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Helen Brandon
University of Illinois Springfield, helendbrandon02@gmail.com

Ellis Hurd
Illinois State University, ehurd@ilstu.edu

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Helen Brandon, University of Illinois Springfield
Ellis Hurd, Illinois State University

Abstract

This case study explores the experiences of two teacher candidates (TCs) in professional development school (PDS) settings with multilingual learners. While valuing multilingual learner's diverse linguistic backgrounds and language repertoires by drawing from a toolkit of responsive practices, the TCs embraced but struggled with layering translanguaging into their classrooms. It also examines the middle grades program that these TCs attended while centering asset-based thinking and culturally responsive practices. Overall, this study shows that teacher education programs must include another critical layer to TCs' experiences: building the toolkit of middle school cooperating teachers (CTs). This study also serves as a call to action for more research and training focusing on translanguaging in the middle grades and for creating more inclusive spaces for our linguistically diverse students in the middle grades.

Keywords: translanguaging, middle grades education, bilingual education, teacher preparation, English Language Learners (ELL), professional development, multilingual learners

The changing landscape of American school classrooms requires teacher preparation programs and middle grades educators to continually seek to find ways to create welcoming and affirming spaces[1] for students, especially students with diverse linguistic and cultural backgrounds. When educators are working with students who have diverse language systems, it is essential that they work to create a space in which they demonstrate that they view linguistic capital[2] as an asset (Lewis, 2023; Parra & Proctor, 2023). Therefore, teachers and teacher candidates must have an understanding of the importance of how students can and should use their native language as a way to connect to and participate in their learning and in classroom discourse. The actual ways in which teachers and teacher candidates understand the use of language, even multiple languages, by young adolescents include a range of actionable theories or approaches and techniques. Furthermore, this range includes the use of a toolkit that educators compile, consisting of instructional frameworks and strategies, standards, assessments, and other actionable tools for the needs of multilingual[3] learners, much like a toolkit that a professional might use on a jobsite. Asking what might be the role of specialized, middle grades teacher education programs to create welcoming and affirming spaces for all young adolescents,

[1] We use the term Space to refer to all areas students occupy, including classrooms, hallways, etc.
[2] The term Capital is used in reference to Bordieu's (1973) capital theory, including economic, social, and cultural influence, adapted here to include linguistic capital as an aspect affording individuals further positional status in society as a result of speaking multiple languages.
[3] Throughout this study, we will be using the asset-based terminology of Multilingual to identify students who are often referred to as English learners (EL).

especially for underrepresented multilingual learners, is another serious consideration. Working in concert with schools and classroom teachers, these programs aspire to prepare the next century of responsive and equitable middle school teachers in classrooms with multilingual young adolescents.

One critical component of this toolkit is embracing translanguaging. Otheguy et al. (2015) define translanguaging as "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages" (p. 283) and "transcends the speaker's separate codes or languages, named or not." (Otheguy & Garcia, 2024). Put simply, translanguaging recognizes that multilingual people do not have two separate linguistic systems that work independently from one another in which they turn off one language and turn on the other; their languages are woven together as one. Translanguaging provides a different lens to view the use of language by multilingual students by pushing back against systems that discourage the use of a student's full linguistic repertoire[4] and as a form of social justice (García & Wei, 2014; Wei, 2024). Are teacher preparation programs doing enough to help teachers embrace translanguaging and thus embrace their multilingual young adolescents in the middle years?

Introduction and Statement of the Problem

In many schools, the expectation remains a monolingual norm where only one language is used at a time with multilingual learners (Putjata & Koster, 2023). When schools support translanguaging, educators show value and support to multilingual students' linguistic capital and their identity as multilingual speakers. However, many educators struggle to fully understand and leverage translanguaging in the school space without additional training (Pontier, 2022). What complicates these educators' efforts is how translanguaging can still be considered in its informational-infancy stage, due to how it has come into the focus of bilingual and ESL[5] educators only within the last decade. In fact, according to Pacheco et al. (2019), it is through a recent shift in focus to translanguaging that educators can better understand and help emergent bilinguals[6] in developing biliterate and bicultural identities. This is especially important to educators in middle grades education who teach young adolescents who are on transitional and intersecting journeys of development (Bishop & Harrison, 2021) and painful and privileged journeys of mixed identity formation (Hurd, 2019). In fact, the Association for Middle Level Education's (AMLE) essential attributes through *The Successful Middle School: This We Believe* (Bishop & Harrison, 2021) actually call attention to the need for educators to consider how they can leverage specific curriculum and diverse educational concepts, like translanguaging, in order to empower all young adolescent learners on linguistic trajectories for academic achievement and success. Therefore, it becomes incumbent on educators to become more culturally and linguistically responsive to the needs of young adolescents by being aware of and using the toolkits that best support multilingual learners.

[4] The word Repertoire is widely used in language research to refer to students' linguistic supply and capital in all of their languages.

[5] Although the term ESL is becoming outdated, we have chosen to use the term because we wanted to align the terminology to what the state was using at the time of study.

[6] Those multilingual adolescents whose English and other language developments are emerging in early literacies.

Despite the growing research on translanguaging (Mendoza et al., 2023; Pontier, 2022; Putjata & Koster, 2023) and its shift in focus, many educators still do not fully understand how translanguaging really works or how to best leverage it for everyday use in classrooms with multilingual learners. The focus of this case study concerns the use and perspectives of translanguaging among teacher candidates (TCs) and their cooperating teachers (CTs) in middle school settings. The authors developed this study from a focused set of participants and their data collected, but not included, in another published report on the use of translanguaging among pre-service teachers. That particular study included a group of participating elementary-only pre-service teachers and their CTs in the context of dual-language or Transitional Bilingual Education (TBE) settings. Their intent was to study the translanguaging practices and perspectives of elementary pre-service student teachers (Pacheco et al., 2019). Within that same context of translanguaging, this study's focus is unique in that we center middle grades education TCs and their journeys in ESL and mainstream classrooms during their year-long Professional Development Schools (PDS) experience. What emerged was a highly contextualized case study of the occurrences of translanguaging for middle grades education.

The research questions guiding this study included the following:

1. How do Teacher Candidates (TCs) view, experience, and use translanguaging with multilingual young adolescent learners during a year-long Professional Development School (PDS) experience?
2. How does the coursework within a middle grades teacher education program focused on English as a Second Language (ESL) prepare TCs for translanguaging?

