Bilingual Research Journal

The Journal of the National Association for Bilingual Education

ISSN: 1523-5882 (Print) 1523-5890 (Online) Journal homepage: https://www.tandfonline.com/loi/ubrj20

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To cite this article: Kathryn I. Henderson & Mitch Ingram (2018) “Mister, you’re writing in Spanglish”: Fostering spaces for meaning making and metalinguistic connections through teacher translanguaging shifts in the bilingual classroom, Bilingual Research Journal, 41:3, 253-271, DOI: 10.1080/15235882.2018.1481894

To link to this article: https://doi.org/10.1080/15235882.2018.1481894

Published online: 21 Jun 2018.

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BILINGUAL RESEARCH JOURNAL
2018, VOL. 41, NO. 3, 253–271
https://doi.org/10.1080/15235882.2018.1481894

"Mister, you're writing in Spanglish": Fostering spaces for meaning making and metalinguistic connections through teacher translanguaging shifts in the bilingual classroom

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ABSTRACT
We examine how a third-grade bilingual teacher engaged in *translanguaging shifts*—the moment-to-moment changes in language practices—during instruction in response to students' language performances. We demonstrate how a teacher's high level of multilingual awareness connected to fostering classroom spaces with linguistic flexibility that leveraged translanguaging practices as a resource. We present pedagogical practices of teacher translanguaging used intentionally for access to academic content, the cultivation of classroom community, and development of student metalinguistic awareness. This case study adds information about translanguaging in a bilingual classroom with implications for the role of teacher critical multilingual awareness within a translanguaging pedagogical framework.

Introduction

How to approach language usage in a bilingual classroom can be a complex endeavor with far-reaching implications for students and teachers alike. Whether or not educators strictly separate languages, allow for complete integration, or somewhere in between, impacts students' academic, linguistic, and social development. Several scholars argue that teacher development of classroom spaces for making linguistic connections has been hindered by the strict separation of languages (Cummins, 2007; García, 2009). A policy of strict separation of languages might be particularly problematic for classroom contexts with simultaneous bilingual students who are exposed to different languages and language varieties early on in their homes and/or community (Escamilla et al., 2013). A translanguaging framework provides an alternative approach that intentionally uses students' bilingual practices as a resource. Theoretically, translanguaging goes beyond code-switching,[1] which arguably implies languages as two separate codes (García, 2009). In order to validate and harness the everyday language practices and meaning-making processes of bilinguals, translanguaging emphasizes a single linguistic repertoire (García & Li, 2014). The Spanish-English bilingual children in this study engaged in a variety of language performances to make sense of their

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bilingual worlds—including named practices such as "English," "Spanish," "Spanglish," and "code-switching"—all of which can be considered to fall under the umbrella term of *translanguaging*. The individual linguistic repertoires of the students included features that defied the boundaries of externally imposed, socially constructed named languages (Otheguy, García, & Reid, 2015). Importantly, translanguaging validates and normalizes this range of bilingual performances, including those that have been historically stigmatized. This article builds on and expands the current wave of research on translanguaging, including how it can be used in educational settings as a pedagogical tool for language and content learning (Palmer, Martínez, Mateus, & Henderson, 2014; Blackledge & Creese, 2014; Cook, 2001; García, Johnson, & Seltzer, 2017; Horst, White, & Bell, 2010; Van Der Walt, 2009). Because more classroom research in bilingual contexts is needed that demonstrates instructional practices utilizing linguistic flexibility and fluidity as a resource, this study examined the pedagogical practices of translanguaging shifts in a bilingual elementary classroom. The article explores how a third-grade bilingual teacher intentionally drew on his and his students' full linguistic repertoires for instructional purposes; specifically, the development of classroom spaces for cross-linguistic connections. We demonstrate how the teacher's critical multilingual awareness (García, 2008, 2017)—knowledge about languages, the use of languages, the teaching of languages, the social construction of languages, and the historical and ideological context of languages—connected to the implementation of translanguaging pedagogy in a bilingual education context.

Theoretical framework and literature review

A translanguaging approach and pedagogical framework

This article draws on the concept of translanguaging to explore teacher language and instructional practices in a third-grade bilingual classroom. García (2009) defined *translanguaging* as the language and meaning-making practices of bilinguals. Subsequently, multiple scholars have engaged and extended the concept of translanguaging to emphasize different theoretical perspectives, including linguistic and meaning-making processes (García & Li, 2014), identity and cultural practices (Sayer, 2013), and multilingualism (MacSwan, 2017). Moreover, researchers have engaged with ideas similar to translanguaging using distinct terminology, including *translingual practices* (Canagarajah, 2013), *polylanguaging* (Jørgensen, Karrebæk, Madsen, & Møller, 2011), and *hybrid language practices* (Gutiérrez, Baquedano-López, & Tejeda, 1999). However, consistent across perspectives is the understanding that bilinguals have a single language repertoire and that the concept of translanguaging extends ideologically beyond switching between two separate "codes" to normalize and validate bilingual practices. For the purpose of this article, we choose to use the term *translanguaging shifts* to emphasize this viewpoint and the notion that individuals have a single linguistic repertoire from which they make their decisions and understand their worlds.

A translanguaging pedagogical approach challenges the separation of languages and uses students' bilingual language resources as an asset for learning (García, 2009). There is a history of scholarship that challenges the rigid separation of language, including how code-switching can serve different pedagogical purposes (Ferguson, 2003; Jacobson, 1990). Translanguaging pedagogy extends this work by incorporating pluralist language ideologies. Educators create *translanguaging spaces* by valuing students' personal linguistic histories and embracing a colearner role (Li, 2011, 2014). Linguistic flexibility is accepted and encouraged across language and literacy skills, including writing (Canagarajah, 2011; Durán, 2016). We draw on a translanguaging pedagogical framework that has three parts: (a) stance, (b) design, and (c) shifts (García et al., 2017). The stance refers to teachers' ideologies, specifically the need for teachers to have an asset-based or pluralist perspective on students' backgrounds, identities, and language practices. The design refers to the planned elements of translanguaging instruction including the curriculum, lesson plans, and alignment with standards. Finally, translanguaging shifts refer to the moment-to-moment changes in language practices that occur during classroom instruction in response to students' language performances. For this study,

we focus on the teacher's translanguaging shifts but attend to the connections to both the teacher's stance and design.

