Toda lengua es válida aquí en esta clase: Translanguaging pedagogy and critical language awareness in sociolinguistics courses on the U.S.-Mexico border

Katherine Christoffersen  
*The University of Texas Rio Grande Valley, katherine.christoffersen@utrgv.edu*

Kimberly Regalado  
*The University of Texas Rio Grande Valley*

Follow this and additional works at: [https://scholarworks.utrgv.edu/wls_fac](https://scholarworks.utrgv.edu/wls_fac)

Part of the Higher Education Commons, Modern Languages Commons, and the Online and Distance Education Commons

**Recommended Citation**

Toda lengua es válida aquí en esta clase: Translanguaging pedagogy and critical language awareness in sociolinguistics courses on the U.S.-Mexico border

Dr. Katherine Christoffersen, Assistant Professor in Linguistics

&

Kimberly Regalado Graduate Student
Abstract

This study examines how translanguaging pedagogy (García & Lin, 2017), or the leveraging of students’ full linguistic repertoires, is implemented in two asynchronous online sociolinguistics courses at a Hispanic Serving Institution. After describing the courses’ translanguaging design, we present a mixed methods analysis of student code-switching on Flipgrid video discussion boards and reflection papers. Out of 125 reflection papers, 36.0% include code-switching, while the analysis of Flipgrid video discussions shows that code-switching increased throughout the semester, from 3.6% in Week 1 to 38.6% in Week 2. Student reflection papers describe the significance of translanguaging in the course, while also examining aspects of critical linguistic awareness. These results demonstrate the importance of planned as well as moment-by-moment decisions for the implementation of translanguaging pedagogy. Furthermore, we suggest that in order to reach its full potential as a transformative agent of social justice, translanguaging pedagogy should be complemented with critical language awareness.

**Keywords:** translanguaging, flexible bilingual pedagogy, critical language awareness, sociolinguistics, language variation, online teaching, Flipgrid, culturally relevant pedagogy, community-engaged scholarship, discourse analysis, code-switching
Toda lengua es válida aquí en esta clase: Translanguaging pedagogy and critical language awareness in sociolinguistics courses on the U.S.-Mexico border

1. Introduction

Monolingual, monoglossic, and English-only ideologies are powerful and ubiquitous in the United States, even though the U.S. does not have an official language. While this impacts all levels of society, it is remarkably apparent in the instantiation and reification of English as the de facto ‘international language of academia’ (Phillipson, 2009). In contrast, a translanguaging pedagogy leverages students’ full linguistic repertoire in the classroom (García & Lin, 2017). As such, its implementation in higher education can “challenge the hegemonic presence of English as the language of knowledge and instruction” (Rodríguez et. al, 2021, p. 2). Translanguaging pedagogy in higher education is steadily expanding with studies examining a wide variety of contexts, courses, and languages, such as Zapotec and Spanish in Mexico (De Korne et. al, 2018), Spanish and English in Puerto Rico (Mazak et. al, 2017), and English and French in Canada (Van Viegen & Zappa-Hollman, 2020). Translanguaging has the potential to disrupt an old and outdated English-only system and “crack the ‘standard language’ bubble that continues to ostracize many bilingual students” (García & Li, 2014, p. 115). While translanguaging pedagogy holds significant potential for any classroom, it is especially powerful in settings with high numbers of bilingual students, such as the University of Texas Rio Grande Valley (UTRGV).

UTRGV is the second largest Hispanic serving institution in the United States. Located in South Texas, UTRGV serves the Rio Grande Valley (RGV), an area comprised of four counties along the southernmost U.S.-Mexico border: Hidalgo, Cameron, Starr, and Willacy. According to recent census data, the region is 91.9% Hispanic (U.S. Census Bureau [USCB], 2020) and 77.2% of the population speaks Spanish (USCB, 2019). The UTRGV student population is largely comprised of local students, and as such, the students mirror the community in terms of both heritage and language use. According to the Fall UTRGV Enrollment Profile, the student population is 90.5% Hispanic.

Part of UTRGV’s Strategic Plan is the B3 Initiative, which stands for bilingual, bicultural, and biliterate. The executive summary of this initiative explains that “establishing UTRGV as a bilingual, bicultural, and biliterate university enhances opportunities for student success, builds upon the cultural and linguistic strategic advantages of the region, and cultivates leadership manifest in culturally and historically respectful ways” (Becoming a B3 Institution). As a part of this initiative, courses may be designated as Spanish or Bilingual; but even without these designations, the initiative provides the opportunity for UTRGV faculty to include translanguaging in a number of diverse disciplines (See Esquierdo, Feria, Moya, and Stehn, this volume; Cavazos & Musanti, 2021; Musanti & Cavazos, 2018; Rodríguez et. al, 2021).

