & Wei, 2014).

Translanguaging Corriente: refers to the inherent current of language that exists in a bi/multi-lingual classroom (García, Johnson, & Seltzer, 2017).

Translanguaging Space: refers to a space in which all languages represented are valued and used for social and academic purposes (Wei, 2011).

Limitations and Delimitations

Limitations naturally exist in all research and are present in this study (Simon & Goes, 2013). Due to its qualitative nature, one such limitation is the issue of generalization. While the results of this study cannot be generalized to the larger population all bilingual teacher candidates, the insights are transferable to similar clinical experience situations (Erickson & Roth, 2014). That is, one of the strongest advantages of qualitative research is that its findings provide insights on how other similar phenomena can be understood (Tracy, 2013).

Additionally, the personal interviews used for data collection may be affected by the social desirability bias (Lavrakas, 2008). That is, a potential problem for any study, and especially qualitative work involving intensive personal interaction, is for participants to respond in socially acceptable ways to the researcher. This is especially problematic for studies, such as this one, when the researcher has more than fleeting contact with participants. There is no easy solution to problems presented by the social desirability bias but to be aware of its potential and

work diligently to ensure the interviews and field observations are conducted thoroughly and that data are analyzed in an objective manner (Tracy, 2013).

Lastly, qualitative research is open to varying interpretations that are influenced by researcher bias (Smith & Noble, 2014). In qualitative research, researcher bias generally refers to situations where the researcher sees in the data what he or she wants to see in the data. That is, the researcher is already so confident of what the findings will be, that he or she can no longer remain objective on the outcomes of the research. This problem is an obviously serious one as qualitative research is highly subjective. Researcher bias can, however, be countered with a variety of techniques that assist in increasing the credibility of qualitative work. For instance, the research can use such measures as triangulation of data, member checking, peer auditing, among other approaches (Roller & Lavrakas, 2017). This study will employ both triangulation of data sources and member checking as credibility devices in consideration of the power dynamic that is inherent in the relationship between the researcher and the participants due to the researcher also serving as a university supervisor for the participants.

Several delimitations affect this study. First, the participants were selected for this research through purposive sampling from one institution. Since these students are from the same university, they have participated in similar coursework and are bound to the same requirements in clinical experience. This suggests that the researcher must take into account the student's background knowledge and similar prior learning experiences to note how that may influence the results. Additionally, the participants are all seniors in an undergraduate teacher licensure program. The focus on seniors from the same program offers the potential of deeper insight into teaching experiences due to the nature of preparation to enter this particular program. Finally, I, as the researcher, will also serve as the participants' only clinical experience supervisor.

Although this narrows the scope of the study, the findings are still capable of yielding data that can inform practice at other universities that address the topic of translanguaging with teacher candidates. The practice of translanguaging is not connected to a sample size, university, or level of schooling; rather, it is related to language use and practice in social and academic settings. Therefore, the study will be designed to investigate culturally appropriate use of language in a localized community. This method aligns with a microethnographic approach (Tracy, 2013).

Bracketing

With both my bachelor's and master's degrees specializing in bilingual education, my entire career has focused on this topic. From teaching migrant summer school and elementary bilingual students to training bilingual teacher candidates, my background and experiences as a bilingual/ESOL educator in both the K-12 and higher education settings provide me with the prior knowledge to investigate a specific bilingual approach, such as, translanguaging. My belief system firmly supports the notion that bilingual education is an act of social justice and equitable education, which is why my professional work advocates for this. I acknowledge this bias and strive to keep this in mind when collecting and analyzing data.

My role as researcher takes on many forms in this study. As a doctoral student, this research investigation is a part of my program requirements, thus I have a vested interest in completing the research successfully in order to graduate and have been trained to conduct quality research. In addition, my position as a Visiting Assistant Professor provides me with current knowledge and practice in the field of bilingual education. The research is relevant to my present professional work, as it will inform further development of coursework that addresses translanguaging. Similarly, this study will contribute to the manner in which supervision of clinical practice in bilingual and ESOL settings is carried out. My role as past and future site

supervisor at the research location is beneficial in that allowed me to establish quality relationships with those involved in the research process, understand the bilingual program model in place, and learn the schools' curriculum and assessment strategies. My professional roles, experiences, and values are the foundation and motivation for this research.

CHAPTER 2

LITERATURE REVIEW

The focus of this literature review is to address the body of knowledge surrounding translanguaging and bilingual teacher candidate learning. First, the literature review elucidates the existing scholarship surrounding translanguaging. As will be discussed, translanguaging scholarship builds upon, frequently supports, and extends previous work on bilingualism and biliteracy. The history, definition, and benefits of translanguaging are discussed to build a rationale for researching the appropriation of translanguaging by bilingual teacher candidates. There is strong alignment in the research reviewed confirming that the definition and benefits of translanguaging facilitate bilingualism and content learning (Creese & Blackledge, 2010; Makalela, 2015; Sayer, 2013). Following an examination of the literature on translanguaging, the second section of the literature review addresses teacher preparation practices within bilingual education. This section of the literature review considers what facilitates teacher candidate learning (Rodriguez, 2013) and the appropriation of critically conscious and linguistically responsive pedagogy (Bartolomé, 2004; Hughes, 2003; Joseph & Evans, 2018; Valenzuela, 2016) in teacher preparation programs.

This literature review includes peer-reviewed research associated with the following key words: translanguaging, emergent bilinguals, biliteracy, dual language, cross-linguistic strategies, teacher candidate learning, critically and linguistically conscious practices, and bilingual teacher candidates. Research was conducted through Primo search systems available through the George Fox University library and Google Scholar.

Scholarship on Translanguaging

Developing bilingualism and biliteracy have been proven to promote academic gains and English language proficiency for English language learners (Goldenberg & Wagner, 2015). One of the noted approaches that supports the development of bilingualism and biliteracy is translanguaging. The literature surrounding translanguaging is rather recent, and ranges from the late 90s to present day. In this body of research, consistent and similar themes regarding translanguaging are evident.

Definition of translanguaging. García and Wei (2014) define translanguaging as “an approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire” (p. 2). In other words, it is an opportunity for emergent bilinguals and teachers to not only have information translated, but to engage in the process of delivering comprehensible input (Krashen, 1987) and producing comprehensible output (Swain, 1985) using the language of their choice. Consequently, it has the potential for bilingual students to fully comprehend, and fully demonstrate their knowledge, using all the languages available to them, rather than being hindered by the language barriers associated with single-language use. Therefore, translanguaging aligns with an additive perspective of bilingualism since it values and fosters the development of the home language, while the second language is being acquired (Cummins, 1981).

Translanguaging is different from code switching, which is the alternation between languages during a conversation to replace or translate a word (Velasco & García, 2014). Translanguaging is instead a process of comprehending, applying, and synthesizing information during an entire lesson, conversation, or situation using all of the features of the students’ known

languages, along with the cultural nuances and identity associations of the language (Lasagabaster & García, 2014). For example, a teacher may deliver instruction in English, while students follow-up with a discussion and group activity in another language. In this instance, the group's ability to process the content through a language that allows students to fully express their knowledge and skills, may then also enable students to complete an independent project in English. This is only one scenario in which translanguaging might maximize and facilitate content area comprehension and language development, because ultimately, this approach allows for fluid and strategic movement between all languages represented in the classroom (Canagarajah, 2011). Any number of other scenarios are possible depending on the philosophical view of the translanguaging teacher. The scenario is also dependent on whether the bilingual approach is focused only on facilitating English acquisition or on supporting true bi/multilingualism through content area instruction (Guerrero & Valadez, 2010).

Creese and Blackledge (2010) explored these various types of translanguaging scenarios through an ethnographic study of four complementary schools in the United Kingdom. Their observations and interviews of various stakeholders in these schools revealed that bilingual classrooms that are flexible in language use can operate in different manners while successfully facilitating content area comprehension and language development. All four classrooms and their associated teachers subscribed to the principles of the translanguaging approach, namely, the efforts to create a classroom environment where all of the teachers' and students' languages are used for academic and social purposes.

In order for this interchanging between languages to occur, a teacher must first open a "translanguaging space" in their classroom (Wei, 2011, p.1223). This simply means that students and teachers grant each other permission to use all accessible languages to negotiate meaning

both academically and socially. This requires a climate of acceptance, trust, and respect be established where teachers and students can explore the benefits of translanguaging with the goal of leveraging students' languages, cultures, and identities so they can reach their full potential socially, emotionally, and cognitively.

History of translanguaging. Translanguaging roots can be traced to Wales where the term was originally named *trawsieithu* or translate. In the 1980s, Cen Williams, a Welsh bilingual educator, pioneered research with this concept during a time when the Welsh language was at risk of being lost to English. Lewis, Jones, and Baker (2012) highlight how Williams subscribed to translanguaging practices as a means to maintain the native Welsh language, while teaching English as a second language. Translanguaging quickly gained attention as it established success with teaching and learning through two languages. This propelled translanguaging into a respected approach that is used across the globe, from the United Kingdom to Africa to the U.S. With the works of Baker (1996) in England, and García (2009) in the U.S., research and writing expanded upon Williams' (1996) foundational work on translanguaging as a pedagogical theory.

Translanguaging is now recognized as both a philosophy (García, 2009) and an approach (Williams, 1996; Baker, 1996) to bilingual education with the idea that it promotes social justice (Flores, 2013), along with the development of bilingualism and biliteracy (Hornberger & Link, 2012). Throughout the last few decades, translanguaging researchers have established that bilingualism is not the teaching of two separate languages (Cummins, 2007) and identified that translanguaging as a bilingual approach is an integrated system of language, identity, and classroom climate (Creese & Blackledge, 2010).

Benefits of translanguaging. There are several identified educational benefits and strategies associated with translanguaging. Research has noted that the use of translanguaging results in many academic, social, and cognitive advantages for bilingual students at all levels of education from K-20 (Gort & Sembiante, 2015; Makalela, 2015; Musanti & Rodriguez, 2017). These benefits include increased development of identity (Gort & Sembiante, 2015), expanded vocabulary (Makalela, 2015), and lesson completion (Musanti & Rodriguez, 2017). In essence, the combined benefits have been identified as empowering bilingual students to make sense of the world around them, both socially and academically, while mastering skills in the classroom. Moreover, translanguaging allows teachers to better perceive the knowledge a student possesses and not just what has been captured by and translated into a second language.

Translanguaging also supports a broader movement in bilingual education toward promoting social justice. Because it provides equal access to content area information by using the primary language of the bilingual student throughout the delivery of a lesson to facilitate comprehension, translanguaging is considered as reducing inequality in education (Makalela, 2015). Equal access to content area instruction can be realized through the use of translanguaging teaching strategies such as, code switching, negotiating language use, and bilingual recasting, which is the process of responding with a correct model of the language form in use (Gort & Sembiante, 2015). For instance, Gort and Sembiante's (2015) ethnographic study of emergent bilinguals in a preschool setting in South Florida investigated the benefits and strategies linked to translanguaging. Their observations, fieldnotes, and collection of discourse data unpacked the teacher's practices that facilitated language development for bilingual students.

Makalela (2015) also reported evidence on the benefits and academic gains students made as a result of translanguaging. This was demonstrated by conducting a mixed method study of university professors using translanguaging in a second language course for teacher candidates. Specifically, for example, pre- and post- assessments of word recognition and oral reading proficiency yielded statistical evidence of increased vocabulary development and oral reading gains. The group using translanguaging achieved roughly a 36-point margin over the control group in vocabulary and a 5-point margin over the control group in oral reading.

All in all, research points to the ways translanguaging has the potential to equip students of all levels with the skills to not only learn language, but to excel in content area learning, while developing a strong identity as a bi-/multi-lingual student.

