

TRANSLANGUAGING IN HIGHER EDUCATION: PRE-SERVICE TEACHER'S
PERCEPTIONS OF TRANSLANGUAGING IN REQUIRED
UNIVERSITY COURSES

by

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ABSTRACT

This multiple case study measures preservice teachers' perceptions of a translanguaging pedagogy on content/language development and on student affect in required university courses. Perceptions were gathered from 75 students, across three different required content classes, on Texas Christian University, and over the span of three years. A modified version of the 2-1-L2 dual-language model (Przymus, 2016, 2010) called the 2-1-T was used to structure all content lessons into three instructional movements—a sustained immersion in one named language (Spanish or English), a subsequent sustained immersion in other named language (without repeating content), and a third instructional movement creating space in each lesson for purposeful translanguaging. Situated within the literature on language policy and planning, such as status and acquisition planning (Wiley 1996), and orientations in language planning, such as language-as-problem, language-as-resource, and language-as-right (Ruiz, 1984), participant voices are analyzed specifically for impact on status and acquisition planning, and for a potential way forward for an ideological shift from l-as-problem to l-as-resource at the higher education setting. Perceptions remain consistent across case studies, with students self-reporting an increase in content, target language, and positive identity development as a result of participation in required university classes with this translanguaging approach. Results may inform the language status and acquisition planning of other higher education institutions who desire to implement translanguaging in teacher preparation programs.

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Prevailing ideologies about language, language learners (henceforth emergent bilinguals and experienced bilinguals), bilingualism, and language teachers, drive contemporary educational discourses that can lead to inadequate teacher education programs and future teachers unprepared to serve culturally and linguistically diverse youth (Dupuy & Michelson, 2019; García, 2009; Üzüm & Petró, 2016). The normalized, legitimized, unquestioned, de facto, default curriculum in U.S. schools is perpetuated upon the paradigm of one language-at-a-time; what many have called the monolingual paradigm or paradigms of marginality (Gilyard, 2016; Kachru, 1996; Przymus, 2016). This monolingual paradigm almost always privileges English-speakers and English as the default language of success in U.S. schools, even in bilingual education settings (Przymus, 2016), strengthening the orientations of language(bilingualism)-as-resource for first language (L1) English-speakers and language(bilingualism)-as-problem for emergent bilingual youth (Ruiz, 1984). These orientations influence the language planning and policy of both foreign language teaching and ESL/Bilingual/TESOL preservice teacher education programs at the higher education level.

A traditional focus on language as code and the myth of L1 impeding L2 acquisition, has led to historical methods of separating languages in instruction (Gomez, Freeman, & Freeman, 2005; Thomas & Collier, 1998). In recent years, however, many have begun to challenge the idea that languages should be separated in instruction and have put forth pedagogical ideas based on individuals using their whole linguistic repertoire simultaneously while learning (Cummins, 2014, 2008; Levine, 2014; Palmer, Mateus, Martínez, & Henderson, 2014; Przymus, 2016). This more

holistic approach to language learning and content learning through multiple languages derives from the understanding that there is no language switch in the brain (Grosjean & Li, 2012), thus instruction that separates languages may not allow students to use their integrated language abilities. Much of this newer understanding of language development and subsequent influence on language and content teaching can be classified as a translanguaging lens to instruction. Translanguaging is the language practice and ability of individuals to utilize their full linguistic repertoire, that includes features of multiple named languages, but are all part of an individual's sole linguistic idiolect (Otheguy, García, & Reid, 2015, Przymus, 2018). This ideological shift from stark separation of languages to the breaking down of socially named language walls during instruction has been controversial, but undoubtedly has “filled a gap in our descriptions of language practices in educational settings” (Mazak & Carroll, 2016, p. 1).

