

Emergent practices in translingual pedagogy:
Teachers learning to facilitate collaborative translation

By

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Dissertation

Submitted to the Faculty of the
Graduate School of Vanderbilt University
in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

in

Learning, Teaching and Diversity

May, 2017

Nashville Tennessee

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For Jackie,
who would never have forgiven me.

For Eloise and Ron,
who gave me so many opportunities
and had the patience to let me find my own path.

For Bryn,
who worked as hard for this as anyone,
and taught me more than a bit about bravery and discipline.

And for Freya and Finnian

ACKNOWLEDGEMENTS

I would like to thank my advisor, Bob Jiménez, who has been a friend and a mentor in ways that go far beyond the job description. I feel extraordinarily lucky to have crossed his path. I would also like to thank my committee, Debbie Rowe, Rogers Hall, and Susan Berk-Seligson. They are all extraordinary teachers who have shaped my thinking and identity as a researcher, and who have both challenged and supported me to maintain the rigor of my methods and the creativity of my questions. Their interest in this work has made it all the more exciting to pursue.

Thanks to Mark Pacheco and Mark Gonzalez, my close collaborators in the design and implementation of the study on which this dissertation is based. Special thanks as well to the participating teachers, who brought incredible enthusiasm and creativity to the project. I also want to thank all the past and current members of the TRANSLATE team, especially Chris Keyes, Kelly Puzio, Lisa Pray, Vicky Risko and Shannon Daniels. This work is truly built on the shoulders of giants.

The following colleagues have answered questions, listened to complaints, read drafts, and given excellent advice throughout the writing of this dissertation: Mayumi Shinohara, Ty Hollett, Adrian Larbi-Sherif, and all the folks involved in Vanderbilt's Interaction Analysis Lab. Thank you all. Special thanks to Mario Martinez-Garza, who provided invaluable insight into the more liminal corners of the Mexican language.

Mikel Cole has given invaluable mentorship throughout the writing of this dissertation (and my career as a doctoral student). I am truly indebted to him for his extraordinary skill as a researcher and his willingness to share it.

Finally, my thanks to Cynthia Lewis and the faculty in Second Language Education at the University of Minnesota, whose support and encouragement was instrumental in getting me over the finish line.

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CHAPTER ONE

INTRODUCTION

On ne devrait jamais passer sous silence la question de la langue dans laquelle se pose la question de la langue et se traduit un discours de la traduction.

-Jacques Derrida, *Des Tours de Babel*

Statement of the Problem

Due to demographic changes, teachers in mainstream U.S. classrooms now work with English language learners (ELLs) in larger numbers than ever before (Sheng, Sheng, & Anderson, 2011). US schools have been diversifying for decades, and students whose first language is not English are the fastest growing population of students in US schools (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2008). Furthermore, this year marks a demographic milestone in US public schools; non-white students will outnumber white students, and the US student body is projected to be "majority minority" (Krogstad & Fry, 2014). Schools across the country are scrambling to find ways to promote the academic success of English learners (ELs). The pressure placed on schools to meet the needs of an increasingly diverse student body has been referred to as the "demographic imperative" (e.g., Banks, 1991; García, Arias, Murri, & Serna, 2010), and the majority-minority milestone marks a dramatic moment for a discussion of the work that schools must do to meet the specialized learning needs of culturally and linguistically diverse students.

Despite these growing numbers, research has shown that ELs often do not have access to the mainstream curriculum (Coulter & Smith, 2006; Valdés, 2001; Valenzuela, 1999), do not

receive quality content and English as a second language instruction (Callahan, 2005; Koyama, 2004; Padilla & González, 2001; Watt & Roessingh, 2001), and their linguistic and cultural backgrounds are often treated as impediments to learning (Gitlin, Buendía, Crosland, & Doumbia, 2003; Reeves, 2004, 2006). English language learners (ELLs) typically receive very low quality instruction, particularly with respect to literacy. According to the National Center for Education Statistics assessment (NAEP, 2014), the nation's only ongoing assessment of what students know and can do in various subject areas, only 4% of ELLs in 8th grade can read at or above proficient levels, while 70% read at "below basic" levels. Historical data show that these statistics have hardly budged in the last 16 years that ELLs have been included in these assessments (Short & Fitzsimmons, 2007). This may be because most teachers who work with ELLs are ill prepared to instruct them (Ladson-Billings, 1999; NCES, 2002; Zimper & Ashburn, 1992). Additionally, current teacher education research has not established how best to prepare future teachers to work with these students (Clark & Medina, 2000; Sleeter, 2005).

In recent decades, a wide range of literacy scholars have suggested that students' knowledge of languages other than English ought to be regarded as a resource for literacy learning in linguistically diverse classrooms (August & Shanahan, 2006; Cummins, 2005; Moll, Amanti, Neff, & González, 1992; García & Sylvan, 2011; Jiménez, García & Pearson, 1996; Malakoff & Hakuta, 1991; Martínez, 2010; Puzio, Keyes, Cole, & Jiménez, 2013; Valdés, 2003; Goldenberg, 2008). These researchers argue that leveraging students' out-of-school language and literacy practices promotes literacy learning and increases student engagement (e.g., Au, 1980). For the ESL or content area teacher, incorporating students' heritage languages into instruction can be a daunting task (Karathanos, 2010). In addition to managing classroom interaction taking place in a language that the teacher might not understand, the teacher must also integrate this

language into instruction in ways that promote student achievement. To do this, the teacher must first be able to conceptualize students' multilingual and translingual practices (Canagarajah, 2012) in ways that make their properties and potential connections to academic content clear. This brings up a number of key questions. How do we define translingual practices? Where do they take place and how do teachers learn about them? How can they be leveraged to achieve school objectives? For that matter, are school objectives in need of revision in light of what we have learned in the last three decades about bilingualism?

Objectives of the Study

In recent years, the idea of translingual practices (or translanguaging) has gained currency in research into pedagogical strategies for multilingual students. As one indication of the growing prevalence of these approaches, eighteen different sessions at the 2016 meeting of the American Educational Research Association (AERA) addressed translanguaging or translingual practice (up from sixteen in 2015, eleven in 2014, and only two in 2013). This is a significant shift, considering that a short time ago the accepted practice in even the most progressive¹ bilingual classrooms in the United States involved the strict separation of languages. Translingual pedagogies encourage active and improvisational mixing of linguistic codes in classroom spaces. Describing the state of research into translingual pedagogies, Canagarajah (2011) asserts that "although we have fascinating studies of translanguaging outside school contexts, we have not developed pedagogical strategies for developing such practices in the classroom" (p. 401). He calls for developing a "taxonomy of translanguaging strategies" (p. 415), as well as further development of a theory of translingual pedagogy. Similarly, Creese &

¹ By which I mean programs in which the goal is full bilingualism and biliteracy.

Blackledge (2010) discuss the need for further research to explore "what 'teachable' pedagogic resources are available in flexible, concurrent approaches to learning and teaching languages bilingually," and specifically "how and why pedagogic bilingual practices come to be legitimated and accepted by participants" (p. 113).

The broad purpose of this qualitative study is to examine the nature of emergent translanguaging pedagogies, as instantiated through a practice that I will refer to as pedagogical translation, with a particular focus on teacher learning and participation. More specifically, it will investigate how three 8th grade language arts teachers learned to facilitate a collaborative translation practice in their classrooms, and how their participation in translanguaging activity contributed to students learning opportunities. As such, this dissertation is organized around two major assertions that will be explored further in the chapters two and three. First, that teacher learning involves the application of their professional vision (Goodwin, 1994; Sherin, 2007): a mental and embodied process that includes noticing how students participate in instructional practices, reasoning about the causes, and responding with goal oriented action. These responses occur both in the moment of interaction, as well as during planning for subsequent lessons. The second assertion, rooted in prior research on translanguaging pedagogy (Swain & Lapkin, 1998; Jiménez, David, Fagan, Risko, Pacheco, Pray, & Gonzalez, 2015), is that language problem solving events are key pedagogical opportunities during collaborative translation. In addition to providing rich descriptions of these teachers' evolving participation in translanguaging practice, I expect this study will help to fill the gaps in research identified by Canagarajah, Creese & Blackledge, and others.

Research Questions

The following research questions guided this study:

RQ 1: How does teachers' professional vision lead to changes in their practice of pedagogical translation?

RQ 2: How does teacher participation in language problem solving events appear to facilitate students' metalinguistic understanding and teacher learning?

These questions were explored through data from a five-week professional development program in which four 8th grade language arts teachers implemented a small-group guided reading lesson integrating collaborative translation of key lines of text. Using constant comparative and discourse analytical methods, I have found that teachers take diverse approaches to integrating new translingual pedagogies, but that teacher teams can converge around a collective vision of translingual pedagogy through professional development that highlights their reflexive understandings about their teaching. I have also found that teacher participation in collaborative translation can facilitate opportunities for student learning, but it can also create tensions when a teacher's pedagogical orientation conflicts with students' practical understandings about translingual practices.

Overview of the Dissertation

This dissertation is divided into six chapters. This chapter presents the objectives of the study in relation to the field of translingual practices. In chapter 2, I provide a description of the conceptual framework, grounded in a synthesis of literature on social practice theory, translingual practices, interactional sociolinguistics, and professional vision. This review

highlights notions of *embodiment*, *material mediation*, and *power & agency* as central constructs in a theoretical understanding translingual practice. It also notes the importance of *reflexivity* to a social practice analysis of classroom activity, connecting the ideas of metalinguistic understanding and teacher noticing for an examination of translingual pedagogy.

Chapter 3 provides a detailed description of data collection methods that were employed when the field work for this study took place. This section includes a description of the research base for the particular approach to translingual pedagogy that was shared with teachers, as well as a description of the professional development model, grounded in a review of literature on teacher training for linguistically diverse students. I then describe the different types of data collected and the specific data collection procedures employed, as well as my methods for data analysis. I conclude the proposal with a discussion of the strengths and limitations of the research.

Findings are organized into two chapters guided by the study's two research question. In Chapter 4, I present findings from the first phase of data analysis, which focuses on teachers' professional vision of pedagogical translation. In this chapter I describe each teacher as a case and explore how they reasoned about specific moments of student participation, and the decisions they made to adjust their pedagogical routines to refine their emergent practice. In Chapter 5, I present findings from the second phase of data analysis, focusing on teachers' participation during collaborative translation. In this chapter I describe exemplar case studies looking at the micro-genesis of one language problem solving event from each classroom, and discuss three important trends that emerged from analysis of language problem solving events. Chapter 6 is an overview of the study's findings, a discussion of its theoretical and practical contributions, and suggestions for future research.

CHAPTER TWO

CONCEPTUAL FRAMEWORK

Por una parte la traducción suprime las diferencias entre una lengua y otra; por la otra, las revela más plenamente: gracias a la traducción nos enteramos que nuestros vecinos hablan y piensan de un modo distinto al nuestro. En un extremo el mundo se nos presenta como una colección de heterogeneidades; en el otro, como una superposición de textos, cada uno ligeramente distinto al anterior: traducciones de traducciones de traducciones.

- Octavio Paz, *Traducción: Literatura y Literalidad*

This section will describe the conceptual framework that informs the study design and analysis plan of this dissertation. Included in this section is a definition of translingual practices rooted in social practice theory, as well as a discussion of research on particular translingual practices in relation to teaching and learning. The final section of this review builds on the foregoing work and professional vision theory to propose a framework for analyzing teacher learning in translingual practice spaces.

Practices, Language Practices, & Translingual Practices

In this paper, I situate translingual practices as a subset of language practices, which in turn are a subset of social practices more generally (see Figure 1). As such, I begin by exploring how practices are understood in the field of social practice theory.

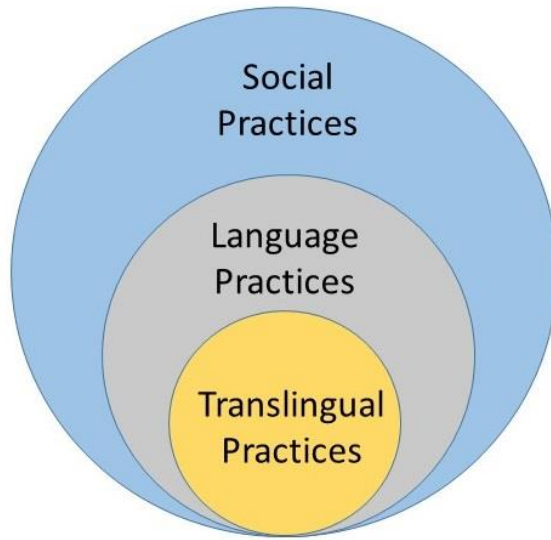


Figure 1. Situating translingual practices

Practice Theory

Scribner and Cole (1981) describe a practice as a recurrent sequence of activities, "directed to socially recognized goals and make[ing] use of a shared technology and knowledge system" (p. 236). This definition is a useful starting point, as it allows us to put an analytical frame on the phenomenon, and to identify the tools we might use to examine it. As activities, practices are embodied, and can be looked at as the social organization of bodies in space. Practices are also mediated by artifacts and tools, including conceptual or "thinking" tools. And practices are socially constructed, and can be looked at as a site where the particular forms and meanings of the practice are ever contested and negotiated.

Embodiment. According to Reckwitz (2002), "When we learn a practice, we learn to be bodies in a certain way...This holds for modes of handling certain objects as well as for 'intellectual' activities such as talking, reading or writing" (p. 251). Practices consist of the skilled performance of bodies in routinized activity. At the same time, practices are also

composed of mental routines, including particular ways of understanding the world, forms of embodied know-how, and emotional investments. "For practice theory...knowledge is more complex than 'knowing that'. It embraces ways of understanding, knowing how, ways of wanting and of feeling that are linked to each other within a practice" (ibid, p. 252). Practice theory eschews the traditional dichotomization of mind and body, in which individuals are understood primarily as minds that 'use' their bodies in particular ways. Within practice theory, mental states and knowledges are not so much possessions of the individual as they are taken on as part of social practices. This is not to say that mental phenomena are not of interest, or that practice theorists aren't interested in cognition. Rather, mental phenomena must always be understood as embedded in bodily practice. Reckwitz illustrates the way that mental states are embedded in embodied activity with an example from the practice of football:

A practice such as, say, playing football consists of a routinized set of bodily performances. Yet, within the practice these bodily performances are necessarily connected with certain know-how, particular ways of interpretation (of the other players' behaviour, for example), certain aims (most of all, of course, to win the game) and emotional levels (a particular tension) which the agents, as carriers of the practice, make use of, and which are routinized as well (Reckwitz, 2002, p. 251-252).

Practice theory puts routinization at the center of an analysis of the social world, and a central feature of these routines is the coordination of mental and physical activity. As Schatzki (2001) asserts, "the skilled body commands attention in practice theory as the common meeting point of mind and activity and of individual and society" (p. 12).

It is worth noting that, by positioning practices as the primary construct through which to understand the social world, our understanding of the individual as a social being is transformed. Rather than individuals creating the social world through their actions (whether conceived of as rationally self-interested or rule-following), the social being *is created* as an agent of a practice through his or her participation (aka embodiment) in that practice. "In practice theory, agents are body/minds who 'carry' and 'carry out' social practices...Agents, so to speak, 'consist in' the performance of practices" (Reckwitz, 2002, p. 256). At the same time, because every person is an agent of a multitude of different practices, the individual is also understood as the unique crossing point of a constellation of mental and bodily routines. This distinction between the agent and the individual in practice theory contributes to an understanding of participation in practices as both socially determined and agentive (more on this below).

Material Mediation. In addition to the coordination of mental and bodily routines, practices are also "materially mediated" (Schakti, 2001). That is, they necessarily involve interaction with material artifacts, and they take place in particular times and spaces. As Reckwitz points out, the necessity of particular 'things' to certain practices means that relationships between people are not necessarily more central to an understanding of practices (and the reproduction of social order) than the relation of people to artifacts. "The stable relation between agents (body/minds) and things within certain practices reproduces the social, as does the 'mutually' stable relation between several agents in other practices. Moreover, one can assume that most social practices consist of routinized relations between several agents (body/minds) and objects" (p. 253).

Analysis of the role of materiality in social practice theory takes several forms. Most often, artifacts are understood as both objects of knowledge production (the focus of practical

know-how) and extensions of embodied activity. Thus, the reproduction of a practice such as making clothes (Goody, 1989; Lave & Wenger 1991) involves individuals learning which material artifacts are relevant to the practice (cloth, scissors, needle and thread), how to evaluate their quality or suitability for a particular task, and how to coordinate their own embodied activity in order to produce a skilled performance with those artifacts. In addition to analyzing the reproduction of practices as coordinations of body, mind and material resources, practice theorists have looked at the transformation of social practice in response to changes in materiality - for example, the effect of technological innovation or unexpected scarcity on social practices (e.g., Holland & Lave, 2009). This kind of analysis shifts the focus from an account of stability within practices to an account of adaptation in response to a particular kind of (usually material) instability. These two approaches to understanding practices as social phenomena may be especially useful for thinking about changes in teaching practice. This dissertation proposes the intentional adaptation of students' translingual practices to new contexts and purposes, and it will be important to understand both the mechanism by which language and pedagogical practices are reproduced in their original contexts, as well as the effects of intentionally hybridizing those practices.

Some practice theorists have also noted the semiotic power of artifacts in terms of disciplining mental activity and identity formation within practices. "People place cultural artifacts in the environment to stimulate their memory, to guide their problem solving, to shape their feelings, to remember their goals, to remind themselves who they are, or to otherwise affect their thoughts and emotions" (Holland & Lave, 2009, p. 7). This approach to understanding the material mediation of social practice is explicitly connected to Vygostky's notions of semiotic mediation, a process whereby cultural symbols are first enacted on the interpersonal plane (that

is, within social practices) before eventually becoming internalized mental structures. In this conceptualization, the relationship between material artifacts and mental activities is not solely concerned with the practical know-how one needs to interact skillfully with an artifact, but also involves the transformation of mental and bodily activity over time through the deployment of particular artifacts within practices.

As an example, in the United States when a young person receives a cake with 21 candles on it, she is interacting with a material artifact as part of the social practice of celebrating a birthday. Her skilled performance of blowing out candles and sharing around a table with friends and family is a routine that she has honed through 20 years of birthdays. However, the cultural meaning of 21 candles carries with it a new sense of identity for this young woman, that of a legal adult who may now drink alcohol, which will potentially transform both her future practice of birthday celebration, as well as a wide range of other practices. Of course, it is not just the candles on the cake that give rise to this change in identity and behavior, but the point is that we can look at the role of artifacts within practices as both the objects of skillful embodied practice and as transmitters of semiotic resources. A more pointed example for bilingual students might be the case of a teacher putting up multilingual posters in the classroom. Such artifacts may or may not have a direct role in the pedagogical practices of the classroom, but their presence may send a powerful message to students about what kind of mental and bodily activity is permissible within that space by marking the classroom as welcoming of bilingual identities.

Power and Agency. In the foregoing discussion, I have explained practices in terms of how they are constituted in the bodies and minds of individuals, and how they also implicate the material world. This gives us tools to investigate how individuals take on and perform practices, but a full account of practice theory must go beyond the relationship between a practice and the

agents who embody it, to describe how practices relate to one another and how they transform over time. We must describe what makes a practice *social*: the interpersonal forces that shape and maintain the shared goals and activities that bind people together and allow the possibility for everything from politeness routines to political institutions. Returning to the example of making clothes, Goody (1989) showed how an apprenticeship practice evolved among Vai and Gola tailors out of household practices aimed at inducting the next generation into the economic activity of the family. "Household production units have moved from integrating their own children into productive activities, to integrating other kin, to incorporating nonkin, to production separated from the household" (Lave & Wenger, 1991, p. 69). As such, a complete account of practice theory must discuss not only how and where practices are reproduced, but must also account for stability and change in practices over time.

Production, networking, and reflexivity. Chouliaraki and Fairclough (1999) point out three characteristics of practices that can help us understand how practices function on the interpersonal plane. First, they assert that practices are forms of production, in the sense that "particular people in particular relationships [use] particular resources...to achieve particular social (economic, political, cultural) effects" (p. 23). Essentially, this restates the 'shared goals' from Scribner & Cole's definition of practices that we started with, but it complicates the broad notion of 'goals' by implicating both the process by which those goals are met and the kinds of goals that a practice can achieve. The production process necessarily involves the application of 'technologies' to certain 'materials' in order to transform them in some capacity. In practice theory, these technologies and materials are defined broadly to include both material and symbolic resources.

Both the technologies and materials of production range from physical resources ('raw materials' like plants, minerals) to symbolic resources – like photographs and, more abstractly, socially organised semiotic practices, i.e., discourses and genres. (Notice the potential terminological problem here – not all 'materials' are 'material' in the sense of physical.) All practices of production combine physical and symbolic resources, in varying degrees (Chouliaraki & Fairclough, 1999, p. 23).

The outcome, or goal, of these processes is to make new forms of physical and symbolic resources available. This insight allows us to move beyond the question of how agents embody practices, to ask what those practices are intended to produce. As we will see, the answer to this question can have profound implications for both the way that individuals participate in a practice and how any particular practice relates to other practices.

This leads us to a second characteristic of practices: practices do not exist in isolation, but are dynamically constructed within larger networks of social relations of power. Practices are located within a network of relationships to other practices that in some senses determine the characteristics of a practice "from the outside." For example, for the bilingual youth who translates for one or both of his parents, his translation practice is in part determined by other practices that structure the family's life. These include their purchasing behavior, their interaction with government agencies, and their access to medical care; to name some of the more common domains of life in which translation practices proliferate (Orellana, 2009). Furthermore, his translation practice is mediated by the roles and values that govern his family's behavior toward each other in both public and private spaces. Each of these contexts involves particular practices that Chouliaraki and Fairclough describe as the "hardened permanencies" of habitualized action.

At the same time, while practices are constrained by existing structures they are also composed of agentive performances that both reproduce and transform those structures.

Networks of practices are held in place by social relations of power, and shifting articulations of practices within and across networks are linked to the shifting dynamics of power and struggles over power. In this sense, the 'permanences' we referred to above are an effect of power over networks of practice, and the tensions within events between permanences (boundaries) and flows are struggles over power (Chouliaraki & Fairclough, 1999, p. 24).

This understanding of power struggles within networks of practices is especially relevant to the current analysis because translingual practices mediate the boundary between communities with different levels of access to material and symbolic resources (Orellana, 2009). Translingual practices are productive of economic, political, and social goods. The bilingual individual is often positioned in multiple and contradictory ways in relation to the practices that make up their particular network: empowered by their access to a wider range of discursive resources, but often excluded from insider status in one or both communities (and thereby excluded from the process by which dominant practices are contested and reformed).

Finally, Chouliaraki and Fairclough (1999) assert that practices always have a reflexive dimension. That is, "people always generate representations of what they do as part of what they do" (p. 22). Put another way, every practice is intimately tied to a theory of practice, and it is often at this discursive level that contestation and transformation of practices begins. "Reflexivity is caught up in social struggle. Reflexively applied knowledges about a practice are positioned knowledges, knowledges generated from particular positions within a practice or outside it...and they are both resources for and stakes in struggle" (ibid, p. 26).

Summary. The social world is composed of practices: routines of coordinated bodily and mental activity that take place in particular times and places, using particular material and symbolic resources. Persons are, on the one hand, constituted through their participation in practices, and at the same time each individual represents a unique crossing point of various practices and exerts agency to participate in practices in ways that contest and potentially transform the nature of those practices. Practices function to produce particular economic, cultural, or political resources for particular people. They are situated in a network of relationships to other practices, and this network tends to constrain the agency of individuals to contest and transform practices. Participation in practices always involves the generation of a theory of that practice, often instantiated within the practice through the production of discursive resources (texts and speech).

Language, discourse, and translingual practices

As discussed previously, many (if not most) practices reflexively produce “discursive resources” that may in turn be taken up, used, and transformed through practices. In many cases, though not all, the production of discursive resources can be understood as a practice in its own right. Thus, a lecture on mathematics is both a discursive resource produced through the reflexive aspect of the practice of mathematics (and is thus implicated in the ongoing social reconstitution of the discipline), and at the same time lecturing on mathematics may be analyzed as a distinct, though related, practice from “doing” mathematics. Such an analysis would forefront the embodied characteristics, socially constructed goals, and reflexive representations of the practice of *lecturing*, not only as they relate to the field of mathematics but also as they relate to disciplinary practices in other educational subfields. As this example makes clear, in the

field of education, language and discourse are constantly operating at different scales within a social practice framework.

This illustrates an inherent vagueness of 'practices' as a unit of measurement. Both mathematics pedagogy and lecturing are acceptable units of analysis in practice theory, which gives the analyst some useful flexibility to identify the boundaries of a practice in a way that best responds to his or her research questions. It can, however, produce confusion when an analysis of complex phenomena moves across scales to consider what could be termed micro-practices in relation to larger macro-practices. Alternatively, we might think of practice networks as networked both horizontally (in relation to other distinct practices with distinct functions) and vertically (in relation to practices that could be said to 'contain' or 'be contained by' the practice under study).

Returning to Scribner & Cole's (1981) definition of a practice as a recurrent sequence of activities, "directed to socially recognized goals and make[ing] use of a shared technology and knowledge system" (p. 236), we can state that a language practice is any practice whose goals and "shared technology" are primarily discursive in nature. A language practice may involve speech or writing, and often involves a hybrid of the two in concert with images and other sign-systems.² The aforementioned practice of lecturing in mathematics is an example of an oral/written hybrid, since even though the spoken mode may be foregrounded, other modes (e.g., writing on a blackboard, projecting text and images on a screen) are a nearly ubiquitous aspect of

² Hence the very close association of language and discourse in social practice theory. In much work on practice theory, discourse is the dominant construct, and language is framed as one sign system among several that are collectively referred to as discursive resources. Thus, Reckwitz (2002) notes that "discursive practices embrace different forms in which the world is meaningfully constructed in *language or in other sign-systems*" (p. 254, emphasis added). That said, because my interest is in a subset of discursive practices whose function is to mediate the boundaries between linguistic codes, I will use the terms "language practice" and "discursive practice" interchangeably.

lecturing. Similarly, practices centered around sacred texts in a wide range of religious faiths involve the deployment of many different kinds of discursive resources "including song, dance, gesture and chant, as well as repetition, recitation, echoing and memorization" (Gregory, Choudhury, Ilankuberan, Kwapong, & Woodham, 2013).

Language practices are not fundamentally or structurally different than other sorts of practices. "A discursive practice also contains bodily patterns, routinized mental activities – forms of understanding, know-how (here including grammar and pragmatic rules of use), and motivation – and above all, objects (from sounds to computers) that are linked to each other" (Reckwitz, 2002, p. 254). On the other hand, the reflexive aspect of practices, that participating in a practice always involves generating discursive representations of the practice, gives discourse and language an especially important place in practice theory. For one thing, much of the struggle over the social constitution of practices is carried out through struggles over discursive representations (Chouliaraki & Fairclough, 1999). What makes discourse a central feature of practice theory is not that discourse practices are more centrally important to the social than other kinds of practices, but rather that discursive *resources*, as an aspect of practices, are both ubiquitous within practices and central to their stability and transformation over time.

Translingual practices. Bilingual (or multilingual) individuals often move between a range of speech communities during the course of their daily lives. One or more of these speech communities is often organized around monolingual norms, where one language is clearly unmarked or preferred. Bilingual students enrolled in mainstream schools and classrooms in America certainly experience this, and many American immigrant households and communities are also functionally monolingual within certain boundaries or domains. It is also common, although by no means universal, for bilingual individuals to participate in speech communities

where shifting fluidly between languages is acceptable or even expected. Circumstances in which bilinguals actively traverse the "language barrier" may include translating for someone else, negotiating language preference in interaction, or just enjoying the full semantic and stylistic possibilities of a hybrid discourse when speaking with other bilinguals. It is in these borderland spaces (Anzaldúa, 1999), where two or more languages come into active contact, that what I refer to as *translingual practices* occur.

It is important to note that, by grounding the notion of translingual practices in a social practice theory framework, my conceptualization diverges in some fundamental respects from the way that some other scholars have described translingual practice. For example, Canagarajah (2012) dispenses with the notion of routinization as central to an understanding of translingual practice. Instead he focuses on the capacity of speakers to flexibly adapt linguistic resources to achieve locally situated goals in language contact zones. He asserts that "Translinguals...come up with forms and words that defy systematicity or stability all the time. They co-construct meanings and achieve inter-subjective understanding through negotiation strategies" (p. 72). Thus, in this conceptualization a practice is not the "hardened permanence" of a socially recognized and nominally bounded activity, but rather "a resourcefulness that speakers employ to deal with the unpredictable communicative situations they encounter" (ibid, p. 41). The difference between my use of the term and Canagarajah's is not so much a difference of theorization as it is a difference of terminology. Whereas he takes the "communicative situation" as a field in which translingual practices are deployed, I refer to the communicative situation as the practice (e.g., interpreting for a family member at the doctor's office), and to the "resourcefulness" as just that: a resource that is deployed agentively within a practice.

Similarly, García & Sylvan's (2011) notion of translanguaging shifts the focus from what students know or can do with language, to how they adapt their linguistic resources to new situations. They take a somewhat more holistic view of bilingual language use, asserting that *everything* a bilingual person does with language, including the choice to communicate monolingually in certain circumstances, should be thought of as translanguaging practice. Multicompetence theory (Cook, 2002; Scott, 2010) and the notion of linguistic repertoires (Gumperz, 1972; Gutierrez & Rogoff, 2003) have also been important to a conceptualization of language knowledge that transcends the mere mastery of bounded codes. These perspectives are important because they remind us that bilinguals always have both of their languages in mind, regardless of whether or not they are codeswitching (Cummins, 2008), and they focus our attention on the agency of students to apply their language knowledge in creative and strategic ways. While I agree with García & Sylvan, Canagarajah, and others that the educator should aim to understand and build on students' linguistic agency, one of the goals of this research is to suggest some specific pedagogical tools to help teachers begin to decode student interactions that take place in a language the teacher does not know. As such, I am proscribing the unit of analysis to focus on interactional choices that can be seen and heard in a classroom, and leaving out for the moment the sophisticated mental routines across two or more languages that bilingual students do even when participating in only one language. As Auer (1988) tells us, "you cannot be bilingual in your head, you have to use two or more languages 'on stage', in interaction, where you show others that you are able to do so" (p. 167).

Toward a typology of translanguaging practices. The idea that translanguaging practices are (like all practices) directed toward socially recognized goals, suggests that practices must be recognizable to participants and observers as something distinct from other sorts of activity.

Practices are bounded by the goals, knowledges and technologies that give them meaning, even if those boundaries are constantly renegotiated. Practices are named, and they have their own histories of development. In the sections that follow, I identify two broad categories of translingual practice, and briefly explore how these have been studied and understood in sociolinguistic and sociocultural research. I then describe *translingual pedagogy* as an emergent practice that embeds students' translingual practices in school spaces for educational purposes.

Language mixing. For the most part, the study of translingual practices has focused on the ways that people in various speech communities and speech situations move between two or more languages in conversation. This includes such linguistic categories as codeswitching, code-mixing, borrowing, and calques; practices that generally occur at the level of individual utterances (or parts of utterances) during conversational interaction between people who share two or more languages. Exact definitions of these units of analysis have been the subject of some debate (cf. Poplack & Meechan, 1998), but broadly speaking the study of bilingual speech has focused on discovering the social and linguistic rules that govern their use, as well as the illocutionary and perlocutionary characteristics (that is, the intended function and interactional effect) of particular instances of language mixing.

In the case of codeswitching, it has been shown that, across a wide range of multilingual speech communities, there are both social and grammatical constraints on the way that bilingual speakers shift between languages (Milroy & Muysken, 1995; Poplack, 1981). Much of the work on grammatical constraints focuses on intra-sentential switching (that is, switching within a single sentence rather than at sentence boundaries), since these switches imply a need to troubleshoot differences in grammatical structure of the two languages. Well known theories describing grammatical constraints on codeswitching include the *equivalence constraint*, which

states that switching tends to occur in such a way that grammatical rules are not violated in either language, and the *free morpheme constraint*, which states that switching cannot occur between a lexical stem and a bound morpheme (Poplack, 1980). Subsequent research has shown that few if any constraints are truly universal across contexts (e.g., Berk-Seligson, 1986), so it is generally accepted that "general principles, rather than atomistic constraints, govern [codeswitches]...though there is little consensus as to what they are or how they should be represented" (Poplack, 2001). Another influential theory is Myers-Scotton's (1997) Matrix-language frame model, which posits that languages do not play equal roles in determining the grammatical constraints on codeswitching. One language tends to be dominant, providing the morphosyntactic matrix that governs the structure of intra-sentential switching. Linguists continue to debate the relative merits of, and counter-examples to, different theories of codeswitching. Despite the elusiveness of a widely accepted model that is generalizable across contexts, there *is* consensus that codeswitching is not random or deviant as was once believed, but is governed by linguistic principles.

Socially, it has been shown that codeswitching is often leveraged strategically as a discursive resource, governed by the topic under discussion and by the speaker's understanding of the listener's language proficiencies and preferences (Valdés, 1982). Codeswitching can also serve as a marker of social identity and community membership (Poplack, 1981; Poplack, Sankoff & Miller, 1988; Zentella, 1997). In some contexts, fluent codeswitching (unlike borrowings or calques) is confined to a subset of fluent bilingual and bicultural individuals, and is governed by communicative norms within specific bilingual communities (Lipski, 2008). It is in these contexts that we might look at codeswitching as a practice. In other contexts, codeswitching (sometimes referred to as code mixing) is used opportunistically and imperfectly

to accomplish communicative work (Canagarajah, 2012). It is also worth mentioning that not all codeswitching is socially motivated, as environmental factors can at times cause a speaker to switch languages unintentionally (Riehl, 2005; Berk-Seligson, personal communication, November 13, 2014).

As to the intended effects of codeswitching, scholars have documented a very wide range of codeswitching functions, including negotiating language preference (Valdés, 1982), asserting a marked identity in interaction (Myers-Scotton, 1993), or alluding to prior social events in which the participants may have been involved, to name but a very few. However, consensus has grown around the understanding that a definitive typology of codeswitching functions is an impossible goal, especially across larger speech communities, because the perlocutionary effect of a codeswitch is *most often* a matter of negotiation between participants in interaction (Gumperz, 1972; Auer, 1998; Nilep, 2006). As Auer (1998) notes, "codeswitching has *and creates* communicative and social meaning, and is in need of an interpretation by co-participants as well as analysts" (p. 1, emphasis added). Nilep (2006) expands on the research implications of this insight, stating that "it is not necessary or desirable to spell out the meaning of particular codeswitching behavior a priori. Rather, codeswitching is accomplished by parties in interaction, and the meaning of their behavior emerges from the interaction...it is less interesting to track the frequency or regularity of particular recurrences than to understand the effect of linguistic form on discourse practice and emergent social meanings" (p. 17). This creates an interesting problem for educators who would wish to understand codeswitching as a resource for academic instruction. Although the practice is fairly easy to identify, its purposes are manifold and emergent, so educators cannot make a priori decisions about how the practice of codeswitching might map onto their instructional objectives.