In this study, we review the conceptual framework of translanguaging pedagogy and critical language awareness. Next, we describe how translanguaging pedagogy is implemented in two sociolinguistics courses. Finally, we examine how students respond to these pedagogies through a mixed methods analysis, including a quantitative analysis of student code-switching in reflection papers and Flipgrid video discussions along with a qualitative analysis of students’ perceptions of the course’s translanguaging pedagogy.
2. Conceptual Framework

Translanguaging Pedagogy

The term translanguaging was originally coined by Cen Williams (1994) to describe the alternate use of English and Welsh for input and output in the classroom. Over the years, the term translanguaging has been elaborated to refer to both the use of one’s full linguistic repertoire including multiple diverse language practices\(^{17}\) and the pedagogical approach which encourages and engages these practices in the classroom setting (García & Lin, 2017). It is the latter, translanguaging pedagogy\(^{18}\), that we will discuss in the present paper. We understand a translanguaging pedagogy as both planned and intentional (Lewis et. al, 2012) as well as moment-by-moment and organic (García & Li, 2014; Mazak et. al, 2017). To this end, we follow Rodríguez et. al (2021) in applying the constructs of translanguaging stance, translanguaging design, translanguaging shift, and translanguaging event. Translanguaging pedagogy always begins with a *translanguaging stance*, or “a deep belief” (García, 2019) that diverse language practices are a resource (Ruiz, 1984) rather than a scaffold to be used only as needed or transitioned away from, as in transitional bilingual education or subtractive models of bilingualism. *Translanguaging design* refers to the strategic, intentional, and purposeful planning of the class to leverage students’ full linguistic repertoire, including bilingual and/or bidialectal language practices. This may include activities, tasks, lessons, assessments, and instructions, among other planned aspects of the course. However, a translanguaging pedagogy also goes beyond the premeditated course design to incorporate *language shifts*, or the moment-by-moment decisions instructors make to provide feedback, engage students’ rich funds of knowledge, and enhance learning (García, 2019; González, Moll, & Amanti, 2006; Mazak et. al, 2017; Musanti & Cavazos, 2018). Finally, this paper analyzes *translanguaging events*, the particular ways and instances in which teachers and learners engage in translanguaging (Álvarez, 2014).

Language Variation

A core concept in sociolinguistics is the fact that languages vary and change, or language variation. As such, this notion is central to the sociolinguistics courses described in this study. Languages vary based on in regional, social, and/or contextual differences in how people speak. These variations may be characterized as phonological, morphological, syntactic, or lexical, etc. Phonological variation is at the level of the sound system or pronunciation, such as the English or Spanish pronunciation of loanwords (‘tacos’ pronounced as [ˈtakos] or [ˈtʰakʰouz]). Morphological variation takes place at the level of the morphemes, or building blocks of words (hablaré v. voy a hablar). Syntactic variation occurs at the level of the sentence structure (cuando estaba chiquito v. cuando era chiquito). The type of variation that people most readily notice is lexical variation in word choice (troca v. camión). Language variation is normal and occurs in all languages and among all speech communities (monolingual and multilingual) as well as within individual speakers. While certain forms may be stigmatized, sociolinguists eschew notions of

---

\(^{17}\) Although most often referring to (multi)bilinguals, the literature emphasizes that translanguaging applies to (multi)bidialectal speakers and monolinguals as well (Otheguy et. al, 2015).

\(^{18}\) Similar pedagogical concepts have been referred to as crosslinguistic pedagogy (Cummins, 2019) and flexible bilingual pedagogy (Creese & Blackledge, 2010) to provide just a few examples.
correct versus incorrect language. A language variety is simply the language that a speaker and/or speech community uses.

**Critical Language Awareness**

However, presenting language varieties without critically examining how language practices are embedded in power relations and language ideologies runs the risk of ‘dressing up inequality in diversity’ (Fairclough, 1992, p. 15). Critical language awareness (CLA) goes beyond language or dialect awareness “toward social and political consciousness-raising and action” (Alim, 2010, p. 215). CLA asks students to critically analyze language and the assumptions and beliefs related to languages and language varieties, known within the field as language ideologies. It also prompts students to examine how social, historical, and political contexts relate to issues of power and hierarchies of language. At the same time, students consider how power relations impact the perceived appropriateness of certain language varieties and how race, gender, sexuality, nationality, status, and other marginalized identities play into these perceptions. More to the point, CLA’s overarching goal “is not only to think about these issues of power, but it is also to do something about them” (Alim, 2010, p. 208). Over the years, instructors have documented the “substantial ‘shock’ potential” (Fairclough, 1989) and benefits of a CLA approach with a variety of student populations. Most relevant to the present study, CLA has been shown to have a remarkable impact on speakers of Spanish as a heritage language (Herrera Dulcet, 2019; Leeman, 2018; Martínez, 2003). The present analysis adds to the call for further accounts of CLA in the classroom (Reagan, 2006). Moreover, it demonstrates how CLA complements and advances the transformative potential of translanguaging pedagogy.

### 3. Context & Courses

**The Researchers**

The linguistic, academic, and cultural backgrounds of this paper’s two authors influence the course design, pedagogical practices, and analysis herein.