These questions came from the strong desire of the authors to know how well the TCs performed with language practices from their prepared instructional toolkits and how they supported multilingual young adolescents. Basically, was translanguaging happening or not, and, if so, what might be missing from the course (toolkit) preparations of middle grades education programs that prepare candidates to enact translanguaging in schools? In addition, we sought to understand how different program models and classroom experiences shaped those pedagogies.

Literature Review

Translanguaging

An important first step in recognizing the importance of embracing translanguaging in the classroom is understanding the complexity of language, especially as it pertains to multilingual learners[7]. Understanding translanguaging provides educators with a more asset-based view of students' complex linguistic repertoires. Although related, translanguaging should not be mistaken for code switching. Translanguaging is the internal movement and meaning making with language and refers to what speakers do with language that makes it unique to themselves as the speaker (Otheguy & García, 2024; Yip & García, 2015). Translanguaging views the

[7] Elements of this literature review may read similarly to a section focusing on translanguaging in a previously published dissertation (Brandon, 2021). However, the focus of the dissertation study was not connected to the study of this article. They are two separate studies.

diverse languages as an integrated system (Canagarajah, 2011; Cenoz & Gorter, 2017; García, 2023) that students use to learn, interact, and communicate and refers to the ways multilingual people draw on all of their linguistic resources to make meaning (García, 2009; García, 2023). In simpler terms, translanguaging describes the constant movement between the invisible borders/boundaries of a multilingual person's languages when thinking, reading, speaking, listening, and writing. For example, when someone is speaking Spanish, they are not only thinking in Spanish; their languages constantly work as one woven language and is not limited to one language at a time. When translanguaging is embraced, the educator shifts the power to the speakers as the speaker chooses the language they (speakers) wish to use as they move through their conversations and experiences (García, 2009). Therefore, to fail to allow and encourage translanguaging in the classroom, a teacher is limiting a multilingual learner by only allowing them to access a portion of their linguistic repertoire (Yip & García, 2015) while monolingual English-speaking students are allowed full access to their repertoire. In contrast, bilinguals naturally translanguage, so educators must leverage it as a resource for learning (García, 2023). Translanguaging challenges the view that bilingual learners have separate languages and brings together their racial/ethnic identities (Wei, 2024) and connects them to their learning.

Teachers must view themselves as learners as they seek to learn more about how the multilingual mind works when it comes to language usage and thinking even in classrooms in which the instruction is primarily in English. Translanguaging recognizes that one's language adapts to new scenarios and affects both the identity and experiences of the speaker; furthermore, translanguaging recognizes that we use all our linguistic resources to unlock meaning and to communicate with others (Baker & Wright, 2017). A translanguaging classroom validates bilingual practices by allowing students to choose the language they use rather than using one named language (García et al., 2017; García & Wei, 2014).

When viewed through a positive lens, translanguaging is a spontaneous way in which multilingual learners communicate, make meaning, and connect to their experiences and learning. Accepting translanguaging in classrooms promotes a deeper understanding of content, develops the weaker language, helps with home-school links, and integrates fluent speakers and emerging speakers of a language (Baker, 2001). Embracing translanguaging is a tool that supports students as they engage with and comprehend texts, provides spaces for students to develop their linguistic practices to navigate academic texts, creates spaces for learners' bilingualism in the classroom, and supports learners with both their bilingual identities and socioemotional needs (Garcia et al., 2017). Scholars have argued that to develop curriculum and learning through a biliteracy lens, educators must view translanguaging as both a necessary and desirable educational practice (Hornberger & Link, 2012).

Middle Grades Education

Although much of the research surrounding translanguaging focuses on bilingual classrooms, its usage is applicable to all classroom settings because the use of more than one language is not limited to bilingual classrooms. Intentional creation/inclusion of a translanguaging space allows learners and teachers to make use of their bilingual linguistic learning tools that are often marginalized in general education classrooms (Garza, 2018), whether intentional or not. Therefore, in order for translanguaging to be seen as the norm, teachers must intentionally layer in scaffolds that regularly include the value of translanguaging,

especially in English-dominant spaces (Daniel et al., 2019). This is especially true in the middle grades, as multilingual learners are often in English-dominant spaces. Furthermore, for general education teachers to be linguistically responsive to multilinguals, they need some knowledge of second language development; this includes knowledge of how to design instruction for them (Villegas et al., 2018).

Monolingual norms and attitudes affect a multilingual student's sense of belonging in school as monolingualism guides policy makers and educators within curriculum and assessment development; this monolingual approach continues to marginalize multilingual students and the development of their cultural and linguistic identities (de Jong et al., 2023). Monolingual teachers who have direct professional development focused on translanguaging have a clearer understanding and comfortability of the importance of incorporating a student's native language and using strategies to embrace translanguaging (Shi & Rolstad, 2023). Daily activities and instruction should intentionally integrate students' multiple languages to foster not only disciplinary learning but also academic language development (Heineke & Rak Neugebauer, 2018). Due to the academic and linguistic demand increase in middle school, utilizing all of the linguistic assets of students can help them more fully develop both academically and linguistically. Therefore, general education teachers should also have an understanding of the value of accepting and encouraging translanguaging within their general education classrooms as translanguaging is a tool for this integration; this includes preservice teachers. When teacher candidates are provided with experiences that challenge prior experiences and knowledge in regard to bilingualism, their views move more toward an asset-based approach to bilingual learners, including a move toward embracing a translanguaging stance (Pontier, 2022).

Understanding and promoting translanguaging not only builds metalinguistic awareness and mediates learning, but it also promotes positive bilingual identities and increases a sense of belonging for multilingual students (Mendoza et al., 2023). This sense of belonging affects their behavior and attitude toward school and thus, their engagement toward school (Osterman, 2023). Not only do students who have teachers who embrace translanguaging methods possess a greater sense of belonging, but they also have stronger personal connections to their classmates and their teachers (DeNicolo, 2019). To connect to middle level students, teachers must find inclusive ways to engage with multilingual students, so they thrive and feel a sense of belonginess within their school communities. As educators seek to create spaces that are equitable and inclusive toward our middle level bilingual and multilingual learners, the acceptance of and encouragement of translanguaging shows value to the multilingual community and to the students who possess a diverse and complex language repertoire and affirms their identity as a bilingual individual.