Translation & Interpretation. Translation and interpretation practices shift the focus from spoken interaction primarily *between bilinguals*, to the work that many bilinguals do to mediate between speakers and institutions in their communities. Because translation and interpretation have been central to diplomacy and commerce for ages, these practices have been studied and theorized for much longer than codeswitching. However, like codeswitching, informal or "community" translation and interpretation practices took on a new status with the advent of sociolinguistics. Since that time, a wealth of scholarship has investigated the collaborative nature of community interpreting in a variety of settings and across many languages (Jacobsen, 2009; Roy, 1999; Wadensjö, 2014), with a small but important subset of researchers looking at community interpreting by children, also known as language brokering (McQuillan & Tse, 1995). This research suggests that these practices are common and vital to immigrant communities (Orellana, 2009), involve sophisticated linguistic and social skills (Valdés, 2003), and may under the right circumstances contribute to academic performance and self-efficacy (Borrero, 2011; Buriel, Perez, DeMent, Chavez, & Moran, 1998; Orellana, Reynolds, Dorner, & Meza, 2003). At the same time, some researchers caution that we should not lose sight of the complex and sometimes ambivalent nature of language brokering. Coyoca & Lee (2009), for example, suggest that the effects of language brokering on learning are mediated by the processes by which young people are positioned or position themselves as brokers. Orellana (2009) describes the ambivalent experiences of young interpreters, who on the one hand get to take on a powerful position within the adult world, but on the other hand get to acutely experience the disempowered positions of their immigrant families in the dominant culture. Mediating between a parent and an authority figure in these circumstances is not a neutral

position for these young translators, especially when they are confronted with racialized or deficit-oriented assumptions about themselves or their families.

These two lines of scholarship, professional translation and interpretation studies on the one hand and community and family language brokering on the other, provide an interesting data set for educators. The professional literature suggests a set of cognitive and social skills that the "ideal" translator or interpreter has mastered, including grammatical competence and fluency in both languages, access to vocabulary in relevant professional and cultural domains in both languages, explicit metalinguistic knowledge of both languages' grammars and areas of grammatical overlap, memory capacity, simultaneity of listening and speaking, knowledge of pragmatic routines through which the source and target languages map communicative intention, knowledge of styles, genres, registers and dialects in both languages, and the ability to read and to write or speak clearly and elegantly (Hall, Smith & Wycaksono, 2011). Research on community language brokering suggests that, regardless of the degree to which students have mastered these skills, the work they are doing may have profound effects on their understandings about language and the social world of adults. These researchers also suggest that, through discussion and use of such practices in the classroom, students' understandings about language and society can become building blocks for instruction.

Translingual pedagogy and pedagogical translation. The phenomenon of interest in the work presented here is the translingual practice that emerges when one or more of the aforementioned practices is brought into the English dominant classroom for pedagogical purposes. Translingual pedagogy is by nature a hybrid practice, recontextualizing students' community practices to accomplish new goals using a hybrid set of routines and resources. Specifically, the approach used in this study leverages the practice of translation. However,

codeswitching and interpretation also play a role because of the way the practice is organized. Because translations are accomplished collaboratively, students are called on to codeswitch constantly as they interact with each other and move back and forth between the English source text and the evolving translated text. Subsequently (and often simultaneously) students are also interacting with the teacher, interpreting for him or her the content of the collaborative translation process. As such, I use several terms to refer to this practice to distinguish what is occurring in the classrooms where this study takes place from the translation work that is done in other contexts and for other purposes. Specifically, I use the term *pedagogical translation* to signal that students' translingual work in this practice has as its ultimate aim the furtherance of pedagogical objectives. This term also encompasses the full range of routines involved in the practice, including pre-reading instructional conversations, post-translation discussion of what was learned from the activity, and everything in between. I use the phrase *collaborative translation* when referring more specifically to the translation work itself. This piece of pedagogical translation is an important focus of this study, because the students are directly engaged in complex linguistic problem solving, but teachers who do not share students' heritage language have the fewest resources for understanding and leveraging the interaction. Occasionally, and most especially in Chapter five, I refer more broadly to *translingual pedagogy* to discuss the implications of this study for the field of translanguaging in education.

The research on codeswitching, interpreting and translating presented above helps to define the properties of those practices that may lend themselves to instructional design. However, students bring unique repertoires of linguistic knowledge and particular histories of translingual participation. Furthermore, every local instantiation of a practice has other properties that are not captured in the models of practice proposed in published research, largely because

"they also involve values, attitudes, feelings, and social relationships" (Barton & Hamilton, 2000, p. 7). In other words, all practices are at some level irreducibly local. For teachers to fully understand the translingual practices of their students, they must do more than read and understand what the research tells us. They must also tap into students' reflexive knowledge to gain insight into how they understand what they are engaged in doing. Orellana & Reynolds (2008) address this reflexivity when they talk about what it means to "leverage" student language practices in the classroom. Following Michaels (2005), they describe leveraging as the deliberate attempt "to identify aspects of whole practices that can be *examined with students* while also drawing their attention to how these practices connect with disciplinary constructs and ways of thinking" (p. 50, emphasis added). At the same time, we must remember that reflexivity is an essential part of social struggle. As mentioned previously, "reflexively applied knowledges about a practice...are both resources for and stakes in struggle" (Chouliaraki & Fairclough, 1999, p. 26). To put it another way, teachers must understand how students theorize the practices they engage in, not just in terms of what they think they are *doing*, but also what *meaning* their practices have in social worlds both inside and outside of school.

Metalinguistic knowledge and the language problem solving event. One form of reflexive knowledge about translingual practice is metalinguistic knowledge or metalinguistic awareness. Metalinguistic awareness describes the shift from knowing how to *use* language, to understanding the way that language functions as a system. As Malakoff and Hakuta (1991) put it, "metalinguistic awareness allows the individual to step back from the comprehension or production of an utterance to consider the linguistic form and structure underlying the meaning of the utterance" (p. 147). It has been suggested that learning a second language contributes to metalinguistic awareness, as differences between L1 and L2 in terms of phonology, morphology,

syntax and even pragmatics make the structures of both languages more salient (Bialystok, 2001). Beyond the general assertion that bilingualism correlates with metalinguistic awareness, Malakof & Hakuta (1991) point to the specific metalinguistic affordances of translation practice:

The evaluation of the target-language sentence, both in terms of the meaning it conveys and the sentence structure within which that meaning is embedded, requires the ability to recognize language as a tool and as a rule-governed system. The translator must evaluate his or her use of the tool, that is, whether he or she has successfully conveyed the message, and his or her abidance by the rules of the target-language system, that is, whether he or she has embedded the meaning in the correct sentence structure (p. 150).

The notion of metalinguistic awareness comes primarily from cognitive research (i.e. Bialystok, 2001), but it can be understood from a practice perspective as a set of mental routines performed in relation to language practices - routines that leverage understandings about language structure as a resource. Mohanty & Perregauz (1997) suggest that insight into the structures of language could also help bilinguals "develop special reflective skills that generalize to other metacognitive processes as well. These processes help the child exercise greater control over cognitive functions and make them more effective, improving the level of performance in a variety of intellectual and scholastic tests" (p. 235). Whether metalinguistic awareness is conceived of as purely linguistic or as a set of routines that can apply across a range of practices, it is clear that this process is neither universal nor automatic. As Valdés (2003) points out, "what we do not know is why many of these children appear not to be able to transfer the many metacognitive strategies they use in problem solving, and their very developed metalinguistic abilities to the solution of academic problems that require precisely the same abilities" (p. 175).

For this reason, as teachers interested in promoting the transfer of metalinguistic skills to academic areas, or as researchers interested in describing student understandings about the translangual practices they engage in, special attention should be paid to reflexive metalinguistic knowledge that is revealed in classroom interaction.

Prior research on pedagogical translation (Jiménez et al., 2015) suggests that student problem solving around challenging words and phrases within a translation task is an especially rich site for investigating students' metalinguistic knowledge. As students encounter words they don't understand or have an equivalent for in their heritage language, they solicit help from peers and/or teachers, suggest provisional solutions, and sometimes explain their reasoning for suggesting or critiquing translation choices in terms of their understanding about the structures of and relationships between linguistic codes. From the perspective of the social practice framework I have adopted, I treat these language problem solving events (LPSEs) as embodied routines that create discursive resources that other participants may take up. The notion of the LPSE is in part adapted from Swain and Lapkin's (1998) notion of the language related episodes (LRE), which they defined as, "any part of a dialogue where students talk about the language they are producing, question their language use, or correct themselves or others" (p. 326). Swain and Lapkin's work is important to research on TRANSLATE, as they provided "evidence of language use as both an enactment of mental processes and as an occasion for L2 learning" (p. 320). That is, students' mental routines around linguistic problem solving become visible in these episodes, and through this problem solving activity students add to their linguistic repertoires. Furthermore, the attentive teacher may be able to leverage these discursive resources toward the larger learning objective they have in mind for the lesson. I will explore the notion of LPSEs further and articulate an operational definition in Chapter 3.

Summary. In the preceding section I examined the role of language in social practice theory and defined translingual practices as habitualized social behaviors involving two or more languages in interaction. I further explored the implications of my theoretical framework when adapting translingual practices for pedagogical purposes in schools, and described the initial typology of translingual pedagogies that was used in this study. Furthermore, I highlighted the importance of understanding the students' reflexive understandings about translingual practice, and connected this to previous research pointing to particular routines within collaborative translation that tend to surface students' tacit metalinguistic knowledge. This theoretical work is intended to help identify places in the data to look more closely at teachers' efforts to understand and participate in collaborative translation, and leverage it for pedagogical purposes.

Professional Vision

A crucial skill for teachers who wish to leverage students' bilingual resources in classroom instruction is to recognize the sophisticated linguistic and cognitive work that students are engaged in during bilingual interaction. But how can teachers who do not speak all of the languages of their students learn to make sense of these interactions? Part of this is dispositional in nature: the teacher's *belief* that bilingual interaction involves sophisticated linguistic and cognitive work. But an equally important part has to do with what Goodwin (1994) called *professional vision*. The notion of professional vision, as the name implies, is primarily concerned with perceptual processes: "how professionals learn to look at phenomena in their area of expertise" (Leftstein & Snell, 2011, p. 506). As Goodwin (1994) states:

Discursive practices are used by members of a profession to shape events in the domains subject to their professional scrutiny. The shaping process creates the

objects of knowledge that become the insignia of a profession's craft: the theories, artifacts and bodies of expertise that distinguish it from other professions.

Analysis of the methods used by members of a community to build and contest the events that structure their lifeworld contributes to the development of a practice-based theory of knowledge and action (p. 606).

This primary focus on perceptual processes makes professional vision an especially useful lens for analyzing how teachers can learn to make sense of interactions that, in many cases, are framed as prima facie evidence of off-task behavior.³ Furthermore, professional vision allows us to investigate the in-the-moment understandings that teachers have about bilingual interaction. To date, much of the research on teacher learning about student language and culture looks at what teachers learn outside of the classroom (e.g., González, Moll, & Amanti., 2013) or through reported behavior (e.g., Orellana, Carbone, D'warte, Hernández, Lee, Martínez, Martínez, Montaña, Pacheco, & McGovern, 2010). I propose that these lines of research, while important, do not give teachers the conceptual tools they need to make sense of otherwise semantically opaque (for the teacher) student practices as they occur during classroom activity.

Coding, highlighting, and graphic representations

Goodwin frames the processes that mediate professional vision in terms of *coding*, *highlighting*, and *graphic representations as embodied practice*. *Coding* involves the establishment of conceptual categories through which phenomena are understood. These

³ Exemplified by the teacher interviewed by Lee & Oxelson (2006), who said, "I think...in school, because we're all trying to be on the same page, that they should emphasize English, otherwise you get into social problems and you also get into challenges where a couple students who speak the same language may have conversations among themselves about or whatever and that could be distracting to the class" (p. 463).

categories function to circumscribe and delineate the world so that professionals know which phenomena are relevant to their work. *Highlighting* involves practices that make some aspect of the phenomenon especially salient, shaping the perception of all participants. These practices are easily understood in relation to texts (e.g., use of post-its, underlining, highlighting with colored markers) but highlighting also describes a wide range of practices from gesture and pointing to the use of certain kinds of material tools as central professional practice (e.g., a height chart at the entrance to a carnival ride; a color chart used by archaeologists to categorize soil samples). *Graphical representations* involve the production and use of material representations within professional practice. Graphical representations complement the spoken language, using distinctive characteristics of the material world to organize phenomena in ways that the spoken language cannot. Importantly, Goodwin is less interested in analyzing these representations as material objects in and of themselves than he is in the discursive processes through which these representations are created and used for specific purposes within a profession.

In terms of the theory of social practice described in the previous section, Goodwin's categories of *coding*, *highlighting* and *graphic representation* point at 1) the idea that mental routines are cued in response to observed phenomena, 2) the semiotic effect of certain bodily routines in concert with material resources, and 3) the reflexive nature of practices as realized through material production. And, while Goodwin uses the term 'practices' to refer to these categories, I would frame them as three important forms of discursive resource that arise within and shape practices.

Noticing and reasoning

In the field of education, Goodwin's professional vision framework has primarily been applied to explore the use of video in teacher professional development (Grossman, Compton, Igra, Ronfeldt, Shahan, & Williamson, 2009; Lefstein & Snell, 2011; Sherin, 2001; Sherin, Russ, Sherin, & Colestock, 2008). This research has had both a descriptive agenda (e.g., what kinds of events stand out to the teacher during instruction?) as well as a proscriptive agenda (e.g., how can teachers learn to perceive and evaluate mathematical discourse in ways that support ambitious math instruction?). Central to this research is the recognition that professional vision for teaching describes the aspect of teacher expertise that operates "in the moment" of classroom interaction.

Teachers need to "see" how a lesson is going and to interpret students' ideas in the midst of instruction....like all perceptual processes, professional vision is not a simple passive observation of the world. Instead it involves a dynamic interplay of top-down and bottom-up processes. As a teacher observes a classroom, he or she is constantly reasoning about what is seen, and this drives where and how the teacher will look in the future (Sherin, 2007, p. 384).

Sherin (2007) describes two sub processes that govern teacher professional vision: selective attention and knowledge-based reasoning. Selective attention describes what teachers notice in the flow of interaction, both in the moment of teaching and after the fact while viewing videos. Reasoning describes the way they apply their pedagogical knowledge to interpret and respond to these "noticings". Reframing these constructs from the perspective of the social practice theoretical framework, noticing and reasoning are mental routines that inform the embodied routines of teachers as they respond to student thinking. For Sherin and her colleagues,

making these mental routines visible to teachers through the practice of video clubs is a way to encourage new kinds of embodied routines. Teacher learning, then, involves an iterative process of noticing, reasoning, and responding; grounded in the reflexive aspect of practices. This understanding of teacher learning is central to the current study, and specifically to my first research question.

It is important to note that this conceptualization of professional vision, framing it as a tool for analyzing (and potentially changing) teacher behavior, moves away from Goodwin's project of describing the discursive resources within practices. That is, professional vision becomes an attribute of the individual instead of the practice. I would argue, however, that these distinct ways of thinking about professional vision may be brought into conversation, so long as one is clear about how they are being used. As I have described them in the previous section, practices are socially constructed and agentively negotiated phenomena. Depending on one's analytical purpose, one may make inferences about the professional vision of a practice based on the shared routines of participants, or alternatively describe the ways that individual differences in professional vision lead to diverse engagements in a shared practice. In this study I have used the later stance, as I am working with participants at the very fringes of an emergent practice, where any investigation of normativity or stability of routines would be meaningless.

Limitations of a professional vision framework

I must acknowledge that there is a danger in using professional vision as an analytical lens on classroom interaction, especially when investigating classroom practice that is explicitly intended to hybridize school and out-of-school practices. The danger is that, by framing the emergent practice in terms of teacher perception and activity, we may ascribe too much

importance to teacher decision making in the evolution of the practice, and thereby reify the power imbalance that already exists in the classroom. Focusing on teacher professional vision is important, because it allows us to describe the kind of bodily and mental routines that we might want other teachers to take on in their pedagogical practice. But students are also agentic participants in pedagogy, and the analyst should not overlook that all participants contribute in particular ways to the instantiation of practices, generating and sharing their own reflexive understandings of their activity as they go. Moreover, translingual spaces create an opportunity for students to exert greater agency within practices, and it is likely that teachers will perceive these interactions differently than will students (and the analyst). A professional vision analysis of emergent translingual practice will not be complete without also attending, at least to some degree, to the tension between these perspectives.

Research Questions revisited

Given the understandings detailed above regarding the nature of translingual practice and teacher learning in multilingual activity, I have identified two broad research questions to structure my analysis of translingual pedagogy:

RQ 1: How does teachers' professional vision lead to changes in their practice of pedagogical translation?

RQ 2: How does teacher participation in language problem solving events appear to facilitate students' metalinguistic understanding and teacher learning?

RQ1 is intended to describe teacher learning using analytical tools from professional vision research, primarily grounded in analysis of teacher reflections on their experience and decision making during the study. This question seeks to describe the emic perspective of

teachers, acknowledging their central role in determining the shape of practices within the language arts classroom. RQ 2 is intended to describe teacher participation during especially rich translingual interactions. This question leverages understandings drawn from social practice theory and translingual pedagogy to reconstruct teachers' professional vision from a more etic perspective, primarily grounded in discourse analysis of lesson transcripts and video.

CHAPTER THREE

RESEARCH METHODS

El destino – el privilegio y el honor – del hombre es no lograr nunca lo que se propone y ser pura pretensión, viviente utopía. Parte siempre hacia el fracaso, y antes de entrar en la pelea lleva ya herida la sien.

Así acontece en esta modesta ocupación que es traducir.

- Ortega y Gasset, *La miseria y el splendor de la traduccion*

The purpose of the study reported on in this dissertation was to examine the ways that middle grades language arts teachers learn to integrate a small group collaborative translation activity into their teaching practice. The data were drawn from the Strategic Language Approaches for Teachers of English learners (SLATE) study. This research was conducted as a teacher professional development iteration of Project TRANSLATE (Teaching Reading And New Strategic Language Approaches to English learners). Dr. Robert Jiménez is the principle investigator of the larger study, and played an advisory role in the implementation of SLATE. Two members of the Project TRANSLATE research team assisted with SLATE: Mark Pacheco was my collaborator in designing and implementing the SLATE study, and Mark Gonzalez assisted with data collection. Below, I provide a brief overview of the larger study, followed by a detailed description of the SLATE study, including the process of data analysis.

Research Context: Project TRANSLATE

Over the last five years, Project TRANSLATE has developed an approach to reading comprehension that is grounded in the selective translation of literature and content-area texts

from English into students' first language. Project TRANSLATE's goal is to create a fully developed intervention of instructional strategies useful to all teachers, but especially monolingual English-speaking teachers of ELLs.

The collaborative translation activity was adapted from guided reading protocols (Fountas & Pinnell, 1996) and refined through a series of design research iterations (Cobb, Confrey, Lehrer, & Schauble, 2003; Reinking & Bradley, 2008; for details on design choices and their rationales for this intervention, see Keyes, Puzio & Jiménez, 2014). In the course of each 30-40 minute lesson, small groups of (4-5) students read and discuss a short grade-level text, collaboratively create a written translation of a pre-selected passage from the text into their heritage language, and then discuss how the translation process changed their understanding of the passage or the larger text. The teacher actively guides and structures these sessions, beginning by inviting students to share personal experiences and to make connections between their bilingual/bicultural identities and major text themes. For example, before reading a chapter of *Brothers in Arms* (Langan & Alirez, 2004) in which the protagonist moves to a new neighborhood, the teacher shared his own experience of moving to the city and asked students if they had had similar experiences. This question helped the teacher enact what Gay (2010) calls "culturally responsive caring" by learning about student culture and experience through their diverse and personal immigration stories, and it also primed students by activating schema related to the text they were about to read.

After reading the selected text, usually 2-3 pages from a novel, students are asked to share what they thought was most important from the reading. This gives the teacher a formative assessment of students' comprehension of the passage and may influence later choices about which passage students will translate. Working in pairs or triads, students are invited to

collaboratively translate a short passage from the text (between 5 and 20 words) from written English into a heritage language. With the goal of creating authentic problem solving opportunities that will engage students in complex negotiations about meaning, we deliberately choose excerpts with English idioms, metaphors, and complex language. Students are then invited to compare translations with one another and discuss the merits and meanings of different translation choices. Finally, students are asked to discuss what new understandings they gained from the translation activity, and to connect these understandings back to important features within the text, such as character, plot, setting or theme.

Following the design research approach, our research has sought to develop ongoing hypotheses about the affordances and constraints of the TRANSLATE instructional model, subject these hypotheses to systematic analysis, and then refine them through an iterative process. At the time of the SLATE study we had conducted three separate interventions to gauge student uptake of the TRANSLATE approach in three middle schools in Nashville, collecting over 70 hours of video footage, extensive field notes, and interviews with Spanish, Kurdish, and Somali speaking students. We found that students participating in this intervention move fluidly in their discussion between word, sentence, and text level features and develop new comprehension strategies that capitalize on their native language resources (Jiménez, David, Keyes, & Cole, 2012). Furthermore, we found that the translation activity made visible a wide range of student linguistic, cognitive, and sociocultural knowledge (Puzio, Keyes, Cole, & Jiménez, 2013), and provided students opportunities to develop metalinguistic awareness by reflecting on the nature of vocabulary and syntax, and the ways that different languages communicate ideas (Jiménez, David, Fagan, Risko, Pacheco, Pray, & Gonzalez, 2015). This work complements previous work that shows that translation is a cognitively and linguistically

complex integration of multiple processes (Orellana & Reynolds, 2008; Valdés, 1998; Williams & Snipper, 1990).

In addition to analyses focused on student participation and learning, we have also looked at the role of teachers, both from a macro perspective as interpreters of language policy (Cole, Puzio, Keyes, Jiménez, Pray, & David, 2012), and from a micro perspective as classroom participants who must shift between learner, collaborator, and expert stances during the activity (Pacheco, David, & Jiménez, 2015). However, while prior iterations were led by Vanderbilt researchers in isolated, pull-out environments, prior to the SLATE study we had not put the instructional model into the hands of classroom teachers.

SLATE study

The SLATE study was designed to pilot a professional development model of the TRANSLATE protocol. This iteration was intended to add to our previous work by examining teacher-led interventions and fostering the ongoing professional development of these teachers. This study, therefore, was intended to allow us to better address the scalability of the TRANSLATE model by assessing teacher uptake and its concomitant necessary support structures.

Setting and Participants

This research took place in a major metropolitan school district, in a southern city that has seen a large influx of immigrants over the past few decades. The population of students learning English in the district has more than doubled over the past 10 years, representing 14.7 percent of the student population at the time of the SLATE study (TDOE Report Card, 2013).

Currently, the school district provides language support services to more than 12,000 students who come from 120 countries and 95 language backgrounds.

Four teachers from an area middle school with a large ELL student population were recruited to participate in the SLATE study. Nearly twenty-five percent of the school's students were classified as ELLs in the 2012-2013 school year, and about 90 percent received free or reduced lunch (see Table 1). However, these numbers fail to fully capture the linguistic and cultural diversity of the school's student population.

Table 1: School demographics

	African American	Asian/Pacific Islander	Hispanic	White	ESL	Low SES
Number	231	57	367	219	214	779
Percent	26.4	6.5	41.9	25.0	24.4	91.3

Note: Census data masks national and linguistic diversity.

Professional development facilitators. I, along with my co-facilitator (Mark Pacheco), played both the role of data collector and professional development facilitator. Our role as facilitators included: developing materials (including explanatory handouts, sample lesson plans, and video exemplars), planning and implementing professional development sessions to introduce the TRANSLATE protocol, observing instruction, and debriefing with teachers individually and as a group after they had tried out the intervention. As co-facilitators of the SLATE PD, Mark and I collaborated on most aspects of study design and implementation. We both participated in all PD sessions and focus group meetings, and we each followed two of the four teachers to observe their practice lessons and conduct their exit interviews. There were some cases, however, when one of us took primary responsibility for a piece of the study. In the

biographies that follow, I will further describe the individual roles and responsibilities of each of the facilitators.

Sam. I came to this study with previous experience on two of the three prior iterations of Project TRANSLATE. During the second TRANSLATE iteration (November 2010 - May 2011) I attended and took field notes at 28 of the 30 lessons and acted as instructor for two lessons. I also conducted a qualitative case study of one student (David, 2011), which included interviews with the student and her mother, and observations of her regular language arts class. At this time, I began to articulate some new research questions in response to limitations of the prior work. First, our research team was predominantly Spanish-English bilingual, as were all of the student participants, leading me to wonder how the TRANSLATE protocol would hold up if the teacher had no knowledge of the students' heritage language. And second, we had implemented the previous iterations in pull out sessions led by members of the research team, but to scale up the study we would eventually need to train teachers in how to enact TRANSLATE, leading me to wonder what a professional development model would look like.

In the fall of 2012, I invited Mark Pacheco to work with me to implement a ten-day pilot of the TRANSLATE protocol with Kurdish and Somali speaking students (Pacheco & David, 2012). Soon thereafter we started planning SLATE. As a result of my participation in these two iterations of the larger study, by the time we piloted the professional development model I had spent two and a half years contributing to design-based refinements to the intervention, and I had personally led twelve lessons with groups of both Kurdish and Spanish speaking students. In addition, my experience as a Spanish-English bilingual middle grades teacher, and as instructor and practicum supervisor for courses on theory and methods for teaching ELLs, informed my approach to working with teachers. I took primary responsibility for technology integration

(building the project wiki and putting project materials onto the tablet computers), and I designed the student survey instrument used in the study.

Mark. Mark was a second year doctoral student at the time of the SLATE study, and had worked on one previous iteration of Project TRANSLATE, teaching 10 lessons to a group of Somali speaking students. In addition, he had 7 years of experience teaching English and ESL at the high school level, and had worked with Somali, Kurdish, Chinese, Korean, Russian, and Dominican students in New York City. He speaks Italian and Spanish. Mark also has a special interest in the role of teacher identity in classroom participation, which informed the design of both data collection instruments and professional development tools. Mark led discussions during the initial two professional development sessions.

Teachers. We used a combination of criterion and snowball sampling procedures (Patton, 1990) to recruit participating teachers for this study. Initial criterion for study participation was that participating teachers work with bilingual students to some degree, and that at the time of the study they had at least 4 students in one of their classes who shared knowledge of a language other than English. Based on research recommending that professional development be based on teachers' own perceived needs (Estrada, 2005; Goldenberg & Gallimore, 1991), we also aimed to recruit teacher participants who were interested in improving their instruction of linguistically diverse students. During the previous TRANSLATE iteration we had worked closely with an 8th grade language arts teacher (Rachel) who had expressed her interest in learning more about TRANSLATE. Rachel had assisted during the previous study by helping to select student participants, but she did not participate or observe the instruction at that time. We invited her to participate in the SLATE study, and to assist us in a snowball sampling process (Morgan, 2008) to identify other teachers within her school who worked with ELLs and wished to improve their ELL instruction. Although we had planned for the possibility of working

with teachers from a range of grades and subjects, and possibly even from more than one school, with Rachel's help we ended up recruiting all of the teachers on her 8th grade language arts team to participate. This team consisted of Rachel, Tom, Zara, and Elizabeth (all pseudonyms).

Although some scholars might complain that this sampling strategy introduces the possibility of school and even team level effects on the data, for this developmental work we decided that it was an appropriate compromise to get the most out of available resources. In addition, since curriculum scope and sequence is largely dictated at the district level, we believed that any conflicts that participating teachers experienced integrating the TRANSLATE instructional model into their curriculum could inform future work with other groups of teachers in this district.

Table 2: Teacher Participants

Name	Years teaching experience	Language proficiency	Students' languages
Rachel	8	English, German	Bahdini, Sorani (Kurdish)
Tom	5	English	Spanish
Zara	7	English, Arabic	Spanish
Elizabeth	2 (ESL)	English, Spanish	Spanish

Note: Participating students had varying levels of proficiency in English and their heritage language.

Students. Each of the teachers selected 4-5 students from one of their classes to be participants in the study. Information about students is presented in Table 3.

Table 3: Student data

Student ¹	Gender	LOTE ²	EL Status	Assessed reading ability ³	Language Broker? ⁴	Enjoys reading? ⁵	Birthplace	Years in school outside U.S
<i>Teacher: Zara</i>								
Mello	F	Spanish	NA ⁶	NA	Y	N	U.S.	0
Niky	F	Spanish	NA	NA	Y	N	U.S.	0
Guasón	M	Spanish	NA	NA	Y	N	Mexico	0
Papito	M	Spanish	NA	NA	N	N	Mexico	5
Lanudo	M	Spanish, Japanese	NA	NA	Y	Y	Doesn't know	0
<i>Teacher: Tom</i>								
Boom	M	Spanish	Exited	Basic	Y	Y	Mexico	0
John	M	Spanish	Exited	Basic	Y	N	Guatemala	0
Henry	M	Spanish	Exited	Basic	Y	Y	U.S.	0
Julissa	F	Spanish	Exited	NA	N	N	Mexico	0
<i>Teacher: Elizabeth</i>								
Isaac	M	Spanish	IV	Basic	Y	N	Mexico	0
Joker	M	Spanish	IV	Below Basic	Y	NA	Mexico	2
Cookies	M	Spanish	III	Below Basic	Y	N	Mexico	1
Shorty	M	Spanish	III	Below Basic	N	Y	U.S.	0
<i>Teacher: Rachel</i>								
Leman	F	Bahdini, Arabic	None	Proficient	Y	Y	Iraq	5
Nijdar	M	Sorani, Arabic	Exited	Basic	Y	N	Iraq	7
Rona	F	Sorani, Turkish	None	Basic	Y	Y	U.S.	0
Berwan	F	Sorani, Arabic	I	NA	NA	NA	NA	NA
Ajda	F	Bahdini, Sorani, Arabic	I	NA	NA	NA	NA	NA

¹ Students were given the opportunity to pick a pseudonym. Those who declined to choose an appropriate pseudonym were assigned names by the author.

² Language(s) other than English – as claimed on the student survey and/or demonstrated during lessons.

³ Based on previous year's state reading assessment.

⁴ Student indicated that he/she translates for parents or other family members on a daily or weekly basis.

⁵ Student indicated that he/she enjoys reading a lot or a little.

⁶ Data not available.

Professional Development Model

Guiding Principles. The SLATE professional development model was grounded in a review of the literature on professional development for teachers of English language learners specifically, as well as research on professional development in literacy more generally. From this review, a set of general principles emerged which have been identified as important for effective teacher learning in both fields of research. These principles can be organized around two central features, *collaborative involvement* and *guided learning*, which are described in more detail below.

Different from traditional transmission models, professional development designed around *collaborative involvement* has been shown to be effective for building new knowledge when there is shared knowledge generation around problems that matter to teachers (Darling-Hammond & Bransford, 2005; L'Allier, Elish-Piper & Bean, 2010; Mahn, McMann, Musanti, & Smith, 2005), and when teachers and expert leaders collaborate and consider local and curricular contexts for planning and problem solving (Putnam & Borko, 2000). Collaborative involvement can take different forms (e.g., study of "expert" teachers on videos, curriculum planning groups), but what must be kept constant is "teachers' learning should be grounded in some aspect of their teaching practice" (Putnam & Borko, 2000, p. 12) and guided by the learning potential of their students (Walqui, 2006).

The term *guided learning* derives from research on changing teacher beliefs, and encompasses a set of professional development approaches with a clear focus on enhancing teaching in the classroom. According to Risko, Roller, Cummins, Bean, Block, Anders, & Flood (2008), guided learning is especially powerful when coupled with collaborative efforts. It entails four crucial elements— *explicit demonstrations and explanations* of proposed instruction, *use of*

examples (including videos of classroom instruction) to invite analysis and visions of new forms of instruction, *guided practice* of instructional components within the professional development setting, and *guided applications* in the teachers' classroom. Research supporting guided learning comes from Pardini (2006) who reported evidence that linked guided and collaborative learning to more meaningful teaching (with the goal to enhance comprehension) and a narrowing of the "achievement gap."

Some researchers (Alfred, 1994; González & Darling-Hammond, 1997; Walqui, 2000; Zetlin, MacLeod, & Michener, 1998) have drawn connections between guided learning and collaborative professional development models when teaching ELLs. In these settings, these forms of professional development are associated with teachers' enhanced reflection on their practice, improved understanding of and ability to differentiate and modify instruction for ELLs, increased ability to communicate with students across cultures, increased knowledge about students' cultural backgrounds and their prior knowledge, and more positive perceptions of their students (Hernández, 2005; Levy, Shafer, & Dunlap, 2002; Lucas, 2005; Lucas & Grinberg, 2008).

In addition to the guiding principles that informed our design of the SLATE professional development model, we also noted a specific call in the literature for more research exploring the utility of digitally-mediated professional development on teacher learning. What research there is suggests that such approaches can be as effective as traditional face-to-face PD sessions (Powell, Diamond, Burchinal, Koehler, 2010), and that they can facilitate guided practice (Risko et al., 2008) and guided application in teacher training (Sherin, 2007). Risko et al. (2008) have called for more research in this area, stating that "multimedia and technology-rich environments...could support deeper learning while drawing on the multiple literacies that prospective teachers use in

their everyday lives and also preparing them to teach within multiple literacy learning spaces" (p. 282). For this reason, digital tools were integrated into the professional development, including a project wiki and tablet computers for each of the participating teachers. The tablets (Kindle Fires) were intended to be an integral part of the professional development - integrating instructional resources, communication tools, and data collection – but once we began using them we quickly realized that there were many barriers to this kind of robust technology integration in the school. As such, they primarily served as incentive for teachers to participate in a professional development that demanded many hours of time both during and outside of school hours.


Principle		Design
Guided Learning 	Explicit instruction	- Explicit instruction of the TRANSLATE protocol
	Use of examples	- Watch and discuss video examples
	Guided practice	- Training in use of assessment and planning tools - Collaborative planning
	Guided application	- Teachers enact lessons with students - Researcher/facilitators observe and give feedback
Collaborative involvement		- Group debrief after guided application - Online network for communication, reflection and resource sharing

Figure 2. Relation of Guiding Principles to TRANSLATE PD design decisions

Design. We began planning the professional development model by designing features the corresponded to the principles identified in our review of the literature (Figure 2). We then elaborated a multi-phase approach that would support both teacher learning and data collection (Figure 3). The first phase of professional development included two 40 minute meetings between PD facilitators and all four participating teachers during their communal planning period on two consecutive days in mid-February, 2013. We also scheduled a "pre-PD meeting" the week before to work through some logistics of implementing the study (scheduling, consent forms, tablet computer orientation). The time frame for the study was determined in collaboration with the teachers, and was implemented at a time when they felt that they had the most freedom to enact new pedagogical approaches: after the transition from winter break but before the pressure began to mount to maximize class time spent on test preparation.

Phase #	Guiding Principles	Activity	Data collected
Phase I	explicit instruction, examples of the instructional model, guided practice	Initial PD sessions	Video record
Phase II	Guided application	First practice lessons	Video & audio records, field notes, teacher written reflections and comments
Phase III		Focus group debrief #1	Video record
Phase IV		2 nd & 3 rd practice lessons	Video & audio records, field notes, teacher written reflections and comments
Phase V		2 nd focus group debrief	Video record
Phase VI	N/A	Individual interviews	Audio record Student surveys

Figure 3. Phases of the SLATE study

The SLATE PD model builds on the four crucial elements of professional development identified above. The first day of the professional development included *explicit instruction* of the TRANSLATE approach, as well as discussion of video from previous research as *examples of the instructional model*. The researchers used a handout (see Appendix B) to talk through the

steps of the protocol, shared a video from previous work with Somali students that had been edited and titled in order to show short examples of each step, and reviewed a sample lesson plan. In the second meeting, teachers then had *guided practice* in using the assessment and professional networking tools on the tablet computer, and in planning TRANSLATE lessons for use in the classroom. We also shared two videos to generate discussion of the kind of learning that might be happening during translation, and we shared a handout of strategies for teachers who do not share the home language of their students (see Appendix B), as well as several translation artifacts from previous research by way of demonstration. Finally, we spent time reviewing the text from the prior day's sample lesson to discuss the process of selecting lines to have students translate. All instructional materials from these sessions were loaded onto participants' tablet computers for them to review as needed.