Translanguaging strategies. While uncovering the benefits of translanguaging, researchers also identified specific strategies associated with translanguaging as a pedagogical approach. For this study, translanguaging resources developed by Celic and Seltzer (2013) were used as a guide to identify translanguaging strategies. Some of these strategies include, cognates, multilingual word walls, multilingual dictionaries, multilingual collaborative work, comparing multilingual texts, word study, vocab inquiry, syntax transfer, sentence building, graphic organizers, preview/view/review (translation is used to preview, view, and review key concepts of a lesson taught in the additional language).

Conclusion on translanguaging scholarship. Research documents the benefits of translanguaging that can be realized when teachers subscribe to a philosophical mindset that systematically creates a space for employing two or more languages during classroom instruction. Translanguaging can facilitate social, emotional, cognitive, and academic benefits for students. These studies suggest that an exploration of how bilingual teacher candidates

appropriate translanguaging practices may have value for K-12 education, as well as for higher education practices geared toward preparing teachers to work in these environments.

Bilingual Teacher Candidate Preparation

One known critical factor related to student achievement is the quality of the teacher within the classroom (Darling-Hammond, Holtzman, Gatlin, & Vasquez-Heilig, 2005). This is clear reason to examine components of bilingual teacher preparation in order to facilitate the development of effective bilingual educators. Furthermore, studies have noted that additional teacher training is necessary for teachers who are fostering the achievement of bilingual students, given their distinct learning needs (U.S. Department of Education, Office of English Language Acquisition, 2015). There is compelling research in the field detailing effective teacher education practices for aspiring bilingual educators, which is the second major topic of this paper as it relates to bilingual teacher candidates' appropriation of translanguaging.

Bilingual teacher candidate learning. It is important for teacher preparation programs to understand the aspects that facilitate bilingual teacher candidate learning in order to effectively prepare prospective teachers to meet the needs of bilingual students. Researchers have established that teacher candidate learning starts with the formation of their identity as a teacher (Alsup, 2005). A teacher's identity formation guides the construction of a personal and professional philosophy regarding teaching practice (Alsup, 2005). This is an important consideration for bilingual teacher candidates, as they need to explore identity formation specifically regarding second language acquisition and in order to develop teaching philosophies that guide future bilingual teaching practices.

A plethora of research indicates that teacher candidates bring their own schooling experiences with them as they form their identity as a teacher (Alsup, 2005; Beauchamp &

Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; Chong, Low, Goh, 2010; Kennedy, 1999). For bilingual teacher candidates, this typically involves exploring prior personal schooling experiences directly related to language learning. Teacher candidates training to work in a bilingual setting need to identify as a language teacher, as well as a content area teacher. Joseph and Evans (2018) and Musanti (2017) suggest that bilingual teacher candidates form identities and ideologies surrounding second language acquisition and culture that are based on their experiences with language learning and multicultural interactions (Blackledge & Pavlenko, 2001; Villegas & Lucas, 2002). Identity formation surrounding language teaching, and consideration of one's own language learning educational experiences, is thus a key step in teacher candidates' learning process.

Rodriguez (2013) investigated teacher candidate learning by conducting a qualitative study of bilingual teacher candidates in a Texas university. The results of this study suggest teacher candidates learn by not only forming identities, but also by increasing their understanding of best practice for emergent bilinguals. Rodriguez's work establishes that this best occurs by using purposeful projects and assignments that include reflective activities requiring the teacher candidate to assess perceptions on the meaning of the task and student achievement.

Mooi and Mohsin (2014) supported Rodriguez's conclusions in their qualitative research that examined the action research projects conducted by educators designed to diagnose problem areas in the classroom and find immediate solutions. A component of this research found that activities facilitating teacher candidates' understanding and learning was also associated with student achievement.

Both of these studies illustrate the importance of quality assignments in teacher education coursework by noting that they promote purposeful engagement in teaching activities that ultimately lead to teacher candidate learning. In addition, reflective practices were associated with teacher candidates' learning, formation of their identities, and an understanding of how to promote student achievement. Since teacher preparation programs are positioned midway through a teacher candidate's professional journey, they have a unique opportunity to help teacher candidates bridge the schooling experiences of their past, learning in the present, and teaching in the future. Knowing how bilingual teacher candidates learn is critical for facilitating the appropriation of effective practices in bilingual education, especially so for translanguaging. In summary, the following are all named contributing factors that facilitate bilingual teacher candidate learning: opportunities for identity formation surrounding language teaching, an understanding of best practice to promote student achievement for emergent bilinguals, and promoting reflective practices.

Critically conscious teaching and linguistically responsive pedagogy. Understanding how teacher candidates learn offers an opportunity for teacher preparation programs to explore and use effective practice for bilingual teachers. Critically conscious teaching embraces social and political understandings of the world within education and is an important piece of bilingual teacher preparation. Furthermore, critically conscious teaching includes linguistically responsive teaching in order to create bilingual classrooms that, “fully promote bicultural and biliteracy potentialities and competencies that further promote critical thinking” (Valenzuela, 2016, pp. 1). Expanding upon the important aspects that facilitate teacher candidate learning, research conducted by Bartolomé (2004) and Hughes (2003) suggest that in order to delve into critical and conscious pedagogy surrounding bilingual education, teacher candidates need to not only

explore their own identity, but also form ideological beliefs surrounding language learning and bilingual education policy and practice.

Lucas, Villegas, and Freedson-Gonzalez (2008) elaborated on these ideas by proposing a list of critical aspects for teacher education programs to consider when preparing aspiring teachers to work in the dynamic world of bilingual education. As translanguaging has been named as a culturally and linguistically responsive approach to bilingual education, it is paramount to understand how it addresses these components (Catalano & Hamann, 2016; García & Kleyn, 2016; Tandon, Viesca, Hueston & Milbourn, 2017) in order to effectively prepare bilingual teacher candidates to meet the diverse needs of language learners. Their suggestions include following a six-component framework in teacher education courses and clinical practice experiences to facilitate the learning of culturally and linguistically responsive teaching such as translanguaging (Table 1.).

Table 1. Essential Understandings of Second Language Learning for Linguistically Responsive Teachers

1. Conversational language proficiency is fundamentally different from academic language proficiency (Cummins, 1981, 2000), and it can take many more years for an ELL to become fluent in the latter than in the former (Cummins, 2008).
2. Second language learners must have access to comprehensible input that is just beyond their current level of competence (Krashen, 1982, 2003), and they must have opportunities to produce output for meaningful purposes (Swain, 1995).
3. Social interaction in which ELLs actively participate fosters the development of conversational and academic English (Gass, 1997; Vygotsky, 1978; Wong-Fillmore & Snow, 2005).
4. ELLs with strong native language skills are more likely to achieve parity with native-English-speaking peers than are those with weak native-language skills (Cummins, 2000; Thomas & Collier, 2002).
5. A safe, welcoming classroom environment with minimal anxiety about performing in a second language is essential for ELLs to learn (Krashen, 2003; Pappamihiel, 2002; Verplaetse & Migliacci, 2008).
6. Explicit attention to linguistic form and function is essential to second language learning (Gass, 1997; Schleppegrell, 2004; Swain, 1995).

Note: ELL = English language learner.

Table cited in Lucas, Villegas, and Freedson-Gonzalez (2008, p. 363)

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By using these six components in a teacher preparation program, teacher candidates have the opportunity to process and synthesize bilingual education theory for culturally and linguistically responsive teaching. Lucas and Villegas (2013) synthesize the research that

generated the theoretical considerations presented in Table 1 by adding specific practices for bilingual teachers to cultivate. These skills include the need for teacher candidates to develop an understanding of language, culture, and identity. Further, teacher candidates need to comprehend how these recommendations connect to specific pedagogical strategies, such as those identified within translanguaging, in order to meet the needs of emergent bilinguals.

Lucas and Villegas (2013) synthesize the research that generated the theoretical considerations in the figure above by adding specific practices for bilingual teachers to cultivate. These skills include the need for teacher candidates to develop an understanding of language, culture, and identity. Further, teacher candidates need to comprehend how these understandings connect to specific pedagogical strategies such as those identified within translanguaging.

Valenzuela (2016) presented the rationale for critically conscious pedagogy and offers specific suggestions for its incorporation into teacher preparation programs, such as mini-ethnographies, analysis of federal and state policy, and the use of a lesson-planning tool that emphasizes linguistically responsive teaching that facilitates language learning. García and Kleyn (2016) also underscore the need for teacher education programs to ensure that teacher candidates understand the language and culture of their students, have knowledge of bilingual education programs and policy, and cultivate pedagogical strategies that foster language acquisition and content area learning. Joseph and Evans (2018) drew from these scholars and propose a framework for teacher preparation programs that includes key components of critically conscious teaching as an essential part of their framework.

Joseph and Evans (2018) have expanded upon the work of Lucas and Villegas (2013) by embedding the concept of linguistically responsive teaching in the first of a four-part framework for teacher preparation. The linguistic component of this framework addresses teacher

candidates' ability to identify and meet the linguistic needs of their students. The additional three components, negotiating historical precedent in bilingual education and language policy, addressing issues of equity in education, and promoting advocacy, are other noted aspects of a critically conscious teacher who can address the linguistic needs of emergent bilingual students. Translanguaging has been identified as an approach that attends to these linguistic needs by using effective practices for second language acquisition and content learning (Tandon et al., 2017).

Research conducted in the last two years takes a deeper look at these types of structures and analyzes teacher candidates' perceptions of using specific linguistically responsive teaching strategies, such as translanguaging. Tandon et al. (2017) note in their phenomenological research that 11 of 36 teacher candidates working with bi/multilingual learners experienced feelings of stress, anxiety, fear, culture shock, and being overwhelmed. This statistic supports the notion that teacher education programs should facilitate teacher candidates' appropriation of linguistically responsive teaching as a component of critically conscious pedagogy. One way to do this is to equip teacher candidates with the appropriate skills, like translanguaging strategies, in order to help alleviate some of their anxiety when teaching bi/multilingual students.

In order for bilingual teacher candidates to become critically conscious teachers, they must learn how to honor and meet the linguistic needs of their students. Teacher preparation programs that prioritize the development of these dispositions and skills in their candidates, subsequently serve bilingual students in significant ways. These are compelling reasons for teacher preparation programs that aspire to prepare quality and effective bilingual teacher candidates to embrace these recommendations.

Preparing bilingual teacher candidates to be linguistically responsive educators.

Several key practices have been noted in the field of bilingual education that promote linguistically responsive teaching. Cross-language transfer, the use of one's heritage language to develop the acquisition of English while maintaining the primary language, is a foundational term that defines practices used for language acquisition while fostering academic learning (Cummins, 2005). One way to prepare bilingual teacher candidates for the work of being linguistically responsive is to examine cross-language transfer techniques in teacher education courses, such as the use of cognates, dual language projects translated by students, and multilingual groupings for collaborative projects (Cummins, 2005). Catalano and Hamann (2016) also offer specific suggestions to promote teacher candidates' development and use of linguistically responsive practices, such as the teaching of the value of linguistic diversity, second language learning, how to identify language demands in classroom tasks, and the use of scaffolding strategies. They propose that teacher candidates who plan to work with ELLs, or emergent bilinguals, have exposure to a language other than English through studies of additional languages, themselves. They also need to understand that language ought to be used as a resource through research of relevant pedagogy, such as translanguaging (Tandon et al., 2017).