Currently, very little research exists on the impact of translanguaging in higher education (Mazack & Carroll, 2016), as almost all of the literature has described and analyzed translanguaging at the primary education setting, with even fewer studies conducted in middle and high schools (García, Flores, & Chu, 2011; Langman, 2014; Przymus, 2016). With our report on multiple case studies, we hope to contribute to the scant research on translanguaging in higher education and illustrate a way in which translanguaging practices might exist in university foreign language classrooms and in teacher education program courses. Our intent is to awaken higher education curriculum planners to the urgency of a multilingual ideology in teacher preparation courses, if indeed teachers are to be prepared for culturally and linguistically diverse classrooms. Through using the voices of university students who have experienced learning through translanguaging in required content classes, their perspectives inform decisions moving forward regarding the acquisition planning (how well languages, content, and positive identities are

developed through translanguaging) and the status planning (what importance or instrumentalism is given to multiple languages) in these multilingual higher education classrooms. Finally, in regard to both acquisition and status planning, we aim to learn from these students' perspectives as to if a translanguaging pedagogy in higher education acts to shift the orientation of l-as-problem to l-as-resource in higher education. It is our hope, that if this ideological shift takes place with preservice teachers, that they will bring this l-as-resource orientation into their future classrooms and support the holistic language abilities, needs, and resources of emergent bilingual youth that they will teach.

PARTICIPANTS AND SETTING

For this paper we looked at the implementation of the 2-1-T model in different courses at the university level. One of our settings was the Seminar in Bilingual Education offered at Texas Christian University for pre service teachers. We looked at reflections and one interview from this classroom over three years. The course was offered and attended by a set of different college level students: some of the students were early childhood educators looking to be certified as bilingual educators, there were also students that were middle secondary pre service teachers that were looking to teach Spanish as a foreign language, another group of students took the class as a requirement for an education or certification degree while two students took the class to develop their Spanish language knowledge. Over the course of a semester students learned about the history of bilingual education in the United States as well as methods they could use in their own classroom. During the second year of our study, students who took the course were able to interact with clients from Fort Worth Catholic Charities in order to help them develop their English and Spanish biliteracy while participating in the 2-1-T model and translanguaging practices. For these

course' students' perceptions were collected through journals, interviews, paper reflections, and self-assessment forms

The second setting were junior students in the Early Childhood Education (EC-6) track that were completing their TESOL methods course. These pre service teachers had various classes where they learned about the history of English instruction for emergent bilinguals and methods used. When discussing current methods in the ELL field, students were exposed to the 2-1-T model for one class meeting and then completed a participation self-assessment journal form. This form requests students to give feedback on the lesson to the professor. Students also must write what, if anything, was intriguing or interesting about the lesson and one or two main points from the class that will change how they teach.

The third setting was the TESOL methods course for middle secondary pre-service teachers receiving information on linguistic development. Similar to the second setting with EC-6 majors, students received one class with the 2-1-T method and used the participation self-assessment journal to reflect on the classroom.

Model

The 2-1-T method (Przymus 2016, 2010) presents content to students using three instructional movements. In the first part of the class content is presented in one named language. The instructor provides key vocabulary, a lesson, and time for students to work with peers and independently. The subsequent movement is presented in a second named language without repeating content but going over key vocabulary in the other language. Students receive new content, and then interact with peers and work on their own with the information. The final instructional movement creates a space for purposeful translanguaging in which students have time

to go over content covered in the previous two sections and reflect on their learning using their entire linguistic repertoire.

English (2)	Spanish (1)	English and Spanish (T)
<p>New content:</p> <ul style="list-style-type: none"> • Key vocabulary • Build Background • Teacher presentation • Student group/interaction 	<p>Review and More new Content:</p> <ul style="list-style-type: none"> • Review part 1 • Presentation • Student group work • Student individual 	<ul style="list-style-type: none"> • Review part 2 • Review and guided independent practice • Journal about class

METHOD

In order to assess the perspectives from pre-service teachers that participated in the different required courses, we collected the artifacts from three years of Seminar in Bilingual Education, journals from EC-6 Junior 1 cohort & Junior 2 cohort, and Middle/Secondary students. The artifacts were then coded by one of the researchers who was also a participant in the study. The coder looked for responses from students regarding their overall feelings and attitudes towards the program, new understandings students had from the sessions regarding language, teaching strategies they learned, content and language development, as well as their perceptions on how likely they would be to use translanguaging or the 2-1-T model in their future classrooms. Finally, the artifacts were separated into those that used more than one language to respond and those that

did not. The coded journals, interviews, and reflections were then looked at by the lead researcher in the study.