Katherine (Katie) designed and taught both courses described and analyzed in this paper as the sole instructor of record without teaching assistants. Having grown up in southeastern Pennsylvania, outside of ‘Philly,’ she learned Spanish in high school and college. During her undergraduate degree, Katie studied abroad for a summer in Orizaba, Veracruz, Mexico and then for a year at the Universidad de las Américas in Cholula, Puebla, Mexico, living in homestays with local families each time. Beyond these experiences, she has spent extended stays in Guatemala and the Dominican Republic as a volunteer and Spain as a leader for a study abroad program. After graduating with a B.A. in Spanish and Elementary Education, Katie taught English as a Foreign Language for two years in Campo Limpo Paulista, São Paolo, Brazil. While completing her graduate degrees at the University of Arizona in Tucson, Arizona, she attended and taught Sunday School at a Hispanic, Spanish-speaking church and taught many Hispanic students, especially in Portuguese for Spanish Speakers courses. After a couple years in New Mexico, Katie moved to McAllen, Texas, where she has lived for the past four years. In all, she has lived in the southwest for 13 years now.

Kimberly is a third generation Mexican American. Although she was born in California, she moved to the RGV as a baby and describes the RGV as her home and herself as a *Tejana.*
Kimberly learned both Spanish and English as first languages at home and in her community. She grew up speaking with complex, intricate, and beautiful codeswitching patterns at home with her family. Unfortunately, when she entered school, she was confronted with negative perceptions of bilingualism and code-switching. Students told her that her Spanish wasn’t “real Spanish” or that the way she spoke was “fake.” Kimberly participated in Katie’s ‘Intro to Border Languages’ course in Fall 2020, where she critically analyzed the negative ideologies surrounding bilingualism. A first-generation college graduate, this course inspired her to continue as a graduate student in the M.A. English program with a concentration in Linguistics at UTRGV. During Spring 2021, she participated in Katie’s ‘Community Language Project’ course as a graduate student. Kimberly has a unique perspective as an undergraduate and graduate student in both courses described and analyzed in this paper.

For clarity and readability, throughout the rest of this paper, ‘I’ refers to the first author (Katie), and ‘we’ refers to both authors (Katie and Kimberly).

**Corpus Bilingüe del Valle (CoBiVa)**

The two courses examined in this paper are both designed as community engaged scholarship courses, where students participate in the Corpus Bilingüe del Valle or CoBiVa (Christoffersen & Bessett, 2019). As a community-engaged scholarship project, it connects what is being taught in classrooms to surrounding communities, history, literature, cultural heritage, and local environment and recognizes that all communities have valuable intrinsic knowledge, assets, and resources (Guajardo et. al, 2016). In my community engaged scholarship classes, students are trained to conduct sociolinguistic interviews, which are casual conversations that aim to draw out vernacular or informal speech. Through convenience sampling, students interview any adult who has lived in the community for over 10 years19 for approximately one hour in length, since participants more closely monitor their speech during the first 20 minutes. While these interviews are typically in-person and audio-recorded, students conducted interviews via Zoom during Spring 2021 due to the Covid 19 pandemic. The students collect data related to the participant’s language background, language use, and demographic information. They then transcribe, anonymize, revise, and/or reformat interviews for incorporation on the website. The audio files, transcript files, and accompanying documentation are accessible to researchers, students, and community members pending a short ‘request access’ form on the CoBiVa website. The project aims to document the language of the Rio Grande Valley while also providing a greater appreciation for local bilingual language practices, such as code-switching.20 Studies have demonstrated the many benefits of involving students in community-engaged scholarship and corpus building projects (Alim, 2010; Cavazos & Musanti, 2021; Christoffersen et. al, 2020; Pascual y Cabo et. al, 2017; Tagliamonte, 2006).

19 During later stages of the project, we hope to obtain further funding to allow for a more balanced dataset in terms of age, socio-economic status, language, generation, etc. However, we are currently using the snowball method of data collection, allowing students to select their interviewee. The participant data is especially important, since it provides detailed information about each participant for researchers, students, and community members.

20 The CoBiVa currently contains 108 interviews, although there are 29 interviews on the website. Each interview audio, transcript, and document are anonymized and run through at least three rounds of revision for reliability and accuracy before added to the website. You can learn more about CoBiVa on the website and blog.
Course 1: Intro to Border Languages

The ‘Intro to Border Languages’ course is an undergraduate linguistics elective on language at the U.S.-Mexico border. During the first week, students complete the Institutional Research Board (IRB) training courses on the ethical conduct of research. Upon completion, the paperwork is submitted to the university’s IRB to add each student as a research assistant on the project. The first part of the course is organized into the following topics: language ideologies (beliefs about language), language attitudes (reactions to the way someone speaks), language maintenance and shift, language politics and policies, language variation, code-switching, translanguaging, Spanglish, borderlands (Anzaldúa, 1987), and language and ethnicity. Each week students complete a response paper on one or more readings, podcasts, or videos related to the topic. In Fall 2020, it was taught as an online asynchronous class, so students watched video lectures with short, embedded quizzes. To facilitate asynchronous discussions, students responded to a prompt on the Flipgrid video discussion board. At times, the prompt was a student group video presentation on the topic. During the last two weeks, students reformatted and revised transcriptions of sociolinguistic interviews. At the end of the semester, students submitted a final reflection paper and analyzed the language from their interviews based on topics discussed during the course.