The idea that more work and research is needed specific to the use and intentional practice of translanguaging is not entirely new. Pacheco et al. (2019) argued that elementary teacher candidates (TCs) expressed a desire to include translanguaging in their daily instructional toolkits, but no evidence or examples of theirs or on the part of their cooperating teachers (CTs) demonstrated an implemented curriculum designed explicitly to leverage translanguaging for young adolescents. They claimed that translanguaging was a "transgressive practice" and not "transformative of local contexts" (p. 16). This means that translanguaging did not fully permeate the actual practices of TCs and CTs. This in turn adds yet another roadblock to the full

implementation of translanguaging, which is needed in classrooms of young multilingual adolescents.

Embracing translanguaging at the middle level creates a space that not only respects and values young adolescents for their entire identity as a multilingual individual, but it also encourages an environment that is welcoming, inclusive, and affirming for all. This respect of the whole adolescent and providing an inclusive environment are key elements of a successful middle school (Bishop & Harrison, 2021). By encouraging translanguaging, educators show that they value multilingual learners' full identity and linguistic capital by allowing them to build upon their full linguistic repertoire. Due to many general education educators not speaking a second language, helping educators and teacher candidates create spaces where translanguaging is accepted and encouraged is a critical step in creating equitable spaces and experiences.

Methodology

The research questions guiding this study in particular included a look into how teacher candidates (TCs) in a year-long Professional Development School (PDS) (see Student-Teaching Model and School Characteristics**)** setting actually viewed, experienced, and used translanguaging in their experiences with multilingual young adolescents. An examination of the coursework within their middle grades teacher education program also ensued, which included preparation in using translanguaging for multilinguals in English as a Second Language (ESL) classrooms. What follows is a deeper dive into the university setting, middle grades program, the participant profiles, the student-teaching model and partner school characteristics, and the data collection and analysis procedures.

University Setting

The university of the study has been in existence for many decades and is situated in the Midwest. The majority of the university's teacher candidates (TC) are both white[8] and female from other portions of the state, namely the surrounding suburbs of a populated metropolitan area. Considerable recruitment efforts undertaken by the university's college of education from the last 14 years have produced more gender-equity (males) and more rural and inner city TCs than in previous decades. Those efforts were explored in order to increase access to higher education and success in completing a 4-year education degree for underrepresented groups. This is largely due to the multilingual populations, as the state in which this research was conducted is one of 12 states where the percentage of public school students identified as multilingual learners was higher than the national average of 10.4 percent (NCES, 2022).

Middle Grades Program

There was a recognized middle grades teacher preparation program in the university which advertised diverse, equitable, anti-bias, and culturally and linguistically responsive education and preparation for their TCs. The program advertises the following:

[8]We have adopted the same capitalization as used by Corces-Zimmerman and Floramaria Guida (2019).

- Historically marginalized students and their communities are assets and have funds of knowledge and identity.
- Principles of Identity: Linguistic, Ethno-Cultural, Racial, Geographical, Gender, Sexual, Socio-Economic Status (SES), Religious, Dis/Ability
- Social Contexts of Education: Racial, Poverty, Disproportionality, Immigration
- Responsive Instruction: Collaborative, Developmental, Cultural, Relevant, Sustaining, Environmental
- Interrogate Educational Policies that produces systemic racism and discrimination
- Anti-racist and Responsive knowledges, skills, attitudes, competencies, and resources are necessary to meet culturally and linguistically diverse students' strengths and needs.
- Increase access for individuals who continue to find and face resistance, inequity, and hardships in pursuing further education. (University, 2021)

The program advertised that it prepares TCs with a unique expertise in teaching young adolescents focused on grades 5-8 with two subject areas in which to focus studies for greater flexibility with interdisciplinary teaching and career opportunities. The program was aligned with the 2012 version of the AMLE Middle Level Teacher Preparation Standards to ensure young adolescent responsiveness. Moreover, the program added the options of bilingual and/or English as a Second Language (ESL) endorsements to the list of concentration areas while having decreased the number of credit hours for those pathway endorsements to increase access for all individuals interested in becoming Bilingual and/or ESL teachers.

The middle grades program at the university offered TCs five content area endorsements for concentration. These included math, science, social science, English language arts, and English as a Second Language (ESL). From these five areas, TCs could choose a minimum of two endorsements. Each endorsement was an average of 24 credit hours. With the core curriculum courses for the program at 42 credit hours, the total number of credit hours for the entire middle grades program was between 87 and 94 hours.

Participants

This particular study's focus is unique in that it highlights middle grades education teacher candidates (TCs) and their journeys in ESL and mainstream classrooms, not only dual-language settings. We used purposeful sampling to identify the two participants (Patton, 1990) in order to establish a twofold case: (1) the participants were among the first middle grades TCs to choose the ESL endorsement and were thus in the inaugural group being studied (for ESL); and (2) at the time, there were a limited number of TCs adding the endorsement because it was in its infancy, and these two participants were in the same year and both in the PDS program. To protect participants' identities, we changed Student A's name to Patricia and Student B's name to Ruby.

Student A (Patricia)

Patricia is a Polish-American, cisgender, female who is also a first-generation immigrant. Her parents were born in Poland and later immigrated to the U.S. sometime years before she and her sister were born. She had studied and participated herself in English as a Second Language (ESL) instruction in public schools while maintaining her Polish heritage and language by

attending a Saturday Polish School simultaneously for 12 years. She needed to learn Polish in order to converse with her parents and grandparents. Eventually, she became fluent in both Polish and English and could converse, read, and write in either language with grade-level accuracy. She is also the first in her family to attend college and graduate with an associate's degree from an in-state community college. Her endorsement areas are Math and ESL.

Student B (Ruby)

Ruby is an American, cisgender, female who is a monolingual speaker of English but with Hispanic heritage. She frequently mentions that she does not know how to speak Spanish. She just knows a few words, greetings, and phrases, despite having studied the language for years in secondary school and having a Hispanic ancestry. However, she makes a point to use the correct Spanish pronunciation of students' names in the classroom and feels it is accommodating.

As for family background and influences, Ruby also reports Filipino, Irish, and Scottish ancestries. She shares that in the days before World War I, the Irish and the Scots had little tolerance for one another. The Irish were known for one variation of her surname, while the Scots had another. Her great grandfather was a Canadian citizen but was conscripted into the U.S. Army in August, 1918. When he was discharged from military service, he was given U.S. citizenship and took that opportunity to change the spelling of his last name to what the Scots had used. Whereas her Filipino side includes her other grandfather who immigrated to the US in 1962 to study at a state university and as a result of passing a board exam could apply for an immigrant visa through the U.S. Embassy. This side of her family includes her Hispanic heritage. Her endorsement areas are Math, English Language Arts (ELA), and ESL.