Researchers have developed translanguaging pedagogical strategies that go far beyond translating and include community studies, language portfolios, multilingual language objectives, modeling dynamic language practice, validating a students' language choice by mirroring their response, and drawing attention to language crossing (Palmer, Martínez, Mateus, & Henderson, , 2014; Celic & Seltzer, 2012; García et al., 2017). While translating in its multiple iterations is not exclusive from translanguaging pedagogy (Goodwin & Jiménez, 2016), it is one of a collection of practices that work synergistically to reflect this larger pedagogical framework. Researchers have connected translanguaging pedagogy to positive academic and social outcomes (Author 1, 2014; Creese & Blackledge, 2010; Gort & Sembiante, 2015; Palmer, Martínez, Mateus, & Henderson, 2014; Seltzer, Collins, & Angeles, 2016). For example, Creese and Blackledge (2010) studied students in Gujarati and Chinese complementary schools in the United Kingdom and found that educator translanguaging practices helped teachers clarify academic tasks, provided access to the full meaning of messages/texts, and increased student engagement. Similarly, Seltzer et al. (2016) found that translanguaging pedagogy in an 11th-grade English literature classroom in the United States allowed students to navigate difficult texts and to express their emotions in relation to them. In this article, we contribute to and extend this developing body of research by demonstrating how teacher translanguaging shifts in an elementary bilingual classroom served to access content, build classroom community, and develop metalinguistic awareness.

Teacher critical multilingual awareness and cultivating linguistic connections

Our investigation about how a bilingual teacher engaged in translanguaging shifts to promote classroom spaces for student meaning making and development of metalinguistic awareness led to substantial reflection on teacher multilingual awareness. The concept of teacher multilingual awareness is an extension of the work on language awareness (Wright & Bolitho, 1993, 1997) but emphasizes bi- and multilingualism, which was a better fit for the bilingual context of this study (García, 2008, 2017). According to García (2017), there are six understandings that bilingual teachers must have to demonstrate a high degree of critical multilingual awareness: (a) knowledge of languages (proficiency, user domain), (b) knowledge about the two languages (subject-matter knowledge, analyst domain), (c) pedagogical practice in the two languages (teaching domain), (d) understandings of plurilingualism and its value for a democratic society, (e) understandings of the histories of colonial and imperialistic oppression, and (f) understandings of language as a social construction. All teachers, including ESL and generalist teachers, should have knowledge across these domains for the speakers of the language(s) in their classroom, yet bilingual teachers should also have this high degree of critical multilingual awareness in regards to their own linguistic repertoire (García, 2017). We draw on this framework to analyze the teacher translanguaging shifts, which are consistent with a rejection of strict separation of languages in bilingual education. As Cummins stated (2007):

> There are also compelling arguments to be made for creating a shared or interdependent space for the promotion of language awareness and cross-language cognitive processing. The reality is that students are experiencing metalinguistic awareness throughout the course of their learning in a bilingual or immersion program, so why not nurture this learning strategy and help students to apply it more efficiently? (p. 229)

Since Cummins posed this question, research has considered the construction of classroom spaces that allow students to draw on their full linguistic repertoires, yet studies are only starting to explore how this specifically promotes classroom spaces for the development of metalinguistic awareness. For example, Espinosa, Herrera, and Gaudreau (2016) explored translanguaging in a sixth-grade DLBE science class and found that the translanguaging science lesson they planned, designed, and implemented with an experienced bilingual teacher resulted in increased access to science content

knowledge as well as cross-linguistic connections. García-Mateus and Palmer (2017) explored a teacher engaging in dynamic bilingualism in a first-grade bilingual classroom and found that her translanguaging pedagogy fostered spaces for student development of bilingual identities and metalinguistic awareness. Velasco and Fialais (2016) explored the pedagogical practice of having students identify cognates and false cognates in a bilingual (French-German) kindergarten classroom in France. They found that this classroom strategy necessitated a translanguaging space and led to the development of student metalinguistic awareness, including cross-linguistic print, phonological, and semantic connections. This study contributes to the growing body of knowledge of translanguaging pedagogy in a bilingual education context, including how it connects to the development of spaces for a student's metalinguistic awareness.

While the focus of this study is on the teacher, we present examples of how students reacted within the language spaces created in the classroom. When we present student data, we consider how this is evidence of the teacher's critical multilingual awareness and the construction of classroom spaces for developing metalinguistic awareness. The benefits of these types of classroom spaces have been documented in studies exploring student language awareness (James, Garrett, & Candlin, 2014; Jessner, 1999; Svalberg, 2007; Thomas, 1988). When students are referring to the very language within which they are communicating, they are displaying some degree of metacognition and thinking about how they are using their language (Bialystok, 1993). Students' metalinguistic awareness has been associated with academic benefits, including strengthened reading ability (Castles & Coltheart, 2004), writing quality (Mancilla-Martinez, 2010), and vocabulary development (Nagy, 2007). In a sense, bilingual students who are able to express both of their languages exhibit a predisposition to linguistic and metalinguistic awareness due to the nature of overtly and consciously choosing which language to utilize in a given scenario. In this article, we demonstrate how a bilingual teacher created a translanguaging classroom space with linguistic flexibility for students to draw on their full linguistic repertoires and consider how this created opportunities for students' development of metalinguistic awareness. The research questions used to guide this study were as follows: How does a third-grade bilingual teacher engage in translanguaging shifts during content instruction and promote classroom spaces for student meaning making and linguistic connections? How does a third-grade bilingual teacher's critical multilingual awareness enable the translanguaging shifts for pedagogical purposes?

Methods

Context and participants

Drawing on data from a multimethod study exploring the top-down implementation of Dual Language Bilingual Education (DLBE) in over 60 schools in a large urban district in central Texas, this article focuses on one teacher, Michael Smith [Author 2; pseudonym]. Michael was selected purposefully based on his articulated ideologies on a survey (random sample of $N = 323$) and follow-up interview ($N = 20$ bilingual teachers) as a case study; his verbalized pluralist language discourses (de Jong, 2013) or translanguaging stance (García et al., 2017) made him an exception in the sample as he outwardly declared he "loved Spanglish." Based on the survey and interview data, Michael also demonstrated proficiency and knowledge in both Spanish and English (Henderson, 2015). He rejected language separation in his class and articulated a critical understanding of language variation, particularly the prevalent local vernacular, Spanglish.[2] In sum, Michael encapsulated García's (2017) domains of critical multilingual awareness.