Course 2: Community Language Project

The ‘Community Language Project’ is an experiential learning internship style course that I created and designed as a companion course to ‘Intro to Border Languages.’ Similarly, students first complete the IRB training courses for ethical conduct of research, which are submitted for approval. Then, students are introduced to the concepts of language variation and sociolinguistics. After that, students received detailed training on conducting and recording a sociolinguistic interview and collecting documents, such as the consent form, bilingual language profile, and demographic information. During Spring 2021, the course was online asynchronous, and the students were provided with at least one video lecture per week, although often several shorter videos were created for different trainings and topics. The opportunity for students to learn from one another and engage in translanguaging was further enhanced as the course was crosslisted several ways. It was listed as an undergraduate linguistics elective (ENGL 3371), an undergraduate Spanish course (SPAN 4317), and a graduate level linguistics course for master’s students (ENGL 6366). There are no pre-requisites for any of these course listings. After completing their sociolinguistic interviews, the students were taught two different transcription methods: manual transcription using ExpressScribe and revising an auto-generated transcription using Microsoft Stream. Students were provided with readings related to the course’s two highlighted topics for analysis: gender assignment of borrowings (i.e., whether someone would say “los keys” or “las keys”) and language ideologies and attitudes (i.e., negative perceptions of code-switching). The graduate students enrolled in the course created video presentations on articles related to these topics, and students responded on the discussion board within Blackboard.

21 At UTRGV, linguistics courses fall under the Writing & Language Studies Department and have an ENGL pre-fix. This is not due to the language modality but rather the content pre-fix of ENGL for English Studies which are also within the department. On the other hand, courses with SPAN pre-fix are within the Spanish program under the Writing & Language Studies Department, and these courses are taught in Spanish.
Students also participate on the Flipgrid video discussion board each week, discussing the readings, topics, presentations and what they noticed about the language of the interviews and the transcription process. At the end of the semester, students created group video presentations in which they compared and analyzed linguistic features from each of their sociolinguistic interviews, especially as they related to the two highlighted topics. Finally, undergraduate students submitted reflection papers, and graduate students submitted reflective research papers on the highlighted course topics.

The Students

At UTRGV, even when courses aren’t designated as bilingual or Spanish, the class may be predominantly comprised of Spanish/English bilingual students. According to self-reports, my Fall 2020 ‘Intro to Border Languages’ class included 28 students Spanish/English bilinguals, one English/Arabic bilingual, and two students with receptive competence in Spanish, meaning that they understand spoken and/or written Spanish (See Figure 1). In Spring 2021, my ‘Community Language Project’ course included 27 Spanish/English bilinguals, one English/Arabic bilingual, and one student with receptive competence in Spanish. (See Figure 1.) In the Spring course, there were 13 students registered under the English undergraduate section, 5 students registered under the Spanish undergraduate section, and 10 students registered under the English graduate M.A. level section. (See Figure 1.)

Figure 1. Linguistic Profile of Students in Translanguaging Courses

It should be noted that the students with receptive Spanish skills wrote that they spoke only English; however, they each mentioned understanding either spoken or written Spanish to some extent. Similarly, students who are labeled as Spanish/English bilinguals in Figure 1 often included disclaimers, stating that they speak “mainly English” or “broken Spanish.” Unfortunately, it is quite common for individuals with Spanish as a heritage language to experience linguistic insecurity about their Spanish skills and to describe their language use as not real Spanish, inadequate or incorrect in some way, or not enough to be counted (Christoffersen, 2019). During the semester, we work to reverse this.
4. Translanguaging Stance & Design

Each of these courses embodies a translanguaging pedagogy expressed through intentional planning and design, which is evident in a) the syllabi, b) the community engaged scholarship project, c) Flipgrid video discussion boards, d) weekly announcements/emails, e) instructor videos, and f) course content. Below I will review each of these aspects of translanguaging design in the ‘Intro to Border Languages’ and ‘Community Language Project’ courses.

a) Syllabi

In my syllabi, I describe my translanguaging stance in a section entitled ‘Bilingual/Translanguaging Pedagogy.’ Below is an excerpt from my syllabi (1).

(1) Bilingual/Translanguaging Pedagogy
Where would a class on Border Languages in the valley be without Spanish, code-switching, translanguaging, Spanglish, or TexMex? (We’ll talk about these terms this semester.) Whatever languages or combinations of languages you speak, we embrace all language varieties in this classroom space as having inherent value. Instead of a deficit perspective, we will recognize multiple and diverse language practices as enriching our classroom environment, our learning, and ourselves. At any time in class discussions, you are encouraged to use Spanish, English and/or other languages or combinations of languages as a resource. You are also welcome to use diverse languaging practices on any and all assignments.