Student-Teaching Model and School Characteristics

Professional Development School (PDS)

During the time of this study, both participants were in a year-long, student-teaching experience in local public schools. This relationship with the local schools was often referred to as a Professional Development School (PDS) program. The PDS program combined fall clinical experiences, spring student-teaching, college classes, and mentoring during participants' senior year. At the time of this study, there was a single PDS program that offered the option of two-sites, set in two neighboring school districts to the university with ranging diversity in geography and student populations (e.g., rural and small city areas). The teachers involved in the PDS sites were also hand-picked by the faculty in the middle grades program because they had years of experience in the classroom and with teacher candidates, had evidence of middle grades philosophies and structures in practice, and held ESL/Bilingual endorsements or advanced degrees. The partnership between the teacher candidates (TCs), cooperating teachers (CTs), and middle grades program faculty was researched and had been in existence for years, with innovative and research-based models of co-teaching and supervision taking place between the three constituents.

Because it was a year-long PDS, both participants had the distinct advantage of having the same set of middle school students for the entire year. However, for one class period a day, one of the participants (Ruby) switched half-way through her 16-week student teaching semester to a new cooperating teacher (CT) with new students but within the same building to fulfill her hours for her ESL endorsement. The first semester of the PDS was their clinical-block set of courses (a minimum of 12-credit hours), whereby the TCs applied their knowledge of the

methods and materials for teaching young adolescents (their toolkits) in developing curriculum and instruction for unit planning (3-hours), developed literacy instruction for content areas (3-hours), and explored current issues surrounding middle grades education (3-hours). The remaining set of 3-credit hours of the 12 total were devoted to the supervision of their classroom teaching and related professional roles and experiences.

For the entire PDS experience, including the time specifically centered on student-teaching, the participants were able to receive between 400 to 600 hours of clinical contact time within middle schools and with young adolescents. By comparison, other TCs in the traditional-track (non-PDS) of student teaching received roughly 300 to 400 clinical contact hours, followed by a separate 16-week student teaching capstone experience. The TCs in this study, as part of the PDS, were exposed to many hours working with both multilingual and monolingual learning preceding their student-teaching experience. Therefore, it was the expectation of the program that TCs in this inaugural ESL endorsement track would both understand how to work with multilingual learners and leverage specific translanguaging strategies from their toolkits to benefit learners.

The authors of this study had contact with the participants throughout the entire time of their middle grades educational experiences. Author 1 was a practicing ESL teacher in the local school district with knowledge of the TC's experiences but not officially working with either participant as their cooperating teacher-supervisor. Author 2 taught their college courses for foundations for ESL and ESL methods and materials, and this same author supervised the participants during their clinical-block internship in the two semesters preceding their student-teaching. Author 1 also taught within one of the PDS sites.

School Descriptions

The teacher candidates (TCs) student-taught in two different school districts located in the same geographical area. We changed the names of the schools to maintain anonymity. Patricia student-taught in a middle school (Central Middle School) with a transitional English as a Second Language (ESL) program meaning that the students took part in all of their classes in English but had support by a teacher who was ESL endorsed. Once students exited ESL services, they continued in mainstream English-only classes without additional language support. According to the state report card, Central Middle School serviced 690 students, and 3.8% of their student population was identified as "Limited English Proficient" commonly referred to as English Learners (ELs). Central Middle School serviced students with the highest linguistic needs in English meaning that they were in the earliest stages of learning English; an important note to make is that Central Middle School did not offer bilingual classes (classes in both English and Spanish) as the bilingual program ended at fifth grade in the district. The school placed students onto one of two academic teams when they entered sixth grade. At the time of this research study, the district had recently moved the ESL program to Central Middle School, and the general education teachers and the ESL teacher were new to servicing students who received ESL services. Students received ESL services through co-taught or pullout classes, based on their English proficiency level. Patricia student-taught in a mathematics classroom with a non-ESL endorsed math teacher and spent time with the ESL teacher in her pull-out classes. However, the bulk of her time was spent with the math teacher.

Ruby student taught in a middle school (Spring Valley Middle School) that offered both a transitional ESL program as well as a one-way dual language bilingual (Spanish/English)

program. Within a one-way dual language bilingual program, students who participated in this programming had a native language of Spanish and had classes that were taught in both Spanish and English. According to the state report card, Spring Valley Middle School serviced 1,247 students, and 4.1% of their student population was identified as "Limited English Proficient." At the time of this research study, Spring Valley Middle School placed all of the students who received ESL support and/or who took part in bilingual programming on the same academic team. The general education and bilingual/ESL teachers had a varied amount of experience working with multilingual learners. Students received bilingual services in both language arts and an intervention class, and they received their ESL minutes in either a co-taught or a pullout social studies class, depending on their English proficiency level. Ruby primarily student-taught with a non-ESL endorsed English language arts teacher. To receive 100 hours of ESL clinical experience, she spent a short amount of time with a bilingual and ESL endorsed science teacher prior to switching to working with a bilingual and ESL endorsed teacher for an intervention period, but the bulk of her time was spent with the English language arts teacher who did not hold endorsements in ESL or bilingual.

Table 1

School Placements

Participant	Placement	School	Type of Program
Patricia	General Ed Math ESL Pull-out class	Central Middle School	Transitional ESL
Ruby	General Ed ELA / Science Bilingual Intervention	Spring Valley Middle School	Transitional ESL and One-Way Dual Language

Data Collection

We collected all data over the course of two academic years. These collections occurred when TCs took program courses, participated in interviews during their year-long PDS, and from field notes that we gathered during classroom supervisions. In addition, we wrote field notes on the program and its candidates as part of the overall data collection. These field notes were later compared during the writing and analysis stages of the study. These field notes contained impressions on the participants from their courses and clinical work and allowed us to gain insights into the nuances of their distinct culture as teacher candidates (Leedy & Ormrod, 2005).

The first source of data were impressions collected from the program courses taught. The entry-level and the methods and materials courses (taught by author 2) covered a variety of instructional ideas and procedures for teaching multilingual learners, sheltered immersion and multilingual classrooms, and using translanguaging. During this coursework, students were

exposed to theories about translanguaging (i.e., Garcia & Wei, 2014) and the framework for bridging pedagogies in biliteracy instruction (Beeman & Urow, 2012), which became part of the educator toolkit for preparedness for teaching multilingual learners.