Translanguaging reflects Cummins' (2005) call for moving toward practices that utilize all student languages in the classroom versus the use of monolingual practices to teach bilingual students. Researchers like Catalano and Hamann (2016), Makalela (2015), and Musanti and Rodriguez, (2017) have put linguistically responsive practices into action through their studies on the use of translanguaging in university courses with teacher candidates. Makalela's (2015) findings derived from a mixed methods approach to provide evidence that translanguaging increased vocabulary of multilingual teacher candidates as measured by a pre- and post-

achievement test. The experimental group, who used translanguaging, outscored the control group by a 30 point margin on the post-assessment. Catalano and Hamann (2016) report that the use of translanguaging not only improves bi/multilingual teacher candidates' academic performance, but model effective bilingual pedagogy. A case study conducted by Musanti and Rodriguez (2017) added specific suggestions for practices in teacher education programs that facilitate the use and modeling of translanguaging as a linguistically responsive pedagogy, such as writing assignments without language boundaries and conducting a meta-linguistic analysis of academic writing. These studies suggest that translanguaging offers benefits to the academic growth of bilingual teacher candidates and is a model of how to implement linguistically responsive teaching in the classroom.

Conclusion on bilingual teacher candidate preparation. Teacher preparation programs are positioned to facilitate the learning of teacher candidates in many areas. As the research reviewed in the section reveals, knowing how teacher candidates learn, and how they acquire critically conscious and linguistically responsive practices, allow teacher educators to explore the use of new pedagogical strategies, such as translanguaging.

Translanguaging is a bilingual teaching approach that teacher candidates can appropriate in order to become critically and linguistically responsive teachers. Although it is noted that certain factors contribute to bilingual teacher candidate learning, there is a lack of research that connects translanguaging appropriation and bilingual teacher candidate preparation.

CHAPTER 3

METHODS

This study is designed to investigate bilingual teacher candidates' appropriation of the translanguaging approach. The philosophy and pedagogy associated with translanguaging has been noted as highly effective in teaching language and content (García & Wei, 2014; Lasagabaster & García, 2014). In order to appropriately prepare teacher candidates to employ translanguaging, an investigation into how this approach is being utilized will inform teacher education programs and ideally have a positive effect on students in the K-12 and higher education systems.

Setting

This study was conducted in a bilingual elementary school in Salem, Oregon that is part of a district collaborative with local universities. The school was built and opened only 5 years ago and is situated just off one of the major streets in the city. The elementary school is a K-5 institution with an enrollment of 585 students, including 68% English learners. It is also a Title I school. The school adheres to a transitional bilingual program model and uses Literacy Squared curriculum to support bilingual literacy instruction. The use of Literacy Squared, along with the philosophy of the clinical teachers, provided a context in which classrooms were already designed to use both Spanish and English for literacy instruction and content area teaching, which aligns with the “translanguaging space” described by Li Wei (2011). During the previous year before the study, I served as site supervisor of clinical practice at this particular school. This allowed me to build respectful, collaborative,

and professional relationships with clinical teachers, instructional assistants, and the principal, who will all be supporting the participants of this study.

Participants, Sampling Strategy, and Research Design

Through purposive sampling, the participants were comprised of three bilingual teacher candidates enrolled in a teacher education program at a local university. All three of these participants were undergraduate students pursuing initial teacher licensure and the bilingual specialization. The university and school district involved work as a collaborative to prepare ESOL and bilingual teacher candidates. These three bilingual teacher candidates completed their first term of clinical practice at an elementary school that is part of the university and school district collaboration. The participants had all taken ESOL/bilingual methods courses at the university, which enabled us to build trusting and collaborative relationships and delve into the topic of translanguaging through coursework.

As a former site supervisor in the research setting, I aim to avoid allowing past informal observations and interviews of former students or clinical teachers to influence my data analytical process. Since the participants in this study were new to the site and had never been observed or interviewed by me, the information gained during data collection were not be connected to my previous experiences at the site. Additionally, previous observations and interviews with former students and clinical teachers were not associated with translanguaging. Therefore, pre-established relationships at the data collection site, in fact, lower the affective filter and allowed the research to begin on a foundation of trust and respect.

Personal interviews. The two face-to-face interviews were be conducted individually with the three participants using a semi-structured interview protocol (Appendix A). These interviews were conducted at the elementary school where the

research took place in a private conference room of the participant's choice. I privately followed-up each interview with transcription and a three-step coding process, which included initial, focused, and thematic coding. Once this had been completed, I conducted a member check in order to improve accuracy, credibility, validity, and transferability (Altheide & Johnson, 1994).

Observations and fieldnotes. The use of observations provide direct, firsthand information regarding the research topic. At least two direct observations were conducted for each participant. These observations will be focused on the evolving phenomena laid out in the Introduction in each participant's clinical experience classroom. They were conducted using an observation form (Appendix B) that recorded specific practices named under the translanguaging approach as identified by Celic and Seltzer (2013) as well as Gort and Sembante (2015). Fieldnotes were compiled following the observations and were used to assist in identifying theme during the three-step coding process (Emerson, Fretz, & Shaw, 2011; Phillippi & Lauderdale, 2018).

Audio recordings. The use of audio recordings will be used to capture language use in action. In an effort to investigate communicative action, researchers Gregory Bateson and Ray Birdwhistell began using an audiovisual method to analyze language in context (Kendon, 1990). Although this research did not use the video component, it did use audio in the manner these researchers intended, which was to record naturally occurring language interactions in the classroom. Since audio recording is a passive data collection tool, the recordings were repeated various times during data analysis and accompanied with field notes of additional occurrences during the language transactions that were recorded in order to perform discourse analysis.

Microethnography

This research employed a qualitative study using a microethnographic approach. Microethnography, or the ethnographic microanalysis of interaction, strives to explore educational environments in order to depict how participants create context and sense making through their interactions (Fetterman, 2010; Tracy, 2013). Microethnography is, in essence, an ethnographic study of communication. It is rooted in the investigation of non-verbal behaviors, social influences on language, the role of cultural and linguistic differences students bring to the classroom, conversation analysis, and linguistic interactions, to name a few (Garcez, 2008). In 1977, McDermott initiated the use of microethnographies in classrooms to research language interactions at many levels. This validated the use of microethnographies to analyze interactions in a contextualized manner. Traditionally, the nature of microethnography consists of interviews and observations due to the contextual and situated nature (Erickson, 1973). This microethnographic study allowed for the investigation of a small group in order to identify how a set of behaviors, practices, and circumstances regarding language use collectively produce a particular outcome. Considering that this study intends to investigate the use of language practices through naturally occurring activities, a microethnography appropriately fits the research parameters (Fetterman, 2010; Madison, 2005).

Analytical Approach

A traditional three-stage coding process typical of qualitative research was utilized to analyze the data collected from observations and interviews for this study (Glaser, 2014; Tracy, 2013). The process included initial, focused, and thematic coding as a means to derive common

concepts linked to the research questions in order to organize and interpret findings (Grbich, 2013).

In the first stage, *initial coding*, I identified preliminary themes emerging from the personal interviews and observations. This stage required that I make no attempt to refine thematic categories but merely identified all the pertinent themes as they first emerged. The second stage, *focused coding*, involved collapsing the themes identified in the initial coding into similar and a smaller number of themes. Once I was satisfied that the themes could not be reasonably refined any further, I moved into the third and final coding phase, *thematic coding*. In this final stage of the analytical process I examined the themes identified through focused coding for important patterns and connections (Grove, 1988). This last stage of the coding process essentially involved the assessment of the answers to the fundamental research questions guiding the research investigation.

Research Ethics

Although previous relationships have been established with the participants, my actions followed research protocols to conduct an ethical study and minimize the power differential. I assured the participants that their participation was completely voluntary. I obtained informed consent through a letter of consent signed by the bilingual teacher candidate participants (Appendix C). The letter clearly identified the involved benefits, possibility of risks, voluntary participation, ability to withdraw at any time, steps to maintain confidentiality, additional contact information, and how data were to be used. This letter was provided after a brief presentation reviewing translanguaging and an overview of the research direction and purpose. It included an introduction to the researcher, the intent and design of the research, and identified the

universities involved. All stakeholders supporting the participants were also included in the presentation, namely clinical teachers, instructional assistants, and the principal.

In order to ensure anonymity and provide confidentiality several measures were employed. First, study codes were utilized on documents containing data instead of identifying information, such as the participant's name. In addition, a separate document was used to link the participant to the study code, where identifying data were encrypted. Pseudonyms were assigned to each participant. To further reduce the risk of revealing participant information, I will securely store all the data in a locked device for a minimum of three years, at which point I will physically shred the data collection documents. In joining in a trusting researcher-participant relationship for this study, it is my utmost desire to be sure the rights of each participant are upheld ethically at all times.

CHAPTER 4

FINDINGS

Introduction

The purpose of this study was to explore bilingual teacher candidates' appropriation of translanguaging. My objective was that the research findings would contribute to the body of knowledge surrounding translanguaging and teacher candidates' appropriation of the associated skills, which contributes to linguistically responsive teaching of emergent bilinguals. Moreover, the aim was to bestow knowledge of effective practice to the programs that prepare bilingual teacher candidates. Participants were comprised of three bilingual, bicultural teacher candidates who were seniors in a teacher preparation program in Oregon. They were all placed at the same site for the first term of their clinical experience.

Data were collected through observations, fieldnotes, interviews, and audio-recordings. These methods were selected because they had the potential to provide firsthand accounts and information regarding the research questions. Observations were pre-scheduled and conducted at the teacher candidates' clinical site and ranged in time from 45-60 minutes. Teacher candidates were observed teaching lessons of their choice in a variety of subject areas at the elementary level in both English and Spanish. Interviews were also conducted at the clinical site at the beginning and end of data collection. They ranged in time from 30-60 minutes and were carried out either in the teacher candidates' classroom or in a nearby observation room. The familiar spaces were chosen in order to provide a comfortable atmosphere for engaging in discussion.

Interview questions one through five connected to Research Question #1 and were intended to provide insight into the participant's appropriation of translanguaging strategies,

specifically related to their philosophical underpinnings and selection and employment of translanguaging. Interview question nine provided answers for Research Question #2, which offered details regarding the contributing factors associated with the participants' use of translanguaging during their clinical experience. Finally, interview questions six through eight aligned with Research Question #3 and were designed to offer teacher candidates' perceptions of the translanguaging approach.

Participant Profiles

All three participants completed their clinical experience in the same elementary school, which was situated on the edge of the busiest street in a mid-sized city. It was a Title I school with 550 students that were comprised of 68% ELs. This school employed a transitional bilingual program in which bilingual students received literacy instruction in Spanish through fourth grade, using the Literacy Squared curriculum. Additionally, students received 30 minutes of ELD instruction daily to compliment literacy instruction and other core content areas.

It is important to note that the setting for this research occurred in a collaborative, which involved a partnership between the school district and the university. The mission of the collaborative is partly, "to build effective partnerships and high quality clinical practice [which] are central to preparation so that [teacher] candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development" (Salem-Keizer Collaborative, 2019). As a part of the collaborative, teacher candidates received additional supports that other university students did not receive in their clinical practice. This included additional planning time with clinical teachers, co-teaching opportunities, and professional development seminars. During the course of the investigation, each participant offered a unique perspective on the research.

Participant One: Camila. Camila is a 25-year-old senior in her first term of a teacher candidate preparation program who transferred from a local community college. She is bilingual, bicultural, and was an EL growing up. Camila received her elementary education in a pull out ELD program for two years and then moved into English only classrooms after first grade. She also participates in her university's Bilingual Teacher Scholars program, which means she has received a scholarship from the school district in which she graduated, and from the university, in order to become a bilingual educator. Additionally, she is pursuing her ESOL endorsement and bilingual specialization. Camila noted that she searched for additional resources regarding translanguaging and read those throughout the study.

Participant Two: Jasmin. As an elementary student, Jasmin participated in a Literacy Squared program herself for two years, just as her students are doing. She noted that, "coming from a background of being bilingual, (bicultural) and being in Literacy Squared classrooms as a student", influenced her use of translanguaging as a teacher candidate. She recalled specific strategies that her teachers used in Literacy Squared classrooms that facilitated learning, such as, the use of anchor charts and carried those forth in her own teaching. Jasmin is a 23-year-old senior in a teacher preparation program who transferred to the university after two years at a local community college. She is planning to obtain a bilingual specialization and teach in a bilingual classroom upon graduation.