After the initial PD, and throughout the study, teachers were encouraged to use a set of online tools to share insights and resources with the group, reflect on what they were learning, and ask questions of researchers and other participants. We saw these tools as enabling peer directed *guided practice*. These tools were located on a password protected project wiki. Teacher participants were asked to post a weekly reflection on a blog (at minimum, one after the initial PD and one after each lesson). Teachers were given the choice to make these reflections private (available only to researchers) or public to all participants so that other teachers could make comments. All teachers chose to make all of their comments public. All of these tools were accessible via each teacher's tablet computer, and they could also be accessed from their work or home computers.

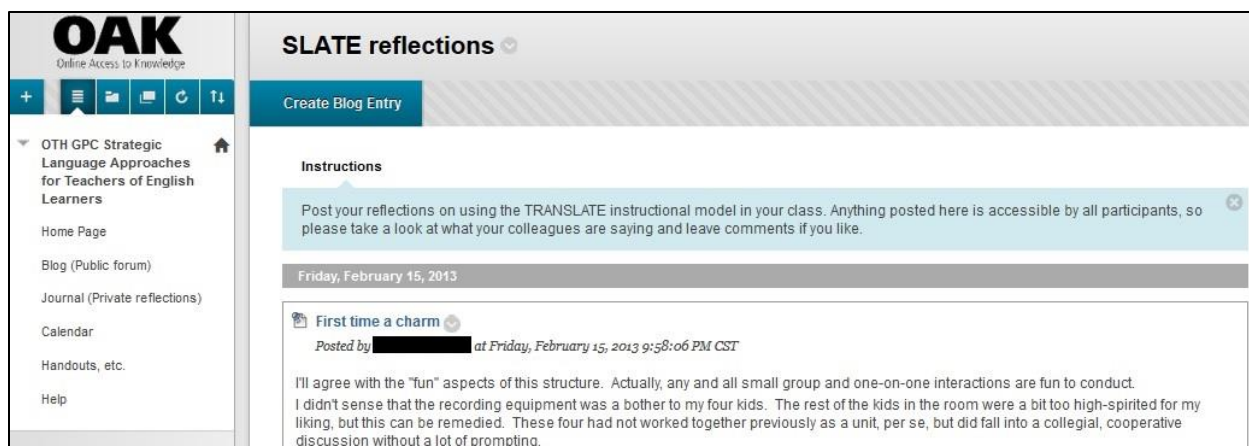


Figure 4. Screenshot of a blog entry on the project wiki

After the initial professional development sessions, teachers were asked to implement the TRANSLATE instructional model at least once each week for three weeks. To facilitate *guided application*, the lessons were scheduled in advance so that researchers could observe and video record. After each lesson, researchers debriefed with teachers for 5-8 minutes to ask and answer questions and give feedback. Researchers also took field notes during and after each lesson.



Figure 5. Screenshots from video of the initial PD session and a practice lesson

After the first week of guided application of the TRANSLATE instructional model, all participants met as a focus group to discuss issues they encountered while planning and implementing instruction. Teachers were encouraged to share examples of student translation

work and any other artifacts they created. They were also given the opportunity to work together to plan for the next week's lesson. Participants were brought together again to debrief after the third and final week of instruction. In addition, researchers met with each participant individually to conduct one-on-one semi-structured exit interviews after the last week of instruction (see Appendix D).

Limitations of the PD Model. In addition to the guiding principles for professional development described above, one of the most frequently repeated recommendations found in the literature is that it take place over an extended period of time (August & Shanahan, 2006; Darling-Hammond & Richardson, 2009; Estrada, 2005; Gersten, Dimino, Jayanthi, Kim, & Santoro, 2009; Mahn et al., 2005; Risko et al., 2008). This call for long term PD is in large part a reaction against the "one-shot" approach which has characterized much professional development in schools, and some researchers go so far as to insist that any real and lasting change to teacher practice requires a minimum investment of two years (Goldenberg & Gallimore, 1991). Clearly, this pilot study cannot attain this standard of quality. However, this study's design goes far beyond the "one-shot PD," extending teacher learning opportunities through several cycles of collaborative planning, implementation and feedback.

As mentioned above, an important recommendation from the research on teacher professional development is that it be based on teachers' own perceived needs (Estrada, 2005; Goldenberg & Gallimore, 1991). Too often professional development is designed at the district level, or by administrators who do not have a clear understanding of the specific problems that teachers are grappling with in their classrooms. Teachers often view these workshops as one more set of hoops to jump through, destined to be replaced again in a year or two. Alternate approaches such as cognitive coaching (Costa & Garmston, 1994; Keyes, 2013) conceive of

professional development as a collaborative process, and begin by asking teachers what problems or questions they are having. Research suggests "that teachers respond favorably and make well-reasoned choices when provided with the opportunity to work with a coach following a cognitive model" (Keyes, 2013, p. 153). Our goal of field testing a specific approach to instruction precluded us letting teacher interests be the primary guide for professional development. However, in recruiting participants for the SLATE study we specifically sought out teachers who were looking for new tools and instructional approaches to better understand and instruct their linguistically diverse students. In addition, the SLATE professional development model was designed to solicit and respond flexibly to problems and questions as they arose, and the researchers' role in co-planning, observing and debriefing around specific guided applications of the intervention closely mirrored the three-phase approach recommended in cognitive coaching approaches.

Data Sources and Data Collection

Data were collected for a total of four full group meetings, twelve practice lessons, and four one-on-one interviews conducted in February and March¹. In addition, teachers contributed a total of 20 posts and comments on the project wiki. Students also completed a language and literacy survey. In this section I will describe the following: data collection procedures during the guided application phase, focus group and one-on-one interview procedures, survey design and implementation.

¹ Due to technical or human error, some of the planned data points in the study were lost. Fortunately, the redundancies we built into the data collection procedures (e.g., multiple recording devices at every session, multiple types of teacher reflection data) mean that these gaps did not compromise the trustworthiness of data analysis. See Appendix A for the complete accounting of data sources used in this analysis.

Guided application data collection

Each of the four teachers taught three lessons using the TRANSLATE protocol, and all of the lessons were audio and video recorded by one of the co-facilitators using a camera and tripod set up a short distance away from the group. During each session, the facilitator also took field notes in the form of a running record, to which he added further detail as well as methodological and theoretical notes later in the day. In addition, the facilitators collected lesson artifacts, including teacher handouts and photos of student work. Immediately after each session, the facilitator had a quick debrief session with the teacher. These were audio recorded, and questions focused on what teachers noticed that went well or poorly during the lesson, as well as any specific moments that the facilitator noticed and wanted to praise or ask questions about.

Focus group procedures

After each teacher had conducted one practice lesson, we brought the whole group together to share successes and challenges, and to collaborate around planning the next two practice lessons. After the final practice lesson, we brought them together again to discuss their experience learning and implementing the intervention. Planning for both of these sessions was informed by facilitators' observations of the practice lessons and teacher reflections. In the first group debrief, time was set aside for group discussion of challenges that were common across all four teachers (i.e. engagement and exit activities). In the final group debrief, facilitators highlighted several key themes for discussion drawn from teacher reflections on the blog (i.e. student frustration, assessment of process versus product, collaboration and competition, and eureka moments for teachers). See Appendix C for focus group agendas.

Interview procedures

During the exit interviews, teachers were asked to comment on the process of learning the TRANSLATE protocol and the specific professional development tools that were integrated into the PD model. In addition, they were asked about their experience implementing the lessons and how their thinking about the activity had changed over time. Finally, teachers were also asked questions that were targeted to each specific teacher and that aimed to probe aspects of their identities as teachers and as language users (see Appendix D).

Student surveys

In previous iterations of the TRANSLATE study I had developed a survey to gather information about students' language and literacy practices outside of school (see Appendix E). This survey was adapted primarily from the PIRLS (Progress in International Reading Literacy Study) questionnaire ("PIRLS 2006 Student Questionnaire," 2006), although I also consulted TIMMS (Trends in International Math and Science Study) and NAEP (National Assessment of Educational progress) questionnaires to help think about question selection and wording ("NAEP Reading Student Background Questionnaire," 2009; "TIMSS 2007 Student Questionnaire," 2007). We administered these surveys at the end of the study to all but two of the student participants in order to gain deeper insight into the language and literacy experiences that they brought with them to the activity.

Data Analysis

Phase 1: In-process analyses

Data analysis was ongoing throughout data collection (Lincoln & Guba, 1985). The design of this study was such that theory and existing empirical literature worked to inform professional development design and data collection choices.

During this first phase of analysis, two primary steps were conducted. Mark P. and I took expanded field notes on each teacher group meeting and practice lesson, and documented initial observations and theoretical notes, noting emergent themes and codes. As an example of what I consider to be provisional initial findings, we noted that each teacher appeared to adopt a subset of practices represented in the professional development based on their ability to fit those practices into the schema provided by their previous pedagogical routines. As each of our teachers came to the activity with distinct pedagogical styles (and hence, different routines), each teacher focused on a distinct set of conceptual, material, or embodied resources made available during professional development. I treated these mini-case studies as provisional findings that needed to be questioned and revised or refined as each of the available data sources was given full consideration in subsequent analytical phases.

Phase 2: Constant Comparative Social Practice Analysis

The constant comparative method (Glaser & Strauss, 1967; Lincoln & Guba, 1985) is a grounded theory approach in which guiding questions and theories work to inform how the data are viewed. Phase 2 analysis was conducted after the close of data collection using the constant comparative method to identify categories and themes related to the research questions:

RQ 1: How does teachers' professional vision lead to changes in their practice of pedagogical translation?

RQ 2: How does teacher participation in language problem solving events appear to facilitate students' metalinguistic understanding and teacher learning?

I began by conducting a review of the field notes, transcripts, and audio and video data to create initial codes grounded in the data. In this review I was looking to develop codes that describe the attributes of a new social practice within each classroom, as well as codes that describe the negotiation of that practice through student and teacher participation. I then explored my research questions through the three coding tasks described below.

Coding task 1: analysis of teacher reflective data. In order to look more closely at how teachers learn to participate in a bilingual activity, I used Sherin's (2007) conceptual categories of selective attention and pedagogical reasoning as sensitizing concepts (Patton, 1990). I began this phase by reviewing teacher reflective data - audio, video, and transcripts of the focus group sessions, post-lesson debriefs, blog entries and exit interviews - to identify moments of classroom activity that teachers found to be especially important or salient. However, during data collection we had not developed a specific line of questioning focused on eliciting connections between "noticing" and "reasoning." As such I found that teachers tended to reflect more on their own actions than on those of their students and described many of their classroom "noticings" in fairly general terms.

To answer my research question I developed the following analytical protocol: whenever a teacher mentioned a specific event in the lesson this was coded as a "noticing." Noticings were further divided into "specific" noticings, which pointed at events that could be isolated in the lesson transcripts (e.g., "Well first they translated it as "what do I have to do." And then they

realized, wait they didn't say, "what do I have to do," it's "who do I have to be" and that changed everything."), and "general" noticings, which pointed at broader tendencies that nonetheless reflected the kinds of things that the teacher was attending to (eg: "I think they had fun with it. They had fun with it, translating things."). Some teachers tended to notice and reflect on specific moments in the lessons more than others (see Table 4). However, these noticings were not necessarily connected explicitly to reasoning about teachers' choices. The blog and focus group formats seemed to lend themselves to narrative descriptions of how the lessons went, and subsequently discussing challenges and reasoning about adjustments, but the connection between these discursive frames was often not made explicit.

Table 4: General and specific 'noticing' codes by teacher

	Rachel	Elizabeth	Tom	Zara
Specific Noticings	28	22	7	13
General Noticings	29	16	11	10

In light of these limitations, I returned to the wider list of codes developed during open coding. Focusing on codes connected to how teachers reasoned about their experience with TRANSLATE, I worked inductively to make connections to their professional vision during instruction. I started by generating reports in HyperResearch on the following codes of teacher reflective data generated during open coding: Adaptation/transformation, Envisioned practice, Reasoning about translation choices, Reasoning about teacher choices, Reasoning about TRANSLATE as a practice, Assessment, and Challenges implementing TRANSLATE. I then sorted the report by teacher and by data source before conducting axial coding to describe

categories of teacher reasoning. Patterns emerged revealing several themes that most or all of the teachers focused on, and others that were more unique. I also noted that some of these themes focused on features of the TRANSLATE protocol and related routines that were explicitly described during the PD (e.g., beginning and ending the lesson, questioning students about their translations, and promoting negotiation), while other features were not (e.g., text selection and connecting to content area standards). To better address Research Question 1, I refined this broad list of teacher noticing codes through another round of axial coding, this time focused on evidence that the themes teachers attended to also led to revisions in their plans for instruction in subsequent lessons. The results of this axial coding process are represented in Table 5.

In the final round of axial coding it became clear that Zara's instructional approach made it very difficult to use her data to answer the specific research questions of this dissertation. Zara's practice of pedagogical translation diverged significantly from our model, and from the other teachers. She did not attempt to use the protocol as we presented it, but instead cherry picked elements of TRANSLATE and adapted them into her normal instruction. For instance, she spent a full week on each selected text, with collaborative translation as a one-day activity in a series of tasks aimed toward the development of an interpretative essay. As such, the lessons we observed tended to start right into translation, as the first steps of the protocol had happened on previous days. In addition, she did not stay with her students to facilitate during the collaborative translation step, but instead moved around to different groups, acting more as a task manager than a co-participant. Moreover, she did not take a "learner stance" in relation to the PD. That is, she did not make adjustments to pedagogy based on reasoning about prior lessons². She had good reasons for being resistant to restructuring her pedagogy. Zara has Multiple

² The single exception to this, represented in Table 5 by a shaded box in the category of 'whole class management,' consisted of Zara responding to poor behavior throughout the class during lesson 2 with a decision that ALL groups

Table 5: Teacher professional vision themes generated through axial coding

	Rachel	Elizabeth	Tom	Zara
Themes related to PD topics				
Line selection		✓	✓	
Strategies to support student reading (steps 1-3)	✓	✓	✓	
Adequate challenge/promoting negotiation	✓	✓	✓	✓
Questioning strategies	✓		✓	
Reconnecting to text (final step)	✓	✓	✓	
Connecting to content area standards	✓	✓	✓	
Themes unrelated to PD topics				
Text selection	✓	✓	✓	
Whole class management			✓	✓
Increasing student “buy in”	✓	✓		
Using an online translator	✓		✓	
Spatial arrangement			✓	
Kurdish dialect trouble shooting	✓			
Avoiding micromanaging		✓		
Adapting TRANSLATE into normal routines	✓			✓

Shaded items were coded as connecting directly to lesson revisions

needed to have the same task, regardless of language background. Although the focus group did translate text from English to Spanish, the modified lesson added multiple steps of what could be called “register translation” (i.e., translate the super formal English in this haiku into less formal English, while maintaining the 5-7-5 syllable rule).

Sclerosis and other health problems, and she depended on the structures she had in place to maintain rigor and continuity from day to day. As she reported to me in her member check interview,

I have a lot of brain damage from illnesses. Amongst other things like severe memory loss, I don't always speak clearly, thoughts are jumbled sometimes as a mix of languages and pictures, some words won't come out so I have to draw or act them out, phones are a disaster so I write. The kids know this and know they may need to help me. Consequently, they quickly help each other without making a big deal out of it.

This is not to say that Zara is not an excellent teacher. There is much that we can learn from her instruction that could inform future work on TRANSLATE and on translingual pedagogy writ large. But her approach to the project violated a number of assumptions embedded in research questions that are focused on teacher learning (as evidenced by alterations to instructional routines) and participation in translingual practices. I will discuss the implications of Zara's stance and her choices in the discussion, but I felt I had to leave her case out of the main analysis presented in Chapter 4.

Coding task 2: Analysis of lesson data. Using reflective data presents some limitations with regard to analyzing teacher participation in translingual pedagogy. Teacher reasoning about future instruction is essentially the end product of a process that includes in-the-moment noticing and reasoning about moments of classroom interaction, and the distillation of these experiences for a theoretical purpose within the communicative routines delineated by our professional development program. As Sherin and Han (2004) noted,

The application of professional vision happens in a manner that is fleeting, and that is distributed through the moments of instruction. Because of the ongoing nature of instruction, it is not realistic to expect that one could “pause” instruction momentarily, ask a teacher what he or she is attending to at that moment, and then continue uninterrupted.

Sherin, Russ, Sherin, & Colestock (2008) described piloting data collection methods to capture what they call professional vision-in-action. In their study, teachers used wearable cameras and were asked to push a button to capture 30 second snippets of video at moments they considered important as they were occurring. This approach has the benefit of giving teachers control over coding what constitutes a “key moment” of classroom interaction, and could be a useful avenue to explore in future work on professional vision in translingual pedagogy. Following my second research question, however, I was more interested in whether and how teachers attended to moments of active translingual interaction. I developed a theoretically driven definition of “key moments,” and used the tools of discourse analysis to make informed inferences about teachers’ professional vision-in-action.

After completing the analysis of teacher reflective data, I reviewed video and transcripts/translations of the practice lessons, both to triangulate themes established in coding task 1, and to identify new themes related to teacher participation in collaborative translation. I began this analysis by coding all lesson videos and transcripts three times. The aim of the first review was to create expanded field notes of each lesson, focused on labeling major phases of interaction and identifying shifts between them. The second review was focused on triangulating from coding task 1, connecting moments of interaction that teachers had described to the direct

record of those events, and adding any salient details to my notes from coding task 1. In the third review, I identified student metalinguistic and reflexive statements, and coded teacher responses. From this review it became clear that students tended to make their metalinguistic knowledge visible when problem solving particularly difficult word or phrases.

To investigate this phenomenon more deeply, I decided to recode the lesson data for what I have called language problem solving events (LPSEs). I defined LPSEs operationally as any interaction in which alternate translation choices were offered for a segment of source text, and some form of linguistic reasoning was offered to explain the choice. This definition excludes alternate translation choices that were ratified or adopted without discussion.³ It also excludes rich discussion of students' sociolinguistic understandings about language that was not connected to translation problem solving. Although I see these discussions as an important part of pedagogical translation, they do not speak to my research question vis-à-vis teacher's participation in translingual activity. Once all LPSEs had been identified (see Appendix F), transcripts and videos were reviewed once more to establish beginning and end points for each event (Bloome & Egan-Robertson, 1993; Hymes, 1974), and to begin generating descriptive notes about the nature of the interaction.

As noted in Chapter 2, the notion of language problem solving events is in part adapted from Swain and Lapkin's (1998) notion of the language related episodes (LRE). LPSEs differ from LREs in two important respects. Swain and Lapkin's study was not looking at a translation activity, but was instead based on an activity in which adult L2 learners wrote a story based on a

³ Example 1 (from Elizabeth lesson 3): Student 1 translates *Grandma's sweet coffee* as *el café de su abuelita* (his Grandma's coffee). Student 2 says that it should say *el café que su abuelita toma* (the coffee that his Grandma drinks). Student 1 accepts the alternate translation without raising any issues.

Example 2 (from Zara lesson 3): Two students make different choices when translating the same line. However, no consensus translation is produced and different choices are not questioned.

sequence of pictures. LREs involved a single “lexis-based” or “form-based” problem with a particular word in students’ evolving text. The notion of LPSEs, however, are intended to capture the fact that, at least in the particular approach to pedagogical translation delineated in the TRANSLATE protocol, one word or phrase can give rise to several language related episodes at different points in the protocol. Because comprehension of the target text was a key factor in translation, all discussion of the word or phrase during the lesson was coded as part of the event. For example, *jostled* was initially identified during metalinguistic coding of Elizabeth’s first lesson because the word was a focus of student problem solving during the translation and sharing phases. But *jostled* was also a word that Elizabeth explicitly taught before introducing the text at the beginning of the lesson, so her vocabulary pre-view was labelled as the beginning of the event. As this example makes clear, many LPSEs were episodic in nature, so multiple beginning and end points were established across the transcripts.

Once all of the LPSEs were defined and delineated, I identified a subset of LPSEs in which the teacher participated, and wrote descriptive notes about that teacher’s interactional routines and the effect they appeared to have on student problem solving. Finally, I looked back across my notes from coding tasks 1 and 2, and sought one exemplar LPSE from each teacher that demonstrated key routines in the teacher’s practice that either facilitated or constrained opportunities for metalinguistic conversation. Within the identified LPSEs, I further reviewed video data to create expanded notes on multimodal aspects of the interaction, including posture, gaze, and material handling (Rowe, David & Pacheco, 2012). This multimodal discourse analysis of selected LPSEs was designed to capture the full range of personal and environmental resources that were recruited and given meaning through practices. At this stage I also triangulated video data using images, artifacts, and supplemental audio.

Phase 3: Trustworthiness

The final phase of data analysis was designed to strengthen my findings using a variety of methods, detailed below using Lincoln and Guba's trustworthiness criteria (1985). I began by reviewing all "ancillary" data (images and artifacts collected on site, student and teacher surveys, etc.) that were not analyzed directly during Phase 2 to contribute to the study's confirmability. Much of this data was consulted during Phases 1 and 2, in order to triangulate primary data (e.g., looking at translation artifacts in order to contextualize interactional moves by students and teachers in response to those artifacts) but any data sources that were not reviewed at the close of Phase 2 were reviewed at this time.

I attempted to limit bias by periodically engaging in peer debriefing (Corbin & Strauss, 2008) with my advisor and members of the TRANSLATE research team, as well as with members of the Interaction Analysis Working Group in the Department of Teaching and Learning at Vanderbilt University, concurrently with Phase 2. During these sessions I presented hypotheses along with the raw data that these hypotheses were built on, although in an effort not to bias the peer debriefers through my presentation I followed protocols for Interaction Analysis Lab (Jordan & Henderson, 1995; R. Hall, personal communication, September 4, 2014) and gave them an opportunity to view data and respond to it before offering my provisional findings for feedback.

I also member checked with participating teachers to ensure the validity of major findings. Teachers were given the opportunity to view full videos of their lessons and/or read transcripts. I then shared questions related to specific segments of the lessons and my emerging interpretations, which teachers responded to either via email or in a phone conversation.

Strengths and Limitations

There are two major strengths of this study that arise from its variety of sources and methods of data collection and analysis, and its sensitivity. First, the data collection methods were designed to create multiple perspectives on the same phenomena in order to triangulate and confirm findings. In particular, I have found that the combination of video data, transcripts (with translations), and photographs and descriptions of text artifacts to be invaluable for guiding inferences about the moment-to-moment choices of participants in translingual activity. Analytically, the study is set up to put two forms of professional vision into productive dialog. On the one hand, my own professional vision is informed by my positioning at a nexus of pedagogical and research practices, and leverages sociolinguistic and practice oriented methods for looking at group interaction as co-constructed and negotiated through language and other discursive resources. On the other hand, the teachers' professional vision is informed by their positioning within networks of overlapping pedagogical practices, as evidenced by their reflexive understandings as well as their mental and embodied routines. These related but distinct lenses on the data will allow me to examine translingual practices as produced through the activity of *all* participants in interaction, and at the same time provide an emic perspective on the question of how teachers see, understand, and leverage resources in the environment to exert agency within the practice.

The second major strength of the proposed dissertation is its sensitivity, or the researcher's "ability to pick up on subtle nuances and cues in the data that infer or point to meaning" (Corbin & Strauss, 2008, p. 19). I attempted to increase the sensitivity of this study by eliciting the perspective of the teachers in as many different forms as possible. For example, in

order to understand what teachers notice and respond to during interaction, I analyzed both their in-the-moment response through turns of talk and action, as well as the reflexive narratives they created to describe how they "coded" the practice. Furthermore, these reflexive narratives were collected at four different times and in four different settings with distinct sociolinguistic affordances: the quick and immediate impressions given after teaching the lessons while monitoring student movement in the hallway, the written narrative constructed in the next 24 hours, the performed reflection within focus group interaction a week or two after that, and the most distal perspective solicited a week after the final practice lesson in a one-on-one interview. In addition to triangulating data collection in this way, I attempted to increase sensitivity through peer debriefing and member checking (Lincoln & Guba, 1985). For peer debriefing, I have met regularly with my advisor and other members of my research team throughout data collection and analysis to check my inferences about the data and to gain additional insights. I also presented video excerpts of focal interactions at the Interaction Analysis Lab in our department, for perspectives from scholars outside of the project (and even outside the discipline of literacy) that nonetheless participate in analytical practices that examine turn-by-turn talk in conjunction with embodied and materially mediated activity. I also member checked with my participants and shared findings from different phases of analysis to ensure trustworthiness and to develop in vivo codes for observed phenomena.

A potential limitation of the study is that it includes relatively few participants. With only three teachers represented in the full analysis, this study cannot possibly address the complete range of possibilities for translingual pedagogy. Similarly, the students in this study spoke Spanish or Kurdish (Sorani and Bhadini) in addition to English, so I am limited in my ability to inference about translingual practices in other populations of students. However, in a field as

young as translingual pedagogy, these rich descriptions of particular cases can build toward what Canagarajah (2011) referred to as a "taxonomy of translanguaging strategies," (p. 415), and could inform hypotheses about how teacher participation promotes or constrains the development of translingual practice in the classroom. These conjectures can then be explored through future research with different populations of students in different settings.

A second potential limitation of this study is the time frame in which it was conducted. As mentioned in the literature review on professional development for teachers of English Learners, the efficacy of professional development for changing pedagogical practice is greatly increased through prolonged exposure. It is for this reason that I frame my research question in terms of new (or hybrid) emergent practices. Future research that follows the evolution of translingual pedagogy over months or years would be able to examine how routines stabilize over time through agentic participation of students and teachers. While I believe my specific focus on the beginning of this process of routinization will yield important insights that can inform future research and design of teacher training in translingual pedagogy, more longitudinal studies will be needed to approach a complete understanding of how translingual practices become established (or don't) in school spaces.

Some scholars of education may object that the field is far from a consensus that translingual pedagogies have any efficacy. The report of the National Literacy Panel (August & Shanahan, 2006) suggests that, although there is much enthusiasm in certain research circles for culturally "tailored" instruction of various kinds, the best that quasi-experimental studies had shown at that time was that "student engagement and participation, which are not the same as achievement, can be enhanced through the use of culturally compatible instruction, but even these studies are open to numerous alternative explanations" (p. 266). Thus, the task I set for

myself is to explore the subtle mechanism by which teachers learn to do something that may, in the end, turn out not to move the needle on student test scores very much. As a counter argument to this perceived limitation of the current study, Kathy Escamilla (August, Shanahan, & Escamilla, 2009) points to an inherent weakness in the current state of cross-linguistic and cross-cultural quantitative research, highlighting the NLP report's own finding that "most assessments cited in the research to gauge language minority students' language proficiency and content knowledge in English were inadequate" (August & Shanahan, 2006, p. 8).

If, as the authors report, there is such a dearth of research to support current assessments used to measure language proficiency or literacy, is the body of research reviewed in this entire report questionable in nature because it is so heavily grounded in the quantitative measurement paradigm that uses tests as indicators of student outcomes and to report research findings? (p. 448).

Escamilla joins Pray & Jiménez (2009) and Cummins (2009) in calling for a wider recognition of, and institutional support for, the important role of qualitative research in the development of new translingual pedagogies. This study seeks to establish an analytical framework for understanding the teacher's role in emergent translingual pedagogies, a framework that could inform future research on translanguaging and translingual practices, and contribute to the development of innovative and responsive teacher training approaches.

CHAPTER FOUR

THE INFLUENCE OF PROFESSIONAL VISION ON THE PRACTICE OF PEDAGOGICAL TRANSLATION

I want translations with copious footnotes, footnotes reaching up like skyscrapers to the top of this or that page so as to leave only the gleam of one textual line between commentary and eternity.

- Vladimir Nabokof, *Problems of Translation: Onegin in English*

This chapter addresses the question, *how does teachers' professional vision lead to changes in their practice of pedagogical translation?* In this chapter, I present each teacher as a case and explore how they reasoned about specific moments of student participation, and the decisions they made to adjust their pedagogical routines to refine their emergent practice. Through analysis of teacher reflections, I found that teachers took diverse approaches to integrating new translingual pedagogies, rooted in their personal histories of engagement with language learning and related pedagogical practices, and in their local histories of engagement with their students. However, through professional development that highlighted their reflexive understandings about their teaching, the teachers as a group started to converge around a collective vision of translingual pedagogy. To help the reader see these findings in the data, I begin each of the following cases of teacher learning by presenting biographical details about each teacher that appear to have influenced their professional vision during the TRANSLATE lessons. I then provide some supplementary information about the group of students they selected to participate in the study (see also Table 3, p. 45, for a summary of student data).

Finally, I explore the evolution of their practice as a series of planning decisions rooted in their professional vision of student participation. This analysis suggests that there is a natural evolution from product to process orientation as teachers and students establish and build on new translingual routines. These trends have implications for future research and professional development efforts around pedagogical translation and, more generally, translingual pedagogy writ large.

Case studies of teacher learning

Rachel

“Principles often send struggling teachers in to watch my class, and they send people to watch me teach, they say watch for her relationships with her kids.

Watch how she manages her class. Because it's established on day one, and it's easy...it's relationship, it's expectation, it's respect...It's a we. It's all in the pronouns” (Rachel, exit interview)

Rachel’s background. Rachel was the lead teacher of the Language Arts team that participated in our study. She had been teaching for 8 years when the study took place, and was named Teacher of the Year at her school in the same year. This accolade not only demonstrates that she was well loved by her students and had good classroom management skills (also indicated in the epigraph above), but that her approach to teaching reflected the practices endorsed by the school’s administrative power structure. She understood and believed in standards-based pedagogy, and her students had shown improvement on the standardized

measures that were valued by the school and the district. This was reflected in her orientation to the translation activity, in that she had a consistent focus on how the intervention could be used to further language arts standards.

Rachel also described herself as a “textbook” constructivist teacher. In her words, “when you experience it, and when you figure out yourself it’s going to stick better...Maybe that’s why I like this so much, because I can’t give them their answer. They know better. I don’t speak Kurdish. Nor Spanish.” Rachel was also passionate about the benefits of bilingualism, based in her own experience learning German. She had gotten her BA in German education, and she told us a story about her study abroad experience in college by way of explaining her passion for fostering her own students’ bilingualism.

So I lived there, I lived with German students in an apartment. It was me and 4 *deutsche studenten*⁴, it was great, it was like my favorite year ever...And there were times when they forgot that I am not German, which those were my shining moments of glory...It was really exciting for me. Now I’m going to say a bad word in German. I would walk around the apartment saying, *ach, (es ist esel kalte hier drin)*. It is literally ass cold in this apartment. Now I didn’t realize that this was pretty offensive. Like I knew the literal translation in English, but apparently it’s got a much worse connotation in German, and I said it one day, and everything screeched to a halt, and they were like, how do you know that?...And these were moments of like, being cool, and I just felt so in and so respected by

⁴ Quotes from study participants in this chapter follow some of the same transcription conventions that were developed for discourse analysis of lesson excerpts (p. 111). These include the following: (parentheses) indicate difficult to hear speech, transcribed without full confidence in its accuracy
xx = indicates indecipherable word
Italics indicate language other than English

these people that spoke two languages and I just, it was like the highlight of my life. And it was just fun, and I want that for my kids, and they are born into it, they are so lucky. Because I chose it, I followed it, I loved it, but they have no option, they speak a language at home, they have to speak another one at school, and everyone wants them to be successful, at home and school, and they have to do it. And I'm like, oh man, how cool is that? (Rachel, exit interview)

More recently, Rachel had started pursuing opportunities to support her students' bilingualism through instruction. When we met her, Rachel was completing a Master's degree in Teaching and Learning in Urban Studies, and completing an action research thesis on bilingual literature circles. These experiences clearly informed Rachel's approach to translingual pedagogy. On the one hand, she was a strong advocate for giving students opportunities to use and develop their bilingualism in her classroom, and she had the second language experience to facilitate translation problem solving by providing informed strategy suggestions. On the other hand, Rachel was equally committed to the practice of standards-based planning, instruction, and assessment that define the current "best practices" in American schools. She was genuinely excited to create an opportunity for students to work across languages, but these opportunities would not satisfy her as a teacher unless she was able to show how they furthered goals within her language arts instructional practice.

Rachel's group. Rachel brought together 5 Kurdish students for her TRANSLATE lessons. Three came from her own class, and she "borrowed" two more from one of the ESL classes in order that each student would have at least one partner who spoke their specific Kurdish dialect. Her Bahdini speaking group consisted of Nijdar, Berwan and Rona, while her

Sorani speaking group included Leman and Ajda (see Table 5). The ESL students were recent arrivals to the United States who spoke very little English. While she worked with this group, Rachel had the rest of her students working independently on writing tasks. She positioned herself during the lesson to be able to monitor the activity of the full class, although she never needed to address off-task behavior during the three lessons.

Table 5: Rachel's dialect groups

Students	Gender	LOTE ⁶	EL Status	Assessed reading ability ⁷
<i>Sorani speaking group:</i>				
Rona	F	Sorani, some Turkish	None	Basic
Berwan	F	Sorani, Arabic	I	NA
Nijdar	M	Sorani, Arabic	Exited	Basic
<i>Bahdini speaking group:</i>				
Leman	F	Bahdini, Arabic	None	Proficient
Ajda	F	Bahdini, Sorani, Arabic	I	NA

Rachel's professional vision. In her reflections on each lesson, Rachel attended to student engagement and interest in the selected texts, their ability to read and comprehend, and how the activity could serve her larger, standards-based instructional goals. She also reasoned about students' ability to work across dialects, the relative difficulty of translating the lines she had selected, and the way student codeswitching forced her to ask meaningful questions. These comments, however, were by and large positive, which is to say they tended to validate the choices she had made in prior lessons and did not lead to changes in her approach. In this section

⁵ Students were given the opportunity to pick a pseudonym. Those who declined to choose an appropriate pseudonym were assigned names by the author.

⁶ Language(s) other than English – as claimed on the student survey and/or demonstrated during lessons.

⁷ Based on previous year's state reading assessment.

I will briefly review the topics Rachel highlighted that led to changes in the trajectory of her practice.

Student engagement. Rachel attended closely to the two groups as they interacted in Kurdish, which allowed her to strategically initiate interactions when she saw signs of trouble. What's more, she was able to see the shift in investment as students dove into translingual activity, as she noted in her blog post:

“They did write in Kurdish, which was so COOL!! The kids really did meet in the middle, it was nice to see their confidence levels go from high to low or low to high when the language was switched. I could almost feel the happiness/relief/joy of the two level 1 EL students when they were able to take the pencil and do the writing in Kurdish and explain to their peers what and how they were writing the translation.”

Rachel also promoted student engagement by selecting “culturally relevant” texts, a routine that was already an established part of Rachel’s pedagogical practice. Given our stance that the TRANSLATE protocol had been developed for use with *any* text that teachers might want to use, we gave teachers limited guidance on this important step in planning for the TRANSLATE lessons. Before introducing the TRANSLATE protocol on the first day of the PD, Mark stated, “It can be used with a text you’re already reading, like a novel, or it can be used with like a short story, or even poetry, and we’re gonna look at some of that stuff tomorrow.” On the second day of PD we provided several short sample texts, which teachers choose to use in five of the 12 observed lessons. Rachel asked specifically about the importance of culturally relevant texts during the PD, and we once again deferred to her discretion as an educator:

R: How important is it that these things be culturally relevant?

M: No more important than any of your other instruction that you do. If you find cultural response to pedagogy important, do it. If you don't, then maybe don't.

S: And I think cultural, sorry. I mean cultural relevance can relate to the theme of the text that you choose. But, I mean, I think you understand that doesn't mean we don't teach-

R: Have you read "Mexican White Boy"?

S: <No>

M: <No>

R: So, it's by Matt De la Peña, and it was just banned in Arizona. And that's the text that we're reading right now, and our kids are kind of like, well why, they're really fired up about it. They don't think it should be banned. So we're going to write letters.