I lived in Puebla, Mexico for 1 year, and São Paolo, Brazil for 2 years. I love languages and all varieties of language! So, please feel free to contact me en español, inglés, portugués, or una combinación via email, zoom, yammer, or talk to me in class or office hours in any of these languages.

The bold and italicized typeface highlight important concepts from translanguaging pedagogy and introduce students to translanguaging as a key aspect of the course. I instruct students that they may use diverse languaging practices on any and all assignments, and the use of code-switching in the second paragraph (starting with ‘en español’) is intentional, in order to model and reinforce that these languages can be used together. On the Border Languages syllabus, I include an image of a sign that incorporates code-switching (Figure 2), which we discuss during the course.

b) Community Engaged Scholarship

The community engaged scholarship project is inherently bilingual as students collect and/or revise bilingual interviews for a bilingual corpus. Although participants may start the interview in either Spanish or English, we talk extensively about how code-switching is expected given the bilingual context, in-group communication, and casual nature of the conversations. Prior to the interviews, we talk about how code-switching has been documented as a highly sophisticated skill and how it will be very interesting to analyze this practice. Students are given sample interview...
questions in both English and Spanish, and they are instructed to allow the participant to choose whether they would like to fill out the intake forms in Spanish or English, such as the consent form and the Bilingual Language Profile. The introduction to the project also features a video about the CoBiVa (Jiménez, 2020) including positive valuations of code-switching and local bilingual language varieties.

c) Instructor Videos

Each week, I create an overview video to introduce the module’s topic and assignments. I also create one to four video lectures or training videos. All of these videos typically include code-switching in one way or another. It can be through greetings (‘Welcome! ¡Bienvenidos!’) or clarification of instructions (‘y te puedes presentar en español o inglés o los dos si quieres’). Another common type of code-switch is including relevant examples of topics, themes, or sample interviews from the CoBiVa.

d) Flipgrid Video Discussion Boards

During the first week, students introduce themselves on the Flipgrid video discussion board with short videos. Below is the prompt from the first week (1), which was accompanied by the image in Figure 3.

(1) Introduce yourself to your classmates. It is up to you what you would like to share. Options include: name (nickname), preferred gender pronoun, degree/major/minor, year of study (freshman, junior, etc), a hobby, a favorite sport, a favorite food, a favorite show/podcast, something that makes you happy, your Quarantine Superpower :D. Te puedes presentar en español o inglés, o los dos si quieres.

While the syllabus and syllabus quiz emphasize that students may use any languages or combination of languages on any and all assignments, I re-state this in the first Flipgrid prompt. To break the long entrenched patterns of English superiority and English as the only acceptable academic language, it requires some encouragement. Even still, in the first week, only a few students code-switched in their first Flipgrid videos; however, as will be detailed in the analysis below, that quickly increased in the following weeks. During the first week, I respond to each student’s video post individually with a video. After that, I respond to each video post with a written comment. In each case, I follow the student’s language choice and encourage the use of code-switching.

e) Weekly Announcements/ Emails

Every week, I send out an announcement in Blackboard, which is also sent to students via email. This announcement includes clarifications, feedback, and reminders as well as a section called ‘Flipgrid Highlights’. This provides public recognition for students’ contributions on the video discussion board. Below are some excerpts of ‘Flipgrid Highlights.’
(2) **Kimberly, Ileana, and Chrissy** brought up awesome examples of beautiful local terms like *trocita*, *vaquerero*, and *parqueadero*. Remember, there is no one right way to say anything. It’s just language variation. On that note, the language you use in school is not the ‘correct’ one. In fact, Critical Language Awareness helps us understand that more.

(3) **Daniela** mencionó la percepción de un español puro y percepciones que tienen algunos sobre cual versión del español sea mayor. También compartió sus experiencias y perspectivas como una futura maestra. ¡Por cierto, ¡va a ser una maestra excelente!

(4) **Taalah** also shared about how she could relate to the topic as a speaker of Moroccan Arabic who feels comfortable speaking only with certain individuals just like Victor in the article.

In my ‘Flipgrid Highlights,’ I follow students’ linguistic choices. For example, the comment referring to the conversation among Kimberly, Ileana, and Chrissy (2) includes some of the borrowings they mentioned, and my comment about Daniela’s post (3) is in Spanish, following her linguistic choice. While most of the students are Spanish/English bilinguals, we sometimes have other languages represented in the class, and I encourage students to draw connections between their experiences. For instance, I highlight Taalah’s video (4) which connects her English/Arabic bilingualism to the Spanish/English bilingualism of the valley.

f) **Course Content**

Another key aspect of translanguaging pedagogy in these courses is the course content. In the Border Languages course, 15/19 readings are by Hispanic authors, and they are all relevant to the context of U.S.-Mexico border. While there are fewer readings by Hispanic authors in the Community Language Project (4/14), we consider the sociolinguistic interviews from the community as a key text as the students spend the majority of their time conducting, collecting, transcribing, revising, reformatting, and/or analyzing these interviews. As such, these courses also adhere to culturally relevant pedagogy (Paris, 2012; see also Feria, this volume).