Participant Three: Vanessa. Vanessa, a bicultural and bilingual teacher candidate realized early in the study, that as a bilingual person, she "uses translanguaging all the time". Vanessa is also a Bilingual Teacher Scholar at the university, who is pursuing an ESOL endorsement and a bilingual specialization that she can use when returning to her former school district to teach. She is a 21-year-old senior who is in her first term of a teacher preparation

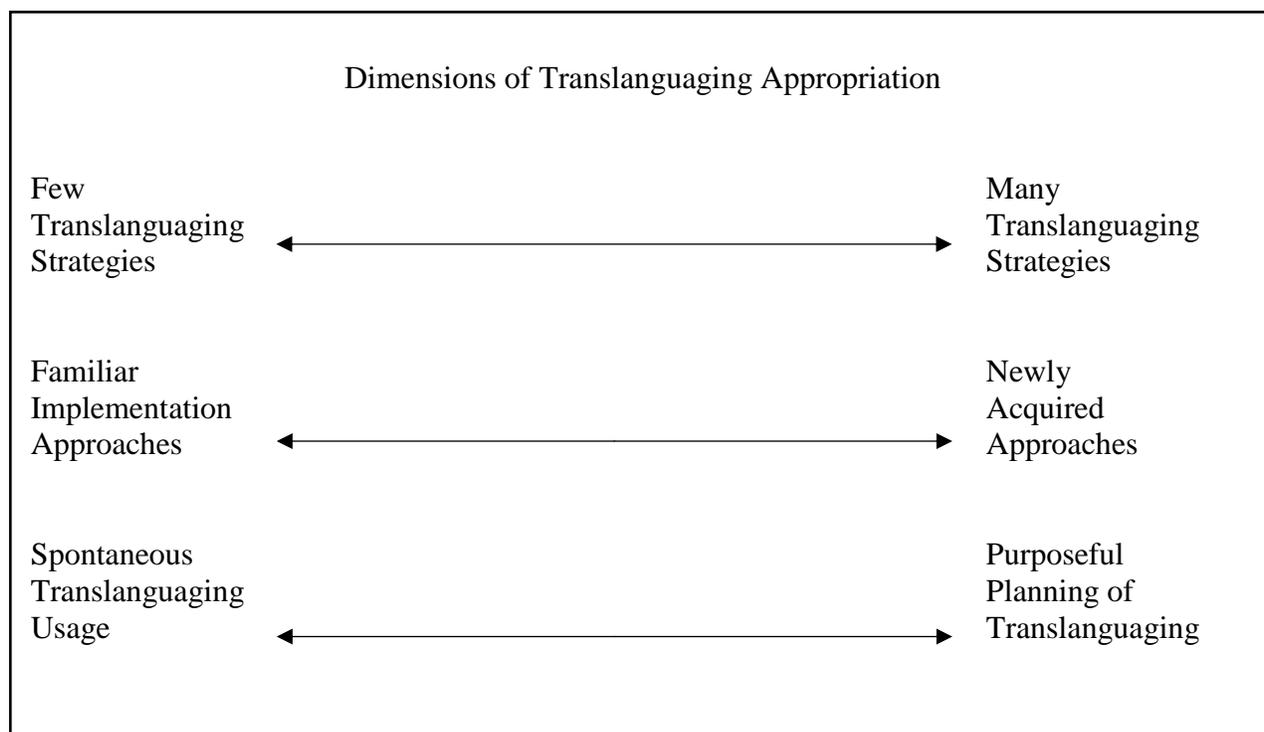
program at the university she has attended all four years of her college career. Vanessa's elementary school years consisted of English only instruction with a pull out ELD program, which contributed to her desire to become a bilingual educator.

Thematic Analysis

Analysis of the data was conducted through a three-step coding process that facilitated the development of themes relevant to the research questions. After a member check of the transcribed interviews, initial coding was carried out by highlighting key components of the observations and interviews relating to each research question. Using the initial codes, charts were created to perform a focused coding of the data. Finally, the focused codes were used to create thematic codes. This analytical process resulted in the identification of three general themes and associated subthemes.

Theme One: Teacher candidates' appropriation of translanguaging developed on a continuum. Through conducting this study, it was evident that teacher candidates' appropriation of translanguaging occurred on a continuum. The participant's interviews and observations offered a glimpse into their development along a continuum of appropriation of the translanguaging approach. The development on the translanguaging continuum included three dimensions: 1) moving from using only a few translanguaging strategies to the integration of many; 2) utilizing familiar approaches to implementing newly acquired approaches; and 3) evolving from using translanguaging spontaneously to the purposeful planning for implementing translanguaging practices (Figure 1).

Figure 1. Translanguaging Appropriation Continuum



The use of a few to many translanguaging strategies. Appropriation began with limited integration of translanguaging and progressed to increased use over the course of two months. All of these translanguaging strategies were implemented by first providing a “translanguaging space.” Wei (2011) describes this space by stating:

The act of translanguaging then is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into one coordinated and meaningful performance, and making it into a lived experience (p. 1223).

This “translanguaging space” was evident during research observations, and jotted in fieldnotes, as the teacher candidates were in classrooms that had clearly established a respect and use for all languages for academic and social purposes. Both languages represented in the

classroom were used for social interactions, giving directions, participating in collaborative work, making language connections, and negotiating meaning in content through purposeful bilingual groupings. The “translanguaging space” served as a foundation for the teacher candidates’ appropriation of the translanguaging approach. This was evident in an audio recording during a lesson when Vanessa was front-loading Spanish vocabulary needed for a picture book the students were going to read. When introducing vocabulary, Vanessa asked the students the meaning of the word “preferida” with its associated visual. One student described it with the English word “picky” and then proceeded to explain the word “picky” in Spanish. After, the students explored *prefer* and *preferida* as cognates. This exemplifies the “translanguaging space” that is open to opportunities to use any language to negotiate meaning and facilitate comprehension.

During initial observations, each participant utilized only one to two translanguaging strategies in each lesson. These were translation and cognates. By the end of the study, each candidate implemented four or more translanguaging strategies in their lessons, in addition to those previously mentioned. I recorded these translanguaging strategies using an observation form (Appendix B) during observations and during interviews. As noted in Figure 2, they included purposeful bilingual grouping, word studies, vocabulary inquiry, syntax transfer, sentence building, bilingual word walls, bilingual labels, graphic organizers, and comparing bilingual texts, as defined by Celic and Seltzer (2013). Interviews with the teacher candidates revealed an increase in the appropriation of translanguaging strategies over time. Camila offered:

I think that before I started this whole thing, I wasn’t aware of the power we have to use both languages to give instruction. I never thought of it as a tool. I’m now more aware of

how they complement each other and use it as a tool for giving instruction and helping the students understand the material better.

Jasmin noted similar feelings about the increased use of translanguaging strategies over the course of the study by stating, “I feel like knowing more about it means I can now use it more. I know strategies I can use and I can plan it more purposefully”.

These interview excerpts and observation notes capture a shift on the translanguaging continuum from using only a few strategies to incorporating a number of them. This change is attributed to a deeper level of understanding of the translanguaging approach.

Familiar to newly acquired translanguaging strategies. The teacher candidates also revealed that initially they used familiar strategies, whereas by the end of the study, they were using a variety of newly acquired strategies. This was evident in their observations as well. With every observation, the participants added a new or different translanguaging strategy. At the onset of the study, in response to questions regarding which translanguaging strategies she selected and why, Camila offered, “I think right now, they’re the ones that have stuck with me. They’re just easier to remember, like the cognate one.”

At the end of the study, in regards to the same question, Camila not only indicated the use of new strategies, but her thinking behind why she selected them:

I think mostly because it made sense because of what we were teaching at the time. So if it was mostly a word study, it was because the text we were using was very heavy in advanced vocabulary and they would not have understood it if we didn’t talk about it and made comparisons between what the words means and what it is in English versus Spanish.

Vanessa offered a similar response when asked the same question during the first interview at the onset of the study. Initially she shared, “I think it’s just something I’ve done in school (cognates), especially like in Spanish classes or just when I’m not understanding something.”

At the conclusion of the study, Vanessa discussed the new strategies she employed and how they facilitated cross-linguistic connections:

Especially since they’re learning English, I think that bilingual labels help them see how similar they are. With new skills they’re learning, it’s helpful to see that in both languages because they might know it really well in their own language, so just having them be able to look at them side by side.

Jasmin supported the same ideas as the other participants when asked about translanguaging strategies during the first interview. She commented:

One specific example is when we were doing the definition of what a magnet is, we came to the word metal, which is a cognate, and one student said; “Teacher that’s the same in Spanish”, and so we dived into that and brought up a couple other words.

During the final interview, Jasmin reflected on one of the newly acquired strategies she implemented and the support it offered students when she shared:

In my other lesson for main idea, it has definitions in English and Spanish, so using bilingual word walls. That’s just something simple to make sure students who feel more comfortable in one language have that support to make connections.

The participants revealed that they initially used translanguaging strategies that they already knew or were already in place, such as cognates, but by the end of the study they were attempting new strategies, such as bilingual word walls and word studies, to name a few. Their

interview responses also indicated that they integrated new strategies to facilitate making connections between the words in both languages in order to aid in student comprehension.

Figure 2. Translanguaging Strategies Appropriated

<u>Few and Familiar</u>	<u>Many and Newly Acquired</u>
Translation	Purposeful bilingual grouping
Cognates	Word Studies
	Syntax Transfer
	Bilingual Word Walls
	Bilingual labels
	Graphic Organizers
	Comparing Bilingual Texts

Spontaneous use to preplanned preparation. Another shift along the continuum that presented itself in this study is from only using translanguaging spontaneously to preplanning specific translanguaging strategies while creating lesson plans. During initial interviews at the onset of the study, all three participants indicated that their use of translanguaging strategies developed in the moment while teaching. Jasmin’s response to the question, “Do you specifically select translanguaging strategies,” is reflective of the participant’s sentiments when she stated:

So just addressing it in the lesson, whether we bring it up or the students do; just addressing those situations when they come up. I think for what we’ve done so far has mostly been authentic and organic.

This perspective was evident in all of the initial observations that I conducted. Only a few translanguaging strategies were employed and they were oftentimes brought in because students

were unclear with directions, vocabulary, or content information. Vanessa described this when she explained, “Having them ask the question in English and Spanish was done in the moment because one of the groups did it and I thought, that’s a great idea.”

Wei (2011) describes this practice as Moment Analysis and explains that it is used “to highlight the spontaneous performances of the multilingual language users, and the consequences of the spontaneous performances for the individuals concerned and for the translanguaging space” (p. 1223). Jasmin offered an example of this when describing spontaneous translanguaging use in her classroom.

Even when it wasn’t planned out, it was interesting to see that students already know these things, such as, cognates, and having them have those connections. It just happens fluidly as we go.

After her students used the translanguaging strategy of conducting content area work in any language, Vanessa appropriated that strategy for her own use and completed the lesson by shifting from English only group work to bilingual content area work. She went on to share that her motivation for allowing the translanguaging to continue was because, “I think it’s just helped them (students) understand more and make connections between both of the languages.”

Analysis of the fieldnotes revealed that by six weeks into the study, the teacher candidates not only appropriated more strategies, but also began to preplan them purposefully to complement their content area and ELD lessons. This was evident during observations as the participants, prior to the observation, were now creating and using strategies, such as, cognate charts, bilingual word walls, graphic organizers with bilingual labels, and purposeful bilingual groupings. In addition, their lessons included preplanned word studies and vocabulary inquiry activities. Camila discussed the purposeful preplanning during her second interview when she

explained that she contributed her knowledge and use of translanguaging to “planning with her clinical teacher specifically for translanguaging.”