S: Cool

R: But it's very, very culturally relevant to my Hispanic students, my Mexican students, particularly. Is it fair to have my Kurdish kids try to translate that when some of the sentences are in Spanish? That's not really fair. So I'm trying to think, that's the text that we're in right now. I feel like it would be a really easy translation for the Spanish kids, speaking kids to do. But I don't know if, so I'm thinking if there's some overlap between it would be easier. Especially since I got these two ones that really. Let's give them Spanish and English intertwined and have them translate it to Kurdish. That's just cruel. So, you know, ok.

The transcript above gives some indication of Rachel's normal mental routines around text selection. In addition, her thinking about this particular text was picked up later by Elizabeth (see below) as she searched for a text that her Spanish speaking students could relate to.

For her first lesson Rachel used *Appointment in Sammaras* (adapted from Maugham, 1933), a text that had been used in a sample lesson during the TRANSLATE PD. The copy we provided in the PD, which Rachel copied and distributed to her students, had a simple map of Iraq printed at the bottom showing the locations of Sammara and Baghdad. Students were immediately interested in the map, leading to an impromptu exploration of their background knowledge about where they were born and where different languages are spoken in Iraq. This entire interaction lasted 2 minutes, at which point Rachel pivoted to the text, asking "What does that make you think about the story we're about to read?" before directing them to read the story silently. The inclusion of the map, and the students' interest in it, was not explicitly planned into the lesson. Rachel did, however, pick the text in part because she knew her students might make those kinds of connections, and she was ready to give them room to have those kinds of conversations. As she said in her exit interview "It was really easy for me to connect to their lives and access the background knowledge, but that's also part of text selection, I did that on purpose, I made that easy on myself, asking them to connect, that was really easy."

This observation was born out in Rachel's second two lessons, for which she chose the book *Bestest. Ramadan. Ever.* (Sharif, 2011). This novel is narrated by a 15 year old girl from a Muslim-American family who is obsessed with boys and body image, but who also acutely feels

⁸ More on this text on p. 126

the cultural expectations of her family, in particular her previous failure to fast during the month of Ramadan. As Rachel told Mark after her second lesson,

I chose this text because it was something they can relate to. When you say Ramadan, they're there. Like, I didn't have to explain to them, like I didn't need to explain to them the challenge of Ramadan. They just needed to work with the language.

Rachel read just a few pages of the first chapter with her group, and students made unsolicited personal connections to their own successes and failures at observing Ramadan, and to their love of Kurdish country and culture. They were also critical of the characters in the book for their failures to be “good Muslims,” leading Rachel to reevaluate her own positionality with regard to cultural representations in literature. In her lesson 3 blog entry, she wrote,

Interestingly, the students were somewhat offended by the grandmother's superficial Muslim practices. It was written to be funny, but they didn't think it was funny... we had an interesting conversation about what a "Miami mama" is. This was a little bit frustrating for me, but I understand that what I think is "culturally relevant" may not be, because it isn't my culture.

Supporting EL's reading. As Rachel noted in her reflections, asking students with low English proficiency to read on their own was risky. She started by asking Berwan & Ajda if they were able to read in English. They said, “A little bit,” to which she replied “Well, try to read it in English. See what words you know. And then we’re going to talk about it in Kurdish, so it’s going to be okay.” This was an important moment for Rachel, which she reflected on directly after the lesson as well as in her blog post. She commented on the look of panic in their eyes

when she asked them to read in English, and on her own concern that their lack of English literacy might jeopardize the translation process. In her blog post she stated,

For a split second, I was worried that the stronger English students were going to have to translate the story for them so that they could then translate and the whole thing would be a moot point. BUT, luckily they understood just enough English to move forward with the activity without negating it.

In subsequent lessons, Rachel read the texts aloud, checked for understanding with her English-proficient students, and moved quickly to the translation activity.

I read aloud because I was worried about the EL students I had borrowed. I knew that they wouldn't understand many of the words, but thought it would be less intimidating/frustrating for them if I read it aloud. I did that to avoid the awkward waiting at the end when 3 would be done and 2 would be staring at words they didn't understand.

Although she did not comment on it specifically, it also seems likely that she recognized translingual interaction with peers as a key practice to promote comprehension of the English text for her level 1 ELs. This hypothesis is supported in the lesson transcripts by the fact that Rachel initiated the collaborative translation step in both of these lessons by turning to each of the English proficient students and saying, "Make sure she/he understands."

Connecting to standards. One of the more common challenges described by teachers was "floundering" through the final step, described in the TRANSLATE protocol as *reconnecting to text*. The idea behind this phase of the protocol, as described in the PD, is to make connections between the translation and text level knowledge, and also to connect the experience to larger

literacy objectives that teachers are working on. The first part of this usually takes the form of a set of questions designed to invite students to revisit the broader comprehension discussion from the beginning of the lesson, but the second part could take almost any form depending on local classroom practices. As in the case of text selection, we did not spend much time walking teachers through this aspect of their planning. It was our hope as researchers that, through this study, we would see teachers invent a process for connecting the activity to local language arts practices, and through that we might draw out transportable practices that could become a part of future PDs. The following excerpt from our first PD session summarizes the way we guided participating teachers to think about TRANSLATE within their larger pedagogical goals and practices:

M: Alright. On to step number seven, reconnecting translation work to text comprehension. This might be the most difficult part, I think. And the part where it takes the most creativity and ingenuity on you guys' parts. Because, sometimes it's not really clear how the translation might connect to the text. A way that it might, though, is if, what I liked to do when I was doing this is maybe identifying a vocabulary word that students grappled with in some kind of way. We'll show you an example, they didn't know the word westernized. Like, even though she was from China she was very westernized. They didn't know what that meant. But they talked about it in their translations, and then at the end, I kinda focused on that word and I said like why is that important that that character is westernized or like how does that connect to like this theme of cultural differences in this story. Ok. So you kind of in some way want to connect the translation back to like an overall theme in the text, or a character, or some element of the plot that

might be important, ok.

S: I think good planning has a lot to with that. All of these, the more you can sort of have your text in mind, you know what you're doing, you have an idea of what sentences you would like to see them translate, and sort of like what the big take-away for the day is going to be as far as, you know, theme or sort of reading strategy or whatever it is that you kind of want to nail. That connects step one, your question, your background probing question will tie into that. You know, the line that they translate will tie into that, and then the sort of reconnecting it back to their comprehension of text.

In many ways, Rachel's first lesson was largely taken up with the logistics of working across two mutually unintelligible Kurdish dialects and on learning about students' linguistic skills. Even so, the bulk of her reflection on this lesson across all three data sources (post-lesson debrief, blog, and focus group discussion) focused on this question of how to plan the final step to push toward a specific learning goal. The following example from her post-lesson debrief describes this mental routine:

R: I think it all went well up until reconnecting in the last piece. And I think that's my lack of planning, because I wasn't really sure, I mean I can definitely do better on that last piece. Because I didn't have an answer in mind that I was trying to guide them to, I was just asking. I think that's going to show up probably pretty clearly, I was like fumble, fumble, fumble. Okay done.

...

R: My notes from the PD yesterday were like "oh, connect to theme, plot, character." And I kind of tried to do all three, and that's not, that's no bueno right

there. That's too much going on. They're like, what do you want me to get from this Ms. _____. And they're looking at me, "am I saying the right answer?" And I don't know what the right answer is!

M: Right, and that's something you can think about-

R: And then I went straight, "okay what's your take away?" That's a good, like, okay, so, everyone is taking *something* away, so we share that, and that's at least a final ending point.

Rachel connected to content objectives by framing the second and third lessons as an exploration of character and setting. She picked sentences for students to translate with an eye toward previously taught vocabulary ("gumption"), academic language ("religious fervor"), and figurative language ("My own private Mount Everest", "A typical Miami mama"). But she also picked sentences that revealed something about character (in lesson 2) or setting (lesson 3). In an interesting move, she gave students explicit permission to pick any line to translate, so long as it met her criteria that it reveal information about the setting of the story. This had the effect of restricting their choice to only two defensible chunks of text, both of which were sufficiently complex to demand collaborative problem solving. During translation and discussion Rachel took opportunities to think aloud about connections to character and setting, and she ended the lessons by asking students to make similar connections. In lesson 2 she asked "If we were to come back to this Almairah girl, do you feel like you could describe her...if you were to explain to a friend in English or Kurdish?" It is a testament to her skills as a teacher and to her interest in language that, in the five minutes dedicated to wrapping up the lesson, she also slipped in a short discussion about the translation process⁹ and had students make predictions about the character's

⁹ See p. 120 for more on this discussion.

future actions. In lesson 3, Rachel's request for a summary of the setting elicited both physical ("hot") and cultural insights ("wild", "out of control", "they have forgotten how Islam is"). Students then connected this to their own experiences, describing their parents' fears about language loss and the belief that "kids speak too much English and they forget their Kurdish." They compared their individual histories of Arabic study, their plans to travel to Kurdistan, their love of country and their dreams to return there and never come back.

Despite these successes, Rachel was never entirely satisfied with her instruction, because she never felt that it connected meaningfully with the rest of her instructional practice. In the debrief after lesson 2, she described her sense that she still hadn't sufficiently thought through her content objective:

I knew I wanted them to talk about character. But I didn't, again, beforehand, know what I wanted them to take away about the character...I think I gave it away at the beginning. I said, "she's sassy and funny and dramatic," and I should have let THEM say that.

Later, in her blog entry, she expanded on this idea, describing her ideas about the final step from a wider angle:

It is tricky to make sure that the translating process is the *tool* being used to reach a learning goal, and that the learning goal is not, "The students will translate successfully." It needs to be more content based than that to bring the learning forward. So, I'm working on how to improve that step so the session has a smooth, meaningful finish with a take-away that I can assess in English. I need to work on the final question...something like, "Now that you have translated this

piece of text, how has your understanding of the metaphor (metaphors in general?) changed?" Something that incorporates all of it...thoughts on how to do this are welcome.

After her third lesson she continued this line of thinking, and began to draw a distinction between the idea of content objectives as a planning routine that might connect the TRANSLATE lesson to language arts standards, and more embodied ways of tying the translation activity to other pedagogical routines:

R: I still feel there's a next step still needed, and I don't know what it is. Maybe it's not in the question or the take away, maybe it's in the "now what?". Like there needs to be, "now that we've done this, so what?" kind of thing. Like what you kind of said when we were talking beforehand, like they need to write a paragraph describing, they need to DO something. Now that they have done THIS, now do this.

M: Yeah.

R: It's hard to be like, "oh now you did it, okay great, bye." Like, and not giving it, like it doesn't feel like really meaningful, like it's building towards something.

M: Right. I mean why didn't you have them write? Just because of timing or #?

R: Because it doesn't say it right here on this paper.

M: Interesting.

R: I was following the steps.

...

R: So there needs to be like an eight that connects, and then like possible next steps, and how to connect this, how to insert this into what you're already doing.

Rachel suggests that the way to integrate collaborative translation into her pedagogical practice is not merely to direct it to the same goals, but also to merge it more seamlessly with the embodied routines of the language arts classroom. As I will show below, her framing of the issue had an important influence on Elizabeth and Tom's reasoning about the practice as well.

Elizabeth

“The hardest part was realizing that *I* was the obstacle. But then, I can say that once I discovered that I was the obstacle, it was easy. I could just do it, and I kind of liked that” (Elizabeth, exit interview).

Elizabeth's background. Elizabeth was the ESL teacher for the 8th grade when the study took place, and she spoke Spanish as a second language. She was only in her second year of teaching, and teaching was her second career after almost 30 years in food services, although she had been interested in education from a very young age. In her exit interview she talked about her early interest in Spanish language and culture, and her trajectory as an educator. When she was young, her father ran a community psychology program in Guadalajara, Mexico. Their family traveled there regularly, which sparked her initial interest in Latin American countries and the Spanish Language. In high school, she became a born again Christian and dreamed of becoming a Cold War missionary:

MP: Why ESL?

SD: My real reason? This is kind of my real reason. I was kind of a born again Christian in high school, and I wanted, I had read the Carey Tin Boom books. This was all about the Iron Curtain, and taking Christianity behind the iron curtain. So that was what I wanted to be: a missionary. And I knew that there was no way that I would get entrance into any of those Iron Curtain countries except through teaching ESL, so I went to school to become bilingual. And it wasn't Latin America that I wanted to get into, but I did have that interest in Latin American culture and Spanish. But I went really to that school to study ESL, to become an ESL teacher, so that I could become a missionary. But then, college life (laughs). So two years later I ended up dropping out of the bilingual school and dropping my whole idea of being a missionary, but I moved forward with being an ESL teacher. But, I had a terrible student teaching experience. Terrible. And then I decided to really just, that I didn't want to teach, period. So I left the field for '85 to present day.

During most of her professional life in food services, working as a certified cook, a pastry chef, and a server, she did not use Spanish at all. In her last five years she found herself working with more Mexican and Latino workers, sparking her interest in the language once more. In the same timeframe, she experienced a major life change that made her reevaluate her career path. "I have four children, so perhaps a mother should have a stable, real job. And I was launched into single parenthood pretty unexpectedly, so I pretty much had to decide to make some moves, to finish school, finish the credential that actually almost existed." In the midst of this transition, she married a Mexican man and now travels regularly to Mexico to visit his family, giving her powerful motivation and opportunity to increase her Spanish fluency.

Elizabeth was intensely reflective about her teaching practice, and clearly appreciated the opportunity to debrief each lesson and think through her pedagogical practice with us. Her priority in teaching was on understanding and meeting the needs of her students, rather than on particular curricular structures.

So the other kind of person that I might be, is strong within myself and knowing who I am. Being able to see myself as a micromanager, and knowing that's not working. So being aware enough to see body language that tells me I'm closing down, or not hearing discussion, and being able to say that's not working so I'm going to pull away. And then also knowing, for example, (participating student) Joker is a person. Knowing that he needs connection, he needs affirmation. Knowing that he could be valuable, and then knowing that he's going to want to negotiate some deal. "You can come and you won't have to write." Being resourceful to know, what do we need to make this work.

She valued her ability to recognize and change course when something wasn't working, and she attributed this ability to a lifetime of experiences focused on empathy and meeting the needs of others; including having parents who encouraged her to practice empathy, her years as a server, and being a parent.

Elizabeth's empathy and tendency to draw on her life experiences to inform her pedagogy also influenced her thinking about the ELs in her class.

Knowing myself as a second language learner, I can relate to my population of kids by feeling, by some of the feelings I think they are feeling. Which may be some embarrassment about not being able to pronounce a word or form words

properly, um, so speaking out. Just because I say, “turn and talk” sometimes, or, “share with a friend”...they may still carry some embarrassment trying to have academic conversations. So, I can say that I can relate to that because I know what that feels like.

She spoke about the conflict she felt between meeting the needs of language learners and engaging in the normative instructional and classroom management practices at her school.

I know that I don't improve in my bilingualism if I'm not able to talk a lot. That's where you get it...and so there is more freedom in this (class), there is more leniency, freedom to call out and participate, to be loud, and be opinionated. And then in other classrooms where it is raise your hand before you speak. So I struggle with feeling guilty about feeling very strict, um classroom management, and I think there is a place for both, but I think there is more leniency so. But then there is more, like, you don't want to water down curriculum, you don't want them to change things so much that they're not getting a picture of what the real classroom looks like.

These struggles to integrate management techniques, curricular expectations, and student needs are not unusual for a teacher at the beginning of her career. But Elizabeth's reflection on her identity as a teacher speaks to her professional vision in the ESL classroom – to the types of interaction she attends to and how she reasons about it and responds to it. Elizabeth's focus during the study on student engagement and buy-in, on her own tendency to “micromanage” translation, and on the linguistic demands of the lines she asked students to translate, was clearly rooted in routines of language learning and professional practice that pre-dated her career as a teacher.

Elizabeth's students. Elizabeth recruited four students for her lessons out of her class of eight. All of the students were boys who spoke Spanish as a first language. They selected the pseudonyms Shorty, Cookies, Isaac, and Joker. All four had been assessed as upper level ELLs (levels 3 or 4), and three of the four (all but Shorty) indicated both that they had experience translating or interpreting for family members, and that they did not enjoy reading. As I go into below, Elizabeth described this group, and her class in general, as prone to resisting her directions at times. "That's that model and that classroom. They are just, that's their personality type, and the dynamic is, "Okay! Huh! Whada you got? Okay." She commented especially on Joker as a student who was very linguistically proficient and a natural leader, but especially prone to oppositional behavior. At the beginning of lesson one Joker decided not to participate, and it wasn't until Elizabeth made a special accommodation for him that he rejoined the group in lesson three.

Elizabeth's professional vision. Elizabeth's reflective comments on what went well in her enactments of the translation practice focused on student negotiation or discussion of translation choices, as well as her moves to support their reading comprehension. In her debrief of the first lesson, she highlighted the words that had become topics of discussion:

I loved the discussion about *la muerte* (Death), and *la fantasma* (the ghost). So that was interesting. And then the whole *empujando*, and so I liked that there was that conflict...And the whole *tienda* (shop), *mercado* (market), and trying to pull, just the negotiation of whether that's really the same word or not. So those three kind of discussions about whether those had meaning changes for the story or that kind of thing. I felt like that was worth it for me.

While these noticings did not lead to changes in her practice, they highlight the fact that her Spanish fluency gave her insight into students' linguistic work that the other participating teachers did not have. As I describe below, Elizabeth's responses to these insights may have contributed to the problems with student engagement that she experienced, but it is also clear that her understanding of students' comprehension, as well as their Spanish capabilities, was much deeper than her colleagues.

Supporting ELs reading. Elizabeth's pre-reading routines were more focused on vocabulary support than the other teachers, in keeping with the context of an ESL classroom. This influenced her material practice in concrete ways, as seen in Figure 6. In addition to the source text, blank paper, and writing implements provided by other teachers, Elizabeth used white boards to introduce a lesson objective and to pre-teach vocabulary that students might struggle with in the text. At time she was self-critical of these interactions as too teacher-centered, but she was also aware that her students needed more support to work with English text successfully. As she stated in her exit interview,

There are times things have to be done differently. Like vocabulary, I can't just say, here's some worksheets, get back to me. No, you can't send them off to the dictionary, no, there has to be discussion about them. Because they are not going to hear them at home, with their families. So we have to look at visuals, we have to talk about them, we have to break them down, we have to do syllables, we have to look at spelling. So, the approach is that we are dissecting things a little more intensely.

Again, these noticings did not lead to any apparent revisions to her practice, but they point to the unique features of her professional vision as an ESL teacher enacting pedagogical translation.



Figure 6: Elizabeth pre-teaching “jostled” using a white board. The lesson objective is written on another white board in the foreground.

Increasing student “buy-in.” The noticing themes that did lead to revisions in Elizabeth’s approach centered primarily around the notion of student engagement, or “buy-in,” although she began to move toward considerations about student learning at the end of the study. The narrative that Elizabeth constructed over the course of the study to explain her experience began with an expectation that the translation activity would be intrinsically motivating to her students and help her overcome discipline problems that she was having, followed by a series of challenges that led her to think about the translation practice in light of prior understandings about her own shortcomings as an inexperienced teacher, leading finally to a breakthrough in her practice of pedagogical translation with potential implications for the overall improvement of her teaching practice.

Avoiding micro-managing. Elizabeth reported in her exit interview that she had made several assumptions going into the study that she found herself reevaluating after the first lesson.

First, because students had often codeswitched as a way to resist her instructional priorities during English language lessons, she thought that giving them a task that involved speaking Spanish would be immediately motivating. “I would say that I expected them to totally latch on to the idea and be completely engaged because I was providing what they liked to do most, which is to speak in Spanish.” Instead, Elizabeth encountered resistance from the very first instant of her first lesson. The novelty of the situation may have contributed to this initial resistance: students expressed surprise at the video camera setup, and some even denied any recollection of signing up for the study (despite signing assent forms, getting consent forms signed by their parents, and talking about it in class in the days leading up to the first lesson). Isaac spent much of the first lesson with his head inside his shirt, and Joker quickly came up with an excuse to leave and do something else entirely (“I didn’t know there was going to be writing in this. I don’t write.”).

As soon as she encountered resistance to her instructional plans, Elizabeth compensated with what she called “micro-managing” moves. As she said on her debrief after lesson 2, “I have these expectations that I feel that they fall short of, so then I begin to, like, cling, I get on them.” She reiterated this sentiment later in her blog post, writing “I tend to micromanage them because they’re so off-task that, my sense is that if I don’t micromanage them nothing will get done.” Although this was an established routine of her teaching, Elizabeth made clear that she was not happy about it. She was aware that a reactive and teacher-centered disciplinary routine not only failed to encourage authentic student engagement, it was also potentially not serving their needs as learners. As she stated in her exit interview,

What I think what happens is I see, certainly with a read aloud, I read the text, and I do the thinking for them, and I try to get them to think through higher order

questions. But what I have observed, from people that have been in my room and about myself, is I have been doing a lot of the thinking for them.

In her first two lessons, Elizabeth's knowledge of Spanish played into her routine of "micro-managing," as she felt compelled to intervene both when students were not fully engaged, and when she knew that their translations were incorrect. Responding to students' translation choices, she attempted to encourage student agency by framing her ideas as mere suggestions or opportunities to reflect, rather than authoritative corrections. On the whole, however, students did not respond well to these attempts, often either refusing her suggestions or disengaging from the entire conversation and becoming more off-task. She spoke about this to the other teachers in a focus group session:

M: What do you think (about how speaking Spanish influenced your teaching)?

E: Well I can, they translated clearly some things that were wrong...Simple things. And so I could say, "That's not right." And I don't want to get into this right/wrong thing. I said, "Is that your best choice? Really is that the best choice if we're talking about this?" And they were persistent, man. They were not going to let go of this one idea which was not the right translation. And I didn't press it. I mean, we discussed it, but in the end I didn't make them correct it. So I will say this, just with my personality type, knowing that I speak their language it gives me one more thing to micromanage about. So for me it is not good.

Primed as she was by her awareness of the problems of her instructional practice, Elizabeth's noticings tended to focus on student engagement, and her reasoning tended to be critical of her own participation routines. As such, she was very receptive when Mark suggested that she try stepping away and letting the students work on their own. In her third lesson,

Elizabeth pretended that she had other important work keeping her from facilitating the collaborative translation, and she invited Joker to rejoin the group as a “consultant,” meaning that he would not have to do any reading or writing. She started them out with an agenda written on chart paper and she read aloud the selected passage, before leaving them on their own to translate a line that Joker picked out. The students stayed on task throughout the lesson, apparently due to a combination of Joker’s commitment to his leadership role, and to the other students’ familiarity with the new routines of collaborative translation. At the very end, Elizabeth stepped back in to hear their translations and their thoughts about what they learned from the activity (more on this below). In her blog post after this lesson, Elizabeth described how dramatically this strategy worked to realize her goal of increased engagement:

From what I could see from my desk all four of the kids were impressively engaged. They were working in pair groups and discussing the text/translation. The body language was a 180 from the previous meeting. I heard well projected voices, ON TASK!!! The heavens opened up and the angels began to sing...In the last lap, they called me over to share their translations. Joker, who did NOT want to read or write, proudly read to me in melodic Spanish. Isaac, a soft spoken member of the other pair who had been reluctant to share, also read to me. They had chosen to translate a simile in the text in two different ways. We compared the translations noting the differences. My inquiry into the translation and how it deepened their meaning of the text was more or less "personal connection" based. They very clearly connected with the entire passage citing personal stories of being at "mexican parties" where everyone is eating all the best foods, telling the best jokes, and

asking the kids to get the beer out of the fridge. As a "take away" at the end, Joker stated that all Mexicans living in American can relate to Danny who feels neither Mexican nor American...As a personal "take away", I will continue with the hands off model but plan a questioning strategy to get at the text a little deeper. I was too nervous to jar the fragility of the engagement.

Text and line selection. Her reasoning about the causes and solutions to student buy-in, in addition to her own "micro-managing," also encompassed text and line selection. In her exit interview she reflected that, going into her first lesson, she had assumed that text selection was a relatively uncomplicated issue. Afterward, she felt that some of her problems with student engagement were caused by using a text that students could not relate to easily. In her debrief after lesson one she reflected, "I think I felt also a disconnect, it wasn't a story they could relate to...it was a little too figurative. I think maybe something with some more literal, some more literal stuff." In her second lesson, Elizabeth chose a passage from the novel, *Brothers in Arms* (Langan & Alirez, 2004), which has a Mexican American teenager as the protagonist. This was a text we had used in a previous iteration of TRANSLATE, and we had shared a short video from this group. Elizabeth asked her students to translate the same line from the PD video: "*I shrugged off his words when he said them. But now I'm hoping they're true, 'cause I feel like I'm being swept away. I'm over my head.*" As the reader will no doubt notice, this line requires quite a bit of background knowledge about the text to decipher, and while Elizabeth's students had the benefit of reading a few pages of the surrounding text, they still struggled to comprehend and, therefore, to translate the passage. In her post-lesson debrief she noted the linguistic complexity of the text that she had overlooked before seeing her students struggle with it:

Next time I'll pick something simple, with no pronouns. THAT was a big lesson to me. SMACKED me on the face, 20 million pronouns and what do they refer to? Which is difficult in any language. So, simplify. Have my back up (line) and not so much front load them with stuff. I think that was too overwhelming.

For her final lesson, Elizabeth eschewed sample texts that we had provided, but followed Rachel's suggestion that *Mexican White Boy* (de la Peña, 2008) might be a culturally relevant text for her students. The line she chose (*He's Mexican because his family's Mexican but not, he's not really Mexican. His skin is dark like his grandma's sweet coffee but his insides are as pale as the cream she mixes in.*) contained a simile, but otherwise was less linguistically challenging than the line used in lesson two. Furthermore, the description of a boy negotiating the complexities of cross-cultural identity, mediated by skin tone as well as experiences with family and language, proved to be very relatable to her students.

Elizabeth's search for a just-right text for her students reveals how important this element of the TRANSLATE protocol can be. This challenges the assumption we went into the PD with that, because we see our intervention as adaptable to different texts and different groups of students, we need not address these factors when training teachers to implement the protocol. Of course, because every group of students will have different backgrounds, interests, and levels of linguistic proficiency, we cannot arbitrarily determine what will work in any given situation. However, Elizabeth's narrative suggests some clues for how we might approach the routines of text and line selection in future PDs. Elizabeth's students needed not only linguistic support, but the opportunity to see their own lives in a text, in order to invest and experience success in reading tasks.

Connecting to standards. In addition to student engagement and text selection, over the course of her lessons Elizabeth described her struggle to meaningfully close the activity. In her case, this also tied into issues of engagement, as her group displayed very little interest in questions about the deeper meanings of the text that may have been unearthed through translation. At the same time, Elizabeth explicitly picked up on Rachel’s questions and comments about connecting the practice to larger pedagogical goals. She followed through on these considerations in her third lesson, adding a final step to the agenda that Joker was to follow that asked students to state what they had learned about the character in the story. Later, in the final focus group session, Elizabeth described how she would plan potential future lessons:

For me, the next step now that I kind of know how to engage them to do this, let's then take this, what you've done, and let's bring [it up]. Let's do some more of a (air quotes) lesson [instead of learning the] process.

Thus, with the encouragement and support of her colleagues, the priority of making connections to the goals of standards-based language arts practice came to the forefront as her struggles with student engagement began to resolve.

Tom

“If you give me the map or if you tell me which way North is, I can get there...I’m the person that appreciates a path” (Tom, exit interview).

Tom’s background. Unlike Rachel and Elizabeth, Tom shared fewer details of his background and how he believed it impacted his teaching. However, the details he did share provide some insight into his professional vision during pedagogical translation. Tom is a

Tennessee native, and a monolingual English speaker. At the time of the study, he had been teaching for 11 years, but he had recently completed the Teaching and Learning in Urban Studies (TLUS) program at Vanderbilt, which seems to have changed his thinking about quality teaching for diverse learners. Tom was a self-professed "stand and deliver" teacher, by which he meant that he was most comfortable standing at the front of the room and teaching lessons in a whole-class lecture format. Although he had learned to value other ways of organizing instruction through his experience in the TLUS program, he had not yet moved very far out of his comfort zone in his own classroom. This tension was one of the reasons he was motivated to participate in the SLATE study. Across the three lessons, Tom was very focused on correctly enacting the specific routines of the TRANSLATE protocol, and in some ways he had greater success than other teachers in eliciting students' metalinguistic knowledge. At the same time, he had a tendency to *not* recognize or build on much of the complex linguistic thinking revealed by his students, even as he explicitly validated their expertise.

Tom's group. In contrast to Elizabeth's students, Tom's students tended to have few reported issues in his language arts classroom. Tom recruited four students to participate from diverse Hispanic backgrounds. Although three of them were born abroad, two in Mexico and one in Guatemala, all of them had completed all of their schooling in the U.S. Henry, who was born in the U.S., had parents who had emigrated from El Salvador. Furthermore, he shared that his father spoke a relatively rare, educated form of Spanish, while his mother spoke a dialect specific to one of the country's ethnic groups. It is indicative of Tom's difficulty engaging with conversations around his students' Spanish language knowledge that, although students expressed an interest in the details of each other's language backgrounds, Tom did not treat this

information as salient to the task at hand. This contrasts with Rachel's attitude and practice, as well as the beliefs of the researchers.

Tom's professional vision. Tom's primary focus across the three lessons was on whether he was enacting the steps and strategies of the protocol correctly. His noticings of specific aspects of each lesson tended to focus on his own choices and actions even more than other teachers, and in his exit interview he made it clear that he had not had specific goals for student learning during his TRANSLATE lessons:

The first meeting my primary focus was, "Okay, can I get to all the pieces that we had talked about in the training. And get them to the point that they kind of agree on the language where we, that we're using." So I had no greater goal than that, okay. Now, even in the subsequent lessons, because it's kind of, because it was sort of a one-off, in that the primary was to get them to- To me, the primary was to get them to feel the worth and see the worth and demonstrate the worth of L1 and L2 language capabilities.

Haggling. The one student practice that Tom clearly valued and attended to, and which informed much of his decision making from lesson to lesson, was what I have referred to as negotiation and discussion, and which he referred to as "haggling." Much like Elizabeth's focus on "buy-in," Tom's use of haggling as a measure of the success of the lesson implicated several different routines. Unlike Elizabeth, however, Tom not only treated the lack of haggling as a problem with student engagement, but he also seemed to use it as a proxy measurement for the quality of student thinking. His understanding of the purpose of collaborative translation was to "get at the heart of the meaning" of the source text, and he understood his own role as pushing students to generate and negotiate alternative translation possibilities. Tom's focus on generating

alternatives influenced his approach to line selection, as well as the spatial and material arrangement of the activity.

Line selection. During the PD we had recommended teachers *not* begin teaching TRANSLATE by having students pick lines, but we also took time to describe a process for facilitating student choice and explicitly gave teachers agency to decide if this was a strategy they wanted to employ. Tom decided to try it out in his first lesson, demonstrating in the process why this is a difficult strategy to implement when establishing a new practice. In our previous research (Pacheco & David, 2012), we found that students *can* come to see collaborative translation as way to gain insight into a text or learn new things about language, but until they do they will tend to choose lines that do not present any linguistic difficulties. Tom's attempt to recruit students to select lines and debate their merits, before they had much of an idea of the purpose of the activity, contributed further evidence for this finding. In his blog entry he stated,

I should have preselected a couple of sentences for them to consider--as was suggested--but instead let them make their own choices. Each individual had selected a fairly simple sentence, and none were especially forceful in advocating for their offering. In the end, I picked a sentence that had only on (sic) word for which they didn't know an equivalent Spanish term.

In his next two lessons he continued to encourage student line suggestions, but he also came prepared with his own, and ultimately requested that students translate the line he selected without making the effort to encourage debate. This ambivalence about student participation in line selection suggests some uncertainty as to the purpose of the routine. Tom seems to have had a tacit understanding that getting students to pick out lines from the text could be pedagogically

fruitful, but it is not clear that he had an idea of why this might be the case, other than that it was a routine we had mentioned during the PD.

Spatial arrangements. Tom also had limited success encouraging students to haggle over their translation choices in his first lesson. He had divided his four students into dyads to create separate translations of the line, *Are you here to work on props?* In addition to the lack of linguistic complexity noted in the quote above, Tom also noticed that students ignored his directions not to talk across groups. He specifically attributed the lack of alternative translation choices to the physical proximity of the two groups. He mentioned this in all three post-lesson reflection opportunities, most notably in his blog post:

We sat at one of the rectangular tables and this might have been a little too close. When it came time to have pairs translate, they could readily hear and leverage off of what the other group was saying. As such, we wound up with verbatim translations of the chosen text.

This issue did not come up in his second lesson because only Henry and Boom were in attendance, but in his third lesson Tom was much more attentive to the physical arrangement of the two pairs during the initial phase of collaborative translation, reorganizing the seating arrangements to encourage closer collaboration between partners and placing his own body in between the two pairs. As shown in Figures 7-9, Tom's first revision to the practice was to pair students across the table from each other rather than next to each other. Although he does not explicitly assert in the reflective data that this was intended to put distance between the two dyads, his next move to switch chairs with one student is more clearly a response to "cross-talk."

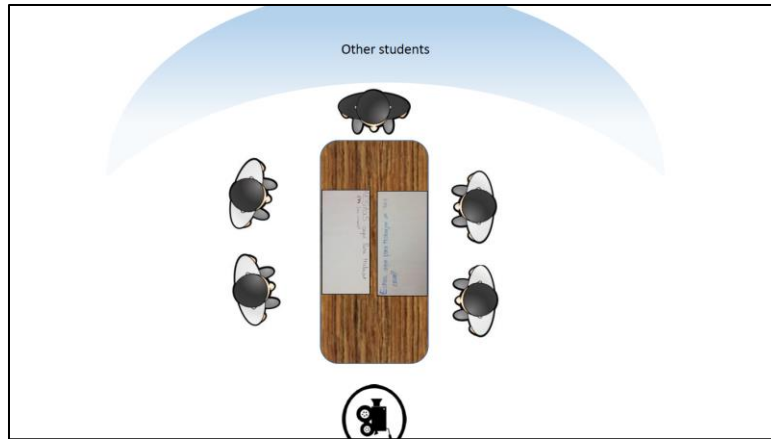


Figure 7: Tom's lesson 1 - student pairs sitting next to each other.¹⁰

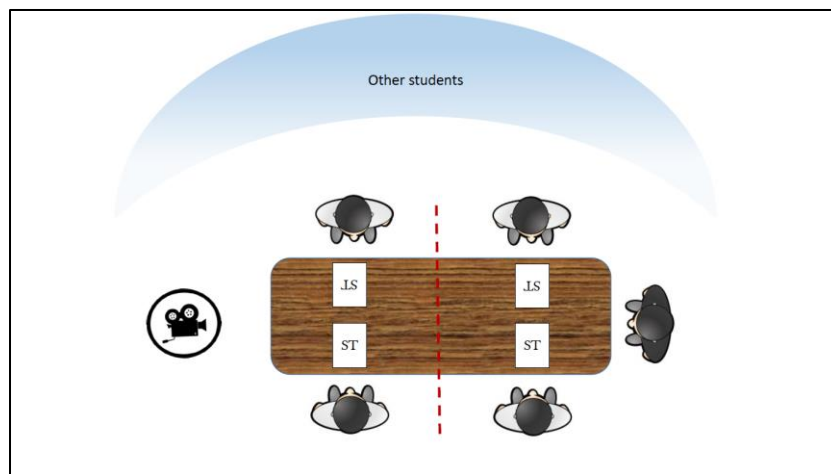


Figure 8: Tom's lesson 3 - student pairs sitting across from each other

¹⁰ In these representations, Tom is represented by the figure in the black shirt and students are represented by figures in white. In figure 7, images of their actual translations are shown on the table in front of each dyad. In figures 8-10, white papers labeled "ST" represent copies of the source text, and yellow papers labeled "TT" represent each dyads' translated text. In figure 10, the green paper labeled "g" represents a print out of the Google Translate translation.