4. **Methods**

As an ethnographic study, the research methods for this paper include many hours of participant observation. Kimberly was enrolled as a student in both courses, and I was the sole instructor of the courses. Additionally, we provide thick, detailed descriptions of the courses along with how translanguaging pedagogy is implemented in these classes, including the community engaged scholarship project. We then analyze how students translanguage in the classes through a mixed methods analysis of code-switching (Zentella, 1990), incorporating a quantitative and qualitative analysis of reflection papers and Flipgrid video discussion boards.

Students complete reflection papers at the end of the semester in each class, and the instructions for undergraduate students follows:

(5) Write a short reflection on your experience during this course and with the sociolinguistic interview project. What have you learned? How will this impact you as you move forward in your studies and/or career path? You may refer to readings from the class, but this is not necessary. You may discuss any of the topics during class that related to your

22 All student names are pseudonyms, except for those mentions of Kimberly’s contributions.
experience during the interview or anything you noticed about the language used during the interview.

Graduate students write a reflective research paper, so the assignment sheet included more instructions referring to the literature review and analysis portions of the paper; however, graduate students are also asked to reflect on their experiences. Interestingly, while the instructions did not ask students to reflect on the translanguage pedagogy of the course, this topic did come up in many of the papers.

Flipgrid (Microsoft, 2012a) is a free online video discussion board, originally created by Dr. Charlie Miller. In contrast to typical written text-based online discussion boards, Flipgrid allows students to upload videos. Since it is asynchronous, it allows students to see and hear one another even if they do not have a fixed class meeting time. Students may access the Flipgrid via a smartphone app or computer. (See Figure 4.) In the sociolinguistics courses discussed here, I typically post prompts, and students respond with a short video. Although in ‘Intro to Border Languages,’ sometimes students respond to group video presentations. In addition to replying to the prompt, students respond to each other’s posts with either a video or written comment.

**Figure 4. Example of Flipgrid on computer and phone (Microsoft, 2012b)**

In all, we analyzed 125 reflection papers from the eight times that I have taught these courses over the past four years. We also analyzed 390 Flipgrid posts (video or written) from Fall 2020 and Spring 2021. Code-switching is often defined as the alternation between two or more languages within the same utterance or conversation (Gumperz, 1982). Although scholars debate whether all single word code-switches are borrowings or if this should be determined based on phonological integration and/or frequency (Grosjean, 1995; Poplack & Meechan, 1995), we have coded simply as multi-word code-switches and single-word code-switches, since our intent here is to determine how and to what extent students engage in translanguage events in the courses.
Figure 5. Example Coding for Reflection Paper

We manually coded each instance of code-switching as single-word or multi-word, and we coded for references to translanguaging pedagogy. We used Dedoose (2018) qualitative data analysis software to organize, analyze and code the data. Videos were coded with detail, resulting in multiple codes for each video, representing each instance of single-word and multi-word code-switching. Figure 5 demonstrates the coding process for a reflection paper; each coded segment is shown in different colors, although they may refer to the same code. Similar to other qualitative data analysis software, housing all the data inside of one platform facilitates the analysis across the various data, which in this project include videos, written word documents, and text comments.

6. Analysis of Translanguaging Events in Student Code-Switching

The instructor’s translanguaging stance and translanguaging design are essential to a translanguaging pedagogy, but the purpose of all of this is to encourage students’ use of their full linguistic repertoire and translanguaging in the classroom. An analysis of code-switching is certainly not the only way to observe this, but it does serve as a baseline measure of how students respond to the translanguaging stance, design, and shifts implemented by their instructor. In essence, our question is: How and to what extent do students engage in dynamic bilingual language practices in these courses characterized by translanguaging pedagogy?

Student Code-Switching in Reflection Papers

Out of 125 reflection papers from eight different sections of these two courses over the past four years, 87 (69.6%) papers include no code-switching, 38 (30.4%) include single-word code-switching, and 7 (5.6%) include multi-word code-switching. (See Figure 6.)
The amount of code-switching in reflection papers (45 out of 125, 36.0%) is significant compared to reflection papers from a course without an explicit translanguaging pedagogy (4 out of 22, 18.2%) \( (Z = 4.74, p = < 0.0001) \). This shows that there is a significant effect for the explicit translanguaging design and pedagogy. These results are especially noteworthy given that I have always been open to speaking Spanish to students in my classes, incorporating Spanish language examples and having conversations with students. So, the actual effect may be even more pronounced compared to code-switching in another course. However, to limit confounding factors of different professors and assignments, I have used a comparison point for a similar reflection paper assignment in one of my other classes. The use of code-switching in written papers is particularly striking, since English is widely accepted as the language of academics, especially in writing \( (\text{Mazak & Herbas-Donoso, 2014}) \). As the reflection papers were turned in at the end of the semester, it is likely that students’ level of comfort with incorporating bilingual practices in these courses increased throughout the semester, as will be shown below in the analysis of student code-switching on the Flipgrid discussion board.