At the time of the study, Michael was a third-grade teacher with 13 years of teaching experience at the same school, Otter Elementary (pseudonym). Michael self-identified as White, male, and bilingual. He grew up in central Texas and initially attended the same school district as this study and later transferred to a rural area in Texas. Michael first began to learn Spanish through

interaction with his father at his contractor job with Spanish-speaking coworkers. He then started acquiring Spanish formally in eighth grade and majored in and obtained a bachelor's and master's degree in Spanish from two large universities in Texas. His formal training was supported by personal and professional experiences, including interacting with Spanish-speaking coworkers in construction and restaurants, playing music professionally in an Afro-Cuban/Flamenco group, and serving as an interpreter for nonprofits in Mexico, Cuba, Dominican Republic, and Peru. These different experiences exposed Michael to different varieties of Spanish, particularly those of northern and central Mexico, as well as Dominican Spanish.

Michael's identity and experiences were intimately connected with his pluralist ideological translanguaging stance. As an initially English-dominant, White male, Michael never experienced discrimination based on his language practices. Similar to other White native English speakers who communicate in a second language, he has always been praised for his Spanish-speaking skills. His valuing of translanguaging practices, including features associated with Spanglish, is intertwined with his positive experiences when engaging in these language practices himself. An individual with a different subjectivity, such as a teacher of color who engages in the exact same language practices, could be stigmatized, perceived as unintelligent, and/or discriminated against (Flores & Rosa, 2015). Michael asserted, moreover, that shifting back and forth freely between languages outside of formal learning environments was always a part of his language practices and experience.

When this research was conducted, Otter Elementary was approximately 86% Hispanic, 93% economically disadvantaged, and had an ELL population of 41%. Otter Elementary was officially implementing a one-way dual language bilingual education (DLBE) program (also known as development bilingual education or a language maintenance program). All of Michael's students were initially Spanish-dominant speakers and were at different points in a broad spectrum of bilingualism and biliteracy (Ballinger, 2013; Hornberger, 2003). The majority of Michael's students could be described as simultaneous bilinguals, having been exposed to both Spanish and English from birth, although some of Michael's students were immigrants with varying degrees of exposure to English based on when they immigrated and language experiences prior to immigration.

Michael did not comply with the district's DLBE language separation program mandate that required Spanish be spoken while teaching certain content areas (Science and Social Studies) and English in others (Math and Language Arts) nor with the administrative policy to transition students to English as quickly as possible. Over his 13-year tenure with the school district, he had become increasingly discouraged with policies that demonstrated contradictory messages that called for assimilationist practices for Spanish-speaking students. He reflected that his decision to subvert the policies was rooted in parental support from the community and years of experience learning how to navigate the system and enact pedagogical practices in covert ways (i.e., switching to the linguistic expectation of the day whenever administrators or district personnel conducted walkthroughs). Michael also recognized that his positionality and subjectivity as an English-speaking White male contributed to his agency and emboldened his stance. Michael and the teacher with whom he was departmentalized felt that they owed it to the children and families to expose them to what it means to speak different varieties of English and Spanish as well as to maintain their first language.[3] Because of this, Michael embraced a translanguaging educational policy that disrupted the designated language model and traditional ways of teaching (García & Kleyn, 2016). This article will offer an in-depth look at his pedagogical practices, particularly translanguaging shifts.

Data sources

Data sources for this article include classroom observations (n = 16), field notes; video recording (approximately eight hours from observations); classroom artifacts (pictures, writing samples, etc.); a

language ideology survey; and informal, formal, and retrospective (Martínez, 2014; Rampton, 2003) teacher interviews. The first formal interview took place in February 2014. Classroom observations occurred throughout the rest of the spring semester, predominantly in April and May. The initial two observations were whole-day visits to determine instructional times to target. Subsequent visits lasted a minimum of two hours, and an observation occurred on every day of the week to control for possible variation in language practices across days. Observations were also strategically planned to include a period of time before or after instruction for informal interviews (lunch, specials period, or recess).

Data analysis

In this article, Isabel Andrews [Author 1; pseudonym] was the university researcher who conducted observations using ethnographic methods in the classroom of then-third-grade bilingual teacher, Michael Smith [Author 2]. Data analysis occurred in two stages. In stage 1, Isabel analyzed the data with an additional coder, which included three phases. First, each video was logged in 30-second intervals and coded deductively using a set of codes pertaining to language use (i.e., TEO [teacher English only]; TTS [teacher translanguaging shift]). Interrater reliability calculated for 125 coding instances was 77%. This initial deductive coding tracked the types of teacher and student language practices occurring during classroom instruction. There was considerable linguistic flexibility in Michael's classroom; analysis of the first 15 minutes of the first video had 26 instances of teacher translanguaging shifts. In phase 2, the data were revisited and coded thematically in the same 30-second intervals using inductive, descriptive, and process codes (Saldaña, 2015) as exhibited in previous research (Martínez, 2010; Palmer et al., 2014; Van der Walt, 2009; Wood, 2009; Zentella, 1990, 1997). This coding phase was highly iterative and explored the purposes of the teacher translanguaging shifts; data were revisited multiple times for (dis)confirming evidence (Srivastava & Hopwood, 2009).

In stage 2, after Author 1, Isabel, collected the data and completed stage 1 of analysis, she initiated collaboration with Author 2, Michael, to broaden the perspective of and contextualize the information. All of the data presented in the article come from video data collected by Isabel, yet discussion and descriptions of the classroom practices are elaborated upon by the experiences of the teacher/researcher, Michael. Themes were revisited and discussed collaboratively not as a repetitive task but for additional insight and depth of meaning (Srivastava & Hopwood, 2009). Regarding the multi-layered analysis of this work, Michael recognized his own personal bias being both the teacher in question and one of the researchers on the project and understands that there exists a potential conflict of interest. This piece has helped him to process his own experiences and reflect upon his own practices.

Table 1. Summary of Michael's translanguaging shifts.

Accessing Content	Building Community	Developing Metalinguistic Awareness
Translating (sd)	Mirroring language choices (sd)	Singing bilingual songs (pw)
Shifting for interlocutor (sd)	Revoicing (sd)	Explaining jokes (pd)
Formulaic expressions (pd)	Redirecting and praising (sd)	Finding the hidden word (pso)
		Explaining word etymologies (pso)
		Utilizing other languages (pw)
		Discussing linguistic variation (sw)

Note. The abbreviations are in reference to both preparation [(s) spontaneous; (p) planned] as well as frequency: (d) daily; (w) weekly; (o) occasionally.

Findings

In every classroom observation, Michael's translanguaging shifts were the norm rather than the exception; he purposefully drew on different language practices. Michael's translanguaging shifts served multiple pedagogical purposes, which we categorized into accessing content, building community, and developing metalinguistic awareness. These categories were not fixed and discrete, and the strategies and examples we present often accomplished multiple purposes. Table 1 synthesizes the findings and specifies whether or not the translanguaging shift or pedagogical space for translanguaging shifts was planned in advance or happened spontaneously. Table 1 also includes a frequency measure, which was based both on teacher reflection and observation data. Michael's translanguaging shifts connected to his critical multilingual awareness. In the following sections, we provide illustrative classroom examples of the translanguaging shifts for each pedagogical purpose and discuss how they connected to the teacher's critical multilingual awareness.