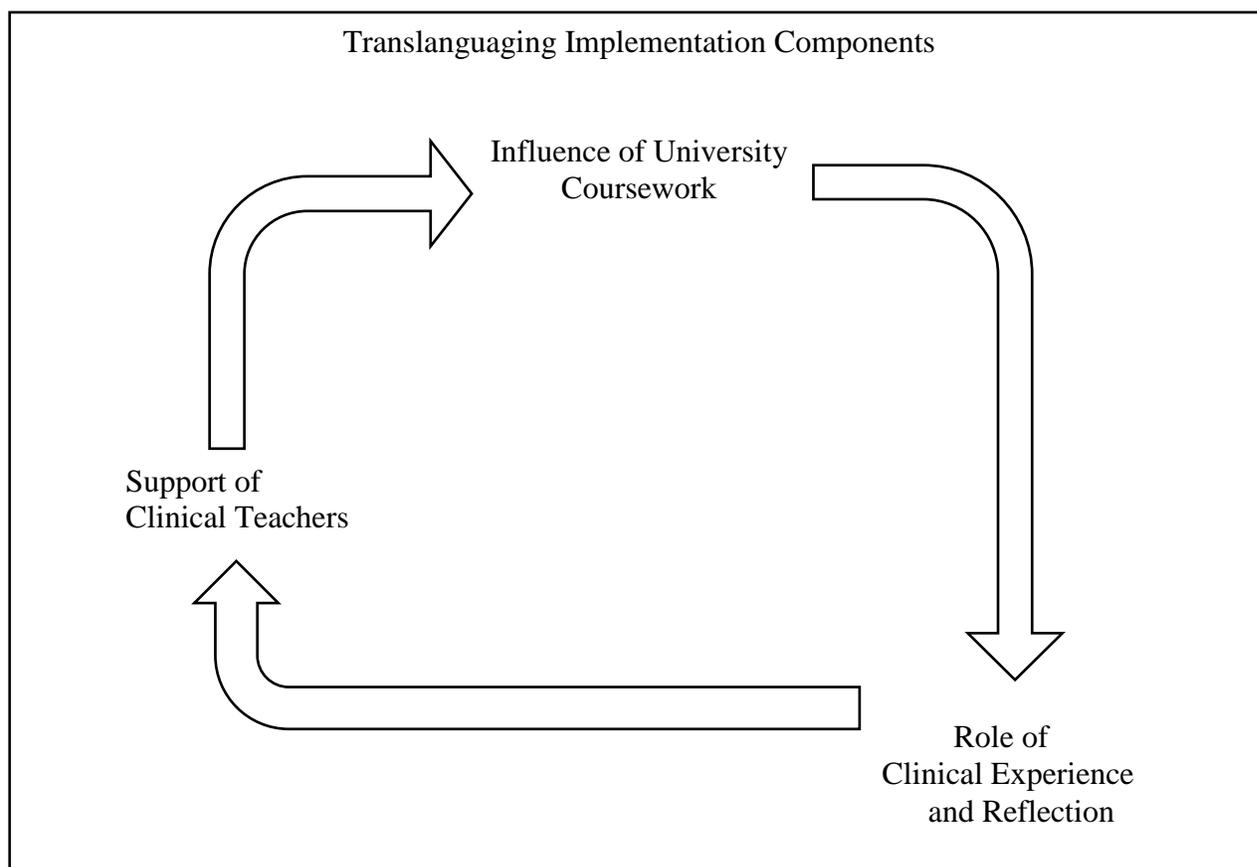
Vanessa echoed this experience by noting that she selected specific translanguaging strategies because “I planned the lesson with my clinical teacher and we discussed the charts and some of the other strategies.” Jasmin also addressed the power of purposeful planning for translanguaging when she mentioned that she and her clinical teacher preplanned and co-taught a strip paragraph activity where collaborative work offered the students the opportunity to discuss, process, and write in their language of choice.

All of the participants demonstrated a shift on the continuum of appropriating translanguaging strategies. The analysis of the data indicate that the teacher candidates move from using translanguaging in an impromptu fashion to adding purposeful preplanning of translanguaging, with the support of their clinical teachers. In the end, observations and fieldnotes indicated that bilingual teacher candidates’ practices were responsive to the “translanguaging corriente” in their classrooms. Translanguaging corriente is a concept suggested by García, Johnson, and Seltzer (2017) that describes the inherent current of language that exists in a bi/multi-lingual classroom. Fieldnotes documented that the participants responded to this flow of language by integrating translanguaging, both spontaneously and pre-planned, in a purposeful manner.

Theme Two: A recurring cycle facilitated the appropriation of translanguaging. As participants moved across the continuum of translanguaging appropriation, a continuous cycle facilitated that appropriation. I refer to this process of continual learning, reassessing, and reinforcing as the cycle of translanguaging implementation (Figure 2). The three main

components of the cycle were: 1) university influence; 2) clinical experience with reflection; and 3) clinical teacher support.

Figure 3. Cycle of Translanguaging Implementation



University influence as a part of the cycle of translanguaging appropriation. Teacher candidates relied on university courses to define, explain, and list strategies for translanguaging. As participants moved across the translanguaging appropriation continuum, they continued to reference their ESOL and diversity courses as they appropriated more translanguaging strategies. Without this foundation, participants would not have had a base of knowledge for appropriating translanguaging, nor would they have had a resource of readings or strategy lists to refer to as they cycled across the continuum.

Early in the study, fieldnotes recorded that the teacher candidates' use of translanguaging clearly resembled strategies they employed when delivering a teaching demonstration in an ESOL methods course prior to their clinical experience. Since I was the instructor for that course, I was able to draw connections between that specific assignment, Strategies Demonstration Lesson, and the initial translanguaging strategies teacher candidates were transferring to their clinical experience. In the university assignment, teacher candidates were asked to plan and teach an ESOL lesson in a group using a variety of strategies, with one being translanguaging. This was one of the only opportunities where the teacher candidates practiced employing translanguaging prior to clinical experience. This course was preceded by an introductory ESOL course that required students to read an informational article about translanguaging in order to create a classroom scenario that integrated specific translanguaging strategies. Again, fieldnotes indicated that some of the strategies employed in the first observations for this study resembled those that were delivered in the Strategies Lesson Demonstration assignment at the university, which was complemented by the introductory course assignment as well. These jottings drew a direct connection between university coursework and teacher candidates' appropriation of the translanguaging approach.

Interviews at the onset of the study aligned with the findings in the fieldnotes as all participants expressed that one of the influences on their knowledge base and use of translanguaging came from university coursework. At the beginning of the study, interviews disclosed that the three participants attributed their knowledge and use of translanguaging primarily to university coursework and additional readings they completed in order to be informed about the study. Camila's interview supports this claim when asked what contributed to her use of translanguaging, "I think reading about it (translanguaging) through the articles you

sent us and in the ESOL classes (methods, ELD, and educational linguistics/second language acquisition).” Furthermore, analysis of the fieldnotes indicated that Camilla asked for additional translanguaging articles similar to those she acquired from courses in order to deepen her understanding and use of translanguaging. Moreover, Vanessa concurred with Camilla’s assertions when she shared, “In some of my ESOL classes we talked about how it helps the students and it’s a strategy to use with them.”

Jasmin’s perspective aligned with the other two participants as she also noted courses and readings as contributing factors to appropriating translanguaging. In addition, she shared a firsthand experience using translanguaging in a university course that facilitated her appropriation:

I first heard the term from you, and then I heard it again from another professor who said, “Oh, you’re using translanguaging” (during an in-class project). Then, I was like, “Oh my goodness, this is what you are talking about.” Like how we use it without even knowing and so now I see it in a positive light because it’s something that as an ELL, I use, so being able to transfer that to my students so that have that same support and use their assets.

The participant’s interview responses indicated that appropriation of translanguaging is influenced by university coursework and readings, along with the in-class use of translanguaging at the university.

The role of clinical experience in the cycle of translanguaging appropriation. In addition to university coursework, participants identified their experiences in the field as a contributing factor to their appropriation of translanguaging. As noted previously, throughout the data collection process, the participants continued to add new translanguaging strategies to their

teaching. During interviews, when I inquired about elements that facilitated their appropriation of translanguaging, every participant mentioned components of their clinical experience. Since the research site is a part of a district and university collaborative, consequently the collaboration deeply affects the type of clinical experience the bilingual teacher candidates completed, as it involved clinical teachers who have been trained in mentoring, additional professional development for teacher candidates, and supplemental resources. The impact Vanessa's clinical experience had on her use of translanguaging is noteworthy:

I think just being in the classroom and seeing what they (students) need and that it's (translanguaging) helpful for them. So just interacting with the students and seeing how they learn.

Vanessa's comments indicated that she is using knowledge she had gained about her students during her clinical experience to determine appropriate instructional strategies, such as translanguaging, to meet their needs.

Jasmin elaborated on to this perception by sharing her reflections about seeing translanguaging in action in her classroom:

Once you actually see them (translanguaging strategies) put into practice, it's interesting how the students respond to them. I think the strategies that were selected were so that we can see how they're practiced. Normally, I don't think of the end result, I think of the process. When it's (translanguaging) planned out, we saw the fruits of how it's happening and where it is happening.

Camila also credited her clinical experience to facilitating the appropriation of translanguaging when she commented:

...just using it (translanguaging) and just having it in the back of my mind. I'm aware that this is translanguaging and, sometimes, if we're working on vocabulary, this just happened in a small reading group yesterday, some of the vocab words resemble English words and so I said, "What is a word that is similar to this in English?" The student said the word and then said, "I know it in English and I see it in Spanish, now I know what it is."

The participants all connected their clinical experience to a heightened level of understanding translanguaging and how it carries out during instruction to meet the needs of students.

Reflecting upon their clinical experience during interviews allowed the teacher candidates to form perceptions regarding the benefits of translanguaging. These perceived benefits encouraged participants to select specific strategies because they noted that translanguaging increased student comprehension and/or facilitated language connections which positively affected their teaching. This aspect of the participants' experiences is further elaborated in the discussion on the third theme that emerged from the data analysis.

Clearly, the participants coupled their knowledge from university coursework and readings with reflection on experiences at the clinical site as they appropriated translanguaging. Through additional interviews and observations, I saw teacher candidates cycle through a process of integrating knowledge from their university experiences with their clinical practice as they reflected and progressed on the translanguaging appropriation continuum.

Clinical teachers support in the cycle of translanguaging appropriation. Clinical teachers offered the participants support through modeling, reflective discussions, and planning sessions. During this time, the teacher candidates' perceived benefits of translanguaging were discussed and specific translanguaging strategies were planned. This continuous discussion and

planning were also a part of the cycle that propelled participants across the translanguaging appropriation continuum.

Participants identified their clinical teacher as another influence on their translanguaging appropriation. Vanessa commented, “I planned with my clinical teacher and we discussed the (cognate) chart and some of the other (translanguaging) strategies”. It is important to recall that since this site is a part of a collaborative between the school district and the university, additional funds are allocated for planning time during clinical experience. Funds from the collaborative provide one hour bi-weekly planning sessions for the clinical teachers and the bilingual teacher candidates. Since this is in addition to allocated prep time, this contributed to the opportunities to plan specifically for practices such as translanguaging.

Camila added that, in addition to planning and discussion, “observing her clinical teacher” also contributed to her appropriation of translanguaging. Jasmin shared that, “co-teaching time” was a factor in translanguaging appropriation, along with her clinical teacher’s “support and willingness to let her try the new strategies”. Again, the collaborative offers professional development for clinical teachers and teacher candidates in association with co-teaching strategies. Co-teaching occurred in various forms throughout this study and offered another layer of modeling and support as the bilingual teacher candidates appropriated translanguaging.