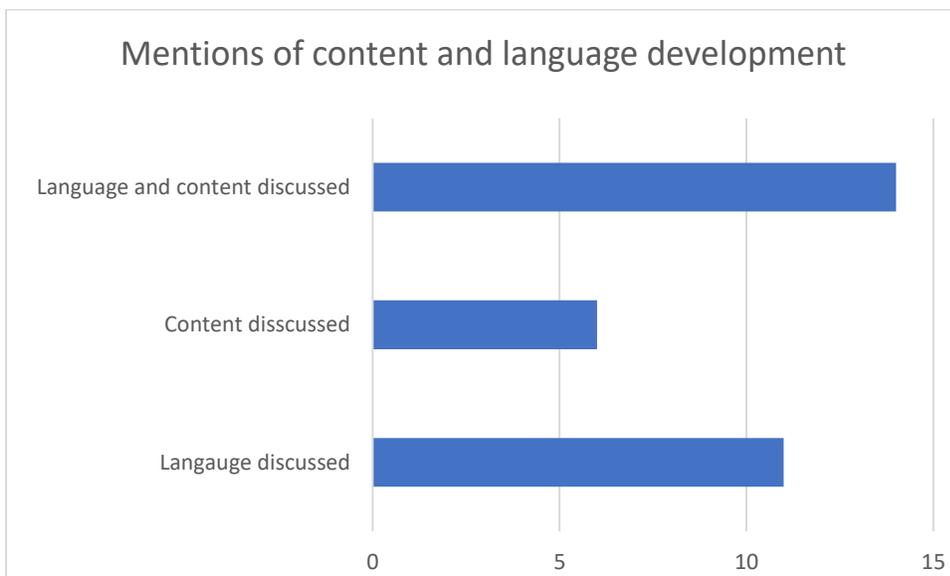
RESULTS

This study measures preservice teachers' perspectives of the 2-1-T and its effectiveness in different aspects through a survey of 75 different artifacts collected across multiple university level courses.

13 out of the 75 different artifacts were written in both Spanish and English.

Research Question 1:

Our first question was what were student's perspectives on the model regarding their and future student's development of content and language knowledge when applied? Of the 75 artifacts 31 artifacts explicitly mentioned content, language, or content and language development was elicited by the 2-1-T model.



Students from the EC-6 cohort and middle secondary cohort discussed learning the content at the same time as they were practicing or learning Spanish. One student said "... (I)understand what is being said (in Spanish) while at the same time I am learning new content."

Two of the students that were part of the Seminar in Bilingual education compared being taught with the 2-1-T model to regular Spanish instruction in other courses. One student said “I learned more Spanish. (the model) assumes that I understand.” Pre-service teachers that took the seminar classroom discussed their observations of language development from their clients when they applied the model and how they used translanguaging to make connections between English and Spanish.

A purpose of the 2-1-T model is for students to be developing their language skills as they are developing specific content knowledge through what De Jesus (2018) called the cognitive stretch. When we looked over the 75 artifacts, 32 of those artifacts discussed language practices that they could use in their future classroom or had a better grasp for effectiveness.

Related practices	Total
3rd space outside of school	1
speak and write in both languages	3
10/2 approach	9
Visuals	5
No concurrent translation	1
Hook and background information	4
Journaling	3
Giving options	1
Slow incorporation of second language	1
Collaboration	3
Patience	1
	32

Students in the methods class for early childhood and middle secondary reflected about the use of the 10/2 approach, while the student from the seminar classroom discussed the use of visuals as a related practice to incorporate in the classroom.

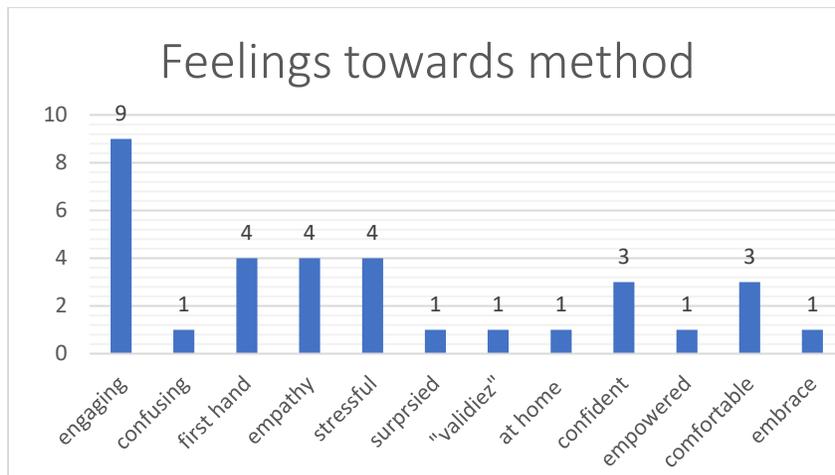
Students also discussed new understanding regarding language that they developed through the instruction time.