Translanguaging shifts for accessing content

Providing students the opportunity to access cognitively demanding content is a central goal of the translanguaging pedagogical framework (García et al., 2017). Our findings support this research and demonstrate three purposes for Michael's translanguaging shifts for student access to meaningful classroom content: (a) translating, (b) shifting based on language practices of interlocutor, and (c) producing formulaic expressions. We identify what aspects of Michael's critical multilingual awareness facilitated each instructional purpose, including knowledge in the user and teaching domain.

Translating

Michael shifted between languages daily to translate key information. His translations were afforded by his critical multilingual awareness in the user domain, specifically his knowledge and proficiency of the languages (García, 2017). The majority of Michael's translations were for vocabulary development to access content. For example, when he was guiding the students on an observation of seeds, he paused at the challenging vocabulary word "seed coat" and said, "*Recubrimiento significa* seed coat" ("*Recubrimiento* means seed coat"). Similarly, during his explanation of a social studies project to design different rooms in a house, he seamlessly translated keywords—"It's an aquarium, *una pecera donde guardan los peces*" ("an aquarium where they keep fish"); "A dresser. *Un tocador donde se mete la ropa*" ("A dresser where you put clothes"); "*Vista panorámica en inglés se dice* 'bird's-eye view'" ("Panoramic view in English you say bird's-eye view"). Michael's "translation" included explanations that were not translated, diverging from the direct concurrent translation approach.

Michael used translations for other pedagogical purposes as well. He had both cognate charts and key vocabulary translations posted on the wall that were constantly being updated and changed by both the students and teacher. After introducing new vocabulary, he would often say the word, count down from three, and have the students repeat the new vocabulary word. In the examples previously discussed, students repeated the words "seed coat" and "bird's-eye view." Our findings support prior research (Van der Walt, 2009) identifying the instructional benefits of translating for clarification and key information as well as fostering metalinguistic awareness by going back and forth (Goodwin & Jiménez, 2016) and drawing students' attention to cognates (Velasco & Fialais, 2016).

Shifting based on language practices of interlocutor

Michael often shifted between English and Spanish depending on with whom he was speaking. In this way, he embodied multilingual awareness in the user domain: using language appropriately in different situations (García, 2017). When another teacher, parent, or the custodian came into the classroom, Michael changed his language accordingly. On a daily basis he also shifted languages in accordance with students' needs. Whenever Michael engaged Diego, a recent immigrant from

Honduras (arrived new to Michael's class in the middle of the spring semester), one-on-one and in a whole-class discussion, Michael spoke in Spanish. Michael explained in an informal interview that he felt this was the right thing to do for Diego's access to content knowledge and socio-emotional wellness: *"Si llega un niño que no habla nada de inglés, él necesita apoyo para no estar agobiado con esa situación"* ("If a child arrives not speaking any English, he needs support to not feel overwhelmed in that situation"). Michael used Spanish at times during designated English instructional periods to make students feel comfortable and included. In this way, the pedagogical function was also for affective reasons and overlapped with building community.

Shifting language practices based on interlocutors is a fundamental building block of language and communication. It is a skill that bilinguals develop from a very early age (Genesee, Nicoladis, & Paradis, 1995). Michael engaged in the classroom as a bilingual, embodying and modeling bilingualism as a resource for learning, interaction, and relationship building. His language practices contrast sharply with bilingual teachers who strictly separate their language or even feign not knowing the language (Cummins, 2008). His approach better reflected societal and interactional norms in the bilingual community, displaying critical multilingual awareness in the user domain.

Producing formulaic expressions

After 13 years of teaching, Michael accumulated an array of formulaic expressions. Formulaic expressions serve as a useful scaffold for emerging bilinguals, particularly for establishing routines and developing vocabulary (Wood, 2009). Because of the repetitive nature of reinforcing classroom expectations, as well as daily reminders of the agreed-upon questioning strategies used to prepare for the state assessment, the teacher would regularly implement a call-and-response approach with the multipronged purpose of getting the students' attention, having them recall a strategy, and/or having them interact in unison as a group. After the students had internalized the recurrent nature of the *content* of a phrase, in whichever language was appropriate for the moment, the class would come up with variations of *how* it was to be delivered. There would be times, for instance, where the teacher would initiate the phrase in a whisper or silly voice and the students would follow. The following examples represent a sample of some of the more frequent utterances.

EXAMPLE 1: *Formulaic Phrases*

Call and Response

Teacher	*No puedes saber la* ... ("You cannot get the ... ")
Students	*Respuesta* ("Answer")
Teacher	*Hasta que sepas la* ... ("Until you know the ... ")
Students	*Pregunta* ("Question")

Phrase Sung to a Tune

Teacher and students	Extra extra information, trying to give us a complication.

When Michael was instructing, whether in Spanish or English, an interaction might surface that would invoke one of his formulaic expressions, resulting in a translanguaging shift. In contrast to shifting from one language to another within a single utterance, here he would switch by expressing an entire phrase in one language followed by a phrase in another language. Formulaic expressions allowed Michael to emphasize an important learning or content concept and demonstrated his critical multilingual awareness in the teaching domain (García, 2017). By using these routine phrases, which were often linked to word problems in math, he was able to reiterate some of the class problem-solving skills to the students. By the middle of the year, students were accustomed to the formulaic expressions and would initiate the call and response or singing themselves, often with variations as modeled by the teacher. Thus, the formulaic expressions served multiple instructional purposes, including but not limited to getting the students' attention, having them recall a strategy, and to repeat a classroom rule that had been established together as a community.

Translanguaging shifts for building classroom community

According to Creese and Blackledge (2010), translanguaging, or how they term "flexible bilingualism," pays great dividends in forming community in the classroom. Our data revealed three pedagogical purposes of Michael's translanguaging shifts connected to community building: (a) mirroring student language choices, (b) revoicing, and (c) redirecting and praising. Michael's critical multilingual awareness connected to these classroom linguistic moves and choices including his knowledge in the user domain, respect for language variation, and understanding of the social construction of language (García, 2017).