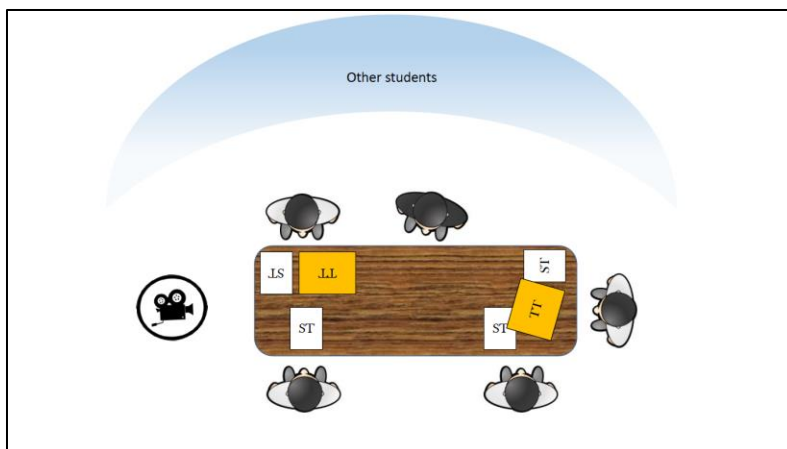


Figure 9: Tom's lesson 3 - switching chairs to facilitate pair work

Once the two dyads had completed their translations, Tom once again rearranged the activity to promote shared attention on the translated texts (Figure 10). Although text complexity likely also contributed to the generation and negotiation over alternative translations, Tom's attention to the arrangement of bodies in space appears to have furthered his goal of encouraging student haggling¹¹.

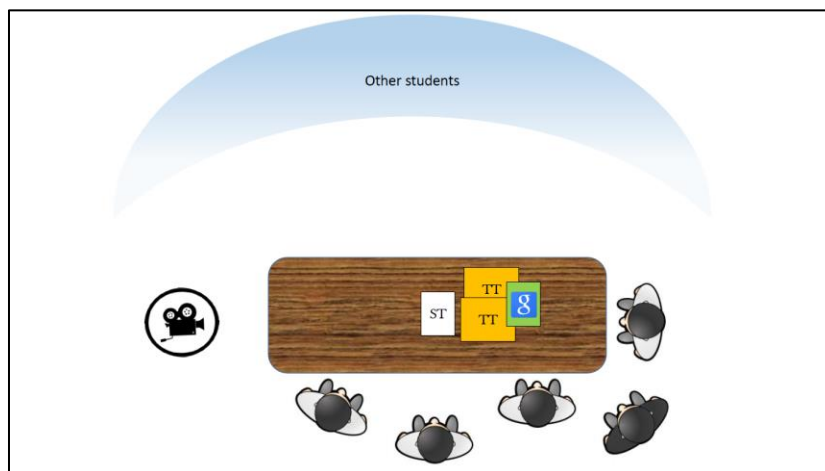


Figure 10: Tom's lesson 3 - new spatial arrangement for reviewing translations

¹¹ For a more detailed description of this lesson, see p. 160.

Using an online translator. Tom's instruction was also noteworthy because of his use of Google Translate to facilitate student translation efforts. In his second lesson, Tom provided Henry and Boom with a tablet computer as a tool to facilitate their translation. As a result, the two students used Google Translate to generate an initial translation, and then debated whether particular words and phrases sounded more or less correct to their ears. Although this interaction was rich with metalinguistic comments, and even a fair amount of haggling, Tom was concerned that students had not done the work of generating their own translation ideas. As he wrote in his blog post, "My kids actually used the translator from the get-go, so that let them off the hook a bit on brainstorming what they knew already." In his third lesson, after facilitating a discussion of the two translations created by the student dyads, Tom introduced a print out of a third translation generated by Google Translate. As he stated in his blog post,

This time around, I had the two pairs take a shot at the translation BEFORE I offered the *Google Translate* suggestion. This felt better, for sure, because the kids had to give the entire sentence a shot before they parsed out the detail choices and/or made the comparison to Google.

Tom's decisions about the use of an online translator reveal something about his professional vision for pedagogical translation. Not only was it a priority that students negotiate between multiple alternative translations, it was also important to him that at least some of those alternatives be original ideas generated by the students themselves. It seems likely that Tom's reasoning was rooted in pedagogical practices that prioritize individual effort and the embodied process of work as a form of learning. Given that the ultimate aim of pedagogical translation is to leverage meta level insights toward learning objectives in language arts, it may be up for debate whether the generation or the negotiation of translation choices is more important. It seems likely

that both may be generative. In any case, Tom has provided, with the evolution of his practice through decisions based in his own professional vision, a model of one approach to integrating online translators as a tool for pedagogical translation.

Connecting to standards. Tom did not alter his practice around the final step of the protocol. In fact, he essentially skipped this step in all of his lessons. It is worth noting, however, that he was cognizant of this as an issue in his practice, and by the end of the study he had begun to think about it in the terms of standards-based pedagogy in the way that Rachel had been doing throughout. In his exit interview, Tom reflected at length on the evolution of his thinking in this regard:

The evolution that--or the revolution, maybe--that came to me was based on a comment that Rachel had in that, kind of a reminder to me that the object is not necessarily just to translate the piece, but to what end are we going within or beyond the translation? So when I came in to it--and I first, like the first meeting, my primary focus was, Ok, can I get to all the pieces that we had talked about in the training. And get them to the point that they kind of agree on the language where we--that we're using. So I had no greater goal than that, ok...so I can see where if we had gone further that, well, not only would I have just tried to make sure we get to the translation, but now where do we go from here?...I never really truly put some content objective in there that we were trying to get to. So, not having pressed myself on that, it was just an omission, not so much a 'What one could I put in here?' Cause that would have just taken looking at the text, what could I do or where would I go? What skill would I be trying to get out of this and we'll just do it in two languages.

There was not enough time to see how the evolution, or revolution, of Tom's professional vision might lead to new routines, but the mental routines he demonstrated in his exit interview point once again to the idea that professional vision is socially constructed within practices.

Findings

Looking across the three case studies presented here, several trends emerge regarding the way this 8th grade language arts team learned to implement a new practice of translingual pedagogy. First, as I have attempted to make clear through the structure of these case studies, each teacher brought a unique professional vision to the task of integrating a new translingual practice into their classrooms. Rachel, with her background as a successful second language learner and her commitment to relationship building, noticed and made space for students' descriptions of their linguistic and cultural knowledge and used this knowledge as a resource for instruction. At the same time, her deep investment in constructivist, standards-based pedagogy, led her to plan for particular learning outcomes, and attend closely to student interaction and their responses to her guiding questions in order to determine if they were meeting her goals. Elizabeth's Spanish bilingualism allowed her to notice and respond to the specific translation choices that students made. Tom, by temperament and past professional practice, focused his professional vision on his own enactment of the embodied and material practices suggested during the PD. Meanwhile, his lack of second language experience or strong linguistics background made him effectively blind to many instances of student metalinguistic knowledge, undermining his ability to explicitly pursue this goal of the practice. However, this gap was somewhat compensated by the success of his focus on material and embodied routines – whether

he perceived it or not, by facilitating shared attention on, and haggling over, alternative translation choices, Tom promoted student learning through translanguaging activity.

These histories of participation across the lives of teachers interacted with more immediate histories of participation with the specific students in their small groups, as prior noticing and reasoning routines informed what teachers attended to within the new practice. Students' reading proficiencies, as well as broader linguistic skill across their full language repertoires, informed both Rachel's and Elizabeth's decision making about their instruction. Elizabeth's experience seemed especially influenced by local histories of pedagogical practice. As a novice teacher struggling with classroom management, she primarily noticed and responded to student engagement and behavior. Importantly, her reasoning about this behavior was conditioned by her belief, grounded in her training and the feedback she had received from observers in her class, that she could improve student engagement and on-task behavior through changes to her own participation routines. Meanwhile, her attempts to leverage her Spanish knowledge by highlighting errors and pushing students toward more standard Spanish translations was mitigated by the unresolved adversarial relationship with her students that she was so focused on overcoming.

Teacher's orientation toward translation activity, as either a stand-alone set of routines or as a tool for achieving larger pedagogical goals, had distinct implications for the way they attempted to structure the practice. I referred to this distinction above as product vs process orientations. In referring to a product orientation, I am pointing to the fact that, at the beginning of the study, some teachers seemed to understand their task as getting students to create a translation (product), while others seemed to understand their task as leveraging the translation process to further other pedagogical goals. Of course, the notion of product vs process

orientations should not be understood as a clean binary, but as a continuum. For all three teachers, the goals of the activity included getting students talking to each other, negotiating translation choices, and making revisions. But a focus on these behaviors, if taken as ends in themselves rather than tools for achieving learning objectives, must also be considered a product orientation. As such, the essential distinction I am making is between teachers who approached pedagogical translation as a discrete practice that they were learning to participate in, and teachers who looked on it as a project of adaptation and hybridization of practices.

As teachers and students became more comfortable with the routines of pedagogical translation, and as teachers resolved some of the initial challenges of embodied participation, teachers' professional vision appeared to follow a trajectory from initial engagement with the logistical problems of integrating a new practice, toward greater engagement with the fundamental question, "why translate?" In other words, teachers' attention shifted from learning the routines described in the PD and enacting them successfully, to adapting routines to meet the goals of language arts pedagogy as articulated in their school and district.

During the initial PD we encouraged teachers to take a process-oriented approach to the task, but it seems likely that some teachers needed to acquire some fluency with the routines of a new practice before they were ready to try merging them with the routines of an old one. In Tom's case, his product orientation seemed to be tied to his general approach to new learning. As he stated in his exit interview, he "appreciates a path," and it seems clear from the analysis of his reflective data that his primary focus during this emergent phase of enacting translingual pedagogy was on successfully embodying the routines articulated during the PD. For Elizabeth, with only a year and a half in the classroom under her belt, it may also be that she was not yet very fluent in the normative routines of ESL pedagogy. Although she clearly did do some work

to merge the two practices, most clearly in the way that she approached supporting students' reading comprehension, her concerns about the quality of student participation and her ability to recognize errors in their translation work appeared to keep her focus on the immediate goals of the activity rather than the more distal objectives of language arts pedagogy. If it is natural for some teachers to spend time learning to participate in a new translingual practice before thinking about how to adapt into their usual pedagogy, it is also clear from my data that the collaborative involvement that was central to the PD design contributed to teachers' interest in and ability to take on the project of hybridization. Elizabeth and Tom both explicitly referenced Rachel's comments in later lessons as they started to incorporate routines focused on connecting students' translation activity to their understanding of reading strategies and language arts concepts.

As each of these teachers moved toward a more process-oriented approach to lesson planning, this had distinct implications for the structure of their practice. For Tom and Elizabeth, when the goal was student participation and "haggling," the specific text was not so important, nor was the "lesson" students might have learned from the experience. But as they began to consider larger learning goals for the activity, it influenced text selection and line selection, the purposes they set for initial reading of the text as well as translating, and their questioning routines before, during, and after the translation.

For Rachel, who had the benefit of longer engagement with translation and other translingual practices, the question of adapting collaborative translation to meet specific language arts learning objectives happened more or less immediately. For Tom and Elizabeth this process was clearly sequential. As such, Rachel's early engagement with the issue of learning objectives informed Tom and Elizabeth's professional vision of next steps in their

engagement with translingual practice. In the next chapter will show how these orientations manifested in teacher-mediated language problem solving events.

CHAPTER FIVE

TEACHER PARTICIPATION IN LANGUAGE PROBLEM SOLVING EVENTS

Es bleibt in aller Sprache und ihren Gebilden außer dem Mitteilbaren ein Nicht-Mittelbares...

- Walter Benjamin, *Die Aufgabe des Übersetzers*

This chapter builds on the findings from Chapter 4 to address the question, *how does teacher participation in language problem solving events appear to facilitate students' metalinguistic understanding and teacher learning?* In this chapter I discuss exemplar case studies looking at the micro-genesis of one language problem solving event from each classroom, in order to illustrate three important trends that emerged from analysis of the full corpus of language problem solving events. First, these data support and extend previous research findings (Jiménez et al., 2015) that students spontaneously bring up the classic components of language (phonology, syntax, semantics, lexicon, etc.) in their discussion and negotiation of translation choices. The current analysis adds to this finding by suggesting that students make extensive connections to their bilingual/multilingual frameworks when these discussions are mediated through bodily and material arrangements that promote shared attention on texts. Second, there can often be a power struggle between teachers and students to define the purpose, process, and product of pedagogical translation. These power struggles manifested in micro-interaction when students used routines appropriate to community translation that conflicted with more school-like routines that teachers promote to further their goals for the lesson. Tension also developed when a bilingual teacher contested a students' non-standard

language use, and when a monolingual English-speaking teacher ignored student explanations about the nature of translation problem solving. In these translingual activities, students have unique insight into what is happening both linguistically and interactionally, yet teachers are empowered to interpret the nature and goals of interaction in the classroom space. Third, these data build on the findings of the previous chapter to show how teacher participation in collaborative translation changed as they moved from a goal of producing a translated text to one of leveraging the translation process itself toward disciplinary objectives.

Case studies of teachers' translingual participation

Case 1: "Gumption"

Text: *Bestest. Ramadan. Ever.* (Sharif, 2011)

Line: "My parents looked upset, but then they told me it was alright and I could try the next day, but I didn't. It's taken me a year to get up the gumption to tackle Ramadan again."

Participants:

Rachel (R)

Nijdar (N)

Ajda (A)

Berwan (B)

Leman (L)

Rona (RO)

This event was selected as Rachel's exemplary case, in part, because it revealed some of the tensions involved in leveraging an out-of-school practice familiar to students for school-

based purposes. Also, it is an especially robust example of Rachel's coordination of multiple pedagogical routines to select a text to focus on, guide students through the process of reading and translating, and connect the experience to larger language arts objectives. Finally, Rachel's move to make an online digital translator available to students provides a useful comparative case of material mediation with Tom's use of Google Translate.

Rachel's choice of this text and line was in part motivated by the author's use of the word *gumption*. *Gumption* was a vocabulary word some weeks before, so she was taking advantage of an opportunity to revisit previously taught material to support students' long term learning. Focusing on this line also advanced Rachel's goal of adapting the TRANSLATE protocol to her own pedagogical routines. After her first day trying out the protocol, one of the challenges she identified was connecting the translation work to disciplinary objectives in language arts. In her post-lesson debrief with Mark, they focused on identifying details about character and setting as good potential objectives to focus on through translation. Rachel felt this text, and specifically the section with the word *gumption*, was well suited for this standards-based objective.

In addition to text selection, Rachel's focus on character was very evident in her pre- and post-translation instruction. She began the lesson by reading the first few pages of the novel *Bestest. Ramadan. Ever.* (Sharif, 2011) out loud while the students followed along on their own copies. Before she started reading, however, she established as a purpose for reading to discover characteristics of the main character:

When we read this I want to focus on the character today. Okay? So if we look at the characterization of our main speaker, when you see something that talks, that reveals who she is, I want you to underline it. Something that tells about what

kind of person she is. [Looking at Ajda] You understand? [Looks at Berwan] You understand? [Looks at Rona] You understand? Okay.

Rachel's first question after reading the text was, "What do you think about this girl, her character, her personality right from the beginning of the story?" From this initial prompt, Rachel used questioning strategies to accomplish several things: she refocused students' attention from the character's actions to her personality traits, she connected students to the text by asking them if they had ever struggled (as the character described) to fast during Ramadan, she drew their attention to the previous vocabulary word *gumption*, and she connected the meaning of *gumption* back to her question about personality traits. The following excerpt¹² shows how she introduced *gumption* and used it to further her lesson objective:

Excerpt R1: Discussing main idea of text	
1.	R: If we look at this, I see this little paragraph, right here, and I see a vocab word, so I'm drawn to it. Did you notice the vocabulary word in there?
2.	L: No.
3.	R: You didn't?
4.	L: What, <i>gumption</i> ?
5.	R: Mm-hm. What's <i>gumption</i> ?
6.	L: I forgot.
7.	R: [sighs]

¹² Transcription conventions:

[brackets] indicate extra-linguistic information that impacts the interaction

(parentheses) indicate difficult to hear speech, transcribed without full confidence in its accuracy

xx = indicates indecipherable word

xxxx = indicates indecipherable sentence(s)

"quotes" indicate text that is read aloud

>karats< indicate overlapping speech

Italics indicate language other than English

8. N: Um, gumption.
9. R: [reading the text] "It took her a whole year to get up the gumption to try it again."
10. L: The guts.
11. R: The guts, that's right,
12. L: I just remembered
13. R: It's your guts and your bravery and your-. Right? Do you remember that now? When you're looking at this paragraph, do you feel like this one here reveals about Almira? What does it tell us about her in this paragraph?
14. L: That she cheated
15. R: Yes, that once she cheated during Ramadan, right? What else does it tell us about her?
16. L: That her parents were mad at her.
17. N: Her parents were okay. They just, like, said you could do it the next day.
18. L: She doesn't know if she can not eat during sunlight. It's like a Vampire. >You just can't eat things.<
19. R: >[laughing]<
20. R: You can't eat like a vampire during Ramadan.
21. L: >No, it's like, during the sunlight- No, it's like...<
22. R: >So good Muslims are like Vampires, is that what you just said?<
23. L: ...during sunlight you can't eat. At night you can.
24. R: Like vampires.
25. N: You CAN come outside during the day.
26. R: But you can come outside during the day. Fair.
27. L: But you still get very thirsty if it is really hot. It's just like-

28. R: Mm-hm. [Turns to RO] What do you think?
29. RO: She's brave.
30. R: She is BRAVE, right. What makes you say that?
31. RO: Because it says "to get the gumption to tackle Ramadan again."
32. R: What is Mount Everest?
33. N: The tallest in the world.
34. R: The tallest Mountain in the world. The hardest one to climb. The most dangerous. The highest point. So, what is the task that is her own personal Mount Everest?
35. L: To # fast.
36. R: Yeah, having a successful month of Ramadan, right? Okay, so I think if we translated these 1, 2, 3 sentences. If we were going to choose one of those 3 to translate, to talk about what kind of person Almira is, could we choose one, or maybe try all three?

In line 13, Rachel ratifies Leman's definition of *gumption* and provides several other synonyms in order to jog their memories of previous instruction, then pivots back to her initial question about the character. When Leman and Nijdar continue giving examples of actions instead of traits, Rachel accepts them, but pushes for more ideas (line 15) until she hears one that serves her goal. When Rona says, "she's brave" (line 29), Rachel highlights this response by repeating her utterance with added stress, followed by an explicit ratification and a follow up question (line 30). Then she shifts to focus on a different part of the text with figurative language (line 32) that communicates the character's feelings about the difficulty of the task before her and, by connection, her bravery in facing it. She doesn't take a lot of time to make the connection to character explicit for this phrase, likely because she wants to move on to the next

step of collaborative translation, in which the level 1 ELs can participate more fully. Having established that her fluent English speakers have the background knowledge to interpret the metaphor, she pivots to a discussion of picking a good line to translate (line 36).

This excerpt gives the sense that Rachel had a plan for the interaction and the particular mental routines that students needed to experience to make the connections she wanted them to make. Some of this was clearly considered in advance (establishing *gumption* as a clue to the character's personality traits), but it's likely that some of this was constructed on the fly (responding to students' poor initial opinion of the main character by drawing out their own difficulty fasting). It is striking that, for all that Rachel maintained tight control over the direction of the interaction, her expectations for students' embodied participation was never made explicit. She never says, "Don't talk to me about what she did, talk to me about the kind of person she is!" Nor does she say, "If she's *getting up the gumption*, and *gumption* means brave, what does that tell you about her personality?" In her exit interview, Rachel identified herself as a "textbook" constructivist teacher, so her goal in these lessons was to get students to build their own understandings of the content through interaction and experience. She didn't want to ask leading, known-answer questions where students could infer an answer that she wants to hear. Instead, she wanted to lead them to a certain way of thinking about text by asking student-centered questions that demand authentic answers. But she could not promote this kind of student agency if she was disciplining "incorrect" responses. Instead, she promoted the kind of mental routines that are central to the practice of reading-for-character-details through highlighting routines. In this excerpt, we see her repeating "correct" contributions with added stress, followed by the statement, "right" (lines 11 & 30). It's worth noting that she also used repetition without added stress to ratify contributions without specifically highlighting them, and she often employed the

word “right?” with an upward inflection as a discourse marker, apparently to request a quick, non-verbal affirmation of a summarizing point before introducing a new topic (lines 13, 15, & 36). These intra-utterance topic shifts were another form of highlighting that Rachel used, although it was very subtle. Rachel’s topic-shifts in lines 13, 15, 32, and 36 seem fairly abrupt, but they allowed students to infer that the prior utterance was an acceptable way of closing the previous topic, and they implied by proximity that there was some kind of connection between the previous topic and the new one.

After this excerpt, Rachel assigned each group to translate two different sentences from the following paragraph:

My parents looked upset, but then they told me it was alright and I could try the next day, but I didn't. It's taken me a year to get up the gumption to tackle Ramadan again. Can I last a whole month without eating during daylight hours? That task is my own personal Mount Everest.

Leman and Ajda, whose first language is the Sorani dialect of Kurdish, translated the first two sentences of the paragraph that contain *gumption*, the focus of this LPSE. They finished well before their peers who were working on the second part. As soon as Leman announced that they were finished, Rachel asked them about *gumption*:

Excerpt R2: collaborative translation	
1.	R: How did you do gumption? Cause that's a good word in English.
2.	L: We didn't do that, like, we didn't translate that word. We just wrote it to mean xxx tackle Ramadan again, not to get the gumption, because I didn't know how to translate.
3.	R: How did you do tackle? Because that's a pretty good English word too.
4.	L: [Back translating] Like, it took me a year until I could ## fast again. Xxxx

5. R: What's the meaning behind *gumption*? "It took me a year to get up the *gumption* to try it again."
6. L: To get the guts. To be brave enough to do xx. I forgot what brave is in Kurdish though.
7. R: Does she know? [referring to Ajda]
8. L: I asked her too but she doesn't know.
9. R: What if we got a dictionary, could you look it up? Could you get it in there?
10. L: No. ## If it's a Kurdish dictionary.
11. R: xxxx the computer. The Kurdish translator. If we look that up could you make it work?
12. L: Yeah I could.

In response to Rachel's question (line 1), Leman describes the omission strategy they used to capture the meaning of the sentence without resolving the question of how to translate *gumption* (lines 2 & 4). Although this translation communicates the gist of what happened in the narrative, it omits information about the character's emotional state, which is arguably the point of the sentence. After all, Ramadan only comes once a year, so Leman's back translation in line 4 is misleading in its implication that waiting a year was somehow the character's decision. Rachel suggested a paraphrasing strategy (line 5) to get to a synonym that the girls can translate, and verified that Leman had drawn on Ajda's expertise (line 7), but Leman made it clear that they had already tried these strategies. So Rachel suggested something they hadn't tried, looking up a translation in an online Kurdish-English dictionary (lines 9 & 11). When Leman agreed that this could be helpful (line 12), Rachel left the table briefly to get a laptop and set it up for Leman.

The introduction of the laptop weaves one of the students' home practices into classroom-based pedagogical translation. On her student survey, Leman reported using a computer at home to translate words on a weekly basis¹³, so Rachel could count on her to bring embodied knowledge of the tool to work through the problem. Rachel herself could not easily facilitate this process (as evidenced by Leman's immediate move to reject Rachel's suggestion of Google Translate because "they don't have Kurdish"), so Leman's expertise was clearly an important resource above and beyond the presence of the tool itself. Leman's expertise with online digital translators, as well as the reorganization of bodies and attention around the laptop, pushed Rachel to the periphery of the interaction. She used this opportunity to check in on the other group. She quickly determined that they were doing well and not ready to take advantage of her help, so she shifted into a passive role, sitting back in her chair, attentively following the action in both groups. After a few seconds, Rachel leaned into Leman's space to look at the screen, and then returned to a neutral facing (line 1, below). While it is not clear that Rachel intended this as a bid for Leman's attention, it seems safe to say that the action communicated that she was available and interested. Leman responded by soliciting Rachel's advice in her decision about which website to use, and from there they worked together to navigate the technical and linguistic routines involved in trying to get an acceptable response from the machine.

1. R: [Leans slightly to look at screen, then recenters to a neutral facing]
2. L: [to Rachel] (Here's the one that we picked that day), right?

¹³ Of 18 students who participated in the study, 7 reported using a home computer to translate on a daily or weekly basis, 4 on a monthly basis, and 7 reported not having a computer at home or never using the home computer for translating. Two students did not complete the survey.

3. R: [moves chair closer to Leman and looks at screen] Probably.
4. [Screen changes from search results to some specific translator page]
5. R: English to Kurdish, yep.
6. L: [types]
7. L: No they don't have that.
8. R: Try a synonym.
9. L: Bravery?
10. R: I think so. Right?
11. L: [types]
12. [Screen reloads]
13. R: [points] Add the-, scroll down here xxx different forms.
14. R: Add the Y and see what comes up. Cause it's a noun, xxx noun.
15. L: [sits up and points at Ajda] *Aza!*
16. A: *Aza.*
17. L: *Aza.*
18. R: *Aza?*
19. L: It's not on there [points at the screen], but I just remembered it.
20. A: *Aza(me).*
21. R: So now fix it in there [points at translated text].
22. [Leman & Ajda go back to writing and speaking in Kurdish. Rachel breaks and turns to ask the other group about Mt. Everest]

At the beginning of this excerpt, Rachel gives power to Leman over how to interact with the computer. She signals her availability and interest in the use of the tool, but she does not enter the interaction until invited. In line 5, Rachel ratifies Leman's move setting parameters of the digital translator. In line 6 Leman types the word *gumption*, but the translator database apparently doesn't recognize it. Mirroring her strategy suggestion in the previous excerpt Rachel directs Leman to try a synonym and ratifies Leman's suggestion of *bravery*. The video is not clear enough to capture what was shown on the screen, but based on what can be seen I have found what is likely the website they used and replicated their search (Figure 11). After Leman types in the word and the screen reloads, Rachel apparently recognizes that many of the translation options are below the bottom of the screen and directs Leman to scroll down to see them (line 13). When Leman does not immediately endorse any of the words she sees, Rachel goes on to note that Leman had apparently typed the word *brave* rather than *bravery*, leading her to suggest a modification of the search (line 14). This is an interesting move, as it highlights Rachel's recognition of the important role of syntax in problem solving translation. *Gumption* is a noun, and although Rachel had accepted the adjective *brave* as a synonym during their pre-reading discussion, she may have inferred that altering the part of speech of the input would lead to better options from the tool. In any case, just as Rachel is making this suggestion, Leman remembers a word that seems to work. The embodied recognition of a solution is striking, with all three participants sitting up, smiling, and repeating the word in lines 15-18 (Figure 12). At this point Rachel redirects them to integrate the solution into their written translation, then turns to check in with the other group once again.



Figure 11: screenshots of student using online translator (Renahi, 2014) and replicated search



Figure 12: embodied shift from using the digital translator to recognizing the successful solution

Once the Bahdini speaking group was done with their translation, Rachel shifted into the *share and critique translation* phase of the protocol. She began by rereading the English paragraph, and then had each group read their translation aloud to the other group. In her previous TRANSLATE lesson, this practice had revealed that very little was mutually intelligible to students across the two dialects, but Rachel maintained the practice anyway. Both Ajda and Lemar took a turn reading their first sentence, and the other three students noted three or four individual words that they recognized. Then Rachel prompted Lemar to continue reading the second sentence:

Excerpt R3: share and critique translation

1. R: What's the part about gumption. Talk to them about the gumption part.
2. L: [reads Sorani translation aloud]
3. R: Did you understand any of that?
4. N: No.
5. B: >No.<
6. L: >Probably not.<
7. N: No.
8. B: >Nothing.<
9. RO: >Til day.<
10. L: I said (*roju*) not (*roj*).
11. RO: Oh.
12. R: Alright so the dialect is different. [To Leman] So, but explain maybe in English then how you got gumption in there. Because >at first you skipped over< where you said..
13. L: >Where?<
14. A: [Points at text] (Here).
15. L: Gumption? Like, I just searched up brave on the laptop. And then, like, and then I remembered that it's like *aza* in our language.
16. R: *Aza*? [To Nijdar] What's brave?
17. N: [Looks at Rona and Berwan] (*Hoda*), I don't know.
18. R: [To Rona] Brave? Gumption?
19. N: >I don't know.<
20. B: >[shrugs]<

21. R: No?

22. RO: [Shakes head]

23. R: Courage?

24. N: >Don't know.<

25. R: Have to look it up. Okay, so they had to look it up and they did. [Turns to Leman] Do you feel good about your translation?

26. L: Yeah.

27. R: You carried the whole meaning through?

28. L: Yeah.

29. R: Nice.

From the perspective of promoting metalinguistic talk this was not the most successful interaction, but it provides another example of the embodied routines that Rachel draws on as she tries to generate discussion across dialect difference. In turn 9, Rona thinks she has recognized one word in the sentence, but Leman tells her that she misheard. Rachel could potentially have probed on this further, by asking if the two words were related in any way. In Rachel's three lessons there were many opportunities to discuss cognates and shared lexical or morphological features across Sorani, Bahdini, and Arabic. Such discussions could have been used to build students' conceptual understandings about word origins and relationships, or using context clues to infer the meaning of words, but these kinds of goals were not the normal routine of Rachel's language arts class. Rather than build on their insight into language structure to extend their knowledge about language structure, Rachel maintains a focus on making meaning from the text. In applying this priority to the practice of translation, Rachel takes on the idea of *carrying the*

whole meaning through. From the standpoint of translation studies, this may be an impossible goal. There are often both linguistic and cultural barriers to constructing a perfectly equivalent message in another language (Malakoff & Hakuta, 1991). However, while Rachel presents this goal of *carrying the whole meaning through* as a parameter of successful translation, her reasons seem to be more local and specific. As a language arts teacher, Rachel wants her students to wrestle with difficult vocabulary by drawing on a wide range of strategies. As this lesson makes clear, students may comprehend the action of a story if they skip over some difficult vocabulary, but they may miss subtext that carries information about, in this case, the nature of the main character. However, she never quite articulates this meta-text level idea. Her instruction stays rooted in *this text*, and the specific inferences about character that can be drawn from the words *gumption* and *my own private Mt. Everest*. The practice of translation is a means to promote the kind of close reading that will get students to a deeper understanding of the intended message of the author. This fits into her understanding of constructivist teaching, which demands that the generalizations derived from specific learning activities should be created by students. Rachel's role was to ask questions which might lead them to such generalizations. In her final wrap up of the lesson, she asked several questions in this vein, including one focused on the process of translating that she connected back to the *gumption* event:

Excerpt R4: Wrap up

1. R: So what did you learn about the translating process from doing this? What things are easier to translate and what things are harder to translate?
2. N: Well, Arabic is pretty much easier because there's like, two or three- Is it two or-? I think it's five extra words >in Kurdish.<

3. R: >No, I mean< as far as the words go in English. The English words, to translate, which ones are easier?
4. L: The hard ones are the ones that are hard.
5. R: Harder words in English are harder to translate >into Kurdish?<
6. N: >Yeah.<
7. L: Yeah.
8. N: Yeah.
9. R: Is it important to carry all the meaning with, though?
10. N: Yeah.
11. R: Can you skip over gumption just cause it's hard?
12. L: Probably
13. N: Mmm, no.
14. R: Should you?
15. L: No.
16. N: Sure, maybe, but-.
17. L: But you still can.
18. R: You can. But maybe you shouldn't.
19. N: You could kinda like change the meaning.
20. R: It does. How does changing the meaning change the reading? Does it? If it does?
21. N: Kind of.
22. R: If you leave some out? ## What did you learn today Berwan?

Rachel's assertion about the importance of *carrying all of the meaning through* puts her in conflict with the students' lived experience of using translation for pragmatic purposes. As Valdéz points out (2003), omission is an important strategy for young interpreters, both to work around gaps in their language knowledge and to mitigate the social impact of unpleasant messages. We cannot know the details of Leman's translanguaging strategy use outside of this classroom context, but knowing that she frequently acts as a language broker in her community (see Table 3, p. 45), it seems likely that her resistance to Rachel's prompting is rooted in her lived experience of the pragmatic rules of translation and interpretation in her community. Nijdar seems more inclined to support Rachel's position, although this interactional choice may have been more socially motivated than linguistically informed¹⁴. Even so, he makes an important metalinguistic insight in line 19 that might have been a pivot for a deeper exploration of this tension. Rachel clearly ratifies this statement (line 20), but her follow up question does not elicit much response, possibly because it was not very clearly worded. Rather than reformulate the question or try digging into the topic in another way, Rachel drops it and pivots to a different goal: maximizing the participation of her level 1 ELs (line 22).

Rachel's approach to pedagogical translation is striking because of how many different pedagogical goals she was able to weave into her participation routines. She achieved this, in large part, because she planned ahead for the particular language problems that students would spend time and effort trying to solve. She knew that "gumption" (as well as "my own private Mt. Everest") would be challenging for students to comprehend, much less to translate. This

¹⁴ Immediately prior to this question he had taken advantage of a prompt to describe the main character in Kurdish to his group-mates by using a series of inappropriate slurs about her weight and eating habits. When the interaction shifted back to being more teacher centered and English language mediated, Nijdar was even more proactive than usual in his contributions to the academic conversation, giving the impression that he wanted to distract Rachel from any suspicion that he had not been acting appropriately.

knowledge was rooted in her relationships with her students, and in her experience as a bilingual person. Rachel is highly a skilled teacher, so her facility with questioning routines and her ability to provide just-in-time help (for example, by introducing the online translator) were clearly an important part of her success in directing translingual activity toward pedagogical goals. Even so, these routines depended in large part on the context she created through text and line selection. This insight is especially important to this study, given the (lack of) attention these topics were given during the PD.

Preview of Cases 2 & 3

Text: *Appointment in Samarra* (adapted from Maugham, 1933)

Line: The servant told the merchant, “I was jostled in the market, turned, and saw death. [sic]¹⁵

Cases 2 and 3 come from two different teachers who chose to use the same text and line for the translation activity. In each case, the event itself met the criteria I laid out for selecting an exemplary case: namely, that the event surfaced a range of student metalinguistic ideas, and the teacher’s participation exemplified trends that were evident across their three lessons. Although we gave teachers complete freedom to choose the texts they would use in their lessons, and even encouraged them to use whatever texts were already a part of their curriculum, it is perhaps unsurprising that three of the four teachers used the primary exemplar text from the PD.

Appointment in Samarra was used on both days of the initial PD for the purposes of discussing rationales for line selection and as a model lesson plan. Rachel and Elizabeth both used the text for their first lesson. Tom, for his first lesson, followed our advice and used the novel that his class had just started reading together, but quickly switched to shorter texts that could be

¹⁵ The end quote is absent because the servant continues speaking in the sentence that follows. This was only noticed by Tom’s group.

“covered” within a single lesson, both of which came from exemplars provided in the PD.

During the second PD session, when teachers were asked to choose and discuss a line from the text they might want to direct students to translate, three teachers including Tom and Elizabeth noted this one. However, while they took note of *jostled* as an “awesome word,” their interest in the line was more motivated by whether and how students were interpreting the idea of a personified Death character. In the following excerpt from the second day of PD, they explain their rationales:

Excerpt PD1: picking “jostled”
1. [Teachers begin silently reading the text.]
2. Z: [to Tom] Did we choose the same line?
3. T: No. I’m looking at the one above it.
4. Z: Are you sure?
5. T: No, I mean, I put “jostled” is a great word.
6. Z: We chose the same line.
7. M: Alright let’s talk. John do you want to start and tell us what you chose and why you chose it?
8. T: [discusses the line, “The servant returned trembling and frightened.”
.....
19. M: Alright. Zara?
20. Z: I actually, just the quote, the first paragraph stanza that would be, “I was jostled in the market, turned around, and saw death.” Cause I was like my thought wouldn’t be just did you see truly death, or was it something that represented death. So what are you going to say? Did you see somebody coming after you with a weapon of some sort or did you see

the future and you're like I see death. You know. What'd you see? And then jostled is an awesome word.