Another source of data were the interviews conducted with each participant. The interviews occurred in the fall and spring semesters of the participants' fourth years in the program. We used four-rounds of semi-structured interviews (this includes an additional round from the original design study) for each participant over the course of the academic year, with each one occurring after each participant had time in their PDS classroom and with young adolescents. Interview 1 was conducted in October when participants were participating as observers and classroom assistants. Interview 2 was conducted in December when they gained partial classroom management. Interview 3 was conducted in mid-February after they had gained full management of the classroom for eight-weeks. The final exit interview took place in mid-April once they had phased-out of full-time classroom duties. Consistent with our understanding of language ideologies, we structured interviews to elicit participant's perspectives over time and across different roles. Each interview lasted approximately 30 minutes and was recorded and later transcribed. The questions were based on a protocol developed from pedagogical and translanguaging practices previously taught or explored in the research and courses (see Appendix). Interview questions elicited individual responses from each of the participants separately.

The final source of data occurred from classroom visits and supervision notes recorded by author 2 from before and during the fall and spring semesters of the participants' fourth year of the PDS and student-teaching. These data allowed us to see the participants in action and record additional impressions of the enactment of pedagogical practices for ESL and translanguaging. The number of classroom visits during the time of study included at least two for each participant. Conversations with the cooperating teachers also occurred. However, the focus of this study involves the self-reported data from interviews with participating TCs during their PDS and student-teaching experiences, as well as the course-related field notes recorded from the authors.

Data Analysis

We used a case study approach to our analysis as we sought to do an in-depth description of a bound system (Merriam & Tisdell, 2016) to understand the experiences of the two middle level teacher candidates (TCs) involved in the study. Through an analysis of the field notes, interviews, and observations we strove to understand the TCs' experiences (as cases) with translanguaging as aligned to the research questions.

To gain a better perspective of the TCs' experiences with embedding translanguaging into their practices, we relied on multiple sources of information within this case study (Creswell, 2013). The field notes, taken both during their coursework and during classroom observations, provided impressions of the backgrounds of the participants, their beliefs in the inclusion of translanguaging in the classroom, and their preparedness to meet the needs of multilingual learners. These field notes were compared with their interview responses to gain a clearer picture and better understanding of why the participants responded as they did to the interview questions.

To analyze the interview responses, we began with transcribing all four of the interviews with the two teacher candidates. Following transcriptions, we engaged in open coding for the

first step of our data analysis as this process leaves the researcher open-minded to any codes that emerge in the data (Merriam & Tisdell, 2016). Following the discovery of codes from the four sets of interviews, we used the same process to look at the data collected from the class visits and observations of the two TCs to see how their responses aligned with the field notes taken during those observations. We, both researchers, conducted this initial coding independently of one another to create an individual list of codes, which we shared with one another prior to developing the themes. We discovered dozens of codes centering around translanguaging, needs of multilinguals, the classroom experiences with CTs, and the participants themselves.

Through axial coding (Allen, 2017), we developed, independently of one another, an exhaustive list of categories and themes from these preliminary codes. Additionally, to glean other possible themes, we inputted the codes into NVivo (*Qualitative Data Analysis Software | NVivo*, n.d.). In our last step, we conducted a contrastive analysis (Corbin & Strauss, 2015) in which we compared and contrasted our independently coded themes and those that emerged from NVivo to determine our final themes as aligned to the research questions. From this contrastive analysis, we created eight themes, which we narrowed down to two for the purposes of this report. It was from these two themes that we focused our findings.

Findings

We organized the findings in this study into two main themes that aligned with the research questions. Although other themes emerged (views of translanguaging by the teacher candidates/cooperating teachers/students, usage of translanguaging practices in the classroom by the teacher candidates/cooperating teachers, and student use of translanguaging), the scope of this report focused on the teacher candidates'(TCs) preparedness to use translanguaging prior to entering their student teaching experience and the challenges they encountered in using translanguaging once in the field of student teaching. Throughout the interviews, the TCs voiced their positive views of translanguaging and stated that their cooperating teachers (CTs) also had a positive view of translanguaging. Therefore, we chose to not focus on the TCs' and CTs' views of translanguaging in this report. However, this study would look differently had these views toward translanguaging not been asset-based.

Throughout this analysis, the TCs referred to the strategies, tools, and practices that they learned in their middle grades undergraduate coursework for meeting the needs of their multilingual learners in their classrooms. As discussed earlier in this report, we referred to this as a toolbelt or the vast number of tools that the TCs learned that can and should be utilized in the classroom to meet the needs of their multilingual learners. Consistently throughout the study, both of the TCs wanted to embrace translanguaging practices in the middle level classroom but struggled to do so; therefore, these themes of preparedness and challenges are critical areas of research, and we chose them as the foci.

Teacher Candidates' Preparedness

Throughout the interviews, the Teacher Candidates (TCs) were asked about their middle level teacher education program and coursework to elicit the preparedness of the TCs prior to entering their student teaching experience. These questions focused on their perception of their knowledge on how to scaffold learning for multilingual learners as well as how to include native language in their instructional practices within the middle level classroom; thus we sought to

draw out their ability and comfortability with embracing translanguaging in the classroom. When asked about how prepared they felt to meet the needs of their middle level multilingual learners with the toolbelt provided from their undergraduate program both consistently eluded to having the necessary tools.

Patricia: “I feel like obviously I’m getting ESL specialization, so I do feel like I’m prepared well enough to accurately scaffold instruction and adapt it to their needs.”

Ruby: “I think that my university does a great job and I have, like, all this information and the thing that I’m struggling with right now is, like, applying it.”

These quotations reflect how they (TCs) both felt that their undergraduate coursework prepared them with tools to use within their toolbelt to meet the needs of bilingual learners. They both stated they “knew strategies,” “valued the students’ native languages,” and “knew how to scaffold lessons.” Although both TCs voiced feeling prepared through their coursework to embrace translanguaging and meet the needs of multilingual learners in the classroom, they both focused on their challenges to fully implement and apply the practices they learned, which led to challenges in fully embracing translanguaging. When asked specifically about the usage of translanguaging in their student teaching spaces, both TCs clearly recognized the importance of translanguaging and the resistance and challenges as evidenced in their statements below.