1	Michael:	*¿Cuál es el problema con un libro así*? ("What is the problem with a book like that?")
2	Student:	Just looking at the pictures
3	Michael:	Yes, just looking at the pictures. *Si van a sacar un libro así, tienen que* ... ("If you are going to check out a book like that, you have to ... ")

Mirroring student language choices

One pattern in Michael's daily language use was to echo or mirror student language use, which sometimes resulted in drawing from both English and Spanish. In the following excerpt, Michael was going over expectations for silent reading and was reinforcing the expectation that books with a lot of pictures still need to be read:

EXCERPT 1

In this example, Michael asked a question in Spanish (1) and the student responded quickly in English (2). Michael affirmed the student's answer by saying "yes" and then repeated the student's answer, mirroring the student's language choice (3). Michael then immediately shifted back into Spanish to finish setting expectations for silent reading. By echoing the student's language choice, Michael simultaneously validated the student's language choice. As Genishi and Dyson (2015) argue with their notion "diversity is the norm," meeting students where they are and exhibiting linguistic reciprocity can form the basis of strong classroom community.

Michael's class was a space in which students felt comfortable to draw on their full linguistic repertoires when presenting their work. As such, students would present in Spanish, English, and Spanglish. Michael would often point out or repeat something a student shared and mirror students' language choice. For example, during one science class, one student stood up and read her observation from her Science Journal about her growing sunflower on the overhead document camera. Michael repeated her thoughts, pointing to the sentence as he read on the camera, "*Observé que mi* sunflower *ya creció una hoja* seed coat ("I observed that my sunflower already grew a seed coat leaf"). Michael repeated the student's written intrasentential shift, or a changing of languages within a sentence or clause. While this has historically been a generally stigmatized language practice, through Michael's linguistic action, he simultaneously ratified the student's choice both orally and in writing. Directly following, Michael engaged the student in a series of questions about the color of the seed coat, shifting back and forth between languages, capitalizing on the student's explanation for content instruction.

The importance of valuing students' language choices has been demonstrated in prior research. Palmer et al. (2014) identified translanguaging strategies, which included validating a student's language choice by mirroring that response. Michael's mirroring of student language practices served this very purpose. Indeed, his valuing and ratification of students' dynamic language practices allowed for the creation of a classroom community that included diverse and nonstandard forms of communication. These actions demonstrated a degree of understanding the social struggle surrounding the use of the two languages and the social construction of languages (García, 2017).

Revoicing

In daily conversations, interlocutors will revoice what another person has said, and this can be done in a way that represents the second person's voice (Bakhtin, 1999). Michael would frequently reference or imitate a student's voice, which sometimes resulted in a translanguaging shift, and was mediated by his critical multilingual awareness in the user domain and his investment in learning about and from his students' language practices. For example, one day in class, Michael reminded students to put their names on their projects. He then stated, "I don't want you to say '*No sé de quién es*'" ("I don't know whose it is"). Later on in the lesson, he reminded students, "When I find one *ahí tirado en el piso*, and I ask 'Whose is this?,' '¡*Oh, no sabemos*!' ("When I find one over there lying on the floor, and I ask 'whose is this?,' 'Oh, we don't know!'"). Michael anticipated what his students would say if names were not put on the projects, and he shifted into Spanish to revoice a common student expression. In the second example, he referenced his own voice in English —"Whose is this?"—followed by his students' voice—"¡*Oh, no sabemos*!" ("Oh, we don't know!").

Praise
"*Déjame ver lo que has hecho*. That's great! ("Let me see what you have done. That's great!")
Redirection
"I need you to stop talking. *En boca cerrada no entran moscas*. ("Flies don't enter a closed mouth").

In both cases, the intertextuality of his speech resulted in him shifting to index students' voices. Michael's revoicing helped him set expectations and develop community norms.

Redirecting and praising

Michael's instruction habitually included redirection and praise for the students. The following examples illustrate typical situations in which Michael shifted from English to Spanish to redirect or praise a student:

EXAMPLE 2: *Translanguaging Shifts for Praise and Redirection*

Martínez (2010) found that bilinguals would sometimes access elements of different languages to communicate subtle meanings. Michael used his language practices to subtly inject importance to the meaning (praise or redirection) that he was communicating.

Michael similarly drew on nonstandard Spanish language practices to praise students. Over the course of observations, he regularly praised students by saying *"¡Qué chido!"* ("How cool!"), *"¡Qué padre!"* ("How cool!"), and "*Chócala* ("Give me five"). One day in an interaction with Diego, the recent immigrant from Honduras, Michael implemented a dialect shift while celebrating his student's story by responding *"¡Qué chévere!"* ("How cool!"). Michael followed up his comment by directly instructing the students on the similarity between the Mexican vernacular expression, *¡Qué chido!* ("How cool!"), and an expression heard in Honduras and other parts of the Caribbean, *¡Qué chévere!* ("How cool!"). The pedagogical purpose, in this case, was for both language and community development, specifically relationship building.

Michael's translanguaging shifts for redirection and praise reflected not only an understanding of languages but of the language practices prevalent in his students' homes and community (García, 2017). This was further evidence of Michael's high degree of critical multilingual awareness and its relationship with teacher translanguaging shifts.

Translanguaging shifts for developing metalinguistic awareness

Our analysis revealed a category that is gaining attention in scholarship: translanguaging shifts to develop metalinguistic awareness. Michael consistently made connections between Spanish and English, and more accurately described, he was constantly making connections between Spanish, English, and varieties of Spanish and English. He brought students' attention to linguistic features

Table 2. Example of translanguaging song in class.

English Lyrics	Spanish Lyrics
Something not said, but hinted at ...	*Busca la evidencia* ("Look for the evidence")
Inference, inference, inference, inference ...	*Y encontrarás la inferencia. . .* ("And you will find the inference.")
Your mom is at the door and she doesn't look happy	*Aparece tu mamá y no se ve feliz* ("Your mom appears and she doesn't look happy").
It's 'cause you woke your brother up from his nappy.	*Será porque tú despertaste a tu si:::ster* ("It's because you woke up your si::: ster").
(How'd we know?)	*(¿Cómo sabíamos?)* ("How'd we know?")
Something not said, but hinted at ...	*Busca la evidencia* ("Look for the evidence").

within and *between* languages. We present four purposes of translanguaging shifts that directly fostered spaces for students to make linguistic connections and develop metalinguistic awareness: (a) singing bilingual songs and explaining jokes, (b) finding the hidden word (word roots) and explaining word etymologies, (c) utilizing other languages, and (d) discussing linguistic variation. Michael's high degree of critical multilingual awareness mediated these instructional decisions. This section will demonstrate the connection between Michael's knowledge across all six domains of critical multilingual awareness (García, 2017).