**Student Code-Switching on Flipgrid Video Discussion Board**

In the Fall 2020 ‘Intro to Border Languages’ course, students participated in asynchronous video discussions on Flipgrid. An analysis of the Flipgrid video posts and comments provides insight into the evolution of translanguaging in the course. During Week 1, 80 (96.4%) of students’ video and written comments includes no code-switching, 1 (1.2%) includes single-word code-switches and 2 (2.4%) includes multi-word code-switching. However, during the second week, the trend changes quite drastically. Only 47 (67.1%) of Flipgrid posts exhibit no code-switching, while 14 (20.0%) include single-word code-switches, and 13 (18.6%) include multi-word code-switches. \( \text{(See Figure 7.)} \) The amount of code-switching on Flipgrid in Week 2 (27 out of 70 posts, 38.6%) is significantly greater compared to code-switching on Flipgrid during Week 1 (3 out of 83 posts, 3.6%) \( \text{(Mann–Whitney U test statistic [MWU] =2069 P<0.0001)} \)
We believe that this increase from Week 1 to Week 2 is at least partially accounted for by the course content and instructor feedback. In terms of Week 2 content, students in the Border Languages class read about counter-hegemonic language practices and ideologies in Southwest Texas (Achugar, 2008) and language ideologies in the Rio Grande Valley (Christoffersen, 2019); they also viewed two video lectures on language ideologies that included code-switching.

By Week 2, I provide positive reinforcement for the use of code-switching through video responses to students on Flipgrid as well as the ‘Flipgrid Highlights’ section of the weekly announcement/email, characterized by translanguaging shifts. The following are excerpts from the Flipgrid video discussion board. When students mention speaking Spanish or code-switching, I encourage them to use these languaging practices in the class:

(6) Eduardo: My major is English with a teacher certification 7 through 12. Y una cosa que me gusta hacer es comer y ir al parque pero ahorita no puedo hacer eso por qué... And well other things that I like to do is play football and hang out with my wife and my baby.

Katie: Hi Eduardo! Es el primer video que veo que es en español or at least part of it en español. So me encanta. I love it. Thank you. Gracias. Also, I remember seeing that picture of your daughter and she's just so cute... So it's great to have you in class and mucho gusto, es un placer and it's super nice to meet you.

(7) Luis: ...I like to make new friends as well so. So I'll be here and I also speak Spanish, so you can talk to me in Spanish or English. And I really don’t mind...

Katie: ...Es muy bueno que puedes hablar español e inglés. Y entre- durante las discussions en Flipgrid y también en las escrituras y en las asignaturas puedes escribir en español, los dos. Todo es válido- toda lengua es válida aquí en esta clase. So you can feel comfortable to use both of those languages together. Choose- use one, go in and out, either way, right?...
Laura: My first language is Spanish. That's the language I grew up speaking, and I only learned English until I joined elementary school here, Mercedes.

Katie: Hi Laura, hola, y nada más para decirte que puedes hablar español aquí. El español, el inglés o los dos, como quieras.... It's great to have you here y cuando quieras puedes hablar en español, inglés, los dos. Como quieras como te sientas a gusto.

Kimberly remembers seeing the translanguaging pedagogy in the syllabus and the instructions stating that they could use Spanish or code-switching. But the first week, she was a bit nervous whether this was really the case and didn’t code-switch in her Flipgrid video or weekly response paper. She started code-switching during Week 2 after viewing the video by Eduardo along with my video reply (6) and reading the weekly email/announcement where I highlighted Flipgrid posts, including some that used Spanish and code-switching. In this way, the encouraging comments in a reply to one student impacted other students in the class as well.

Other students already use code-switching in their Week 1 Flipgrid videos, and I reinforce this practice by following their linguistic choices and providing positive evaluations of code-switching. The following Flipgrid video post (9) provides one such example.

Beto: I think that the linguist spoke of several things that were mentioned in Gloria Anzaldúa’s book, from a different perspective- were borderlands and fronteras. And. This idea of a hierarchy of dialects or hierarchy of language, language variations. It is something really prominent in that book of hers. And. Y sí, o sea creo que es algo que en el valle tenemos algo en particular al menos si vives aquí en el valle es completamente foranio aquí. Yo viví diez años de mi vida en Reynosa, los diez primeros años de mi vida. Y me mudé aquí en pues en los diez años y he estado 16 años aquí. Entonces, in that time I learned to value and respect this language variety that we have something that was not the case cuando llegué. Now where I come from, we call this code-switching Tex-Mex, or it’s Spanglish, pocho. And this is a derogatory term where I come from. And it means that you’re not Mexican enough and....