21. T: It *is* an awesome word.

22. Z: It's mine

23. M: Nice

24. R: Do you see clearly when you're being jostled?

25. M: Yeah. You're thinking then, like how does that line then maybe relate to the story?

Does he really see death? Ok. We're talking about character, talking about plot.

26. S: Visualizing

27. M: Personification, right. It's a big thing. Rachel?

28. R: I, yeah, I have three underlined. [discusses the line, "I have an appointment with him in Samarra."]

.....

50. M: Elizabeth?

51. E: I picked the end, the last sentence in the first stanza, "I was jostled."

52. M: Yeah, nice. Alright.

53. E: For many reasons.

54. M: For many reasons? Any different reasons you want to share?

55. E: I was curious how the Spanish speakers would translate that. The "saw death."

56. M: Nice. Alright so we have one minute, if you could just fill out that exit survey in your sheet, in your folder.

The line used by Tom and Elizabeth in their lessons presents an interesting set of challenges for student translators. In addition to possible conceptual or linguistic challenges of a personified Death, as well as rare words such as “jostled,” “servant,” and “merchant” for which students may not know an equivalent word in their L1, one of the difficulties in translating this sentence is the inclusion of both passive and active constructions in the servant’s speech. When the skilled English reader comes upon the words “turned” and “saw,” he or she knows to look back to the beginning of the sentence for the subject, “I.” To translate this accurately in standard Spanish requires several reformulations, as each verb in the sentence is ruled by distinct grammatical rules. *Jostled*, *turned* and *saw* are all transitive verbs, meaning they move action between a subject and an object. When deploying transitive verbs in Spanish, the verb ending indicates the subject (in this case, with a vague actor or actors, the appropriate conjugation would involve the third person plural ending *-aron*), while an object pronoun placed before the verb indicates the object. Thus, “I was jostled” would be translated as “me empujaron” or perhaps, “me empellaron.”¹⁶ The shift from passive to active voice in the second clause of the English sentence, *turned*, is complicated in translation by the fact that it is reflexive, which is to say the subject and object are the same. Spanish reflexive verbs, as a special case of transitive verbs, require the object pronoun *me*, but the first person ending. However, the most accurate translation of *to turn (oneself)* in standard Spanish involves the insertion of the verb *dar* (to give) and the noun form of turn (i.e. *darse la vuelta* - to give oneself a turn, to spin). The final clause, *saw Death*, does not require the object pronoun because the object is specified. However, the fact that Death is personified alters the translation by requiring the preposition *a* (to), as in “vió a la

¹⁶ This verb was suggested by Mario Martínez-Garza, a colleague born and raised in central Mexico. Unlike “empujar,” which is more or less a direct synonym for “push” in English (with a similarly broad range of concrete and metaphorical meanings), “empellar” denotes a shove or a nudge (depending on the context), and is sometimes even translated as “jostle” in Spanish-English dictionaries (e.g. Butterfield, 2005).

Muerte.” It seems clear that neither teacher was fully conscious of the syntactic complications involved in both comprehending and translating this sentence. As such, these events required them to respond in the moment to specific linguistic problems brought up by students as they struggled with the task. As such, these events are especially useful for analyzing teachers’ interactional routines when faced with novel problems.

Beyond the rich set of linguistic challenges posed by the source text, Tom and Elizabeth’s “jostled” events provide an interesting comparison for several reasons. In Elizabeth’s case, the event took place in her first lesson, whereas Tom’s took place in his third. As such, we can see how the routinization of translation practices became a resource that both the students and the teacher drew on. Tom and Elizabeth also drew on distinct pedagogical routines from their normal teaching practice to support student work. These pedagogical routines encompass both mental and material/embodied features, which influence the particular artifacts the students created and the moments of interaction that teachers highlighted in their reflections. The opportunity to triangulate across these multiple data sources to look at two teachers’ approaches to the same text with students from the same language background provides a unique opportunity to analyze how differences in context and teacher professional vision may influence the practice of pedagogical translation.

Case 2: “Jostled”

Participants:

Elizabeth (E)

Cookies (C)

Shorty (S)

Isaac (I)

One of the central narratives that emerged from Elizabeth's participation in the PD was that her Spanish knowledge was recognized as an impediment to her ability to successfully facilitate the lessons, as it led her to constrain student agency and ownership of the activity by "micro-managing" translation. This narrative emerges most clearly in her second and third lessons, but the "jostled" event in lesson 1 contains the first instance when Elizabeth used her Spanish knowledge to question a student's translation choice and received a rebuke from the student in response. At the same time, this event exhibits a number of Elizabeth's strengths as a teacher, including her use of pre-reading strategies, her concern with promoting full participation of group members, and her focus on comprehension.

Jostled was identified as a problem solving event because it was a focus of discussion and negotiation during the collaborative translation and discussion segments of the lesson. However, a full understanding of students' evolving understanding of the word requires us to go all the way back to the beginning of the lesson. Elizabeth's launch of her first TRANSLATE lesson followed well established routines for instruction of English learners (e.g., Echevaria, Vogt, & Short, 2010) that she had acquired through her ESL training. She began by sharing her lesson objective which she had written on a slate. Then, following the TRANSLATE protocol, she elicited student background knowledge around an important theme in the text, asking students if anyone has ever borrowed something of theirs and not returned it. Then she briefly described how they were going to read and interact with the text before previewing key vocabulary from the line she planned to ask them to translate. In this way, the first discussion of the word "jostled" was initiated by the teacher in order to support comprehension of the text.

Excerpt E1: Vocabulary preview

1. E: So I do want to tell you one word [picks up slate w/ "jostled" written on it] that you may or may not know, it's the word p-. Do you see this word? It's called jostled, ok? Have you heard that word before?
2. I: No.
3. E: Jostled. So I'm going to give you, I'm going to show you what jostled is. So if there are, uh, if there is a multitude of people in a place, a crowd, and somebody jostles you [pushes on I's shoulder], they kind of, what am I doing Cookies?
4. C: Pushing
5. E: Pushing him, knocking him, ok. So you're kind of like [shakes her shoulders], so can you think of a time that you might be jostled?
6. I: Soccer.
7. E: Oh in soccer,
8. C: Football
9. E: You could be jostled in soccer, that's a really good example.
10. S: Football.
11. E: Football.
12. S: Basketball
13. E: Did y'all go to the state fair?
14. C: >Yes<
15. S: >Yeah<

16. E: Ok. Was there a lot of people there? A multitude of people there?
17. C: Yeah.
18. E: Ok. So what happened? Were you ever jostled while you were there?
19. C: No.
20. S: No
21. E: Mmh.
22. I: xxx.
23. E: Ok. So it's not like, it's not an angry word, it's just if someone moves past you, and you're just kind of jostled [shakes shoulders], alright? Ok. So this is my expectation is that you'll read along with me. So, Isaac you kind of need to sit up and look at the words because the idea is that we're looking, we're just kind of taking in the story. So it's a really short story, so I'd like you to read along with me and then we're going to read silently to ourselves, after this.
24. [E starts reading the story]

In the excerpt above, we see Elizabeth introduce the word by giving an embodied example (lines 3 and 5) and soliciting a definition or synonym from the students (line 3). She then asks students to relate this idea to their own experience by identifying a time they might have been jostled (line 5). They provide examples from sports, which she follows up with the slightly different example of navigating crowds at the state fair (lines 13, 16, & 18). This move highlights an important distinction between the kind of pushing that might happen at a sporting event and a potentially less aggressive or intentional sense of pushing communicated by the term “jostle.” The students don’t see the connection, either because they have never been jostled at the

state fair, or because they have internalized an understanding of the word that is more of an aggressive shove than a gentle jostle. In light of this ambiguity, Elizabeth explicitly clarifies this difference (line 23) before pivoting to the next phase of the lesson.

This excerpt shows a well-executed pedagogical routine that Elizabeth adapted from her previous practice into the translation activity. Her goal was to facilitate listening and reading comprehension with a quick mini-lesson. She efficiently leveraged a series of key pedagogical practices, including formative assessment (line 1: “have you heard that word before?”), engaging multiple modes (oral, written, and kinesthetic), and relating to students’ background experience. Her repetition of the rare word “multitude” suggests that this may have been a previous vocabulary word, a hypothesis that Elizabeth also thought plausible during her member check interview, although she did not specifically recall. Although it is not clear that students have a perfect understanding of the meaning of “jostle” at the end of this review, it *is* clear that they have enough of an understanding that they will be able to comprehend the essential cause and effect described in the line that they will be translating: *The servant told the master, “I was jostled in the market, turned, and saw Death.”* In addition, whether or not students understood Elizabeth’s explanation at the end of the excerpt, they have been put on notice that “pushed” and “jostled” are not perfectly equivalent, and they may be more attuned to multiple possible interpretations of this line in the text.

Discussion of the word “jostled” resumed when the group confronted it during collaborative translation, almost 20 minutes into the lesson. Elizabeth had provided poster paper and a marker, and Shorty wrote for the group, with Cookies looking on and Isaac only sporadically contributing. Elizabeth took an active role during collaborative translation, representing one third of all turns at talk, and this active participation is evident in the excerpt

<p>10. E: Ok.</p> <p>11. I: That's the cause, the effect is this. [punches his hand]</p> <p>12. E: It IS a cause and effect, ok#</p> <p>13. E: [Reading what Shorty has written] <i>Repujando?</i></p> <p>14. I: <i>Empujando.</i></p> <p>15. E: <i>Empujando.</i> Yes, that's what I thought. But (leaning back, defensive) I was just curious, I'm just checking in, sorry.</p> <p>16. S: [Starts erasing]</p> <p>17. S: How do you spell it? Isaac?</p> <p>18. C: xxx.</p> <p>19. [Laughs]</p> <p>20. E: Are they doing a good job Isaac? What do you think?</p> <p>21. I: [Nods]</p> <p>22. S: >Come on<</p> <p>23. C: >Aaahh.<</p> <p>24. E: >Are there< certain words?</p> <p>25. S: [To I] How do you spell <i>empujar</i>? <i>Vamos!</i></p> <p>26. I: >E-M-P<</p> <p>27. S: [Writing] ><i>Em-pu-< ja.</i></p> <p>28. I: U # J-A.</p> <p>29. S: [to Cookies] <i>-ja?</i></p>	<p><i>Pushing</i></p> <p><i>Come on!</i></p>
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pushed). As such, in my back translation into English for non-Spanish speaking readers, I have attempted to represent the *intended* meaning of the speaker. However, it should be noted that some participants (i.e. Elizabeth and Isaac) were not familiar with this non-standard construction, and they did not understand the word as spoken by Cookies (line 8) and written by Shorty (line 13) the way I have represented it in the English translation.

<p>30. C: [writing on a piece of paper in front of Shorty] <i>Em-pu- #</i> (You put G)?</p> <p>31. S: Yeah, <i>Jando. Empujando#</i></p> <p>32. C: >xxx<</p> <p>33. S: >xxx< with that.</p> <p>34. E: [leans back into shared space to see what Shorty is writing]</p> <p>35. C: (I gave it) a H. # Because the H is silent.</p> <p>36. E: Ok. Let's not get hung up in the spelling. It's ok. We can kind of come back cause we're going to >edit it afterwards so<</p> <p>37. S: ><i>Empujando, empujando qué?</i><</p> <p>38. C: <i>Empujando en el market.</i></p> <p>39. Group moves on to translating "market"</p>	
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Elizabeth's intensive scaffolding of the interaction is very apparent at the beginning of this excerpt, as she responds to every turn that a student takes. She pushes Cookies to offer suggestions, and comments on each contribution, and even validates Isaac's counterscript attempt at humor by highlighting the relevance of cause and effect. This level of engagement positions her to give just-in-time feedback, as when she reiterates her embodied definition from the beginning of the lesson when Cookies says he doesn't know how to translate "jostle." However, she leans heavily on I-R-F (Initiate, Respond, Feedback) routines, as many teachers do, which tends to have the effect of centering teacher talk and constraining student agency (Dillon, 1988). Elizabeth starts to get some push back on this during the interaction in lines 13-15 (see Figures 13-15). Most of the relevant moves in this moment are non-verbal. Between

turns 12 and 13, Elizabeth leans in to look at Shorty's written work. While his writing cannot be seen in the video, he has apparently written "repujando," which is not what Cookies suggested, nor is it a real word in standard Spanish. Elizabeth reads the word with an upward inflection at the end, indicating a question, which we may interpret as her attempt to draw attention to an error. This interpretation of Elizabeth's move is supported both by the fact that Isaac provides an alternative word in the next turn, as well as by her response to Isaac's contribution: "That's what I thought." This kind of implicit corrective feedback is not uncommon in pedagogical practice - by drawing students' attention to a part of their work in an ambiguous way, a teacher can signal a potential problem while mitigating a sense of criticism, giving the student agency to identify and correct the error "on their own." Research on teacher feedback in language learning classrooms (Carroll & Swain, 1993; Ellis, Loewen & Erlam, 2006) suggests that implicit feedback like this *can* be effective, but it requires that learners recognize the feedback as error correction.

Unfortunately for Elizabeth, this group of students did not respond positively to error correction from the teacher, implicit or otherwise. Immediately after ratifying Isaac's revision in turn 15, Elizabeth responds to non-verbal communication from Shorty (hard to see in the video, but it appears to be a baleful stare) by apologizing and leaning back in her chair, physically removing herself from the interaction. From this point to the end of the excerpt, Elizabeth takes a less central role in the interaction, interjecting only to invite Isaac's involvement (lines 19 & 23) and encouraging the group to move on from a discussion of spelling rules. This move was also noted by Mark during the lesson debrief as a pivotal moment in Elizabeth's participation:

E: I felt myself being too teacher oriented so I tried to-

M: Right, I saw you like sit back, right, right.



Figure 13: Shorty's baleful stare



Figure 14: Elizabeth's retreat from the shared space



Figure 15: Elizabeth remains physically peripheral to the interaction for more than 20 seconds

It is striking that a moment of interaction that was mediated almost entirely without words became so central to Elizabeth’s reasoning about the lesson. Shorty’s inclination to resist Elizabeth’s directives (implicit or not) was not unusual. But in this case, rather than resisting participation in teacher-directed activity, he was defending his participation from the teacher’s attempt to “correct” it. Based on the discourse analysis of her embodied response and her reflections on “micromanaging” as a central problem of her practice, it seems that Elizabeth realized in this moment that two of her goals were in conflict, and that in pushing for critical reflection on translation choices she was in danger of pushing Shorty out of the interaction entirely.

Once the group had completed the initial translation, Elizabeth asked them to read it aloud. This led students to revise their translation of “I was jostled,” and suggest several smaller changes, mostly focused on spelling. The following excerpt describes the entire post-translation discussion phase of the lesson:

Excerpt E3: Sharing and discussion of initial translation	
1. E: Ok, so let's look at that, can you read that then?	
2. S: <i>El (siento) >le dijo<</i>	<i>The servant told</i>
3. C: <i>>El sirvien, el sirviente> le dijo al vendedor...</i>	<i>The servant told the merchant</i>
4. C: ... <i>>que estaba re-<</i>	<i>That he was -</i>
5. S: <i>>que estaba re-< repujando el mercado</i>	<i>That he was being pushed the</i>
6. C: Noo.	<i>market</i>
7. S: <i>En el mercado.</i>	<i>In the market</i>

<p>8. C: (pointing at paper) <i>El dijo (repuhado).</i></p> <p>9. S: <i>>Repujando.<</i></p> <p>10. I: <i>>[Grabs paper and slides it to him, pulling part of it off the table]<</i></p> <p>11. E: <i>[Grabs a pencil, repositions paper onto the table but still in front of Isaac]</i></p> <p>12. S: (To C) I thought you told me.¹⁸</p> <p>13. E: <i>[Points at a specific part of the text with the pencil]</i></p> <p>14. S: (Looking at paper) <i>Repujando.</i></p> <p>15. C: <i>Ja is with a J.</i></p> <p>16. I: <i>[Takes pencil and starts erasing]</i></p> <p>17. C: <i>Si no es?</i></p> <p>18. S: (To C) <i>Jugando, no...</i></p> <p>19. E: <i>>You can cross it out, too, if you want to<</i></p> <p>20. S: <i>>Jugar #< it was a G. Jugando.</i></p> <p>21. E: <i>So what's the-</i></p> <p>22. S: <i>It's with the G,> not with an H.<</i></p> <p>23. C: <i>>Rempujando.<</i></p> <p>24. E: <i>Aah empujando.</i></p>	<p><i>He said xxx</i></p> <p><i>Being pushed</i></p> <p><i>Isn't that right?</i></p> <p><i>Playing, no...</i></p> <p><i>To play...playing</i></p> <p><i>Aah, pushing</i></p>
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¹⁸ Between lines 14-27 the interaction splits into two distinct threads. I have represented one thread with bold font to make it easier for the reader to understand the nature of both conversations. Although all participants could presumably hear each other, there is no indication that anyone “listened in” on the other dyad.

<p>25. S: <i>Jugando</i> then cause it has the same thing# (Starts writing) J-U. (Finishes writing and points to what he wrote) See, it's better, <i>jugando</i>.</p> <p>26. C: Not really the same thing.</p> <p>27. E: (To C & S) Ok, you like, dudes they're like, they're changing it, he's changed it a lot. (To I) What did you put? What's that? (Points to paper)</p> <p>28. S: (Leans in to read)</p> <p>29. C: <i>Sien, Empujando</i>.</p> <p>30. S: <i>Siendo</i>.</p> <p>31. E: <i>Siendo empujando</i>.</p> <p>32. I: <i>Empujado</i>.</p> <p>33. E: <i>Empujado, siendo empujado</i>.</p> <p>34. S: Oh, that works.</p> <p>35. E: Is that good? Is that better? Or is that, was yours better?</p> <p>36. S: Yeah, mine was better but.</p> <p>37. C: You forget the period man.</p> <p>38. I: [Takes pencil and writes, pushes paper away and drops pencil]</p> <p>39. E: [Pointing at text] What's that?</p> <p>40. S: <i>en el mercado y...</i></p> <p>[Shorty continues reading translation haltingly. At the end Isaac makes a spelling edit to the translation of <i>turned</i>, which</p>	<p><i>Xxx pushing</i></p> <p><i>Being</i></p> <p><i>Being pushing</i></p> <p><i>Pushed</i></p> <p><i>Pushed. Being pushed</i></p> <p><i>In the market and...</i></p>
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<p>everyone agrees is better. Then Elizabeth asks Cookies to read the final translation again, after which the group briefly discusses whether <i>muerte</i> (death) should have a masculine or feminine pronoun.]</p>	
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In the first part of this excerpt, Shorty starts reading the written translation at Elizabeth’s request, and Cookies jumps in when Shorty makes an error decoding *serviente* (servant). This begins a negotiation in which Cookies calls out each error that Shorty makes in his reading: in line 6 Cookies responds to Shorty’s omission of the word *en* (in) in line 5, and he points out an apparent misspelling in line 8 (more on this below). In line 11, Isaac takes the paper to read more closely, and the interaction breaks into two distinct conversations: Shorty and Cookies on one side discussing phonemic aspects of the word, while Elizabeth facilitates Isaac’s revisions to the text. As noted in the footnote above, to make the transcript easier to read I have represented Shorty and Cookie’s interaction with bold font, up to the point in line 27 when Elizabeth calls everyone’s attention to Isaac’s revised translation. Isaac’s revised translation of *jostled* is ratified without much comment (line 34) before the group moves on to discuss other parts of the translation.

In this excerpt, the entire group is essentially in dialogue with the text that was produced in the initial phase of collaborative translation. Unfortunately, the translation artifact was not collected for this lesson, so we must infer what was written from the way that individuals respond to it. For example, we may find it surprising, in light of the interaction in excerpt E2 (lines 14-16 and 25-31), that Shorty reads the text as “rempujando” instead of “empujando.” However, it seems likely that Shorty and Cookies merely inserted the re- prefix when they read it

aloud, and it was in fact written as *empujando* (or more likely *empuhando*, as noted below). I will return later to the question of why they inserted the re- prefix, as this becomes an explicit subject of discussion in the final excerpt. In the meantime, for the purposes of discussing the rest of excerpt E3 I will represent the word in its standard form: *empujando* (pushing).

Shorty and Cookies' interaction in the beginning of this excerpt (lines 8-26) revolves primarily around how to write the word that I have chosen to represent as *empujando*. In particular, it appears that they are debating how to represent the aspirate sound at the start of the third syllable (*em-pu-JAN-do*), usually represented by a J in Spanish and an H in English. This confusion over the use of J or H to represent the aspirate is a natural and common error for Spanish-English emergent bilinguals. There is a slight difference in the phonemic production of the Spanish and English aspirates – in linguistic terms the Spanish sound is categorized as velar rather than glottal. That is, it is produced further forward in the mouth, at the back of the tongue near the soft palate, much like the K and G sounds in English. Initially, Cookies argued for the use of H (see excerpt E2, line 34), and it would seem that Shorty followed his advice. In the course of this excerpt, Cookies appears to realize that the H should be replaced with J, while Shorty makes a forceful case for G. This interpretation is difficult to support without the triangulation data of the text itself, but I will briefly lay out the evidence used to support this analysis.

In line 4, Cookies steps in to read the passage, likely because Shorty is struggling to read it fluently, but something causes him to stop and problem solve the translation of “jostled.” In line 8, he pronounces the word but appears to drop both the aspirate and the N sound in the gerund suffix –ando. Because the H is usually silent in Spanish, it would make sense to interpret this as his attempt to read the word *as written* using appropriate Spanish pronunciation of the

letter H, in order to highlight an error. This interpretation is supported by his pointing to the word and contextualizing his utterance with “*El dijo...*” (literally “he said,” but in this instance should be interpreted as “He (Shorty) wrote...”). It is less clear why Cookies drops the N sound in line 8, although it seems likely that this was a decoding error, which is not so surprising if his focus in this moment was on making a communicative point about the aspirate phoneme. Shorty responds to the implicit critique of his writing choice by noting in line 12 that spelling the word with an H was Cookies’ idea to begin with. Cookies then suggests the more correct Spanish alternative J in line 15 and 17.

Shorty, however, argues for using G, using the example of the word *jugando* (playing) to make his case (lines 18 and 20). It is not entirely clear why he seems to think that the aspirate sound would be represented by a G. It could be that he is reasoning morphologically but overgeneralizing. That is, he knows how to spell *jugando*, and that the two words share the same suffix, but in transferring the final suffix (-ando) from *jugar* to *empujar* he has mistakenly carried the preceding consonant as well. It could also be that he does not recognize a difference in the consonant sounds because of the phonemic similarities between the G and J sounds in Spanish. Both are velar, as mentioned above, and both are classified as continuants. That is, they both involve the incomplete closure of the vocal tract, unlike in English where the G is characterized by a hard stop of airflow. As such, the place and manner of articulation of these two letter sounds in Spanish is more similar than it is in English, potentially leading Shorty to think the orthographic analogy of *jugando* is more on point than it actually is.

It is clear from this analysis that something as simple as deciding what letter to use to represent a sound can be exceptionally complex, as students draw from a wide range of linguistic resources across two language systems. These arguments could potentially provide useful

information to a language or literacy teacher, especially one who is focused on developing students' phonemic accuracy. But without the benefit of video recording and the time to analyze it closely, a teacher would need to pay very close attention to this exchange, and draw on exceptional linguistic knowledge across both languages, to understand and leverage the meta-linguistic processes that these two students are working through. Alternatively, a teacher could leverage this type of exchange at a more abstract level, by recognizing that students are having a discussion about sound-symbol correspondence and that this work requires close attention to the phonology of spoken language. In any case, phonology was not the focus of *this* lesson, and Elizabeth was very deliberate about downplaying the importance of spelling and avoiding correction of students' reading. This may have been motivated by the understanding, promoted widely in the field of writing pedagogy (Graham & Sandmel, 2011), that these topics are more appropriately addressed at the end of the writing process, after students have gone through the syntactic and semantic problem solving process to arrive at a final consensus translation¹⁹. As such, Elizabeth was more interested in promoting alternate translation suggestions and facilitating discussion and negotiation. In fact, we made it clear during the PD that having students read their translations aloud was often a catalyst for revisions. At the same time, Elizabeth was also sensitive to Isaac's initial reticence to engage with the lesson. So, between her specific interest in increasing Isaac's involvement and her more general interest in creating opportunities for dialog, the decision to ignore Cookies and Shorty and focus on making material tools available for Isaac to read and revise the written text seems appropriate.

Isaac's revision replaces *estaba empujando* (was pushing) with *estaba siendo empujado* (was being pushed). While neither of these is exactly semantically equivalent to the English

¹⁹ Supporting this inference is the fact that Elizabeth does correct their spelling of this specific phoneme toward the end of the lesson: see excerpt E4, line 66

source text, Isaac's appears to be much closer. It is also worth noting that both are grammatically correct constructions. There are two possible explanations for Shorty's translation choice. One is that Shorty was aiming for a translation that paralleled the English syntax, but made a series of errors by drawing more on his tacit syntactic knowledge (i.e. what "sounds right") than his semantic understanding. In English, a passive construction such as "I was jostled" is formed using a form of the verb "to be" followed by a past participle, normally formed by adding -ed to the root verb. These syntactic rules hold true for Spanish, though in the case of Spanish the past participle verb ending is *-ado* (or *-ido* depending on the root verb). There are also two words for "to be" in Spanish with different shades of meaning. *Estar* is used to describe condition or state of being, and *ser* is used to describe innate or permanent characteristics. The past participle is always formed using the word *ser*, so if we assume that Shorty's intent was write the Spanish equivalent of "was pushed," then his phrase should have been written, "*fue empujado*."

Translating word-for-word (that is, without thinking about the meaning of the entire text), it would be easy to select *estaba* in place of *fue*. Having written *estaba* (was), Shorty may have recognized that the phrase *estaba empujado* would be grammatically incorrect, so he changed the past participle (*-ado*) to gerund (*-ando*) to form a phrase that sounded grammatically correct, without thinking through the semantic implications of this change. There is no direct evidence for this hypothesis, but it is suggested by the fact that at no time does he, or anyone else, appear to think that the servant is doing the pushing. A second hypothesis for Shorty's syntactic choice lies in the possibility that his non-standard grammar could be rooted in his non-standard understanding of the difference in meaning between *empujar* (to push) and *rempujar* (to be pushed). That is, if *rempujando* has the sense of *being pushed*, then *estaba rempujando* (was being pushed) may in fact make syntactic and semantic sense.

Whether *estaba (r)empujando* was an error or a non-standard construction, Isaac clearly doesn't think it is correct. In his revised translation, however, rather than replace *estaba* with *fue* and parallel the syntax of the source text, he retains *estaba* and adds *ser* in the gerund form to make it into a continuous action. This diverges from the English source text, which has the sense of a single action occurring at a moment in time: the servant *was jostled*, and this caused him to turn around to see what happened. As Elizabeth says in excerpt E2, "it IS a cause and effect." In Isaac's version, *estaba siendo empujado* (was being pushed/jostled), the jostling or pushing was an ongoing action, which fits the setting of a crowded market, but leaves unexplained why the servant would have turned. Shorty ratifies this as an acceptable choice in line 34, which may be evidence that his syntactic understanding of his own translation is parallel to Isaac's, although it isn't entirely clear whether his statement that the phrase "works" implies that it has the exact same meaning as his own. Elizabeth invites him to compare the two choices by asking which one is better (line 35), but Shorty's response (line 36) appears to be more playful bragging (a fluent routine in this group) than any kind of reasoned argument, and the conversation immediately moves on to other topics.

We might be tempted to regard Elizabeth's lack of attention to the rich discussion between Cookies and Shorty, or her lack of follow up on Shorty's off-the-cuff value judgement about Isaac's revision, as missed opportunities. However, her selective attention is conditioned by her objectives at each moment of the lesson. Her participation was informed by several overlapping priorities, including encouraging more participation from Isaac and keeping the focus on issues of comprehension. The comprehension focus was likely influenced to some degree by the training she had received from us, as we emphasized that the translation discussion phase should be leveraged to explore and negotiate the intersection of semantic understandings

and syntactic choices. It is also likely that she was aware that *estaba empujando* was problematic and jumped at the chance to have another student to correct it. She was clearly aware that these students frequently reacted to her authoritative voice with contestation and complaint, a routine that she spent a great deal of effort in circumventing across the three lessons. By focusing on Isaac's move to engage with the text, she furthered all of these goals.

This moment also speaks to the issue of whether a teacher must know the home language of students in order to facilitate collaborative translation. Cookies and Shorty's discussion in lines 8-26 exemplifies the fact that, without the guidance of a bilingual teacher, students may be less likely to arrive at the correct choice through negotiation, but they are more likely to actively negotiate that choice and surface their understandings about linguistic features (Adams, Nuevo & Egi, 2011). Had Elizabeth stepped in and asserted the correct spelling of *empujar*, it is likely that her students would not have spent the same time processing their understandings about the relationship between the phonologies of English and Spanish. And given Shorty's rebuke of her correction in excerpt E2 (and other moments not part of this event), it would not be surprising if this group received an uninvited correction as undermining their sense of ownership of the activity, leading them to disengage.

Elizabeth's decision *not* to push students harder to discuss the two versions is harder to justify, given that this kind of discussion was presented as one of the main purposes of the activity, but I will venture some hypotheses about why she made this choice. On the one hand, the mental routine of attending to and capitalizing on such opportunities was not a practiced or fluent routine. Later in the discussion she does push students to reevaluate their translation of Death, asking if a personified Death might be better translated as *fantasma de muerte* (the ghost of death), but she doesn't get much response to this. Rather than following the comprehension

and translation problems surfaced by students, Elizabeth's comments during the second PD session suggest that she hoped to facilitate a discussion about the implications of personification, so her goal in these moments may have been to get through the rest of the text as efficiently as possible to set up the discussion she had in mind. It is also likely that the three goals mentioned above were still in play, which may have made her hesitant to challenge Shorty, and ready to cede the floor to Isaac when he changed topics in line 37. Her participation during the rest of the discussion after line 40 suggests that she was also aiming to have students read the entire text more than once, which may be informed by her ESL teaching practice, and almost certainly benefited students' ability to discuss the linguistic aspects of the text (see discussion of excerpt E4, below).

Although much of the group's attention during this problem solving event was on issues of word choice, it is worth noting several syntactic features of this translation. To facilitate the understanding of non-Spanish speaking readers, I provide below the original English source text, the translated text as read aloud by Cookies after excerpt E3, and my retranslation into English of Cookies' reading:

- 1) The servant told the merchant, "I was jostled in the market, turned, and saw Death."
- 2) *El sirviente le dijo al vendedor que estaba repujando en el mercado y voltió y vió la muerte.*
- 3) The servant told the merchant that he was being jostled in the market and turned and saw death.²⁰

²⁰ For the purposes of representing students' syntactic choices, I have back translated the sentence into English as if their vocabulary choices and orthography were entirely accurate. The orthography and semantics of "repujando" will be discussed further below.

Syntactically, the students simplified the sentence by removing the quotation and putting the entire sentence into the third person. They also replaced the commas separating the three clauses in the servant’s quote with the word “and.” These translation choices have the effect of removing some of the complexity of the source text, although the shift from passive to active voice remains.

Up to this point, the discussion of *jostled* was more a case of missed opportunities than of metalinguistic knowledge leveraged to pedagogical aims. Although Elizabeth was clearly sensitive to the idea that “jostled” was a new word for these students, she seemed more interested in pushing on their comprehension of Death and the larger theme of personification. However, she did notice that the translation of *jostled* was a source of contention, and her choice in the last part of the lesson to ask students about this disagreement turned out to be pivotal.

Excerpt E4: Reconnecting to text	
<p>1. E: Are there words that you used in your translation that helps us understand the story better?</p> <p>[lines 2-8: students make off-topic remarks]</p> <p>9. E: Ok. The radio has nothing to do with this. What I’m asking you is, are there words in here or the translation that you created, how does that help us understand the story and maybe how the servant was feeling?</p> <p>10. S: I don’t know, it’s confusing.</p> <p>11. C: [Circle gesture with pen around part of text]</p> <p>12. E: What seems to be confusing?</p>	

13. S: Everything that you say.	
14. C: Right here	
15. E: Ok, not just that, necessarily but # <i>siendo empujado</i> seems like you guys had some discussion about this.	<i>Being pushed</i>
16. S: xxx (Isaac doesn't know)	
17. I: He was pushed, he was scared.	
18. S: Let me see.	
19. E: Pushed and scared. Ok.	
20. I: xxx he got pushed	
21. E: Ok.	
22. S: [reading under his breath] <i>El sirviente le >dijo al vendedor...<</i>	<i>The servant told the</i>
23. E: >Is that what that expresses right there?<	<i>merchant...</i>
24. I: Maybe	
25. C: > <i>Que estaba</i> <	
26. S: >... <i>que estaba</i> < <i>rempujando</i> . [to I] <i>Es rempujando, guey.</i>	<i>That he was ...that he was being pushing.</i>
27. C: <i>Siendo empujando.</i>	<i>It's (rempujando), dude.</i>
28. S: No.	<i>Being pushing</i>
29. C: <i>Siendo empujando</i> is that someone was being pushing him.	<i>Being pushing...</i>
30. S: Yeah.	
31. I: What's <i>rempujando</i> ?	

<p>32. C: <i>Rempujando</i> is somebody pushing.</p> <p>33. I: No, that <i>empujando</i>, no R- E</p> <p>34. E: You guys say it as <i>repujando</i>, ok. Interesting.</p> <p>35. I: [shakes head]</p> <p>36. E: Is one stronger than the other, is one meaner than the other?</p> <p>37. C: One is > somebody pushing him.<</p> <p>38. S: >You can say it both ways.<</p> <p>39. C: The other one is him pushing.</p> <p>40. E: Oh, but.</p> <p>41. S: <i>Empujando</i> is <i>rempujando</i>.</p> <p>42. C: <i>Rempujando</i> when he's pushing someone.</p> <p>43. E: But if he feels jostled, if I, I'm doing this [pushes I] and he feels pushed.</p> <p>44. C: <i>Pero dice empujando. Empujando es-</i></p> <p>45. S: <i>Es empujando</i> going like that [pushes I]. <i>Rempujando</i> someone pushing him.</p> <p>46. I: (Pushes S)</p> <p>47. E: I see, so what do you think is being expressed in here? If he says, "I was jostled." That means someone's doing it to him.</p> <p>48. S: So, it's <i>rempujando</i>.</p> <p>49. E: <i>Repujando</i>.</p>	<p><i>But it says pushing. Pushing is-</i></p>
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<p>50. C: <i>Me estaban empujando.</i></p> <p>51. E: Aah.</p> <p>52. S: Or you could put <i>estaba-</i></p> <p>53. C: <i>Me estaban empujando.</i></p> <p>54. E: Can you write that below there? [Puts pencil in front of S] Just <i>estaba rep, me estaba rempujando.</i></p> <p>55. S: <i>xxx rempujando.</i></p> <p>56. E: Well, it looks like we may have to do a little umm. Ok, I like that.</p> <p>57. C: Xxx brah. # My mama has been saying that a whole bunch of times.</p> <p>58. E: I'm going to have to look that up.</p> <p>59. I: <i>Salvadoreño</i> or what is she?</p> <p>60. S: We're Mexican</p> <p>61. C: We're Mexican</p> <p>62. I: From where?</p> <p>63. C: Why you say something?</p> <p>64. E: Anything else you guys want to have a, do you want to have a, some discussion in Spanish about the story itself?</p> <p>65. I: Yes, xxx. [Pointing at poster paper – appears to be stating his dislike of Shorty's translation]</p>	<p><i>I was being pushed (by them)</i></p> <p><i>Salvadoran</i></p>
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<p>66. E: Well. # [To S, who is writing] When you have it <i>repuJando</i> [stresses H sound, points at paper], that's always a J. Just for.</p> <p>67. S: Mmhm. xx.</p> <p>68. E: (Cookies), did you find any other words in the story itself that you didn't recognize?</p> <p>69. S: Watch, let's search it up in the internet, Ms. Xxx.</p> <p>70. E: Well, we'll do that afterwards.</p>	
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The excerpt above is noteworthy in that most of the issues with the translation of *jostled* that were brought up previously, but which had not been fully explored and explained to all participants, were finally addressed directly. This excerpt begins a few minutes after Elizabeth's pivot to the final step of the TRANSLATE protocol: *connecting students to the text*. This step asks students to step away from a narrow focus on the translated text to a broader focus on questions about how translating may have changed their understanding of the text, surfaced metalinguistic knowledge, or suggested strategies for reading or translation. Elizabeth asked some excellent questions, but the students appeared to lose interest in the activity as soon as the focus shifted to reflection and discussion. Prior to the excerpt, Elizabeth asked how translation as a practice helps them in their day-to-day lives, and whether the translation they just created helped them understand the author's intent or the servant's feelings. The question she asks at the beginning of this excerpt doesn't appear to engage them either, but with a little persistence her focus on specific words succeeds in bringing Cookies' attention back to the text (lines 11 and 14). It isn't entirely clear whether Elizabeth's move in line 15 is building on Cookies' suggestion

or merely capitalizing on his participation to ask about a different piece of text, but this has the effect of bringing everyone back into dialog with the text.