In addition to interviews, the observations and fieldnotes reinforced what the teacher candidates shared about the influence clinical teachers had on their appropriation of translanguaging. During observations, I was able to record specific co-teaching strategies in my fieldnotes that facilitated the teacher candidates’ appropriation of translanguaging. The co-teaching strategy, one teach-one observe, was evident in one of Vanessa’s observations, which

was conducted during an ELD lesson. While observing, Vanessa's clinical teacher noticed that the translanguaging strategy, using cognates, had the potential to deepen student comprehension, so she professionally suggested the use on the spot through what she calls "whisper coaching" and Vanessa was able to appropriate the use of cognates immediately in the lesson. Fieldnotes and observation captured another occasion in which co-teaching occurred in this classroom when the one teach-one assist co-teaching strategy was implemented. After Vanessa taught a lesson, her clinical teacher circulated through to assist students during partner work. While working near Vanessa, she was able to model the translanguaging strategy, syntax transfer, while working with a partner group. This facilitated Vanessa's appropriation of translanguaging by modeling a translanguaging strategy in action with students.

An additional case in which co-teaching facilitated the appropriation of translanguaging occurred during a lesson Jasmin and her clinical teacher were team teaching. During the team teaching lesson, Jasmin's clinical teacher modeled conducting a word study, another translanguaging strategy. The fieldnotes documented that Jasmin was able to build off her clinical teachers modeling and expand the word study to the rest of the teaching portion of the lesson.

Camilla also benefitted from co-teaching with her clinical teacher through the one teach-one observe strategy. This provided an opportunity for Camilla's clinical teacher to directly model translanguaging strategies, such as the use of cognates, graphic organizers, and word studies. Camila explained this when she shared. "I was also able to see how my clinical teacher would always add little things, like how words compared to each other in Spanish and English". The opportunity for Camila to participate in a focused observation during one-teach, one-observe contributed to her appropriation of translanguaging.

These observations, combined with my fieldnotes, document the key role clinical teachers played in the bilingual teacher candidates' appropriation of translanguaging. The planning, discussions, and co-teaching that the participants described were ongoing activities with their clinical teachers. As I engaged in the data collection throughout this study, it was evident that the clinical teacher played a significant role in the recurring cycle that facilitated movement on the translanguaging appropriation continuum. In order to move along the translanguaging appropriation continuum, participants indicated that they used knowledge gained from the university, reflections on their clinical experience, and support from their clinical teachers to acquire and implement translanguaging. I observed that these noted contributing factors were at play continuously, repeatedly, and simultaneously in the form of a purposeful cycle that affected participants' appropriation of translanguaging.

Theme Three: Teacher candidates perceived translanguaging as a benefit to students and teachers. The teacher candidates attributed their increased use of translanguaging to their perceived benefits of the approach. Interview responses offered insight into the participants' perceptions of the effects of translanguaging on their teaching and on their students. In one interview, Camila reported her perceptions of student learning and comprehension due to the use of translanguaging:

I think just having the extra (translanguaging) strategies and just being mindful that having both languages helps (student) understanding. Just knowing which strategies I can use and how I can connect English to Spanish and not just using languages as a way of communication, but using them as a way to help (students) learn better. It can be used as a tool for giving instructions and helping the students understand the material better.

In another interview, Camila added her perceptions regarding the impact translanguaging has on students socially and emotionally:

I tend to pay attention a lot to how they (students) are emotionally. I know if this was purely English, they would have a lot more difficulties understanding the learning or even making friends with others. So because everyone is equal with Spanish and English, it gives them (students) a boost of confidence and self-assurance because they can use both (languages). For example, there are moments when a student sees they don't know English, but they can go back to Spanish and that elevates them.

Similarly, Vanessa noted that she perceived translanguaging to have an effect on students' increased comprehension, ability to make language connections, confidence, and teacher communication:

I think it's just helped them understand more and make connections between both of the languages. I think it mostly helps them feel confident because they can use the other language and it's a resource for them. It's easier for them to have both languages because it helps them develop both. For me, I think it's helpful because sometimes it's easier to explain things in one language or another.

When I asked Jasmin if translanguaging affected her teaching or her students, she also shared her perceptions about its impact socially, emotionally, and academically:

Like in the strip paragraph activity, I had them work together in both English and Spanish to help them understand the content. Even when it wasn't planned out, it was interesting to see that students already know these things, such as cognates, and it helps them make connections. I guess in instruction, it's helped me see that it's one way I can make sure students feel they can say what they know. They know there's not that pressure that

they're going to say something wrong because whatever language they say or explain things in helps them be sure or confident and not make them worry whether it's (the language) right or wrong.

The participants' perceptions regarding the positive impact translanguaging had on the social-emotional wellbeing of students and its ability to promote academic growth facilitated the appropriation of translanguaging.

Bilingual teacher candidates perceived translanguaging as a beneficial instructional tool and resource, as well. Vanessa illustrated this in her statement, "I feel like I will use some of the strategies so we (teacher and students) have it as a resource". Jasmin agreed, "I know more about it (translanguaging), I know strategies I can use and now I can plan it more purposefully".

Camila elaborated on these statements with her ideas about translanguaging being a resource when she contributed:

I think that as I keep learning more from it (translanguaging), it's going to be the greatest tool I have. Just knowing which strategies I can use and how I can connect English to Spanish and when I should use one versus the other.

Each participant perceived that translanguaging is a teaching tool that is instrumental in facilitating student's comprehension of content, language learning, and increased confidence.

These perceived benefits were key factors to the teacher candidates' appropriation of translanguaging, as they felt it contributed to improved instruction and student success.

Additional Findings

Beyond the findings related to the three main research questions, the study revealed additional important insights. Specially, three additional themes emerged from the data analysis. These include: 1) increased student participation as a result of translanguaging; 2) bilingual

teacher candidates' connection to their past learning experiences; and 3) bilingual teacher candidates' connection to their own bilingualism.

Increased student participation as a result of translanguaging. Observations provided an effective opportunity to explore bilingual teacher candidates' appropriation of translanguaging through a microethnographic lens. Since microethnographies support the study of communicative interactions and interactional mechanisms of language use, it encouraged me to notice the occurrence of interaction due to the use of translanguaging. An interesting realization I came to during the observation cycle, was that when bilingual teacher candidates opened a "translanguaging space" (Wei, 2011) and used translanguaging strategies, student participation increased. For instance, in my fieldnotes from one of Camila's science lessons taught in English, I recorded that Camila posed a question that yielded only a few raised hands. The first student called upon answered in Spanish, although the lesson was being taught in English. Once Camila validated their response, more hands raised to offer contributions to the class discussion. The two subsequent student responses were given in Spanish. Camila continued to teach in English, but accepted the Spanish responses to facilitate her instruction. Since Camila allowed the responses to continue in Spanish during an English lesson, more students participated in the discussion. It is also worthy to note that some students continued to respond in English throughout the discussion, so students carried on in both languages as described by translanguaging corriente (García, Johnson, & Seltzer, 2017).

Another example of increased student participation drawn from my fieldnotes occurred in one of Vanessa's ELD lessons, which was delivered in English. She explicitly opened the "translanguaging space" on three occasions. On one occasion she asked for responses and had the same few students raising their hands, so she simply said, "If you can think of a question

(task for the discussion) in Spanish, you can do that". After those instructions were offered, several new students raised their hands to be called upon to contribute. Consequently, when Vanessa realized she had more participants, she asked them to share with a partner instead. Ultimately participation increased immensely. This increased participation was evident in another one of Vanessa's lessons when she realized students weren't understanding the assignment directions. Observing this, she adjusted and switched from English to Spanish to explain the directions again. This generated more raised hands, only this time the increased participation was due to the teacher's use of translanguaging.

Similarly, Jasmin allowed the use of both languages throughout her lessons. In one case, my fieldnotes recorded that after English instruction, Jasmin explained that students could use either language for their cooperative group work. Once the groups formed, many students began clarifying the English directions in Spanish by asking each other or one of the two teachers in the room. Upon clarifying the directions in Spanish, there was increased participation in the activity that was assigned. The group work proceeded with both languages used to negotiate meaning which led to participation by the majority of the students.

Bilingual teacher candidates' connections to their past learning experiences. As bilingual teacher candidates develop philosophies and create identities as language teachers, their former schooling experiences have a direct impact. This theme presented itself throughout the study as participants specifically noted their own schooling experiences during interviews. When asked how the use of translanguaging had affected her teaching, Jasmin connected back to her language learning occurrences by stating:

I think coming from the background of being in a Literacy Squared classroom as a student, I still remember a lot of the things my teacher did. One used a lot of anchor charts and I think, me specifically, I was a visual learner.

Jasmin was comparing the translanguaging strategies that she was using as a teacher candidate to those that were used in her classroom as an elementary student. This is a direct example of how teacher candidates' schooling experiences directly influenced the formation of their identity as language teachers themselves.

Vanessa held similar thoughts on this issue when she replied to a question regarding what contributed to her idea of translanguaging. She shared, "I think it's just something I've done in school, especially in Spanish classes, and then in some of my (ESOL) classes, like the one I had with you or in the foundations class". In this instance, Vanessa was referencing a course where students were allowed to use translanguaging when collaborating in small group work. These examples illustrate how teacher candidates' past experiences with translanguaging affected their appropriation of the approach. In this case, Vanessa used translanguaging as a student, which enabled her to build her ideological beliefs surrounding translanguaging because she experienced the benefits of translanguaging herself. For Vanessa, this important previous experience prompted her to add it to her approach as a language teacher.

Camila indirectly referenced how her schooling experiences, or lack thereof, shaped the formation of her identity. In an interview, she explained why she regarded the use of translanguaging as having a positive effect on students based on her former situation in school.

I know that if I would have had been in this type of classroom growing up, it would have been amazing to have been able to use both languages and see that they both have their

own time for when we're using them for a purpose. It's not like we speak in Spanish because it's easier.

Camila went on to discuss how both languages are used in a meaningful way through translanguaging and what a benefit that would have been for her. Identity formation was definitely underway while she was contemplating how her educational experience lacked this type of support while learning a new language.

In all three cases, the bilingual teacher candidates who participated in this study clearly drew upon their prior schooling as they explored the use of translanguaging and developed their own set of ideological beliefs and identities as language teachers.

Bilingual teacher candidates' connection to their own bilingualism. Another contributing factor to the teacher candidates' development of bilingual practices is contemplating one's own bilingualism and the role it plays in becoming a language teacher. Camila references her bilingualism as an instrument in her appropriation of translanguaging due to her perception that it facilitates understanding. When responding to how she felt translanguaging affected her students, she explained that it aids in comprehension because "like for me, there are things I understand better in English or I can remember something better in Spanish". Camila drew a direct line between how translanguaging can potentially affect her students with how she operates as an emergent bilingual.

Jasmin described how translanguaging intersects with her bilingualism and her teaching when she offered:

I think it's (translanguaging) important because prior to all of this (participating in the study), I didn't realize that I, myself, use translanguaging all the time. We use them (translanguaging strategies) all the time. We use them without even knowing, and so I see

it (translanguaging) in a positive light because it's something that as an ELL, I use, so I can transfer that to my students so they can use their assets.

Jasmin revealed that as an emergent bilingual, she deems translanguaging as a tool that she uses and can pass on to her students, so they can draw upon their own language repertoire to participate in school.

When answering an interview inquiry on how she regards translanguaging, Vanessa described how she draws on her bilingualism to benefit students:

I really like it (translanguaging) because I think it's good for the students to have both languages and then I have the advantage of having both languages too, so it's easy to help them (students) understand if they need that and if they can't quite get it (instruction).

In this statement, Vanessa emphasized the usefulness of her bilingualism because it allows her to utilize translanguaging to facilitate student comprehension.