New Understandings	Total
Give no status to languages	1
Existence of language spaces	2
Translanguaging and Brocca	1
No need of dichotomy	2
Marry DLI and Translanguaging	2
Learn language without being the focus	2
Translanguaging effective	1
Dichotomy affects language perceptions	2
Knowledge base across languages	2
Aware of balance of languages	1
Translanguage and self-esteem	1

The majority of these new understanding were discussed by students in the methods classroom while the discussion about using the entire linguistic repertoire and its effect on self-esteem was only present in one student belonging to the Seminar in Bilingual education.

Research Question 2:

Our second research question was what were pre service teacher's feeling toward the method when it was applied to the them or when they applied it to their clients. The majority of students wrote about the 2-1-T method in the section of the reflection that asked them what part of the classroom was intriguing or interesting and pointed out they liked experiencing the method.

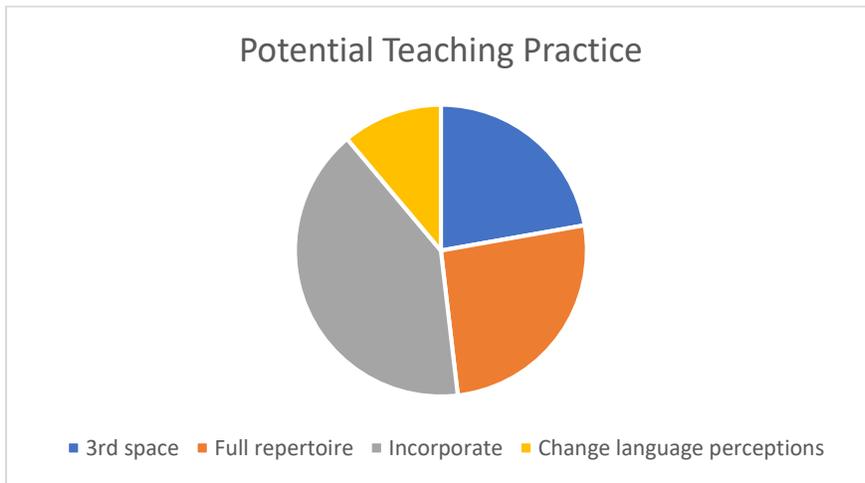


Students in the methods courses discussed the method as challenging but engaging at the same time. The other three modes for students in this course were liking first-hand experience, feeling empathy for their students, and feeling stressed over the challenge of having content presented in a language they did not consider themselves fluent in. A student wrote “Trying out the 2-1-T model was a little stressful to be taught in Spanish, but it helped that I knew I could ask questions if I got confused.” While another student wrote “I know how it must feel to be an emergent bilingual. “ Students that were part of the Seminar in Bilingual education reflected on the model as making them feel confident of their abilities and more comfortable inside the classroom.

Research Question 3:

Our third research question looked to answer how pre-service teacher felt about implementing the 2-1-T model in their own classroom? Pre-service teachers in these classrooms had a chance to

reflect on the model and their perceptions of it as a potential teaching practice. Twenty-seven college students discussed the model or translanguaging as a practice they would implement in their classroom. They discussed creating a third space, allowing students to use their full linguistic repertoire, incorporating the 2-1-T model, and taking action in changing language perceptions in their students.