Isaac begins explaining his semantic understanding of the source text, which Elizabeth encourages (lines 19 and 21) and tries to build on by asking him to connect that understanding back to the translated text (line 23). Meanwhile, Shorty rereads the text to himself, interrupting Elizabeth's line of questioning when he asserts the correctness of *rempujando* once again (line 26). Cookies then notes a problem with the current translation by back translating it to English to highlight what he thinks is a grammatical error (line 29), although he appears to be reading it incorrectly, changing the past participle (*empujado*) back to a gerund (*empujando*). Although Isaac made clear in excerpt E3 that he intended to write the past participle, he does not contest Cookies' reading this time, but rather asks him to explain what *rempujando* means (line 31). This is a key moment, since prior to this discussion it seems likely that both Elizabeth and Isaac assumed *rempujando* to be nothing more than an error, the result of poor pronunciation or reading ability. At the same time, Shorty and Cookies had not been ready to defend or explain the choice until this moment. Shorty's confidence may be related to his ability to read the text with fluency, which was clearly facilitated by the many opportunities he had to practice reading it. The difference in fluency between his reading in this excerpt and his first reading of his own Spanish translation are striking.

As noted above, according to Cookies (lines 39 & 42) and Shorty (line 45), the addition of the re- prefix to the root word *empujar* (to push) transforms it into a passive or accusative case (to be pushed). Although Cookies asserts that he learned this usage from his mom (line 57), it is not entirely clear where this non-standard morphological rule might originate. I consulted with a native Spanish speaking scholar from Mexico, who suggested that the students may in fact be

using the word *arrempujado*, following a common “vice” of central Mexican Spanish whereby the prefix “a-“ is used to construct a “sort of pluperfect past tense accusative” (Mario Martinez-Garza, personal communication, September 22, 2016). He provided the example of *arrejuntado*, a colloquial expression derived from *juntar* (to join) meaning “shacked up.” I have not been able to independently confirm this “vice,” despite searching through several sources on Mexican and Mexican-American dialects (e.g., Berk-Seligson, 1980; Blanch, 1983; Lipski, 1994; 2008). There are examples in standard Spanish whereby the “a-“ prefix transforms a reflexive verb into a transitive verb (e.g., *acallar* (to silence) derived from *callarse* (to be quiet), or an adjective into a transitive verb (e.g., *abarratar* (to lower the price), derived from the word for inexpensive). If Shorty and Cookies have not invented the distinction between *empujar* and *rempujar* (and the fact that they both seem familiar with it supports this conjecture), then it seems likely that this kind of morpho-syntactic reasoning underlies their assertion, in which case they may be eliding the initial “a-“ sound from a word they have heard from family or community members.

However, if this is the case, then it seems to be a very local usage indeed. Both *rempujar* and *arrempujar* can be found in the Spanish lexicon, but they are generally regarded as archaic or vulgar forms that are synonymous with *empujar*. I searched for these words through scholarly databases as well as web search engines, discovering that they have long been seen as either holdovers from an ancient idiom (e.g., Nájera, 1936; Rael, 1939) or modern aberrations (e.g., Angarita y Leal, 2004; Post, 1933), and while they are not necessarily common, they are still being used and their meaning debated across the Spanish speaking world (e.g., Bellolio, 2013; Los Karkiks, 2016). However, I have not found any reference to these words that supports *rempujado* or *arrempujado* as the accusative case of *empujado*.

For the purposes of TRANSLATE, it doesn't actually matter if the rule that Cookies and Shorty describe is part of a recognized dialect, a local linguistic phenomenon, or something they made up on the spot. What is important is that they articulated their understanding in terms of linguistic structures. This makes their metalinguistic understanding available as a resource for all participants; to explore the text at hand and potentially, with some work by a thoughtful and attentive teacher, to extend their conceptual understandings about language and literacy (Jiménez et al., 2015).

As such, for this analysis it is just as important that the teacher heard and understood their metalinguistic understanding. As soon as she understands that Cookies and Shorty are drawing a semantic distinction between *empujar* and *rempujar*, Elizabeth moves to leverage this knowledge to further her pedagogical aims. In line 36, apparently before she understands the exact nature of their distinction, she asks if one word is stronger or meaner than the other. Her choice of adjective is interesting, since it is unlikely that this was an inference based on something that the students' said. It seems more likely that this question was informed by her own understanding of the difference between *jostled* (which connotes a relatively gentle and/or accidental bump) and *pushed* (which has a range of meanings, but could be understood as more intentional and aggressive). Had students asserted that strength or meanness was a meaningful factor in differentiating between the two words, she would have been able to draw the distinction between *jostled* and *pushed*, and thereby deepened students' comprehension of the text. After Cookies and Shorty explain the difference in vocabulary as *they* understood it, Elizabeth validated their understanding (lines 43, 47, 54, and 58) and altered the material enactment of the translation practice by having Shorty add his version, not as a revision, but as a co-present alternative within the same written artifact.

It is worth noting that, even as Elizabeth was able to capitalize on Cookie and Shorty's metalinguistic insight, there are interesting turns in this excerpt that she does not take advantage of. In line 53, Cookies suggests a new construction with *rempujando* that could have been taken up as a third alternative translation. His addition of the pronoun *me* (i.e. "I was being jostled) does not significantly change the meaning of the phrase, but given the syntactic simplification of the initial translation noted above (i.e. The servant told the merchant that he was being jostled..."), the use of the personal pronoun created a new syntactic problem at the sentence level and could have been used to make students aware of the shift in perspective created by the use of quotes. In a completely different vein, the interaction in lines 57-63, in which all three students tentatively explored the issue of national origin as a factor in translation choice, could have been leveraged to explore more sociolinguistic issues connected to the relationship between author/speaker and audience.

In this lesson, Elizabeth does not at first make a lot of space for Cookies and Shorty to explore or explain their reasoning about *rempujar*. In the end, however, she opens it up enough to establish that students hold a unique linguistic theory with sophisticated morpho-syntactic reasoning. In the process, she expands her own knowledge about her students, her instruction, and translingual practices as a whole. Whether or not she "searches it up" as Shorty demands in line 69, Elizabeth could capitalize on this event in the future by pointing to the conceptual knowledge of word relationships that students have identified and connecting it to their understandings about English syntax.

Case 3: “Jostled”

Participants:

Tom (T)

Henry (H)

Julissa (JU)

John (J)

Boom (B)

Unlike Elizabeth, Tom did not explicitly preview the word *jostled* before reading the text, despite the fact that he had planned for the possibility that they would translate this line. Tom did explore a number of concepts during both pre-reading and post-reading phases of the lesson (appointment, death as a character, etc.), but not *jostled*. Although he ended up picking the line for students to translate, it’s not entirely clear whether he intended to dictate which line they would translate or let them pick. He did direct them to pick out lines they might want to “take a run at,” and he pushed them to negotiate and come to consensus. However, none of the students took him up on an invitation to share a line. Tom noticed that one student had underlined part of the text, so he shared and commented on the students’ selection before sharing his own pre-selected sentences:

Excerpt T1: Picking a line to translate
1. T: Ok. Well, the two that, Boom kind of indicated this last one. "I have an appointment with him tonight in Samarra". Kind of the, if you will, the punchline or the revealing of the story right. That's where you kind of, if you're paying attention, you kind of, everything gets pulled back together. That's not a bad one but the two, you might just

want to kind of put your finger on this. The two that I thought, because of some of the words that they used that I thought might be a good one to look at, in the last sentence of that first paragraph. The servant told the merchant, "I was jostled in the market, turned around and saw Death." Just because of the words that are used. And then right, right below that in the second paragraph: "Death made a threatening gesture, and I fled in terror." Just because of what's being communicated here. The emotions...

2. B: >I think-<

3. T: ...>Cause< these have a little bit of emotion behind them too and that might change how it gets said, you know what I'm saying?

4. B: I, uh, yeah. I think he just over, overreacted. Maybe death was like, just looked at him like that. Or just did like that (pointing) like, "It's you, oh my gosh, I have to meet you later on."

5. T: Alright, well, let's do this-

[Tom pivots to organizing group work.]

This excerpt shows how Tom tended to keep the interaction fairly teacher-centered, even as he attempted to encourage more student agency. He validated Boom's selection as a key moment in the text, but he did not give Boom himself an opportunity to explain his reasoning before sharing his own selections. Tom also declined to take up Boom's bid to discuss the text's meaning. While these moves likely stemmed in part from his goal of moving the interaction efficiently toward collaborative translation, we can see how they may also have constrained the opportunities that students had to make sense of the passage and articulate their own questions about the text.

There was little discussion during the collaborative translation phase directed to problem solving “jostled.” After Tom dictated pairs and provided poster paper and markers for students to write with, the two dyads organized their work in distinctly different ways. Boom started by orally translating the entire sentence, which Julissa ratified without comment, after which Boom wrote out the translated text while Julissa looked on and suggested a few minor changes. None of these changes related to Boom’s translation of “I was jostled,” which he rendered as “*me empujaron*” (they pushed me). Henry and John were seated across from each other, making it more difficult to collaborate, so their process involved John writing out a translation with hardly any input from Henry (who stepped away to sharpen his pencil), after which Henry read and critiqued his work. John used an omission strategy, writing “*yo estaba en el mercado...*” (I was in the market...). Henry note the omission, but at that moment Tom was answering a question from Boom and Julissa and did not appear to hear him, and a moment later Henry ratified the translation anyway. At this point the lesson transitioned into the “sharing and critiquing translations” phase, which was dominated by discussion of how to translate “jostled.”

Tom laid the two translations side by side in view of all participants and had each group read their translation out loud:

Boom: El sirviente le dijo al vendedor, “me empujaron en el mercado, me volteé y vi a Muerte.”

Henry: El sirviente le dijo al vendedor, “yo estaba en el mercado y me volteé y miré a la Muerte.”

He then began pointing out surface differences and asking students to explain them.

Excerpt T2.1: Side by side comparison of translations

1. T: Alright, so, and I'm not, ya'll are the experts here, all I can do is just say, well this is different. Y'all talk me through it. I got a *yo* and I got a *me*, right?
2. B: Yo me?
3. T: Alright, when he goes to speak *yo estaba en el merca-, mercado?*
4. Ju: Mmhm.
5. T: And then we here got *me empujaron* [pronounced empuYaron], is that how it's pronounced?
6. JU: >xxx<
7. T: >xxx<
8. B: >They pushed me< in the market.
9. T: Ok, so what is *estaba?*
10. B: Hmm?
11. H: I was.
12. Ju: I was at.
13. T: So I was in the market, #
14. Ju: And
15. H: And I turned
16. Ju: And I saw Death.
17. H: And saw Death.

18. T: Ok, so ya'll, this one kind of didn't address that he got jostled, right?
19. T: What does it mean >to jostle somebody?<
20. (J): >Yeah, what is jostle,<...
21. Ju: (Right)
22. (J): ...in Spanish?
23. B: Like push him around xx (wiggling motion)...
24. B: ...>*empujar*.<
25. T: >So like if you're,< like if you're walking in a crowd sometimes you kind of get bumped or like not somebody's...
26. T: >...shoving you, but they just kind of get bumped, knocked around, right? <
27. >[J straightens and has an inaudible exchange w H]<
28. T: So, is that now, is that what ya'll are addressing here, with this...
29. Ju: Mm hm.
30. T: ...is it *empujaron*? [pronounced empuYaron]
31. B: Let me just put some more space. [writes on translation]
32. [JU pulls out paper and starts writing]
33. T: So that's the, xxx, How does that literally translate, is it bumped or pushed, or-? Ok.

<p>34. H: If this, like what you just showed us like that, I think it's bumped.</p> <p>35. J: Oh, <i>me empujaron</i>.</p> <p>36. H: <i>Empujaron</i>, yeah.</p>	
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In this first part of the interaction Tom notices right away that the two groups have made different choices. He starts by pointing to a difference in the initial word of the servant's speech (line 1), but perhaps because these consist of just an article and a reflexive pronoun, students appear to be confused about what he is referring to (line 2). When his initial question doesn't yield much response from students, he repairs by highlighting the section of text he's referring to ("when he goes to speak") and reads out the entire clause for comparison (lines 3 & 5). In response, Boom provides an unsolicited back translation of his translated text (line 8), which cues Tom to ask for a definition of *estaba* for comparison. Henry and Julissa comply, ultimately providing a back translation into English of the servant's entire speech. In line 18, Tom puts into words what is likely clear to all participants by this point, that Henry and John dealt with the unusual vocabulary word by leaving it out of the translated text entirely. As in the case of Rachel's group, this omission strategy was both intentional and arguably completely legitimate, if the role of the translator is understood to be communicating the key actions of the story. It is not clear whether Tom understands Henry and John's decision in this way, but he makes the reasonable inference that they may not know the meaning of the word *jostled*, and solicits a definition (line 19). Tom's question elicits a lot of engagement on the part of the students. John and Julissa both ratify the question as important, although John's comment (line 20 & 22) reframes the problem from one of comprehension of the English to finding an equivalent word in

Spanish. This could indicate that he knows what *jostled* means, or he could be soliciting a Spanish equivalent as a preferred way to learn the meaning of the English. Boom gives a more or less embodied definition of the word (line 23) and reiterates his opinion that *empujar* is the most appropriate Spanish translation (line 24). His definition is vague, but does give the sense that *jostled* has a specific meaning that is less aggressive or intentional than other synonyms they might come up with. Tom responds by building on and extending Boom's definition (lines 25-26), including the example of getting bumped into in a crowd, and then checking whether students still think *empujaron* encompasses the example he described (lines 28 & 30). However, while he was talking, both pairs of students shifted out of the teacher centered full group interactional frame and back into a collaborative translation frame, so his attempts to steer the interaction are more or less ignored, although it is clear that the students are still engaged in problem solving the translation. In line 34, Henry shifts back to address Tom's questions, providing the English synonym *bumped* based on Tom's explanation. This statement seems to create an "aha moment" for John, who then translates this as *me empujaron* (line 35).

Tom's participation during this phase is noteworthy for its sensitivity and insight. His Spanish pronunciation and decoding are unsurprisingly not very fluent, but it seems he paid enough attention during their read aloud, or perhaps in previous lessons, that he correctly pronounced the Spanish word *me* with the short e sound. He also seems to be aware that he has not pronounced *empujaron* correctly (line 5), and although at first the students don't respond to his solicitation of the correct pronunciation, by the end of the lesson they do help him learn to say the word correctly. Students may have been reticent to correct their teacher's speech, which would be seen by some Latinos as a dramatic (and very disrespectful) role reversal, so it's

possible Tom succeeded getting them to act as language coaches because of his persistence in positioning them as experts and demonstrating his sincere desire to learn.

Tom also positioned the students as experts by mitigating his authority over the topic of conversation. Line 18 is a pivotal moment, as Tom is naming the essential difference between the two translations. He seems to understand that his message might be taken as a critique, as his utterance is full of face saving moves. These include *OK* (a discourse marker that implicitly ratifies the previous utterance and, by extension, students' translation skill), *y'all* (marks a more colloquial dialect, indicating a more equal relationship), *kind of* (mitigator placed directly in front of the negation *didn't*), and *right?* (transforming a statement of fact into a provisional observation contingent on the listener's approval).

As the interaction proceeds, Tom continues to push on the question of how much the words *jostled* and *empujar* overlap semantically. At this point, however, Julissa, John, and Henry all shift back into revising the written translation, and the other students in the class become distractingly loud.

Excerpt T2.2: Side by side comparison of translations	
37. J: <i>Me</i> >xxx [inaudible J & H exchange during following turns until B coughs]<	
38. T: >So how would you literally for me, define this word, this <i>empu-</i> , <i>empujaron</i> . How would you define that to me?	
39. B: Pushed.	
40. T: Pushed?	
41. B: <i>Empu-</i>	

<p>42. [Boom coughs]</p> <p>43. B: <i>Empujar</i> means push, <i>empujaron</i> means pushed.</p> <p>44. T: Like, literally to push?</p> <p>45. B: Push means <i>empujar</i>.</p> <p>46. T: Ok.</p> <p>47. B: Pushed, with like, like somebody got pushed, I don't know how you say like when >somebody is<</p> <p>48. T: >Jostled<</p> <p>49. B: No no no, like...</p> <p>50. T: Bump?</p> <p>51. B: ...like, what's the definition of, like something happened to somebody, a verb? The verb, to be pushed I think xxx, is <i>empujaron</i>, at the end with an N. <i>Empu-</i> e, o, n. Like on.</p> <p>52. T: Is it important then, alright, I think it is, but it's important to know then like how this guy bumped into death, right? And here's what I mean, if we're, the scene that I have here in mind-</p> <p>53. T: [To class] Folks that are not doing one of these quiet activities, this is like the first and last time I need to calm you down...</p> <p>54. T: ...>because we're trying to do that stuff. Ok. Thank you, I appreciate that.<</p>	
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<p>55. Ju: [to H] >How do you spell <i>vie</i>? Is it V-E< or V-I?</p> <p>56. T: [To group] One, >one-<</p> <p>57. JU: ><i>Vie</i>,< like I saw.</p> <p>58. H: <i>Yo vi.</i></p> <p>59. [JU writes. During the following exchange JU and H are mostly obscured, so it's impossible to say when she finishes writing. Sounds like H may speak, presumably to JU about the text, but it is inaudible]</p> <p>60. T: Like I've got this vision of, you know this busy market place, maybe it's in a, it's an open air market where people are going to different vendors and stalls right?</p> <p>61. B: Mmhmm.</p> <p>62. T: And there's a big crowd, so if you, as you're going through the crowd, you know sometimes you have to kind of turn and move and weave your way through, and at some point he gets bumped. Now it's not like somebody pushed him to the ground but he just kind of got jostled or somebody kind of ran into him, right? So does this, and this is what I don't know...</p> <p>63. B: >That, that...<</p>	
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<p>64. T: >...Does that word< kind of get at that level, cause you know how to push your car but I wouldn't jostle a car, you see what I'm saying?</p> <p>65. B: What I was, what I was thinking, you wouldn't say if you got a jostle, then why would you turn around? So I thought maybe he got like jostled from behind not normally that, [stands up to demonstrate his idea] like he was walking and he made sure no one was going to push him. He was like this and he felt like somebody pushed him...</p> <p>66. Ju: >He xxx down<</p> <p>67. B: ...>He turned around< just to see what happened. He turned around to see what happened. And he saw Death.</p> <p>68. [Tom leaves the table]</p> <p>69. B: Because he pushed, he got pushed.</p> <p>70. [H or J laugh]</p> <p>71. H: Walked away.</p>	
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In line 38, Tom reiterates his question about the meaning of *empujaron*, and Boom gives the simple response, *push*. Based on his line of questioning before and after this moment, we may infer that Tom's repetition of *push* in line 40 is intended to solicit more detailed information about the range of meanings associated with the word. Instead, Boom clarifies the grammatical

tense (line 43). This difference in communicative intent carries over in lines 47-51, in which Boom struggles to find the words to talk about verb tense, while Tom seems to think Boom is ready to admit that *empujar* isn't an exact synonym for *jostle*. When he realizes that this is not Boom's intent, Tom shifts back to explaining and expanding on his understanding of the meaning of *jostled* (lines 52 & 60-64). Boom does not answer his question directly, but he does engage with Tom's visualization of the scene and he communicates a shared understanding of the distinction between the idea of a hard push and a gentle bump. In fact, Boom makes the novel argument that his translated text corrects what he sees as a problem in the source text (lines 65 & 67), that being *jostled* in a crowd would not be unusual or powerful enough to cause the servant to turn around. Unfortunately, Tom is unable to build on Boom's insight because the other students in the class have become too distracting. His abrupt departure from the interaction is commented on by Henry in line 71.

Tom's participation in the second part of this transcript is not as effective as it was in the first. At the end of the previous excerpt, it seems clear that Henry and John have acknowledged the semantic distinction that Tom described, and continue to endorse *empujaron* as the best translation, but Tom seeks further clarification. This is likely because he suspects that there is an imperfect equivalence between the two words, which is more or less true. As Boom implies in line 39, *empujar* functions in much the same way as *push* does in English. It has a wide range of possible meanings, including metaphorical meanings, depending on the context. Even though *jostle* and *shove* are not synonymous, *push* may function as a synonym for both. Similarly, lacking a specifically equivalent term for *jostle* (such as *empellar*), the students have settled on an acceptable synonym. If Tom's goal is to facilitate translation by making sure that students

understand the specific meaning of *jostle*, then he probably could have dropped this line of questioning after the previous excerpt.

Henry, John, and Julissa demonstrate their agency over the practice of translation by ignoring Tom’s attempts to solicit further explanation and to maintain a teacher-centered interactional frame. Instead, they move on entirely from *I was jostled* to discuss the best way to write *I saw* (lines 55-59). They are aided in this by Boom, who acts as the voice of “the students” in a pedagogical routine that demands that *someone* respond to a teacher’s questions. However, Boom takes the conversation in directions that Tom seems unwilling or unable to follow. Tom’s goal is to facilitate a discussion of the exact meaning of *jostled* and the semantic overlap between the Spanish and English words. This apparently leads him to mistake the context clues in Boom’s utterances that point to a shift of topic from semantics to syntax. Tom is also clearly hindered by the increased noise in the room, leading him to ultimately violate a social norm and walk away from Boom when he was in mid-sentence.

In the final section of this extended excerpt, Tom returns and attempts to pivot to a new topic, but Boom doesn’t let him shift focus without coming back to his previous argument.

Excerpt T2.3: Side by side comparison of translations	
72. [Sound of T talking to class]	
73. J: xxx	
74. [Tom returns]	
75. T: Ok. So are we, now this translation obviously didn’t address, and I’m not saying there’s anything wrong, but it didn’t address this jostling or this bumping, ok?. This one does, now are ya’ll, is everybody kind of cool with	

exactly how this says or there's still things we need to do to kind of fix it or tweak it? And there may be no perfect way to translate this but I want ya'll to say: well, yeah it kind of sounds like how that might be said, you know. Does this get to that? Or are there still things we need to change?

76. B: There is like, ahm, one reason why I wouldn't >put it, like jostle.<

77. J: >¿*Miré a muerte o miré a la muerte?*<

78. B: I'd put it push >because I thought<...

79. H: >*VI a la muerte*<

80. Ju: >*A la muerte*<

81. B: ...I thought if he got pushed, if he got jostled, that would be a normal thing in a market. But if he didn't got jostled then...

82. H: >xxx [H & J have an inaudible conversation during the next B & T turns]<

83. B: >...and, it was, ehmm and he turned around, like in a market you don't get, you won't get jostled and turn around because xxx.

<p>84. T: Ok, so we've got the word pushed.<</p> <p>85. B: Yeah, and I-</p> <p>86. T: Depending on how you say it, >it still could mean # bumped into.<</p> <p>87. B: >I didn't, I didn't really, I couldn't really find a word< I couldn't really think of a word for jostle.</p> <p>88. [Tom points to Henry and John]</p> <p>89. T: Ya'll were having a side conversation. What, on this same word? Or is there some other part that ya'll were kind of talking through?</p> <p>90. H: Nah, it's just, we were just talking about how "saw" would be pronounced.</p>	
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Rather than pick up the conversation with Boom where they left off, Tom summarizes the discussion so far and tries to move students onto other topics (line 75). The other students are still primarily engaged in working through the translation a second time, so Boom is able to take the floor to reiterate his argument that *empujaron* (pushed) is in fact a better word to use in the context of the story than *jostled* (lines 76, 78, 81, & 83). Tom, however, does not take up Boom's argument. Instead, he acknowledges the notion that *pushed* (and by implication, *empujar*) has a range of meanings that could encompass the less aggressive and intentional action that he has described in his visualization of the scene (lines 84-86). He essentially concedes the implicit assumption in his earlier line of questioning, that *empujaron* might not be appropriate given the specific, contextualized meaning of *jostled*. Arguably, he does this in order to end the exchange

with Boom and change the topic of conversation in his next turn, which he does by calling directly on two of the students who had been working on a different part of the text to describe what they were doing (lines 88 & 89). It is perhaps ironic, then, that Boom's last utterance on this topic (line 87) finally admits what Tom seems to have been fishing for, that *empujaron* was an imperfect choice motivated by not knowing a more perfect alternative.

I suggested above that Tom's interactional moves in the previous two excerpts show his unwillingness or inability to notice and respond to student thinking. He seems to be following the mental and interactional script of a teacher questioning routine, and has trouble adjusting when the students flip the script. We might look at this moment as Tom becoming a victim of his own success. If the point of comparing and evaluating translations is to get students thinking critically about their translation choices, then their frame shift out of the teacher-centered "explaining" frame back into a student-centered "working" frame is a desirable outcome. Future PDs might highlight this recursive movement as a potential aspect of the practice, and prepare teachers to follow students' lead and allow students space to problem solve independently before pushing them for an explanation. In this final part of the excerpt, Tom seems to realize that his line of questioning is not achieving his goal, so he makes space for students to bring their "side" conversation into the "center." This looks like a positive change, as it validates what the students are doing and brings the whole group back together to process their work, but it is telling that Tom refers to their interaction as a "side conversation." This language seems to support the theme that emerged from Tom's reflective data: that the teacher's actions and choices are the central concern of his pedagogy. The students were on task and doing what could be argued is the central purpose of the activity: translating (and more specifically, collaboratively negotiating translation choices). For Tom, however, the teacher is always the central participant in

pedagogical practice, so an interaction that resists the teacher's chosen mode of participation is by definition peripheral. He makes their conversation more central by asking them to shift back into the frame of reporting about it to the teacher.

Over the next several minutes the group has a brief discussion about the translation of *saw*, and whether the personified death is translated differently than it would be otherwise (answer: capitalize it!). Once the students are satisfied with a consensus translation, Tom brings out a print out of a translated text generated by Google Translate²¹. As noted in the previous chapter, this was a very effective move, generating a new round of discussion and surfacing a wider range of semantic and syntactic knowledge. However, because Google translated *jostled* in the same way as the students, there is little of this interaction that was coded as part of this LPSE. Tom did draw the group's attention back to this choice, which is mostly notable because they finally responded to his request to teach him the proper pronunciation:

Excerpt T3: Comparing with Google Translate version

T: Ok. Alright in the second line it looks like in this one y'all have seized on a word that THEY used, this *empu-*, *empujaRON*, is that how I say it?

J: *EmpuJARon*

T: *EmpuJARon?*

J: *Empu-ja-ron. Jaron.*

B: (Exactly)

T: And that's that push, jostle, bumped into. And is that, are we still good with that word? That that's kind of what that means?

H: Yes

²¹ Reconstructed Google translation: *El criado le dijo al comerciante, "Me empujaron en el mercado, se dió la vuelta y vió a la muerte."*

B: Yeah

T: Uh, on the, and then it goes off a little bit here. *Se dio ##* what does this say, I'm sorry.

The LPSE described here exemplifies the ambivalent influence of Tom's participation in collaborative translation throughout the study. Compared with the other teachers in this study, Tom seemed to have certain "blind spots" when it came to the linguistic knowledge that students made public throughout the lessons, and especially during LPSEs. His seeming disfluency with facilitating student-centered pedagogical routines, as well as his abiding concern with completing the steps of the protocol, made it harder for Tom to follow up on opportunities to explore and develop students' understandings about language and text. Furthermore, Tom deployed the small set of categories he had acquired to code student translation activity (e.g., formal vs informal, dialect vs standard language, haggling, and even "you are the experts") to close down student discussion as often as not. At the same time, his commitment to enacting the routines of pedagogical translation as described in the PD, as well as his genuine interest in validating his students' linguistic expertise, helped him to create structural opportunities for rich translingual routines to develop. Tom's case suggests a distinction between structural and responsive routines that may facilitate learning through translingual pedagogy.

Findings

The three Language Problem Solving Events (LPSEs) detailed above reveal the complex, iterative processes that underlie a practice of pedagogical translation. Furthermore, the analysis of these excerpts suggests some trends that may be worth exploring in future research on pedagogical translation and translingual pedagogy in general. First, embodied routines that

promote shared attention on translated texts appears to promote students' verbalizing of meta-linguistic knowledge. During LPSEs, students tend to generate a stream of meta-linguistic hypotheses that range across the classic categories of language structure, including phonology and orthography, syntax, semantics, and lexicon. Virtually all of these statements are provisional, and subject to the revision or veto of co-participants, and this cycle is repeated each time the problematic language is revisited. The TRANSLATE protocol creates multiple opportunities for students to grapple with challenging language – during the initial reading and discussion of the text, during translation, and after the initial translation when the target text is read aloud. Teachers can create more of these iterations by organizing the activity to maximize shared attention on written translation choices. Some of the strategies employed by participating teachers were suggested by the researchers, such as dividing the group so as to create multiple written translations to compare, and having students write their translations in large font on poster paper, essentially extending the potential range of shared attention and the number of co-participants who can read and respond to the text. Our participating teachers also encouraged shared attention through a variety of micro-interactions. By watching their prosodic cues, Rachel was able to give just-in-time feedback to students, redirecting attention back to the text and providing new tools for students to explore and expand on their linguistic knowledge. Elizabeth did this as well when she pushed the paper and markers toward Isaac at the first hint that he disagreed with the written translation of his peers. Tom freely rearranged bodies in space to facilitate shared attention on texts, and used the digital translator to generate a third set of translation choices to complicate his students' ideas about the language of the text. Elizabeth did not have the numbers to create multiple translation teams, nor the space to physically rearrange students around the text, but she attempted to use her own knowledge of Spanish to generate

discussion of alternate choices. Each of these routines is essentially designed to bring students' attention back to the text by transforming it in some way. Each transformation serves to highlight both linguistic structure and meaning, and calls on students to make judgements about equivalence and fit. Because student responses to this process can go in many directions, it becomes especially important for teachers to know what kinds of problems and solutions to highlight as important to the larger pedagogical objective

This insight leads to a second trend suggested by the data, that there may be a natural, though subtle power struggle between teachers and students when defining the purpose, process, and product of pedagogical translation. All three excerpts point to the ways teachers sifted the stream of linguistic information to determine what was important to highlight. These decisions were informed by their understanding of the goals of the activity, the resources and challenges arising from the local context, and the abilities and tendencies of their specific students. Their goals for the practice of pedagogical translation, as shown in chapter four, were not universally agreed upon, even within the very local confines of the language arts team. The goals of teaching and learning in general, but most especially in the field of translingual pedagogy, are contested and negotiated by policy makers, parents, and practitioners alike. Each teacher used their agency to navigate a network of overlapping practices represented by different stakeholders. But even as the teachers were aware of these power struggles taking place outside the physical space of the classroom, sometimes the goals of the activity, and the routines enacted in pursuit of those goals, were directly contested by the students.

Many students from multilingual households and communities have established routines for community translation that may conflict with the teacher's goals for pedagogical translation. Students have insight into what is happening interactionally that teachers do not, but teachers are

empowered within the classroom to interpret the nature of interaction for all participants. Teacher routines, even in the “textbook” constructivist classroom, are designed in part to maintain teachers’ control over students’ bodies, speech, and even thought. Tom’s participation was noteworthy in this regard for the fact that he consistently made explicit statements validating student expertise, but tended to participate in the interaction in ways that centered his own interpretations over his students’. This can be seen in his tendency to code diverse meta-linguistic explanations as “formal versus informal ways of speaking.”

Students can reject the power exerted consciously or unconsciously by teachers, but the routines of school discipline create a strong disincentive for them to do so. In her analysis of translingual police interrogations, Berk-Seligson (2011) points out that an unequal burden is placed on individuals who have less power in an interaction, especially when those interactions take place within institutions. Berk-Seligson found that Spanish speaking detainees modified their speech, both to troubleshoot communication difficulties and to “converge linguistically towards the speech patterns believed to be characteristic of their interlocutors” (Street & Giles, 1982, p. 213), in processes referred to as “negotiation for meaning” and “communicative accommodation.” Although the stakes for students may not be as high as they are for suspected criminals, the power differences are parallel, and Berk-Seligson's work suggests that the students are far more likely to adjust their participation in classroom practices to accommodate real or perceived teacher expectations. In other words, although we would expect a new hybrid practice to be a site of conflict and negotiation, the power dynamics of pedagogical practice, supported as they are by the physical and disciplinary context of schools, tend to dissuade students from challenging routines suggested by the teacher. As Baker (2006) reminds us:

the effects of power and dominance are always inscribed within processes of (re)contextualization. The dominant party generally dictates the terms of contextualization; even when the marginalized participant decides to contest the context as it were, they ultimately do so largely within the terms set by the dominant party (p. 332).

For this reason, power struggles between teachers and students over specific features of pedagogical practice may manifest in micro-interaction. Elizabeth and Rachel both saw resistance from students when their corrective moves invalidated pragmatic language routines rooted in community contexts. Shorty was confident that *repujado*, even if he had made up the word on the spot, could effectively communicate his intended meaning to members of his family or community outside of school. Similarly, Leman expressed confidence that she could omit *gumption* from her translation and still fulfill her communicative goal. With Rachel's prompting she was willing to revise her translation, but she was not willing to concede the assertion that every nuance of meaning in a source text needed to be "carried through." Through these small moments of resistance, students pushed their teachers to accommodate their communicative and pragmatic routines, introducing new kinds of metalinguistic knowledge into the discussion.

Finally, a third implication of these analyses is that the teachers' participation in LPSEs was more strategic and effective when they approached collaborative translation as a tool to achieve curricular objectives. As mentioned previously, Rachel's focus on content objectives impacted her decisions around several different features of pedagogical translation. As a result, the objective became a discursive resource for her questioning routines throughout the lesson. Rachel's approach contrasts with Elizabeth's, especially in her first lesson described in this chapter. Elizabeth predicted that students would struggle with the word *jostled*, but she

connected students to text by asking about experiences with borrowing, and at the end of the lesson she questioned students about their comprehension of a personified Death. She accomplished each step of the protocol, but they did not connect together or build toward a specific learning objective. These differences in lesson structure contributed to differences in participation in LPSEs. By coordinating all the steps of the lesson around a central learning goal, and selecting a text and line specifically to help meet that goal, Rachel was able to plan ahead for the specific linguistic problems that students would struggle with. As such, she was prepared not only to help with translation strategies, but to do so in a way that furthered her learning objective. Elizabeth, without a strong conception of the end goal of the lesson (beyond full participation in the creation of a translated text), tended to react more to student “body language” and the particulars of the evolving translation. Elizabeth’s experience also points to the LPSE as a pivotal site for teacher learning, as the changes she made in her own participation routines were largely driven by the response she received from students to her interactional moves to facilitate problem solving.