Singing bilingual songs and explaining jokes

Michael incorporated songs and joke telling into his daily instruction. At the start of most science lessons, Michael would take out his guitar and sing the science song of the week in Spanish followed by English, or vice versa, sometimes depending on student choice. The content of the science songs ranged from singing about chlorophyll to magnetism. Some of the songs he translated himself, others he developed himself (including song example presented shortly). This pedagogical practice reflected the first three of García's (2017) multilingual awareness criteria in that he displayed proficiency in both languages, knowledge about both languages, and use of pedagogy in both languages.

Michael enhanced students' metalinguistic awareness by pointing out language features associated with both Spanish and English when he introduced the song. For example, in Table 2, in an excerpt from a song that he composed about making inferences, the Spanish version borrows from the English lexicon to maintain the rhyme.

Because Michael was unable to come up with a suitable Spanish word to rhyme with *feliz* ("happy"), he inserted "sister" (pronounced "seester"), which was a word that the majority of the class knew and became the students' favorite part of the song. The play with language shifting to bring across the meaning of the lyrics exhibited an additional manifestation of a translanguaging practice, which the children easily and amusedly followed. Arguably here Michael is speaking to García's (2017) sixth criteria of critical multilingual awareness as it pertains to the sociohistorical nature and construction of languages. By intentionally including both English and Spanish in a singular work (i.e., a song) and realizing the potential stigma attached to this, particularly by his administration's antagonistic attitude toward language mixing, Michael was pushing back against the historical and school language separation policy.

Michael also brought students' attention to language and engaged in translanguaging shifts during the daily joke-telling routine. Learning about and through humor can be an effective strategy for language learning (Bell, 2009). As Michael explained,

> I think jokes are one of the highest levels of language understanding. . . . If you can understand the double entendres and things of political, social, and cultural meaning, it is the highest level. The comedian has to pull from all different lexicons. (Interview, 05/14)

Michael incorporated student joke telling into his daily routine after students returned from lunch. After the *comediante del día* ("comedian of the day") read the joke, Michael asked students to think about what made it funny. This created opportunities for students to notice language and

develop metalinguistic awareness. Students read jokes in both English and Spanish, making this a translanguaging space. Although the jokes were typically in either one language or the other, the conversations that surrounded how the students made meaning of why something was considered funny pulled from their entire linguistic repertoire. The dialogue created around this phenomenon was not limited to the "two solitudes" (Cummins, 2008) or "double monolingualism" (García & Kleyn, 2016) of students developing bilingualism. That is to say that although the *product* of the punch line of a joke typically adhered to one language or another, the *process* of making meaning of the language was a translanguaging space for students to access their full linguistic repertoires (García & Kleyn, 2016).

The daily joke-telling routine fostered an environment in which students looked for double meanings in words. For example, during a math review, a student read a word problem that contained the phrase "ear of corn." Michael stopped and asked students if they knew what "ear of corn" meant, and several students said no. He explained the difference between his ears (pointing to his ears) and the part of the corn, and said, "You could probably make a good joke using the word *ear*" (which is not a multiple-meaning word in Spanish). Michael told students to take the word and put it into their memory for new vocabulary, and then he began to continue the review. At that point, a student interrupted and said aloud, "I like eating ears." The teacher, several students, and researcher laughed. Michael repeated the joke, "I like eating ears." This was a math lesson, but the teacher in one small interaction had increased student vocabulary, brought students' attention to a double meaning, indirectly challenged a student to make up a joke, validated the students masterful joke attempt both by laughing and repeating it again to the whole class, and brought laughter into the classroom. Although in this instance the interaction was solely in English, it was evidence of a classroom space with metalinguistic conversation. An additional example of a bilingual metalinguistic conversation occurs in the next section.

Finding the hidden word (word roots) and explaining word etymologies

Michael was both intentional in planning as well as spontaneous as he frequently discussed and broke down the meaning of words during instruction across all content areas, which often resulted in translanguaging shifts. There were times when an etymological lesson was planned, such as introducing the concept of a polygon by explaining that *poly* is a Greek word for "many" and *gon*

1	Michael:	Remember the word *quart*, or the word in Spanish we use *cuarto* ("quart"), comes because houses were just squares [draws a square with his arms].
2	Alejandro:	They cut them into quarters.
3	Michael:	They cut them into four [crossing his arms to gesture dividing into four], and so it became *un cuarto* ("a room"), *un cuarto de la casa* ("a quarter of the house"). And so now, of course there are more rooms than four in a house, but we still, the word stayed with us and we have *cuarto* ("room"). The words *quarter* and *quart* are still referring to the word *cuatro* ("four") [teacher raises four fingers in the air], which is anything having to do with four, right? A quarter 'til one [teacher points at clock], time. Four quarters [gesturing the number four again with his hands], because there are four of them to equal one dollar. (Teacher points to student raising hand).
4	Carlos:	Isn't quart related to quadrilateral?
5	Michael:	Yes, *cuatro lados* ("four sides") [teacher holds up hand with four fingers].

is related to the "knee," in which he would show how the joint of the knee formed an angle and then proceeded with the lesson. Other times during instruction, he would spontaneously stop at a word and challenge students to make a linguistic connection and "find the hidden word." Over time, students independently pointed out "hidden words." In the following classroom interaction, Michael modeled for the students how to draw "Gallon Man" to help understand measurements and measurement conversions:

EXCERPT 2

Michael initiated a discussion about the word *quart*, making a connection to a prior linguistic discussion about the Spanish word *cuarto*, (1) which has multiple meanings including quart, quarter, fourth, and bedroom. Michael used hand gestures to complement his oral language to scaffold language development. Alejandro demonstrated his memory of the discussion and made the

linguistic connection to the word *quarters* (2). Michael mirrored the student language (3), replacing the student's word "quarter" with "four" to further develop linguistic connections. Michael then made connections between the words *four, quarter, quart, cuarto* ("quart"), and *cuatro* ("four"). He provided the etymology of the word *cuarto* and connected the words to different linguistic functions: talking about time and money.

Carlos shared another connection between the words *quart* and *quadrilateral* (4), albeit in the form of a question. Carlos was demonstrating his developing language awareness, which Michael validated (5), adding the linguistic connection between *quadrilateral* and *cuatro lados* ("four sides"). This classroom interaction demonstrated Michael's translanguaging shifts for the purpose of making linguistic connections and further demonstrated his critical multilingual awareness through his understanding *of* both languages, *about* both languages, as well as use of pedagogical practices *in* both languages (García, 2017).