DISCUSSION

Our multiple case studies across three years allowed us to assess the perceptions and attitudes of pre-service teachers towards a multilingual model and the concept of translanguaging as a whole. Overall there was a positive reaction from the participants towards incorporating a model in which students are allowed and encouraged to use their full linguistic repertoire. For those students that participated in the TESOL methods course which self-identified as monolinguals or emergent bilinguals the model made them understand what linguistically diverse students in their classrooms might feel when they are exposed to another language. The model and translanguaging is seen by pre-service teachers as a tool to better serve an increasingly diverse student population (Dupuy & Michelson, 2019). College students in the study also described liking

the challenge of trying to understand the content while also trying to understand Spanish. The cognitive stretch caused (De Jesus, 2008) by the use of another language while learning content engages students at all levels not just elementary, pre-service teachers that experienced this temporary imbalance but were still successful in understanding the content of the lesson and experiencing teaching strategies are more likely to see the use of translanguaging as a resource. The students involved in this study mentioned allowing students to use their full linguistic repertoire as a resource to reach students that are considered English Language Learners/Emergent Bilinguals. Even though translanguaging is usually framed as a method geared towards breaking the monolingual paradigm (Gilyard, 2016) in bilingual education, the findings of this research demonstrated that teachers that are aware of the existence of one linguistic repertoire are more likely to allow students to use their native language. Practices like 10/2 approach in which for every ten minutes a teacher talks the students get two minutes to talk about the content in their language of choice or bilingual pairs, are practical strategies at the ESL level. Pre-service teachers exposed to the 2-1-T approach saw translanguaging and building third spaces as valid pedagogical practice they see themselves incorporating into their classroom. The use of a bilingual model for all pre-service teachers regardless of their language knowledge brings the practice of translanguaging out of the bilingual classroom and into all classrooms, extending beyond Spanish and English Instruction. Middle/Secondary and Early Childhood TESOL methods students were more likely to discuss teaching practices and new understandings than the students that were part of the Seminar in Bilingual Education. These students that could be considered as experienced bilinguals used their journals and reflection time to discuss the feelings they felt towards having a classroom that did not separate languages. Students in the three sections of the SBE wrote about the classroom set up as making them feel comfortable and more confident in their own abilities or

that of their students from catholic charities. These results show that although for emergent bilinguals translanguaging helps them see language as a resource, for experienced bilinguals a classroom in the university level that allows them to use their full linguistic repertoire helps create a positive sense of self.

Language Policy and Planning

Policy makers and professionals beliefs about the need for separate language instruction for bilingual education have resulted in the current models, like Gomez & Gomez, that continue to create a sense of dichotomy. Looking at the pre-service teacher voices from this study can inform future decisions regarding language planning.

Language acquisition planning according to Wiley (1996) assesses how well languages, content knowledge, and identities of students are developed through different models. As discussed before, students that experienced the translanguaging model felt confident and comfortable using their full linguistic repertoire, showing an increase in positive identity. Regarding language development students that were part of the Seminar in Bilingual education and had had experience with Spanish as a foreign language courses discussed that the demands of the course developed their Spanish language knowledge further. As one student disused regarding higher expectations and confidence: “I feel like I’ve learned a lot of Spanish, compared to a traditional Spanish language class. We just assume that I understand so it’s kinda made me feel more confident...” For the students that were part of the TESOL methods course who had had previous experience with Spanish language, the classroom period that was taught using the 2-1-T model discussed being reminded of vocabulary they had previously learned and learning new vocabulary specific to the teaching profession. Finally, for pre-service teachers who had no

previous experience with Spanish instruction their reflections discussed learning new word or vocabulary in the language even when that was not the intended purpose.

Finally, regarding content development, all students were able to discuss what they had learned. Their biggest takeaways regarding teaching practices and the history of language instruction as well as new understandings they had about how language works were mentioned. When we look at the artifacts collected over the course of three years, we can see that pre-service teachers explicitly mentioned content and language development as well as were able to discuss new understandings and practice learned. This demonstrates that translanguaging can an effective model seen through the lens of acquisition planning.