Analysis of LPSEs also revealed how the routinization of the translation practice over time became a resource for both students and teachers, and it seems to have facilitated the move from more product to more process oriented planning. With each succeeding lesson, teachers and students moved more fluently between steps in the protocol, giving them opportunities to integrate new routines. For Tom and Elizabeth, students’ increasing familiarity with the practice seemed to lead to greater engagement, as students dropped their initial resistance. The excerpts presented here show how Elizabeth’s participation in her first lesson is dominated by moves intended to promote student engagement, resulting in several missed opportunities for probing students conceptual or linguistic knowledge. Meanwhile, Tom’s participation in his final lesson

reveals increasing, if not perfect fluency in routines that promote discussion while centering student expertise (especially in excerpt T2.1). The influence of routinization is especially clear, however, when he fails to do this, as in excerpt T2.3 when Tom tries to guide the interaction toward topics that students aren't interested in and they ignore him by engaging in a central routine of the practice: haggling over translation choices.

CHAPTER SIX

DISCUSSION

After awhile, as I went on with my translation – making, unmaking, remaking, sacrificing here and there, restoring as best I could what I had first rejected – this labor of approximation with its little successes, its regrets, its conquests, and its resignations, produced in me an interesting feeling, of which I was not immediately aware and which it would be better not to confess, if I cared about other readers than those reflective enough to understand it.

- Paul Valéry, *Variations on the Eclogues*

With the goal of exploring how teachers learn to implement a new translanguaging practice of pedagogical translation, this study was guided by two research questions:

1. *how does teachers' professional vision lead to changes in their practice of pedagogical translation?*
2. *how does teacher participation in language problem solving events appear to facilitate students' metalinguistic understanding and teacher learning?*

To answer these questions, I analyzed data collected during a five-week professional development program in which four 8th grade teachers attempted to implement the TRANSLATE instructional protocol in their literacy instruction. The following section contains a summary of the findings addressing each of the research questions.

RQ 1: how does teachers' professional vision lead to changes in their practice of pedagogical translation?

Two key findings emerged from my analysis of teachers' professional vision across their first three attempts to facilitate collaborative translation. First, teachers' professional vision for learning new translingual pedagogies draws, not only from their routines of participation as teachers, but also from other practices in which they participate, or did in the past. Teachers' professional vision, as I have conceptualized it, is a dynamic and evolving set of mental and embodied routines grounded in their histories of engagement with the professional practice of teaching. This analysis suggests that, in addition to pedagogical practices, teachers' professional vision is also built on other, related practices, especially second language learning and professional experiences in other fields.

Teacher's professional vision was also influenced by the immediate histories of pedagogical practice with the specific students in their small groups. This finding highlights the idea that professional vision in the field of education is composed of both top down and bottom-up processes. In the professional development setting, professional vision may be regarded in the abstract, as a set of semiotic resources and routines. But in "the field," professional vision cannot be separated from its particular application toward particular problems of practice. As such, teachers' noticing and reasoning about new pedagogical practice will always be informed by the specific, local, and immediate context.

The second key finding from this analysis was that teacher's professional visions for translingual pedagogy began to converge as they continued to collaborate around problems of practice. This finding highlights the important role of collaborative learning in the design of the PD. As I stated in Chapter 2, professional vision may be conceptualized as an individual trait or a

socially constructed set of routines within a practice. Collaborative teacher teams appear to be one potentially important fulcrum for constructing a shared professional vision of new practices.

These findings are important because they describe processes by which teachers, individually and as a community, identify and resolve problems of practice. The articulation of this problem space, as much or more than the solutions that these teachers created, is an important contribution to the field of translingual pedagogy. Teachers' unanticipated problems adapting translingual pedagogy point to differences between teacher and researcher professional vision, with implications for the design of translingual pedagogies, and of professional development aimed at supporting teacher learning in translingual spaces.

RQ 2: How does teacher participation in language problem solving events appear to facilitate students' metalinguistic understanding and teacher learning?

Three key findings emerged from my analysis of teacher participation in language problem solving events. First, students' tendency to make explicit metalinguistic connections during collaborative translation was facilitated by bodily and material arrangements that promoted shared attention on texts, especially on alternative translations. Previous TRANSLATE research has pointed to the potential importance of these kinds of routines (Pacheco & David, 2012), and this analysis supports and adds to this finding by demonstrating how teachers can highlight alternative translation choices in a variety of ways. These include structural arrangements such as rearranging bodies and texts around a table, as well as in-the-moment moves that respond to student cues by redirecting their attention or providing resources to overcome frustration.

Second, power struggles manifested during interaction when students used routines appropriate to community translation that conflicted with teachers' goals for the lesson. Pedagogical translation is intended to leverage students' community translanguaging practices for improved learning outcomes, so teachers' inability or unwillingness to validate students' translation strategies and translanguaging identities poses a potential problem. The implication of these data may be that, the better teachers understand and validate community translation practices, the better they may be able to leverage them for pedagogical purposes.

A third finding, building on the second finding from RQ 1, is that teachers' participation in LPSEs became more strategic and effective as they learned to think about collaborative translation as a tool to achieve curricular objectives. The professional vision analysis above reminds us that teachers' shift toward process-orientation planning implicates aspects of the practice beyond the LPSE. However, in light of my first finding from RQ 2, the LPSE may be seen as an especially important site for adapting translanguaging practice into school-based pedagogy. During LPSEs, students grappled with authentic translanguaging problems grounded in curricular texts and grade appropriate academic language. Furthermore, LPSEs drove students to codeswitch in order to recruit a wider range of linguistic resources, giving teachers insight into student thinking as well as opportunities to co-construct the groups' definition of the problem. Through process-oriented planning, a teacher like Rachel was even able to predict and plan for specific LPSEs, creating opportunities to probe for specific understandings before, during, and after translation.

This analysis shows collaborative translation to be a complex and iterative process. When participants identify problems, suggest alternatives, or comment on the nature of source text or translated text, it can unite the attention of all participants or split the interaction into several

distinct threads. Problems that are settled or abandoned can resurface at later times, or not at all, and a teacher who wishes to leverage this process for specific learning goals must constantly make decisions about how to highlight the contributions that meet those goals. Clearly, having well-articulated goals is essential to this process. However, as these cases make clear, it is also important for the teacher to make space for linguistic (and sociolinguistic) topics that students are attending to. It is a delicate balancing act, with student motivation a central concern. Too much focus on teacher-centered objectives takes agency away from students to identify the nature of the problem they want to solve, and too little focus on objectives may leave students to wonder why they are engaged in the activity at all. The findings presented here point to the strategies teachers employed, at the level of instructional planning and at the level of in-the-moment interactional choices, to comprehend and navigate this complexity.

Contributions

From this qualitative analysis of pedagogical translation as an emergent practice in an 8th grade language arts team, this study provides important insights for understanding translingual pedagogy and its potential in language arts classrooms. In this section, I outline the contributions that this study makes to theory and research on translingual practice and professional vision, and to classroom practice. I conclude with suggestions for future research.

Contributions to theory

First, findings from this study support and expand on Reckwitz' (2002) argument that practices consist of embodied mental and physical routines, mediated through material and spatial resources, constantly reproduced and reformulated through the agentic performances of

participants. In particular, this study demonstrates the way participants recruit embodied and materially mediate routines in fairly individualized and improvisational ways to acquire and adapt a new practice. By studying these periods of instability and transformation of practices, we may see more clearly the “constellation of mental and bodily routines” that define the individual in social practice theory, and explore the role of individual agency in determining the shape of emergent practices within communities.

This study also supports and builds on Chouliaraki and Fairclough’s (1999) argument that production, networking, and reflexivity are central features of social practices. I argue that the successful introduction of translingual pedagogies into language arts classrooms involves a project of weaving together features of school and community practices, and that recognizing and leveraging participants’ reflexive understandings about those practices is central to this task. Furthermore, this study finds that the question of what is produced through translation practice is a key difference between community and pedagogical translation practices. The goal of producing of a translated text that effectively communicates the essential details of a source text gives rise to different routines than the goal of leveraging translation toward improved reading comprehension and other pedagogical objectives, and the conflict between these goals may be at the heart of the power struggles discussed above. Leveraging the reflexive aspect of practices to align teacher and student understanding of the goals of translingual pedagogy may be an essential first step to successfully integrating the practice into standards-based language arts instruction.

Second, this study expands translanguaging scholarship (Canagarajah, 2012; García & Sylvan, 2011) by situating translanguaging within a larger social practice framework. In doing so, I have described how improvisation and routinization interweave and inform each other in

translingual practice. Improvisation is evident in the way that students make provisional suggestions for translation alternatives, as well as articulate linguistically sophisticated justifications for non-standard forms. Prior scholarship suggests that such improvisational routines create semiotic resources for successful communication in language contact situations. Findings from this study suggest that, as the embodied routines of pedagogical translation stabilize over time, these improvisations also create semiotic resources for learning the mental and embodied routines prioritized in the language arts classroom.

Third, findings from this study support and extend Sherin's (2007) theoretical and methodological work applying the notion of professional vision to education research. This study supports the idea that teachers' noticing of, reasoning about, and responding to student interactions plays an important role in their professional learning, especially within a professional learning practice that encourages sharing of reflexive insights. While Sherin's research program focuses primarily on changing teacher perception of normative instructional routines, this study examines how professional vision informs the integration of an unfamiliar practice into the network of pedagogical practices that define the work of teachers. As such, this study expands the field of research on professional vision in education, and considers the utility of centralizing teacher perception in an analysis of translingual practice.

Contributions to research

The study contributes specifically to future research with the TRANSLATE protocol by pointing out some of the challenges that teachers faced that were not foreseen by researchers in this first foray into "real" classrooms. First, given the central importance of text and line selection in teachers' reflections, future professional development design should have a greater

focus on framing these as important routines that connect responsiveness to local, student-centered concerns and larger issues of pedagogical practice. This study also notes the iterative nature of collaborative translation within the TRANSLATE practice. Future professional development should highlight this as a normal and desirable aspect of the practice that teachers can leverage by asking students to reflect and analyze how new information influenced their translation choices. Finally, this study also highlights the important role of collaborative learning in the design of the PD. The “team” approach we took to professional development was in part an accident of our sampling procedure, but it turned out to have an important effect on the social construction of a local professional vision of translingual practice.

This study responds directly to Canagarajah’s (2011) call for a “taxonomy of translanguaging strategies” for pedagogical contexts. I have put forward the construct of pedagogical translation as one concrete example of translingual pedagogy and described many of its features in terms of a broad social practice framework. There is still an open question about the level of specification that might be useful in such a taxonomy. Zara’s case highlights the fact that pedagogical translation can take forms that diverge significantly from the TRANSLATE protocol. Future research might extend this taxonomy to describe a range of practices that treat collaborative translation as a central routine to pursue pedagogical goals.

One primary contribution of this study to research on translingual pedagogy is the rich description of multiple cases of teacher participation and teacher learning. These narratives point to the complexity of interactions during translingual pedagogy, giving the reader a sense of how embodied routines, materiality, and power are interwoven and inseparable in practice.

Translingual pedagogy is a research field in its infancy and, like the teachers in this study, researchers in the field are engaged in an iterative process of coding and recoding translingual

practices as new data comes in from a variety of pedagogical contexts. The language problem solving events described in Chapter 5, in particular, may be amenable to multiple analyses beyond my own, and readers will hopefully have new insights into the data, grounded in different questions and different theoretical commitments.

Contributions to practice

These narratives provide teachers, administrators, and other practitioners with specific examples of translingual pedagogy, as well as insights into the challenges that they may look forward to if they decide to adopt these kinds of practices. Despite the limitations of its short time frame, this study provides evidence that teachers can successfully enact translingual pedagogies in their classrooms even when they do not speak or understand the heritage languages of their students. Not only did participating teachers learn to facilitate the collaborative translation activity, they also took great strides toward solving the question of how these new routines could be used to pursue standards-based learning objectives. Teachers successfully engaged students in routines that have been identified as key opportunities for learning, including close reading of grade level texts, connecting this reading to their own life experiences, discussing and debating metalinguistic understandings, and reflecting back on what they learned during the lesson. Even as teachers struggled and stumbled and wrestled with questions about what was working and why, students were able to demonstrate rich repertoires of bilingual linguistic and literate knowledge. Furthermore, they showed that students were motivated to learn through translingual pedagogies when they were given opportunities to read texts that reflect their lived experiences, to engage in authentic problem solving tasks, and to learn about each other's backgrounds. Although there is still more work to do to show exactly

what learning objectives may be best served through translingual practices, this study serves as proof of concept that teachers can straddle the “language barrier” to effectively create opportunities for the kind of learning that is prioritized in schools.

This study also contributes specifically to our understanding of teacher learning. This analysis suggests that professional development projects aimed at introducing a new practice of pedagogical translation (or any new pedagogical practice) should be structured to guide teachers through an initial orientation on a product (in this case, both in the sense of teachers “doing” the protocol, as well as students generating and discussing translated texts) toward more strategic and holistic integration of that product into larger pedagogical practices through process-oriented planning.

At the same time, this study also speaks to some of the pitfalls of translingual pedagogy, and reinforces the suggestion made in Chapter 2 that soliciting students’ reflexive understandings about their own participation in translingual practices should be an explicit focus for teachers. The finding that these emergent practices were characterized by power struggles between teachers and students, however subtly they manifested, point to the possibility that co-opting students’ community-based practices as resources for pedagogical design, if done without sensitivity, could destroy that which makes them relevant in the lives of students. Given the idea that practices are in some sense defined by the networks of practices in which they are nested, inviting translingual practices into the classroom could be framed as an attempt to remove them from the network of practices that shaped them, and place them into a different network of school practices with its own power dynamics. As stated in Chapter 2, teachers must do more than read and understand what the research says about translingual practices, and more even than observe and reason about local instantiations of the phenomena. They must also tap into the

reflexive aspect of the practice to gain insight into how students understand what they are engaged in doing.

This study suggests that schools and districts that want to more effectively build on students' bilingual resources should design structures that bring students' experience with translingual practices and the school's standards-based pedagogical practices into productive dialog. The narrative that emerged from this grade level language arts team was of successful pooling of expertise, not only horizontally among the teachers themselves, but also vertically between students and teachers.

Directions for Future Research

The findings from this study suggest several avenues for future research. A first step would be to look again at the data from *this* study using new research questions that allow me to include Zara's approach to translingual pedagogy. My research questions, and my operational definition of teacher learning, had the unintended effect of eliminating a rich and interesting data set from consideration. Despite the unique, personal challenges that inform some of Zara's pedagogical choices, her approach also provided a model of translingual pedagogy as practiced by a teacher with deep knowledge of translingual practice and a restlessly creative soul. A case study of her experience, or a cross-case analysis looking more broadly at translingual practice rather than teacher learning and participation in this particular protocol, would contribute more diverse examples to our understanding of translingual pedagogy.

Future iterations of professional development research on the TRANSLATE protocol could incorporate the findings from this study and investigate how they hold up in new contexts. A similar small-scale study focused on the initial stages of emergent translingual practices could

investigate whether teachers in different contexts experience some of the same challenges and pressures that these teachers did, whether they are as likely to draw on experiences in diverse practice communities to make sense of student activity, and whether teacher teams tend to co-construct a new professional vision of teaching through translation. The findings of this study beg the question, how would teacher professional vision have evolved had there not been a lead teacher on the team with Rachel's particular background and understanding of the practice? I would also be very interested to spend more time with teachers considering the Language Problem Solving Event as a site of potential pedagogical resources. Isolating and reviewing these events with teachers using video clubs could be a fruitful way to investigate whether these kinds of interaction have the potential that I have suggested.

Ultimately, this line of research must look toward longer engagement with teachers to investigate whether these findings, built on early-stage emergent practices, will hold up as routines stabilize into pedagogical practices with longevity. It is a sad footnote of this study that none of the teachers continue to use the robust form of collaborative translation they invested so much time to learn, although all of them report making more opportunities for students to translate words and phrases, and other brief translingual routines. Longitudinal work, aimed at transforming practice not only at the level of classrooms, but also at the level of the school, could elaborate on the finding that collaborative work among teachers is important to developing translingual pedagogy.

Conclusion

There is a growing body of research suggesting that students' knowledge of languages other than English can and should be regarded as a resource for literacy learning in linguistically

diverse classrooms. This study supports this suggestion by showing how one team of language arts teachers navigated the complexities of learning to facilitate new translingual pedagogy. This work calls on educators at every level to make space for students and teachers alike to deconstruct linguistic and cultural divides and explore the potential of new ways of organizing pedagogical practice. It is my hope that this exploration of teacher learning and participation in a practice of pedagogical translation will inspire future research and practice that celebrates and builds on the rich background knowledge and tremendous potential of minority language students.

APPENDIX A

Collected data

Key:

X = in study archive

O = missing (never collected or lost)

Blank = never intended to be collected

Source	Date	Video	Audio	FN	Other	Transcripts	Notes
Pre-PD meetings	1.15			X			
	1.31			X			
	2.5	X		O			
PD sessions: Instruction	2.11	X	X	X	Exit survey	X	
	2.12	X	X	O		X	
PD sessions: Focus group	2.19	X	X	X		X	
	3.12	X	O	X		X	Poor audio quality
		Video	Audio	FN	Other (artifacts)	Transcript	Notes
Lessons	Zara 1	X	X	X	X	X	
	Zara 2	X	X	X	X	X	
	Zara 3	X	X	O	X	X	
	Elizabeth 1	X	X	X	O	X	
	Elizabeth 2	X	X	X	O	X	
	Elizabeth 3	X	X	X	O	X	
	Tom 1	X	X	X	X	X	
	Tom 2	X	X	X	X	X	
	Tom 3	X	X	O	X	X	
	Rachel 1	X	X	X	O	X	Incomplete Kurdish transcription
	Rachel 2	X	X	X	O	X	
Rachel 3	X	X	X	O	X		
		Video	Audio	FN	Other	Transcript	Notes
Lesson debriefs	Zara 1 debrief		X			X	
	Zara 2 debrief		X			X	
	Zara 3 debrief		O			NA	
	Elizabeth 1 debrief		X			X	

	Elizabeth 2 debrief		X			X	
	Elizabeth 3 debrief		O			NA	
	Tom 1 debrief		X			X	
	Tom 2 debrief		X			X	
	Tom 3 debrief		O			NA	
	Rachel 1 debrief		X			X	
	Rachel 2 debrief		X			X	
	Rachel 3 debrief		X			X	
		Video	Audio	FN	Other	Transcript	Notes
Exit Interviews	Zara		X			X	
	Elizabeth	X	X			X	
	Tom		X			X	
	Rachel	X	X			X	
		Video	Audio	FN	Other	Transcript	Notes
Non-video/audio data	Blogs				X		
	Student surveys				X		
	Student assessment data				X		Missing Zara

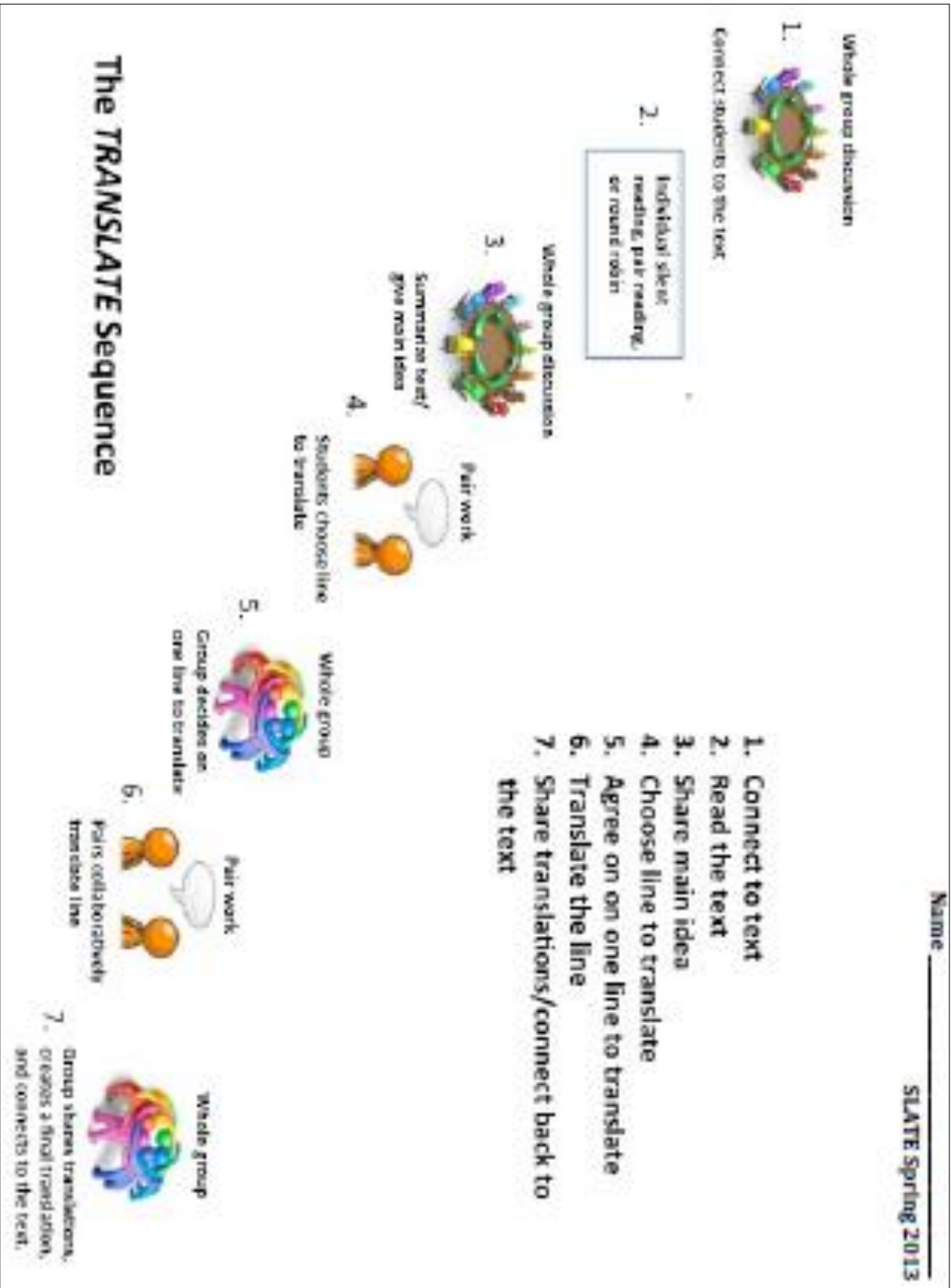
APPENDIX B

Handouts used during SLATE PD

List of handouts (reproductions begin on the next page):

- 1) TRANSLATE protocol w/ graphic
- 2) Strategy guide: “How can I help students when I don’t speak their language?”
- 3) Samarra Sample Lesson
- 4) Sample student worksheet

Translate protocol w/ graphic



Strategy Guide

How Can I help students when I don't speak their language???

1. Paraphrase: Encourage students to rephrase difficult vocabulary before translating into their language

- How do you translate a word like "westernized" into Spanish? The word "westernized" might not translate into Spanish, but the phrase "a person from America" might work!

2. Use the text: Students might get stuck on a certain phrase, but asking key questions about the text might open up their understanding.

- What do we know about the character? Is she a nice person or a mean person? So what could the word "malicious" mean?

3. Use student translations for comparison: If two translations look different, draw students attention to differences in spelling or word choice.

- "I noticed that you wrote *ella no puede* and you wrote *ella no podria*. Why do you think the translations are different?

4. Tap into student expertise: Try and get to know what talents or resources students bring to the activity.

- Think about pairing. Maybe one student is really good at reading comprehension in English while another student speaks the "best" Somali. Try and have students support each other as much as possible.

5. Use online resources: Google Translate could be a great resource when all else fails!

6. Be creative! Be patient! Allow students to explain their logic. Encourage rich conversations. What kind of learning might be happening in student dialogue?

Samarra Sample Lesson

APPOINTMENT IN SAMMARA

by John Wilkes

A merchant in Baghdad sent his servant to the market.
The servant returned, trembling and frightened.
The servant told the merchant, "I was jostled in the market,
turned around, and saw Death.

"Death made a threatening gesture, and I fled in terror.
May I please borrow your horse? I can leave Baghdad
and ride to Samarra, where Death will not find me."

The merchant lent his horse to the servant, who rode away
to Samarra.

Later the merchant went to the market, and saw Death in
the crowd. "Why did you threaten my servant?" He asked.

Death replied, "I did not threaten your servant. It was
merely that I was surprised to see him here in Baghdad,
for I have an appointment with him tonight in Samarra."

-
1. Connect students to the text by asking them about a time when they lent someone something or borrowed something important. How did they feel about giving it away? Did they give the item back?
 2. In small groups, have students read the story out loud. Because it is short, students could read the story twice with each member of the group getting a chance to read.
 3. Students complete question #1 on the student worksheet about the main idea of the story. Students then share their main ideas.
 4. With a partner, students choose a line to translate. They then discuss why they chose this line with their group members. The group comes to a final decision about what line to translate.
 5. In groups of two, students translate the line. Students then discuss their translations and decide as a whole group on a final translation.
 6. Students connect their discussion to the story by completing #8 on the student worksheet.

Sample student worksheet

Name _____

Date _____

TRANSLATE Activity

1. Text-to-self Connection

2. Read the story with your partner.

3. What do you think is the main idea of the story?

4. With your partner, choose a line from the story to translate into your language. Write the complete line in the space below.

5. Why did you and your partner choose this line to translate?

6. Translate! With your partner, write a translation of the line in the space below.

7. After discussing your translation with your group and seeing their translation, write a final translation below.

8. Did you learn anything new or interesting about the story from translating the line?

APPENDIX C

Focus Group Agendas

Name _____

SLATE PD Session 3
February 19, 2013

Agenda:

1. Discussion of last week's lessons
 - What went well for you?
 - What were some of the challenges you faced? How did you respond to these challenges?
2. Addressing engagement through a more meaningful exit activity
 - How can we keep students engaged throughout the activity?
 - How can we create a more meaningful exit activity that connects to the text or achieves a more specific learning objective?
3. How can we capitalize on connections to the text and on students knowledge about language? (time permitting)
 - student video clips
4. Housekeeping
 - consents
 - scheduling
4. Questions? Comments? Concerns?

Name _____

SLATE PD Final Session
March 12, 2013

Agenda:

1. Share out
 - "The translations were completed with what I would call the right amount of frustration."
 - "When the majority moves away from the "standard" translation, I'm not sure if it's because they believe the choices to be truly inaccurate, or if it's just not "how they might say it."
 - "In the end, the Pineapples beat the Mangoes by only a few seconds."
 - "The heavens opened up and the angels began to sing."
2. What's next?
 - What we've learned as researchers
 - Possibilities for future instruction
3. Interview scheduling

APPENDIX D

Exit interview protocols

General questions (for all participants)

Teaching TRANSLATE:

- Describe how your teaching (/thinking about the activity) evolved across the 3 weeks.
- How would you (or have you) described TRANSLATE to colleagues? Admin?
- Most difficult/easiest parts to implement (show print out of PD design element list, below)?
- What did students learn?
 - How do you know?
- What was your instruction like with this group of students before TRANSLATE?
- How did students like participating?
 - How do you know?
 - How did other students in the class respond?
- Did you use the Kindle for this project at all? How so?
- Do you plan to use this activity in the future?

Learning TRANSLATE:

- Comment on any or all of the pieces of the PD (show teacher the figure on the last page):
were they engaging or a waste of time? Did they help you understand something about the TRANSLATE intervention? Can you give a specific example?
- Was the time commitment ever an issue?

- Is there anything about the instructional protocol that you still have questions about?
- Is there anything we could do next time to make learning how to do the translation activity easier or more engaging?

Teacher specific topics

Elizabeth

Micromanaging: follow up to her response at debrief...

Spanish speaking identity

Relationship with students

What makes your classroom different than others?

Is there anything about you as a person that informs your teaching (very broad, lets see what happens!)?

Why did you become an ESL teacher?

Rachel

German speaking identity

Relationship with students

What makes your classroom different than others?

Is there anything about you as a person that informs your teaching (very broad, lets see what happens!)?

Why did you become a teacher?

Tom

Monolingual English speaking identity

Relationship with students

Do you think your classroom (or literacy activities) is different than others in the school? Why do you think that is?

Is there anything about you as a person that informs your teaching (very broad, lets see what happens!)?

Why did you become a teacher?

Zara

What's the amnesia story?

How does her own education (I want to think about 'apprenticeship of observation') inform her teaching?

Do you think your classroom (or literacy activities) is different than others in the school? Why do you think that is?

Is there anything about you as a person that informs your teaching (very broad, lets see what happens!) ?

Why did you become a teacher?

Professional Development Design

1. Initial professional development sessions

- Discussion of instructional protocol
- Discussion of strategies to support student translators
- Sample texts
- Watching the video clip from a past session
- Other topics/handouts (see handouts)

2. Being observed and getting immediate feedback about instruction

3. Blog reflections

4. Debrief meetings with other teachers to talk about your classroom experiences

- Talking about what you had done
- Talking about what you were planning to do next time

APPENDIX E

Student Questionnaire

Name: _____ Age: _____

The first language I learned was _____.

Other languages I know are _____.

1. How often do you do these things outside of school?

	Every Day	Once a week	Once a month	Never
Read aloud to someone at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to someone at home read to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my friends about what I read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my family about what I read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my family about what I learn in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Read for fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read to find out information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write to share with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In which language do you usually do these things?

	In English	In another language	Both
Read aloud to someone at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to someone at home read to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my friends about what I read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my family about what I read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my family about what I learn in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read for fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read to find out information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write to share with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How often do you translate?

	Every Day	Once a week	Once a month	Never
For yourself at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For yourself outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For your parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For your brothers/sisters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When papers come home from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When letters come in the mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What kinds of things do you sometimes translate?

	Every Day	Once a week	Once a month	Never
Conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Television/movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books/Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Do you have any of these things in your home?

	Yes	No
Calculator	<input type="radio"/>	<input type="radio"/>
Computer (not PlayStation, X-Box, GameCube or other video game system)	<input type="radio"/>	<input type="radio"/>
Study desk/table for your use	<input type="radio"/>	<input type="radio"/>
Dictionary	<input type="radio"/>	<input type="radio"/>
Internet connection	<input type="radio"/>	<input type="radio"/>
Encyclopedia	<input type="radio"/>	<input type="radio"/>
PlayStation, X-Box, GameCube or other video game system	<input type="radio"/>	<input type="radio"/>
VCR or DVD Player	<input type="radio"/>	<input type="radio"/>

6. How often do you use a computer in each of these places?

	Every Day	Once a week	Once a month	Never
At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a friend's house	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a relative's house	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At some other place:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How often do you do the following things?

	Every Day	Once a week	Once a month	Never
Write a letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk on my cell phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send a text message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send an email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the internet to get information for school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the internet to look up music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the internet to find out about sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the internet to find out about other interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the internet to translate words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chat or IM with someone online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use MySpace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post a video on YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read or write a blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a webpage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What else do you do with a computer?:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What do you think about reading? Tell how much you agree with these statements:

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
I read only if I have to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like talking about books with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be happy if someone gave me a book as a present.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think reading is boring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need to read well for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How well do you read? Tell how much you agree with these statements:

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
Reading is very easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not read as well as other students in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am reading by myself, I understand almost everything I read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read slower than other students in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What do you think of school? Tell how much you agree with these statements:

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that teachers in my school care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe when I am at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my school show respect to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my school care about each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students in my school help each other with their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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11. More about you:

	Yes	No	I don't know
Were you born in the United States?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If no, where were you born?			
How old were you when you moved to the United States?			
Was your mom born in the United States?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was your dad born in the United States?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Were your brothers/sisters born in the United States?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you only gone to school in the United States?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If no, how many years did you go to school in another country?			

What alias do you want to have in the final report? _____

Thank You!

APPENDIX F

Language Problem Solving Event (LPSEs) by topic for each teacher/lesson

Teacher	Lesson	<i>Translated text (shaded)</i>
		Focus of LPSE
Rachel ²²	1	<i>“It was merely that²³ I was surprised to see him here in Baghdad because I have an appointment with him tonight in Samarra.”</i>
		NA – No discussion of alternate translations
Rachel	2	<i>My parents looked upset, but then they told me it was alright and I could try the next day, but I didn’t. It’s taken me a year to get up the gumption to tackle Ramadan again. Can I last a whole month without eating during daylight hours? That task is my own personal Mount Everest.</i>
		Sunlight hours
		Gumption
		My own personal Mount Everest
		Can I last a month
Rachel	3	<i>Love me because I’m covering my head in 100-degree weather. Prior to her religious fervor, she looked like a typical Miami mama, in makeup and high heels.</i>
		Fervor
		100-degree weather
		Prior to
		High heels
		Miami mama ²⁴
Tom	1	<i>Are you here to work on props?</i>
		Props
		Work
Tom	2	<i>Suppose I approach this white lady in this deserted subway station late at night? What would she say?</i>
		Suppose
		Deserted
		Approach
		White lady
		Late at night
Tom	3	<i>The servant told the merchant, “I was jostled in the market, turned around and saw Death.”</i>
		Jostled
		Saw
		Death
		Servant ²⁵
		Merchant
		Turned around

²² Since Kurdish speech was not translated completely in the lesson transcripts, some problem solving may have occurred that was not visible to me

²³ It is likely that the underlined text was not translated by either group

²⁴ Analyzed in Pacheco, David, & Jiménez, 2015

²⁵ The last three LPSEs in this lesson came up after the introduction of google translation

Elizabeth	1	<i>The servant told the merchant, "I was jostled in the market, turned around and saw Death."</i>
		Jostled
		Market
Elizabeth	2	<i>I shrugged off his words when he said them. But now I'm hoping they're true, 'cause I feel like I'm being swept away. I'm over my head.</i>
		Said them
		Swept away
Elizabeth	3	<i>He's Mexican because his family's Mexican but not, he's not really Mexican. His skin is dark like his grandma's sweet coffee but his insides are as pale as the cream she mixes in.</i>
		Grandma's sweet coffee
Zara	1	<i>Tell me who I have to be to get some reciprocity.</i>
		Who I have to be
		Reciprocity
Zara	226	<i>You talk about peace Put it in your mouth The same mouth you use to declare your bombs</i>
		<i>Let us make a change Why can't we turn the page Lord make us able Without you we are totally unstable</i>
		Change/changes
		Equivocado/messed up
		Make us able
Zara	327	<i>Too dearly do I love you No truth do you speak. My image not one you know. Farewell, my loved one.</i>
		Rephrased to: <i><u>I Love You (Too Much; Very Much; A Lot)</u> You (are a liar; is a liar, don't speak the truth) You don't know me very well Goodbye, my (loved one; dear one, dear fool)</i>
		Guey
		Love

²⁶ Two groups completed translations of different stanzas. The assignment was for each student to rephrase a stanza in their own words and then translate, although it was not made clear where in this process each group was to work toward a consensus translation. The assignment was not well understood, so many different texts were produced in English and Spanish. There were many differences between these texts, but few of them were commented on extensively.

²⁷ Again, assignment was to rephrase in English, then translate, but this time *each step* had to maintain haiku meter. The focus on syllable counting, and the consequent lack of focus on translating exact wording of the original, led to very little in the way of discussion of appropriateness of translation choices.

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