Utilizing other languages

At the beginning of the year, Michael introduced American Sign Language to his students, which he used during content instruction, representing an additional purpose of translanguaging shifts. For example, one day during Math instruction Michael said, "If you think we *h::ave* the total, do an h" (*Si Uds. creen que tenemos el total, h, así al ladito*). [Michael gestures an /h/ in sign language]. "If you think we have the total, h, like this to the side. If we're *l::ooking* for the total, *si lo estamos buscando* ("if we are looking for") "l" [Michael gestures an l in sign language]. Students signed their answers. In this interaction, students practiced their sign language, while engaging with math content material. Michael also translated part of the instructions to make sure that all students understood, given the linguistic and cognitive complexity of the task.

As mentioned before, Michael would sometimes fluidly move between languages when using formulaic phrases to access content. In this section, we demonstrate how Michael also used formulaic phrases to introduce additional languages to the classroom. At one point, the students would say certain classroom catchphrases in five spoken languages. By introducing different languages in the classroom, Michael was able to develop spaces for linguistic connections to language practices often outside students' linguistic repertoire. Michael strategically selected these languages as they reflected the language practices of some members of the community, such as a few families from Bosnia who lived in the neighborhood. The class knew how to say one call and response in three languages as illustrated in Table 3.

By using these phrases interchangeably, Michael created opportunities for students to realize that the semantic content could take on various sounds and to understand that within the phonemic variation, the meaning was valued more than how it sounded. Indeed, Michael occasionally engaged in translanguaging by intentionally combining phrases or key vocabulary words from another language. For example, during math class he combined Spanish and Bosnian and asked a student, "*¿Cuál es el pitanje?*" ("What is [in Spanish] the question [in Bosnian]?"). Michael reflected that over time students' similarly substituted words across languages from formulaic phrases, particularly going through math problems.

Table 3. Michael's use of three languages for a formulaic phrase.

English	Spanish	Bosnian
Teacher: You cannot get the …	T: *No puedes saber la …*	T: *Ti nemoreš znati …*
Students: … answer …	S: … *respuesta …*	S: … *odgovor …*
Teacher: … until you know the …	T: … *hasta que sepas la …*	T: … *do ti znaš …*
Students: … question!	S: … *pregunta!*	S: … *pitanje!*

Discussing linguistic variation

Michael went beyond modeling and engaging in translanguaging shifts and directly taught students about linguistic variation. These conversations inevitably included translanguaging shifts as well. For example, Michael discussed code-switching and Spanglish directly with his students, fostering spaces for linguistic connections and the development of critical language awareness (Alim, 2010; Martínez, 2003) and connecting to García's (2017) understanding of the social and political impact of language in the fourth, fifth, and sixth domains. Michael had ongoing conversations with students about how it was "okay" and "normal" to mix languages, particularly since he and his students engaged in this linguistic practice all the time. He also directly taught students about the differences between regional Spanish use throughout Texas compared to Spanish spoken in other parts of the world—for example, *carpeta* ("carpet") versus *alfombra* ("carpet"), *troca* ("truck") versus *camioneta* ("truck"), and *pushar* ("to push") versus *empujar* ("to push"). Similarly, he taught his students about dialectical differences in different parts of the country (i.e., west coast versus east coast) in terms of pronunciation within English such as aunt (/ænt/ or /ɑːnt/) and a horse's hooves (/hʊvz/ or /huvz/).

One day, when Michael was writing on the board, a student said, "Mister, you are writing in Spanglish." The student recognized the writing not in a negative way but rather simply to point out his observation of the teacher's language practice and linguistic variation. This interaction was evidence of Michael's creation of a classroom space that fostered this type of metalinguistic awareness. In a retrospective interview, he explained why the student might have made this observation:

> We have used the word *Spanglish* before. We have talked that all bilingual people really mix, do that, code-switch. . . . We don't have a negative connotation for that. All bilingual people that I have ever met, whether in a humorous way or just to come up with a word, code-switch. . . . We have definitely talked about the beauty of that.

Michael's ideological viewpoint and pedagogical approach valued the translanguaging practices of his students' families and community, providing a counterhegemonic perspective on the sometimes derogatorily used terminology of "Spanglish" vernacular. He embodied the fourth critical multilingual awareness domain of valuing plurilingualism.

Michael's direct instruction on linguistic variation occurred within Spanish and English. On one occasion, Diego, a recent Honduran immigrant in Michael's class, worriedly told Michael on the way to lunch that he did not have any money to buy food by saying, *"Maestro, no tengo pisto"* ("Teacher, I don't have any money"), to which some of Diego's Mexican peers began to giggle, whisper, and respond, *"¿Pisto? . . . ¿qué es eso?"* ("*Pisto*, what is that?"). Michael intervened the oncoming accusations by asking his Mexican students in Spanish what they thought the word might mean in Honduran vernacular Spanish. Stumped by the question (and perhaps still fixating on the idea that Diego had potentially said a bad word because *pistear* means "to drink alcohol" in some Mexican dialects), Michael explained that *pisto* was similar to saying *lana* (literally: *wool*; colloquially: *money*) in the Mexican variety of Spanish. The students marched on toward the cafeteria with a new lexical item in the class's linguistic repertoire. Michael disrupted the potential miscommunication and misunderstanding that was sparked by other Mexican students' comments. By carrying out such an act, he embraced García's (2017) fifth pillar that demonstrates understandings of the social struggles surrounding the use of two or more languages.

Discussion

The translanguaging pedagogical framework we drew on for this study includes the teacher's stance, design, and shifts (García et al., 2017). Yet our examination of teacher translanguaging shifts revealed the important role of teacher critical multilingual awareness in a bilingual education context. Michael cultivated a classroom environment with linguistic flexibility for meaning making and linguistic connections in part as a result of making constant linguistic connections himself. His instructional approach fostered a classroom environment that reflected his critical multilingual

awareness across the distinct domains (García, 2008, 2017). He demonstrated knowledge about the languages through translating for vocabulary development, bilingual songs, finding hidden words, and explaining word roots and etymologies. He demonstrated knowledge using languages through joke telling and introducing different languages such as Bosnian and sign language into the classroom culture. Moreover, as a teacher, he embodied critical multilingual awareness in the teacher or pedagogical domain by drawing on students' diverse linguistic practices as a resource to be accessed and valued by the class. He mirrored and revoiced student language practices, including translanguaging shifts. Finally, he created opportunities for students to critically reflect on the social and political power of language through direct instruction on linguistic variation and positioning traditionally marginalized language practices as "okay" and "normal."