The language status lens looks at what importance is given to different languages. As mentioned before, English is the default language of success in schools in the United States (Przymus, 2016). Through the exposure of a translanguaging model to pre-service teachers our goal was to challenge the need for the hierarchy created by the dichotomy on current dual language instruction and have them value translanguaging as a valid pedagogical practice (Lasagabaster, D., & García, O 2014). Looking at our results students in the study see the 2-1-T model, creating third spaces, and translanguaging as valid pedagogical practice for the future and felt like using both languages can be a resource. In order to assess the status of translanguaging we also looked at how many of the artifacts actually used translanguaging. Thirteen out of 74 artifacts collected were written using both Spanish and English. The low number of artifacts using translanguaging can result from the demographics of the study. The majority of the artifacts were created by students that are self-declared monolinguals with little to no experience learning Spanish which might mean that those who did not write using both languages did not have the knowledge of confidence to do so. However, of the artifacts written using translanguaging 8 out of the 13 were written by members

of the TESOL methods courses (EC-6 and M/S), and were not L1 Spanish speakers. Seminar in bilingual education students' journals and reflections were written mainly in English, even though these the majority of these students are L1 Spanish speakers. The lack of translanguaging from students despite their discussion of feeling confident and comfortable with using their full linguistic repertoire might be due to their previous school experience in bilingual programs or in their own households. Historically the use of students first language or their use of the linguistic repertoire has been looked down upon or considered inappropriate for academic settings (Mora Pablo, Zenil, Crawford, & Goodwin, 2011). Students' feelings of comfort and confidence regarding translanguaging that were discussed before might be limited to oral expression given that one of the artifacts with translanguaging was the interview. While experienced bilinguals' beliefs on the legitimacy of translanguaging in written format, we would consider, are still leaning to traditional beliefs.

The final lens through which language planning and policy is seen is corpus planning. Corpus refers to the belief of a need for a standard or determined model of education. The results from these study regarding corpus planning showed that pre-service teachers were open to the 2-1-T model, they discussed liking the challenge but also being able to ask questions and have time in their L1. However, we believe that there is no need for a set model or method of bilingual education. The students in our study mentioned using strategies and practices used in the 2-1-T model in their future classroom more than the actual 2-1-T model. These results show that a set model is not necessary as long as teachers have in mind how they can use language as a resource and practices to use this resource. When we analyze translanguaging and the 2-1-T model through language planning and policy aspects this method shows promise in fighting the monolingual

paradigm and creating classroom that will work for the changing demographics in the schools of the United States.

When language planning is discussed it is usually for elementary and school levels, however translanguaging can have a place and be analyzed in a higher education context as we have done. Students at these required university courses felt engaged using translanguaging and talked about their changed language perceptions. Pre-service teachers had one course in their entire college careers that used the model, yet they felt this would make an impact in their future classrooms. Students talked about wanting more Spanish in their TESOL classes and liking the content being taught in another language. The 2-1-T model and translanguaging can be used in other education courses and classes related to other fields given that content is still being taught. Academia can benefit from having bilingual and multilingual students, and to do so universities must analyze the place and status they give to languages other than English.

CONCLUSION

Our multiple case study measured the perceptions of pre-service teachers of translanguaging as a pedagogy through the 2-1-T method. Perceptions remained positive towards the method and third spaces. Students felt like the method was effective in developing content knowledge, language knowledge, at the same time that it helped experienced bilinguals develop positive identities. Pre-service teachers' reflections about the 2-1-T model had discussions about creating third-spaces and using translanguaging strategies beyond bilingual setting and into all settings with emergent bilinguals. Students perceptions on the available strategies situate them in seeing language as a resource in the classroom rather than as a problem. Strategies like having visuals, the 10/2 approach, and peer collaboration are seen as a way to bridge language gaps for students while reaching content goals. Pre-service teachers also see translanguaging as a resource

(Ruiz, 1984) to connect to students and understand how they feel in English only environments. This paper fills a gap in how translanguaging can be effectively applied in a higher education context. Given the positive responses and effects on acquisition planning and status planning, more studies need to be done in ways the 2-1-T model and translanguaging practices can be extended to other university level courses. Universities should prepare students to enter and serve in their respective fields. As the United States becomes more multilingual, college courses can have an effect in preparing students to reach this demand. Courses that encourage translanguaging not only are preparing students to meet these language needs but also are helping them question certain biases they have towards other languages and their status. Research on how experienced bilinguals feel about translanguaging in different forms of expression and in the academic field needs to dive into the role of previous schooling and the role that translanguaging courses like these ones have in changing those perspectives. If we want future professionals to be bilingual and multilingual, then bilingual activities and instruction should be employed at all levels and universities need to reanalyze all department courses including foreign language for improvements.

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