The participants clearly identified as emergent bilinguals and see the connection between their bilingualism and its usefulness within their own instruction.

Summary of Thematic Analysis

Teacher candidates' appropriation of translanguaging was evident in the themes that emerged from the analysis of the data. Participants appropriated the translanguaging approach on a continuum by repeatedly cycling through specific actions. The continuum began with the appropriation of a few, familiar strategies used spontaneously and progressed to the use of many, newly acquired preplanned strategies over the course of the study. This was facilitated by an ongoing cycle of using university input, reflective clinical experience, and clinical teacher support. Moreover, the participants embraced what they considered to be the benefits of

translanguaging and regarded those benefits as multilayered including enhanced learning and identity affirming.

Additional findings that did not directly connect to the research questions, but were discovered as a result of the data analysis also contributed to the study. These themes were centered around bilingual teacher candidates' connections to prior schooling experiences that were directly related to language learning and the association of their own bilingualism. An analysis of these findings will follow in chapter 5.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

Introduction

This study was conducted in order to explore bilingual teacher candidates' appropriation of translanguaging in the interest of informing the practice of bilingual teacher preparation. The following three themes emerged from the thematic analysis of the data: (1) teacher candidates' appropriation of translanguaging developed on a continuum; (2) a recurring cycle facilitated the appropriation of translanguaging; (3) teacher candidates perceived translanguaging as a benefit to students and teachers. The analysis of these themes, along with their subthemes, contributed to the development of the conclusions outlined in this chapter. I will extrapolate on these findings by answering the research questions and discuss the important implications derived from the findings. Additionally, I will suggest possible avenues for future research.

Discussion of the Findings

An analysis of the various themes provides a means to summarize answers to each of the three research questions. It is important to integrate the findings in order to supply succinct answers to the research questions in order to assist other scholars and educational practitioners who may benefit from the findings of this investigation.

Research question one: How are bilingual teacher candidates appropriating the translanguaging approach? It was evident from the onset of the study that the participants were eager to attempt approaches to bilingual education that would benefit students. This attitude affected how the teacher candidates appropriated translanguaging. As noted in theme one, bilingual teacher candidates appropriated translanguaging on a continuum. The frequency in the

use of translanguaging strategies increased over time due to developing knowledge of the approach and the perceived effects. All of the participants were appropriating translanguaging by increasing the use of newly acquired strategies through spontaneous teachable moments and purposeful planning throughout the study.

To completely answer the question of how the participants acquired the approach, means to analyze their development along the continuum. Bilingual teacher candidates started their acquisition of translanguaging with a definition of the approach, examples of strategies, and some experience using it, all from university coursework. This lands them at the beginning of the translanguaging appropriation continuum. The knowledge gained from university coursework was the springboard for how bilingual teacher candidates appropriated translanguaging.

Movement along the continuum from integrating few to many and familiar to newly acquired strategies was spurred by placement in bilingual classrooms that already offered a “translanguaging space” (Wei, 2014) for teaching and learning to occur. Furthermore, these clinical placement sites embraced the use of linguistically responsive teaching by implementing cross-linguistic strategies that stemmed from Literacy Squared curriculum (Escamilla, 2014), which included many strategies that are also a part of the translanguaging approach. Literacy Squared is a biliteracy program that uses both Spanish and English to promote literacy, while translanguaging is an approach that facilitates multilingualism within any program. By observing and teaching in a clinical placement that already embraced biliteracy and strategies found in the translanguaging approach, teacher candidates were able to begin implementing strategies immediately, which allowed for rapid development of the philosophies and strategies that align with translanguaging. In other words, bilingual teacher candidates appropriated translanguaging through placement in a bilingual clinical site that respected, utilized, and supported the

translanguaging approach. This allowed participants to focus observations, planning, and teaching specifically on the translanguaging approach in all content areas at the elementary level.

By being embedded in the research site during data collection, through observations and fieldnotes, I was able to decipher that the clinical teacher played a critical role in how teacher candidates appropriated translanguaging. Each participant worked with a clinical teacher who embraced the translanguaging approach and facilitated the participants' appropriation by modeling strategies and purposefully planning the use of translanguaging. This gave participants a firsthand look at how to put translanguaging into action and how to use a combination of spontaneous use and preplanned strategies. This facilitated another shift along the continuum that affected how bilingual teacher candidates appropriated translanguaging. This impacted their movement from spontaneous use to planned use to a combination of both. Clinical teachers supported this growth in appropriating translanguaging by noting what teacher candidates were using spontaneously and then building on that through co-teaching and purposefully planning. I noted that while using different forms of co-teaching, clinical teachers offered suggestions for translanguaging strategies that participants could implement in the moment, but also aided in their preparation for translanguaging through purposeful planning.

I conclude that bilingual teacher candidates appropriate translanguaging on a continuum that begins with limited, spontaneous use and develops to frequent use with a combination of preplanned and spontaneously chosen strategies. In addition, the appropriation is facilitated when teacher candidates are placed at a clinical site that employs curriculum and philosophies that align with translanguaging. Finally, the support of clinical teachers is essential to how teacher candidates appropriate translanguaging.

Research question two: What factors contributed to the bilingual teacher candidates' use of translanguaging? I discovered that the participants would not have developed along the continuum of translanguaging appropriation if they had not been involved in a recurring cycle of translanguaging implementation. Critical to this cycle was university influence, reflective clinical experience, and clinical teacher support.

Bilingual teacher candidates continually used what they were learning through the university to inform their teaching. Their university coursework aided in formation of philosophies, selection of strategies, and ideas for planning with translanguaging in mind. Coupled with this knowledge, the participants were reflecting upon their weekly experiences at the clinical site through discussion with me and with their clinical teachers. This was a time when they identified translanguaging strategies they used and pondered if and how translanguaging facilitated teaching and learning of content and language. In addition, teacher candidates used this time to reflect on the impact translanguaging had on the culture of their classroom. These discussions were a time of reflection and refinement of practice. After these reflective moments, teacher candidates noted new ways to use translanguaging. Finally, participants also received feedback from their clinical teachers. At times, this feedback was in the moment due to co-teaching, and other times it was after lessons or during planning. Despite when it occurred, the feedback from clinical teachers directly facilitated the use of the translanguaging approach as it equipped the teacher candidates with additional strategies along with the rationale for why and when to use them.

Together, these three components created a cycle for the participants to plan, implement, and reflect upon translanguaging. Therefore, the components of the cycle were the factors that contributed to the teacher candidates' use of translanguaging, since it facilitated their growth on

the translanguaging appropriation continuum. This cycle was ongoing and offered the teacher candidates a process for analyzing the use of translanguaging. Without it, teacher candidates would not have progressed with their appropriation, nor assessed its impact on their teaching and on student learning.

Moreover, an influential contributing factor that influenced bilingual teacher candidates' development on the translanguaging appropriation continuum, through the recurring cycle, were their perceptions of translanguaging.

Research question three: What are the bilingual teacher candidates' perceptions of the use of the translanguaging approach? Bilingual teacher candidates' perceptions on the benefits of translanguaging in teaching and learning contributed to their appropriation. This question was answered primarily through theme three, but was also evident in themes one and two. Specifically, as revealed by theme three, bilingual teacher candidates noted that they chose to use translanguaging from the onset of the study because they perceived students made language connections, understood content, and felt more confident in sharing their knowledge when their full language repertoire was available to use. The participants started the study with positive perceptions toward translanguaging, as it was highly regarded by their university professors, supervisors, and clinical teachers. Due to their perception that translanguaging was a beneficial approach, they eagerly embraced the concept for their students. During reflective discussions following observations and interviews, teacher candidates noted that the translanguaging strategies they used effectively contributed to students making connections between the languages, understanding the content, and creating a safe platform for students to demonstrate what they know using whichever language they chose. These perceptions indicated

that bilingual teacher candidates regarded translanguaging as an effective approach for learning content and language, as well as developing student confidence.

As their clinical experience carried on, their perception shifted from translanguaging as an approach to not only benefit students, but also to regarding it as an effective tool and resource for them as the teacher. Bilingual teacher candidates perceived translanguaging as a resource that offered tools, such as teaching strategies, to deliver content area instruction in a comprehensible manner, while also teaching language components and vocabulary. Overall, bilingual teacher candidates perceived translanguaging as a beneficial approach to teaching and learning in a bilingual classroom.

Implications for Educational Practitioners

Bilingual education has many proven benefits (Cummins, 2016; García & Wei, 2014; Thomas & Collier, 1998), along with a number of program models (Roberts, 1995). The beauty of translanguaging is its ability to complement these bilingual program models with its philosophy and set of strategies that can be used with all languages, at any time during teaching and learning. Utilizing translanguaging strategies in a classroom that has opened a “translanguaging space” (Wei, 2014), aids in content area comprehension, language learning, and positive classroom culture (García & Lin, 2016; Gort & Sembiente, 2015; Makalela, 2015). With this in mind, it is beneficial to add the translanguaging approach to the preparation of bilingual teacher candidates to equip them to be linguistically responsive educators.

This research revealed that two factors are critical in the preparation of bilingual teacher candidates; university coursework and collaborative clinical experience. While they each contribute immensely to the growth of a teacher candidate, a deliberate collaboration between the two facilitates a teacher candidates’ appropriation of skills. This collaboration can happen in the

form of ongoing conversations between the university faculty and clinical site educators, and also by offering consistent and additional planning time for the clinical teachers and teacher candidates. Preparing bilingual teacher candidates adds another layer of preparation needs as it requires an additional set of abilities.

Suggestions for practice. This research has provided insight into effective measures for facilitating bilingual teacher candidates' appropriation of translanguaging, which can serve as a resource for preparing linguistically responsive educators. In essence, the data collected and analyzed for this research contributes useful knowledge to the field of bilingual teacher preparation regarding translanguaging. As such, the following suggestions are offered:

1. Continue to address translanguaging in university coursework, while expanding on the philosophical underpinnings and named strategies. Although translanguaging is already included in some university coursework that prepares candidates to become ESOL or bilingual educators, it is introductory in nature. While investigating the philosophies and strategies associated with translanguaging, a deeper analysis of how it fits into the various program models should be encouraged. This would contribute to the teacher candidates' knowledge base of the uses within the approach.
2. Continue to require the use of translanguaging in lesson demonstration assignments in ESOL or bilingual methods courses. By requiring bilingual and ESOL teacher candidates to include translanguaging in teaching demonstrations presented in class, they obtain firsthand experience appropriating the translanguaging strategy. Although these demonstrations are delivered to peers, it offers an opportunity to put the approach into practice before their clinical experience.

3. Add translanguaging to current lesson plan templates in teacher preparation programs. In order to facilitate the appropriation of translanguaging, it would be useful to add a translanguaging section to the lesson plan template required of teacher candidates. This would ensure that translanguaging is purposefully planned and would facilitate the appropriation of the approach.
4. Add translanguaging to ESOL/bilingual observation forms for supervisors and clinical teachers. Currently, university supervisors and clinical teachers use forms to evaluate observations of teacher candidates. If these forms include a section regarding translanguaging practices, teacher candidates would be encouraged to use the approach and would receive feedback on its implementation.
5. Continue to offer clinical teachers lists of strategies and articles regarding translanguaging. Clinical teachers may not be aware of the translanguaging approach. Therefore, university supervisors should provide information that defines translanguaging and offers strategy suggestions. This will allow the clinical teachers to inform themselves of the approach and mentor the teacher candidate in its use.
6. In a foundational ESOL course, incorporate the equity lens and how translanguaging questions the power dynamic of language use and provides a platform for creating accessible content instruction.

These suggestions are summarized below (Figure 3) and are meant to contribute to the preparation of bilingual teacher educators in the area of translanguaging.