Currently, the translanguaging pedagogical stance addresses beliefs and ideologies. These beliefs and ideologies are essential for implementation of the additional two components of a translanguaging pedagogical framework: the design and shifts (García et al., 2017). This classroom case study demonstrates how an educator's degree of critical multilingual awareness was also essential for the teacher translanguaging shifts in a bilingual setting. In other words, the question of how Michael knew when to engage in translanguaging shifts and for what purposes was intimately connected to both his translanguaging stance and multilingual awareness. One implication of this case study is to incorporate teacher critical multilingual awareness in a translanguaging pedagogical framework. As such, the educator's stance could represent both of these concepts.

While this case study took place in a bilingual education context, it provides insight into implementing translanguaging pedagogy across contexts. Translanguaging shifts theoretically represent the ways teachers respond in the moment to students' diverse language practices. In ESL or generalist classrooms in which the teacher does not have proficiency or content knowledge in the language(s) spoken by their students, the teacher can employ different strategies such as encouraging students to talk to one another in any language they want or using an online translator for key words to increase access to content (García et al., 2017). This study highlights different ways teachers can tap into their students' language resources and incorporate them into pedagogical practice. Teachers, embracing the colearner role, can have students teach them key words and phrases to create formulaic phrases and introduce other languages into a daily classroom routine. Teachers can also create student-led curricular spaces intentionally designed to incorporate student language practices and make linguistic connections, such as the weekly bilingual songs and daily joke-telling routines. Michael made a consistent effort to learn about his students' language practices. He used this linguistic knowledge in his classroom in both planned ways—for example, incorporating Bosnian formulaic phrases into his classroom—and spontaneous ways—such as making connections between Mexican and Honduran Spanish dialects. What appears most important is for teachers across all language learning contexts to be invested learners of the dynamic and changing classroom language ecologies.

This case study also illuminates the range of linguistic shifts bilingual teachers can employ specifically in a bilingual education context. Michael was tasked with developing students' bilingualism and biliteracy in English and Spanish, which in a school context traditionally means teaching students the "standard" language practices of each of these named languages (Otheguy et al., 2015). Michael adeptly drew on his students' full linguistic repertoires to add new language practices to their tool kits. He accomplished this in part by intentionally drawing on his own linguistic repertoire in innovative and intentional ways to make content and linguistic connections for his students. Michael's spontaneous translations, shifts based on different interlocutors, mirroring of student language choices, revoicing, bilingual redirecting, and praising were teacher translanguaging shifts requiring proficiency of and content knowledge about both languages. As such, teacher translanguaging shifts in a bilingual context can be qualitatively different than translanguaging shifts in ESL and generalist classrooms. Michael's translanguaging shifts to find hidden words, explain word etymologies, and provide cross-linguistic explanations required critical multilingual awareness in the analyst domain. As such, the nature and pedagogical potential of translanguaging shifts appear to

be further mediated by the teacher's degree of critical multilingual awareness. In sum, the findings in this case study suggest that the nature and pedagogical potential of translanguaguing shifts are mediated by both the educational context and teacher critical multilingual awareness, both of which need to be taken into consideration for translanguaging pedagogical frameworks.

Conclusion

Michael's high degree of critical multilingual awareness was connected to the creation of translanguaging classroom spaces for accessing to content, building community, and developing metalinguistic awareness. In-service and preservice teacher education in bilingual contexts could target teacher critical multilingual awareness, including teacher reflection on the diverse practices in their linguistic repertoires. Bilingual and multilingual teachers should be encouraged to draw on and utilize their full linguistic repertoires in the classroom in purposeful ways.

While the findings of this study are most relevant for bilingual education contexts, our work also demonstrates the powerful role of a teacher as language policy maker (Menken & García, 2010). Michael did not follow the official district language policy (DLBE with strict language separation by content area) or the unofficial administrative policy (transition to English as quickly as possible) and created a classroom language policy reflecting linguistic flexibility. Michael felt that a translanguaging pedagogical approach best fit the needs of his students, who engaged in a myriad of bilingual language practices. Teachers in other language education contexts (i.e., foreign language immersion) might see more of a necessity for spaces of language separation. Ideally, language teachers will be trained in different pedagogical approaches and have the agency to enact classroom language practices that best meet their students' academic, social, and linguistic needs.

One limitation of this study was that it did not connect the teacher's pedagogical approach with measurable student language or academic outcomes, which could be explored in future studies. The process of participant selection was another limitation of the study. Michael was selected as a case study based on his articulated pluralist stance. Michael's agency to espouse these language ideologies, engage in these practices, and disrupt the district and school's language policy was connected to his subjectivity as a native English-speaking White male. Other teachers, particularly educators from oppressed groups, would be taking a bigger risk to resist mandated polices. Furthermore, educators' articulated language ideologies do not always align with their embodied ideologies (Henderson, 2015). Other teachers were likely doing this exemplary teaching but were perhaps reluctant to publically articulate it in a survey or interview. Additionally, we feel that further research is needed that goes more in depth on how the fifth domain of critical multilingual awareness, the understanding of histories of colonial and imperialistic oppression, impacts and informs translanguaging pedagogy, including translanguaging shifts. Michael felt that he created classroom spaces with linguistic flexibility that valued, leveraged, and developed diverse student language practices, yet he reflected that embodying a translanguaging pedagogy adequately addressing linguistic imperialism and oppression would require substantial additional consideration, professional development, and structural changes, including less schoolwide pressure and emphasis on standardized testing.

Finally, although current research reserves the term *critical multilingual awareness* for teachers, future studies may be able to link the term and its meaning to students and/or how classroom critical multilingual awareness is coconstructed. Current scholarship is beginning to cultivate fruitful terms around the ideas of just how a teacher is to tap into and expand this student or classroom awareness. García et al. (2017) have set in motion the concept and term of a "translanguaging *corriente*" in which an educator "flows" (as with a current) linguistically alongside their student, navigating the surges, backflows, whirlpools, and eddies of the larger conversational river. As teachers are willing to brave these proverbial waters in accordance with the communicative moves of the students, which requires an active and mindful monitoring during interactions (veritably demonstrating that they are students themselves), critical multilingual awareness can potentially course through the entire classroom community.

Notes

1. For more detail on this conversation, see Creese and Blackledge (2010); Lin (2013); García and Li (2014).
2. We use the term *Spanglish* because this is how the participants and teacher referred to the vernacular form combining features of Spanish and English. Spanglish has also been called *TexMex* and *Spanish of the Southwest*.
3. Michael was coteaching alongside a dynamic and like-minded teacher from Mexico City with whom Michael was constantly in open communication regarding the Spanish lexical, pragmatic, and phonological nuances of Mexican varieties of Spanish.

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