Patricia voiced an understanding that the students needed to have ways to access their native languages in the classroom and referred to tools she learned about in her undergraduate degree, such as the incorporation of a translator. However as she sought to embrace their languages and the tools she learned in her undergraduate work, she consistently referred to the challenges she faced.

> I can't speak French. I wish I could but that's not going to help me right now. I got the IM Translator™ on there. I emailed the director of technology, the tech specialist, and she put it on their laptops.… even translating a web page into French might be beneficial for them, to pick up what they're missing.

She continued to try to embrace strategies she learned in her undergraduate coursework of using native speaking peers to build and embrace language, but she struggled with how to do so in a monolingual space.

> At first, I was like, "I have these two new French students, where do I put them?" I was trying to make a seating chart, so I put them all together, so they sit near the teacher's desk, because I didn't want them to feel uncomfortable in my class … I even sat them in the hallway to work together because I knew that I couldn't communicate and another student could.

Ruby recognized that her understanding of translanguaging helped her better understand her students and that the students may face challenges in being able to use their native language in their general education classrooms.

> Sometimes there's situations that we've heard about in our classes where it's like, teachers will get mad at students for speaking in another language because they think they're speaking badly or something like that. I feel like it's in general, it [translanguaging] just helped me understand more where they're coming from. Especially, knowing that their

> thinking patterns might be different, the way that they write, the way that they even have a conversation could be different in their culture, those are all things I was made aware of that feel like I never would have thought of before, that help me understand better ways to teach them.

These quotations support that the TCs had the theoretical understanding of the importance of incorporating translanguaging into their practices, had the desire to layer native language in instruction, and had some tools in their metaphoric toolbelt. However, the challenges once in practice were evident in the TCs' responses, suggesting a theory-practice gap (Korthegan, 2001).

Challenges in Using Translanguaging

Despite a yearlong student teaching experience in middle schools with high percentages of multilingual learners, challenges with both uncomfortability working with multilingual learners and the implementation of using language inclusive strategies showed for the TCs by them not layering translanguaging into their classroom instruction and feeling ill-prepared to meet the needs of multilingual learners. Throughout the interview process, a lack of being able to fully apply what they learned in their undergraduate coursework was the biggest challenge as both Patricia and Ruby voiced this concern when asked about their struggles in servicing their multilingual students.

Uncomfortability Working with Multilingual Learners

When asked about their comfortability using the strategies they learned to meet the needs of their multilingual learners in the respective middle school classroom, Patricia and Ruby's responses both alluded to a lack of experience with multilingual learners and thus being uncomfortable using their learned strategies. In their final interviews, both were asked about their comfortability with working with multilingual learners. Patricia's response was one of being overwhelmed and frustrated as shown in her response below.

> I feel like I learned a lot, but I also feel like it's hard when you're in the field. I know I have strategies that I'm equipped with, but I also think when you get to that situation where you're … I never had this many ELL[9] students, and I've never been thrown into, like, hey here's six ELL students.

Similarly, Ruby also voiced frustration with working with the students.

> So you learn all these things in theory like we talked about you put them in your toolkit but then you have to figure out what works for that student. I still don't feel like if I came into a situation and I saw what the student could do I would know, like, where to go from there.

Despite over 100 hours of working with multilingual learners in classroom settings and having an ESL endorsement, this uncomfortability working with multilingual learners had not subsided, and they both felt they lacked the experience with students to be able to fully meet their needs and connect with them within their middle level classrooms.

[9] Although we use multilingual throughout the paper, we wanted to stay authentic to the words of the participants, so we kept the terminology of ELL (English language learner) and EL (English learner).

Challenges With Implementing a Translanguaging Approach

Although all teacher candidates (TCs) had voiced asset-based views of embracing translanguaging in the classroom, few examples of translanguaging emerged throughout the interviews. The lack of seeing translanguaging in practice was evident in the classroom practices of the cooperating teachers (CTs), which was a clear obstacle.

When asked about how they saw translanguaging embraced by the CTs, both TCs' responses pointed toward the lack of seeing native languages embraced and utilized in the classroom. Patricia voiced that the ESL teacher rarely used the native language in the classroom as it was their "English class," and her CT was unsure how to meet the kids' needs and was curious what the ESL teacher was doing in her classroom.

Ruby stated that although she felt that her CT, a language arts teacher, had an asset-based view of using more than one language, they never talked about languages other than English, despite being a language arts classroom. The only model of diverse language usage was when Ruby observed the bilingual teacher in a class designed for intervention. However, the teacher simply translated the English curriculum to Spanish to make the content more comprehensible, which led to Ruby regularly stating, "I don't know Spanish."

All of the CTs had their own full toolbelts, but the TCs were unable to see the tools of their ESL training in practice, especially the embracement and empowerment of translanguaging at the middle level. Additionally, although both TCs had the exact same undergraduate coursework for their ESL endorsement, the responses of both TCs to challenges and preparedness past the undergraduate coursework varied significantly. Patricia sought to find outside resources while Ruby struggled to build upon what she had learned in her undergraduate coursework suggesting that other factors also contributed to their desire to incorporate native language into their instruction.

Although "wishing I (she) had more time with the ESL teacher," Patricia was given more freedom by her clinical teacher to use strategies as the ESL program had recently moved to their school, and the CT was open to trying new things with the multilingual learners. Although bilingual herself, her native language differed from the native language of her students. Describing instances of using technology to help her translate as learned about in her undergraduate coursework, she also voiced needing more support. However, she voiced taking that learning into her own hands and utilizing strategies from her coursework to grow further to meet kids' needs. She voiced looking for resources on Twitter® (X[10]) and doing her own research trying to find ways to meet the needs of her students, and although finding success with these strategies, she found herself relying on her own research versus receiving this support from her CTs.

> I'm looking up resources for ELL students to help myself grow as a professional, but also, I'm taking a lot of what I learn from courses and trying to implement those strategies and seeing if those techniques work because teaching isn't, like it's not fixed, there's a lot of things that still have to be adapted and have to be changed and you have to kind of see what works and what doesn't. And I know that it's paying off because I feel

[10] X®, formerly Twitter, is a popular social media platform found on x.com.

> like the students are receptive to that, that I care … it's not clear cut like recipes … I also feel like just trying to research things on Twitter®.

Although Patricia voiced needing more application of her ESL tools, she looked for multiple ways to incorporate the students' native languages into the classroom through intentional grouping, online translators, and translated assessments. She also pointed to her own pride in her own bilingualism and wanting her students to feel the same way.