Figure 4. Proposed Framework for ESOL/Bilingual Teacher Preparation Coursework

<u>Course Type</u>	<u>Translanguaging Course Material to Add</u>
Introductory Course	Definition and history of translanguaging Translanguaging strategies
Foundations Course	Translanguaging and equity Translanguaging and critical discourse analysis
Culture and Community Course	Translanguaging and identity
Second Language Acquisition Course	Cross-linguistic strategies
Methods Course	Planning and teaching content with translanguaging
ELD Course	Planning and teaching language forms and functions with translanguaging
Clinical experience	Implement translanguaging in planning and teaching

Implication for Policy

As the United States becomes more diverse and greater numbers of students with numerous language backgrounds enter schools, the nation will benefit from establishing effective and respectful ways to encourage multiple language fluency in students. Thus, the findings of this research are especially relevant to educational policy.

One implication is that schools should require specific coursework addressing bilingual education practices for teacher candidates aiming to be bilingual educators. Some states do not require additional training to become a bilingual educator. In some cases, the only requirement is demonstrating language proficiency. This research indicates that appropriation of translanguaging is facilitated by exposure to the concept during university coursework. It seems that requiring a specific set of courses, in which translanguaging is included, would better

prepare bilingual teacher candidates to be linguistically responsive educators. The academic and social benefits of this type of educational policy would be enormous. Additional research in the field also supports this notion and could potentially be coupled with this study to impact policy in bilingual education.

Implications for Scholarship

The findings of this specific study connect in a number of ways to previous research reported in the scholarly literature. Specifically, the findings speak into the research of other scholars on the nature of translanguaging as a teaching approach and on the nature of bilingual teacher preparation.

Translanguaging. Previous research in the field of translanguaging and teacher preparation guided this study throughout all of its phases. Direct connections were made between this research and previous studies, which further support the conclusion that translanguaging should be included in teacher preparation programs in order to prepare teacher candidates to meet the needs of English Learners, or Emergent Bilinguals. Teacher candidates' perceptions that translanguaging promotes comprehension and language learning draws a parallel to work already done in the field. Creese and Blackledge (2010), Makalela (2015), and Gort and Sembiente (2015) are among the researchers who have concluded that translanguaging accomplishes the academic and social benefits the teacher candidates in this study perceived by promoting content comprehension and bilingualism. Additionally, the benefits of a Wei's (2011) concept of "translanguaging space" and Moment Analysis connect to this study's findings regarding increased participation, teacher candidates' perceptions of increased student confidence, and integrating translanguaging purposefully in the moment. Again, this study aligns

with the body of knowledge that exists regarding the impact of translanguaging on students' academic growth and social-emotional development.

Bilingual teacher preparation. Mooi and Mohsin (2014) and Rodriguez (2013) presented findings on the influence that quality assignments have on teacher candidate learning. These findings are supported by this study's identification of the cycle of translanguaging implementation. University influence was a strong contributing factor in the bilingual teacher candidates' appropriation of translanguaging. Specifically, in the form of assignments and readings associated with coursework. Participants frequently noted that their participation in the ESOL endorsement coursework enabled them to define translanguaging and identify strategies to implement in their instruction. This not only draws a strong alignment with research already conducted in the field, but also supports the integration of translanguaging into bilingual teacher preparation programs.

Bartolome (2004) and Hughes (2003) asserted that identity and forming ideological belief systems associated with teaching are critical to teacher preparation. Additional research has shown that teacher candidates draw upon their own schooling experiences when forming their identity as a teacher (Alsup, 2005; Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; Chong, Low, Goh, 2010; Kennedy, 1999). Specifically, Joseph and Evans (2018) and Musanti (2017) point out that bilingual teacher candidates form identities and ideologies regarding second language acquisition that are based on their own experiences in learning language and through previous multicultural interactions (Blackledge & Pavlenko, 2001; Villegas & Lucas, 2002). This is evident in the study when participants identify the pros and cons of their language learning during their elementary school years. The bilingual teacher candidates made specific reference to the way translanguaging was (or was not) utilized in their

schooling, and how it shaped the development of their philosophy, identity, and instructional practices. The alignment between research established in the field and what was revealed in this study, provides strong support for offering opportunities to explore schooling experiences related to language learning in teacher preparation programs for future bilingual educators.

Linguistically responsive teaching is another component of preparing bilingual teacher candidates that builds upon their identity formation. Lucas, Villegas, and Freedson-Gonzalez (2008) in their book, *Essential Understandings of Second Language Learning for Linguistically Responsive Teachers*, provide research-based suggestions for preparing linguistically responsive teachers. They argue that the study and use of translinguaging facilitates linguistically responsive teaching and identity formation among bilingual teacher candidates. Not only are these components addressed in university coursework, but also the participants in this study demonstrated a developing understanding of the suggestions during interviews and observations. This was evident when they purposefully selected, planned, and implemented translinguaging strategies that aimed to provide comprehensible input, social interaction, and develop native language. Furthermore, by creating a “translinguaging space”, the bilingual teacher candidates directly established a safe, welcoming atmosphere as suggested by Lucas, Villegas, and Freedson-Gonzalez (2008).

In conclusion, this study drew upon research already conducted in the field to explore bilingual teacher candidates’ appropriation of translinguaging. In the end, the data collected and analyzed for this study aligned with and elaborated upon current research in the field. In addition, it connected the translinguaging approach as a benefit to bilingual teacher preparation and K-12 student success.

Suggestions for Future Research

Conducting this study provided some insight into future research that would benefit the body of knowledge surrounding translanguaging and the preparation of bilingual teacher candidates. First and foremost, a larger qualitative study of the same nature is highly recommended. A broader scope may aid in establishing additional factors that contribute to bilingual teacher candidates' appropriation of translanguaging. Future research should include teacher candidates in terms two and three of the teacher preparation program and clinical teachers assigned to the teacher candidates. This would present the opportunity to provide more depth to the study by adding perspectives from teacher candidates at different experience levels. Additionally, in this study, the input from clinical teachers proved to be a critical component of bilingual teacher candidates' appropriation of translanguaging. Thus, research including the perceptions and experiences of clinical teachers would deepen the understanding of how translanguaging appropriation occurs and can be facilitated.

The strongest suggestion for future research is in the area of ESOL teacher candidates' appropriation of translanguaging. This present study only explored bilingual teacher candidates' appropriation. As the research unfolded, I was keenly aware that although bilingual teacher candidates may have appropriated translanguaging differently due their own bilingualism, translanguaging does not need to be utilized exclusively by bilingual educators. All educators have access to the approach to enhance teaching and learning for emergent bilinguals since there are many strategies within the approach that a monolingual teacher could employ. Throughout the study, I was carrying out my duties as a university supervisor of ESOL teacher candidates as well. During that time, I observed many instances where translanguaging could have been a

useful tool to develop content knowledge, language learning, and development of student confidence and class climate.

Furthermore, adding a component regarding assessment strategies that complement the translanguaging approach may prove beneficial in developing the body of knowledge around translanguaging. In addition to implementing the approach, appropriate assessment strategies need to be developed in order to accurately gauge progress in content area learning and language development. The consideration of students' use of translanguaging should be taken into account in order to offer fair and just assessment opportunities. Assessing student and teacher use of translanguaging has the potential to contribute useful data as educators explore effective bilingual approaches that promote student success.

Conclusion

As a career long educator in the field of ESOL and bilingual education, I was impressed by the bilingual teacher candidates' growth through this study. This research set out to explore bilingual teacher candidates' appropriation of translanguaging, and they did, in fact, appropriate the translanguaging approach. This was due primarily to the teacher candidates' perceived benefits of the approach, along with the contributions of the university and clinical experience. The bilingual teacher candidates developed along a translanguaging appropriation continuum by processing through a cycle of implementation. In the end, translanguaging appropriation was evident in various aspects of the bilingual teacher candidates teaching and planning.

The appropriation of translanguaging connects directly to preparing linguistically responsive educators who facilitate student achievement by being aware of a students' language identity and employing philosophical and pedagogical practices to enhance content and language learning. Lucas and Villegas (2013) explore the connection between linguistically responsive

teaching to TESOL-NCATE standards, which guide teacher preparation programs in determining what teacher candidates need in order to become effective educators of English Learners, or Emergent Bilinguals. In addition, there has been a call for teacher preparation programs to attend to the development of future teachers of ELs (Lucas & Villegas, 2013; Tandon, Viesca, & Hueston, 2017) in order to meet these standards and better serve students. With this in mind, it is clear that teacher candidates' appropriation of translanguaging is directly connected to effective practice in the field of ESOL/bilingual education. Research shows that ELs learn best in bilingual classrooms that support the acquisition of English, maintain their home language, and facilitate content area development (Cummins, 2016; Thomas & Collier, 1998; Wright, 2015), which is precisely what translanguaging aims to accomplish. This is increasingly important as the number of students learning English as an additional language has grown to over 4.8 million students (U.S. Department of Education, 2018). In order to meet the needs of our diverse student population, quality approaches to ESOL/bilingual education, such as translanguaging, should be included in teacher preparation programs.

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APPENDICES

Appendix A

Interview Questions

The definition of translanguaging, along with a list of strategies can be found [here](#) and will be available to teacher candidates before and during the interview.

RQ1: How are bilingual teacher candidates appropriating the translanguaging approach?

- What is the purpose of translanguaging in your classroom?
- How do you regard the translanguaging approach?
- Which translanguaging strategies have you used in recent lessons?
- Why did you select those strategies?
- How is translanguaging carried out in your classroom?

RQ2: What facilitated the bilingual teacher candidates use of translanguaging?

- What contributed to your knowledge and use of translanguaging?

RQ3: What are the bilingual teacher candidates' perceptions of the use of the translanguaging approach?

- Has the use of translanguaging affected your teaching? How?
- Has the use of translanguaging affected your students? How?
- Will translanguaging affect your future teaching? How?

Appendix B**Observation and Fieldnotes Chart**

Translanguaging Strategy	Teacher Candidate Actions	Student Actions	Result	Additional Notes

Appendix C

Informed Consent Form

TITLE OF STUDY

A Microethnographic Study of Bilingual Teacher Candidates' Appropriation of Translanguaging

PRINCIPAL INVESTIGATOR

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EdD student at George Fox University

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PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to gain a deeper understanding of bilingual teacher candidates' practices and perceptions of the use of translanguaging. This study aims to research how bilingual teacher candidates use translanguaging strategies and techniques.

STUDY PROCEDURES

This study will include the use of interviews, observations, audio recordings, and field notes as data collection methods. As a participant, you will be involved in observations conducted by the researcher, along with interviews to discuss the translanguaging strategies used in the observed lessons. The observations will include audio recordings to capture the potential use of translanguaging.

RISKS

Your participation is completely voluntary. You, as a participant, may decline to answer any or all questions. You may terminate your involvement at any time if you choose.

BENEFITS

The significance of exploring the research around translanguaging is twofold. First, for teacher educator programs, the investigation of appropriating translanguaging practices by bilingual teacher candidates has the potential to offer insight into how teacher candidates' learning translates to clinical practice situations. This opens a door for a practical discussion within bilingual teacher preparation programs regarding how clinical practice might better facilitate the development of teacher candidates' translanguaging philosophies and skill sets. Second, for scholars in the field, the inquiry into bilingual teacher candidates' use of translanguaging fills a gap in the research by expanding upon the stated philosophical underpinnings and pedagogical techniques of linguistically responsive teaching through translanguaging, and adds insights on teacher candidates' experiences with this approach.

CONFIDENTIALITY

In order to ensure anonymity and provide confidentiality several measures will be used, such as use of pseudonyms and use of secure data storage. In joining in a trusting researcher-participant relationship for this study, it is my utmost desire to be sure the rights of each participant are upheld ethically at all times. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the dissertation chair, Dr. Terry Huffman, at 503-554-2856 or thuffman@georgefox.edu.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____