Contrastly, when asked about whether she felt prepared to instruct multilingual learners in her classroom, Ruby voiced,

> Not yet. I don't feel like I have enough experience with them yet. I haven't had, um, students that I've worked closely enough with where I felt like I could, um, figure out what specifically their needs were because, well, teaching in general a lot of it is like the theory of it.

She continues to voice her lack of experience with working with her multilingual learners, and she turns to comfortability and growth within her content area versus making the content accessible through a translanguaging or linguistically-inclusive classroom stance.

> Or like just learning about the concepts. It's, um, not totally different but it's just like … it's a different experience when you apply it and so … I haven't had that really yet with English language learners so … I've been starting to get that more and more with, like, you know teaching content.

Although she felt more comfortable with teaching the content area of her other endorsement (language arts), Ruby felt that she was not ready to teach using the skills she developed through her ESL endorsement. Additionally, she did not voice how she would take next steps to grow her skills further. She voiced that the only attempt at using native language in the classroom was for "simple greetings," and she was unable to get past how she would fully embrace translanguaging when she herself was not bilingual. The examples that she experienced continued this challenge, as she voiced, "Well, she's (the bilingual teacher) able to speak with them that way and I'm like, 'Well, I don't know how I would do that because I don't speak Spanish.' She voiced one attempt to utilize native language in the classroom, which she viewed as a "failed attempt" as she used the incorrect Spanish word. This was the first and last time she chose to use a student's native language in her instruction.

Although continuously voicing that her hesitancy to include a language other than English was a result of not knowing Spanish, the lack of embracing languages other than English extended to one she was familiar with when the researcher asked questions regarding the usage of French.

> ... you studied French. Let's say that the population of the intervention class was French, will that change your goal or would it not for your upcoming instruction during intervention?

Ruby's response represented her lack of comfortability with the inclusion of a language other than English.

> I feel like it will make me more comfortable with the language just because I would feel
>
> like I knew a little more about the way that the grammar works and all that. I think maybe the content of it would change a little bit, just because I know that right now, I'm working

> with just Spanish [and not French] speakers. If I was working with both languages, I think it would maybe change a little bit to where I wouldn't try to be using necessarily the languages, but just trying to break the content down into the pieces, into the misconceptions or–this is where I struggle.

Ruby admits she sees value in translanguaging (TL) and in using it, despite her struggles, showing that her attitude for using TL did not change during the PDS experience. However, it was a surface level appreciation for the concept with the feeling of an inability to implement the strategy. Most of the sharing by Ruby was in fact negative or limited in perspective, and despite her training and student teaching experience, she voiced in her final interview, "I feel more prepared, I still don't feel prepared." Both TCs were not seeing native language used and embraced by their respective CTs; therefore, this inclusion was in the hands of the TCs, which they responded to differently.

Although both TCs regularly stated that they valued their students' linguistic repertoires and felt they had learned the necessary tools to scaffold learning for their multilingual learners, the TCs struggled with fully embracing translanguaging in their classroom practices. Both TCs understood the importance of embracing translanguaging in the middle level classroom as a way to build upon their students' linguistic diversity as a tool to feel included and learn new content in the middle level classroom. Their mindsets toward language were inclusive, yet this was not enough to feel successful in creating a translanguaging space. Despite having the 100 clinical hours with multilingual learners, completing an ESL endorsement, and finishing student teaching, both felt unprepared to work with and meet the needs of multilingual learners and to embrace translanguaging in the classroom. Thus, they struggled to connect the nature of what they learned in their middle level teacher education program with their experiences in the professional setting of a middle level classroom, commonly referred to as the theory-practice gap (Korthegan, 2001).

Discussion

As authors of this study, we sought to understand just how well our teacher candidates (TCs) performed with translanguaging practices and how they supported multilingual young adolescents learning both content and English during their year-long PDS at the middle schools. We also wanted to know if the TC's coursework preparations from their middle grades education program helped them to engage with translanguaging in schools. We posited that translanguaging pedagogies were influenced by the TC's backgrounds and specific linguistic repertoires, and that different program models and classroom experiences shaped those pedagogies. Before deconstructing those elements, a revisit to the aims of this study is warranted:

1. How do Teacher Candidates (TCs) view, experience, and use translanguaging with multilingual young adolescent learners during a year-long Professional Development School (PDS) experience?
2. How does the coursework within a middle grades teacher preparation program focused on English as a Second Language (ESL) prepare TCs for translanguaging?

We examine each aim presented against those findings. First, the findings support that each TC had very positive views of translanguaging. They held asset-based perspectives and admitted that translanguaging was useful and that it positions multilingual learners in ways that

elevate home languages while bridging to another, such as English. Additionally, both TCs attempted (with mixed results) to use translanguaging in their classroom instruction. However, their specific experiences with using it varied greatly, despite being in a year-long professional development school setting.

Patricia's enactment of translanguaging in the classroom was limited due to a lack of knowledge in how to fully implement it. She reported creating additional linguistic experiences for translanguaging, such as using online translation services and peers to support students' speaking. But these are evidence of daily managerial choices for supporting students' languages and bridging, versus curricular ones for comprehensible input and output for language development. Moreover, after years of coursework training in ESL and, specifically in courses with content on translanguaging, the lack of implementations reveal how little the pedagogy made its way into her instructional choices. In the same way, Ruby felt tensions between what she had learned in the university coursework against being able to see those ideals fully implemented with a CT in her classroom. She could not understand how to put into action instructional translanguaging support based on students' language practices. The CTs displayed practices that corroborated these findings. They too held asset-based perspectives of translanguaging but struggled with putting the actual ideas into practice by rarely using other languages in their classrooms or by employing translation-only methods with students.

The findings of this study have several implications for teacher educators, pre-service teacher candidates (TCs), and classroom practitioners (CTs). Having all the right tools and mindsets an educator needs to understand translanguaging does not necessarily convert to the actual practices needed for young adolescents to experience success in classrooms. In fact, our findings show that following these types of patterns--of having all the right tools in one's instructional toolkit--does not necessarily mean one will employ the strategies and approaches needed to empower multilingual learners, or to elevate the position of students' home languages to leverage them for learning their home language and English. In addition, the findings provide evidence for how the TCs viewed, experienced, and used translanguaging in asset-based ways, yet they still struggled to implement the actual practices needed by multilingual young adolescents. The findings reveal that there still exists a gap between educational theory and classroom practice. This notion is well-supported in the research. Nuthall (2004) found that despite four different types of research available to teachers on the effectiveness of teaching, there was a gap between that research and what teachers actually needed and used daily concerning student learning outcomes in the classroom. Ironically, his article was published in an ivy league journal, somehow typifying the very nature of the issue and lack of access and interest some teachers experience when it comes to usable research on teaching and learning. Nuthall himself recognized this dilemma, stating that the research needs to focus on the experiences of individual students and learning in the classroom, not just claim that it does. Using this same stance, we invite that critical reflection suggested by those studies and their authors and recommend a more questioning approach, as has been used in this study, for how and why the translanguaging was not as successful as the literature suggests. In that effort, we too are questioning and diving deeper into the issues to ascertain why the TCs seemed to struggle so much with the implementations of translanguaging pedagogies.

These specific findings support the research on how adolescents need ways to feel connected and validated by their teachers and schools. Similarly, adolescents need to see their home lives supported by schooling structures (Wright, 2019; Zacarian, Calderon, & Gottlieb,

2021); fully embracing their native languages through accepting translanguaging supports this connection between home and school. This is particularly important as educators continue to move forward, hopefully out of the pandemic. In terms of language learning, especially as it concerns translanguaging, educators must go beyond theoretical meanderings by using measurable strategies of translanguaging each day. The findings also strongly suggest that educators must deal with the daily grind of adding in not just strategies but the true backgrounds of their middle school learners, helping them to be successful in learning English and with understanding the enculturation of cultures. These notions fight against assimilation and the racial and linguistic erasures that so regularly find ways into classrooms and practices.

Our second aim was to examine just how the coursework within a middle grades teacher education program, including English as a Second Language (ESL), prepares TCs for translanguaging. The TCs engaged in over 100 clinical hours with multilingual young adolescents in multilingual settings. The program also provided 21 credit hours of multilingual coursework. In those classes, students were able to study English language development from practicing teachers who themselves had an ESL licensure and with collegiate instructors who were former ESL teachers in the public K-12 sector. The coursework included: current practices for language instruction; relevant and current literature published by recognized scholars in the field; language and literacy practices that recognized the distinct nature of adolescent identities; and a variety of innovative teaching, learning, and assessment strategies and tools to empower students for their own language comprehension and awareness.

Despite its best intentions and efforts, the findings suggest it was not enough. At least, it was not enough to assist the TCs with closing that same gap when they entered into a real classroom. As outlined earlier, the program provided these experiences to the TCs during their year-long PDS teaching experience. One may naturally wonder where the gap began to emerge and widen. We believe the findings of this study suggest the classroom and its teachers were the first levels of difference between translanguaging taught and seen.

There are several ways programs must circumvent these dilemmas which may be true for other endorsement or concentration areas other than ESL. Professional development (PD) as used in professional learning communities (PLC) and with administrators who themselves are advocates for young adolescents and rich middle grades education is one place that seems promising. PD can strengthen the knowledge, skills, and practices of a teacher, and, as a result, have an impact on student learning (Bates & Morgan, 2019). However, PD must be adapted by and for teachers as they go through different developmental stages in their careers (Trotter, 2006) to meet them in their current stage. PD is a stalwart method of assisting teachers and administrators who find themselves in need of fresh perspectives from having been removed from the university education settings that they once had. Now bombarded by the pressures of high stakes testing, decreased instructional time devoted to test preparations, and conflicting schedules and demands for time, focus, and motivation, educators may find innovative PD to be the breath of fresh air they need. This is especially true as educators continue to face everyday challenges brought on by the pandemic and its following economic fallout.

Another consideration is the return to days of teaching with the apprenticeship model. Snippets of this approach have reemerged with co-teaching in middle grades in various forms (Clarke, Triggs, & Nielsen, 2014; Hurd & Weilbacher, 2018; Hurd & Weilbacher, 2017; Weilbacher & Hurd, 2017; St. Cloud State University, 2024; Villa, Thousand, & Nevin, 2013). Co-teaching in middle grades encourages educators to center the thinking about who is working

with cooperating teachers (CTs). One might ask, "How can CTs assist with PD for that toolbelt when TCs come to the schools after having been introduced to the models from the university and its coursework literature?" This question suggests that educators must build and rebuild their own toolkits for their own learners and future TCs. It also encourages educators to consider co-teaching beyond conventional methods (i.e., between special education and content teachers or with a gradual release of responsibility).

Conclusion

With the diversifying demographics of the American school system, especially linguistically, teacher preparation programs and educators in the middle grades must continually seek to find ways to create an inclusive, welcoming, and affirming space for all. By viewing language as an asset, educators show respect and build upon students' full linguistic repertoires. The embracement of a translanguaging space is a necessity for middle level multilingual students, and the inclusion of a translanguaging stance needs attention in the middle level grades.

This study shows that teacher education programs must include one more critical layer to teacher candidates' experiences, which is building the toolkit of middle school cooperating teachers (CTs). CTs must receive training in creating spaces that are linguistically inclusive so that TCs not only have the asset-based thinking and the toolbelts to meet the needs of bilingual learners but also gain the experience of seeing translanguaging embraced in the classroom by their CTs. Professional development (PD) in which monolingual teachers understand translanguaging leads to a greater desire to create a space that allows and encourages the use of native language in their classrooms (Brandon, 2021). Therefore, middle level teachers who serve multilingual learners should receive PD on how to embrace and encourage translanguaging in their classrooms. This PD should occur prior to having or alongside their TC.

This study also serves as a call to action for more research and training focusing on translanguaging in the middle grades. Research already exists around translanguaging at the elementary level, especially in bilingual programs. Having research specific to young adolescents is a critical component of creating inclusive spaces for our linguistically diverse students in the middle grades.

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Appendix: INTERVIEW PROTOCOL

1. Tell me about any times multiple languages were used in the classroom?
2. Why did you include multiple languages in your instruction?
3. What were some challenges you experienced when using multiple languages?
4. How did you meet these challenges?
5. How did using multiple languages support student learning?
6. How did using multiple languages hinder student learning?
7. Did you learn anything from using multiple languages?
8. What are your goals for your upcoming instruction?
9. Did anything in your coursework support you in using multiple languages?
10. Is there anything you wished you had learned in your coursework to support you in using multiple languages?
11. Is there anything else that you feel is important to talk about concerning using multiple languages in the classroom?