Katie: I often tell students if they have more to say, they can feel free to add an additional another video so no hay problema y me encanta tu code-switching tu cambio de código and that’s something that I just love, and I think if- we can do it in this class and it’s really beautiful. En tus reflexiones, cuando quieras. Escrito y también en las conversaciones aquí en Flipgrid, you can feel free to switch between the languages.

Here Beto fluidly uses his entire linguistic repertoire, switching between Spanish and English. Interestingly, when he’s doing an analysis or commentary on readings, he talks in English. Then for his experience with the valley and Reynosa, he switches to Spanish. In this video post, he draws connections to his own experiences, the course content, and previous knowledge related to Anzaldúa’s (1978) theorization of borderlands. I respond by encouraging the use of Spanish and English together in both Flipgrid videos and written assignments.

We do not see the same drastic change between Week 1 and Week 2 of the Spring 2021 ‘Community Language Project’ course, which makes sense since 16 out of 25 students (64%)...
had taken one of my courses before, and of those 12 (48%) had taken the ‘Intro to Border Languages’ course. So, they were already familiar with my translanguaging pedagogy.

**Figure 8. Number of Code-Switches on Flipgrid by Topic in Fall 2020 (Intro to Border Languages)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Code-Switches</th>
</tr>
</thead>
<tbody>
<tr>
<td>wk 1: Introduction</td>
<td>4</td>
</tr>
<tr>
<td>wk 2: Language Ideologies</td>
<td>7</td>
</tr>
<tr>
<td>wk 3: Language Attitudes</td>
<td>12</td>
</tr>
<tr>
<td>wk 4: Maintenance/Shift, Policy/Politics</td>
<td>3</td>
</tr>
<tr>
<td>wk 5: Language Variation at the Border</td>
<td>102</td>
</tr>
<tr>
<td>wk 6: ExpressScribe Transcription</td>
<td>0</td>
</tr>
<tr>
<td>wk 7: Code-Switching</td>
<td>18</td>
</tr>
<tr>
<td>wk 8: Translanguaging, Spanglish or CS</td>
<td>7</td>
</tr>
<tr>
<td>wk 9: Language Ethnicity &amp; Borderlands</td>
<td>11</td>
</tr>
<tr>
<td>wk 10: Editing Auto-generated Method</td>
<td>20</td>
</tr>
<tr>
<td>wk 11: Editing Auto-generated Method</td>
<td>14</td>
</tr>
<tr>
<td>wk 12: Transcript Revision</td>
<td>5</td>
</tr>
<tr>
<td>wk 13: Transcript Revision</td>
<td>4</td>
</tr>
<tr>
<td>wk 14: Final Reflection</td>
<td>4</td>
</tr>
</tbody>
</table>

**Figure 9. Number of Code-Switches on Flipgrid by Topic in Spring 2021 (Community Language Project)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Code-Switches</th>
</tr>
</thead>
<tbody>
<tr>
<td>wk 1: Introduction</td>
<td>4</td>
</tr>
<tr>
<td>wk 2: Language Ideologies</td>
<td>7</td>
</tr>
<tr>
<td>wk 3: Language Attitudes</td>
<td>12</td>
</tr>
<tr>
<td>wk 4: Maintenance/Shift, Policy/Politics</td>
<td>3</td>
</tr>
<tr>
<td>wk 5: Language Variation at the Border</td>
<td>102</td>
</tr>
<tr>
<td>wk 6: ExpressScribe Transcription</td>
<td>0</td>
</tr>
<tr>
<td>wk 7: Code-Switching</td>
<td>18</td>
</tr>
<tr>
<td>wk 8: Translanguaging, Spanglish or CS</td>
<td>7</td>
</tr>
<tr>
<td>wk 9: Language Ethnicity &amp; Borderlands</td>
<td>11</td>
</tr>
<tr>
<td>wk 10: Editing Auto-generated Method</td>
<td>20</td>
</tr>
<tr>
<td>wk 11: Editing Auto-generated Method</td>
<td>14</td>
</tr>
<tr>
<td>wk 12: Transcript Revision</td>
<td>5</td>
</tr>
<tr>
<td>wk 13: Transcript Revision</td>
<td>4</td>
</tr>
<tr>
<td>wk 14: Final Reflection</td>
<td>4</td>
</tr>
<tr>
<td>wk 15: Transcript Revision</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Spanish Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>wk 1: Introduction</td>
<td>0</td>
</tr>
<tr>
<td>wk 2: Language Ideologies</td>
<td>4</td>
</tr>
<tr>
<td>wk 3: Language Attitudes</td>
<td>7</td>
</tr>
<tr>
<td>wk 4: Maintenance/Shift, Policy/Politics</td>
<td>12</td>
</tr>
<tr>
<td>wk 5: Language Variation at the Border</td>
<td>18</td>
</tr>
<tr>
<td>wk 6: ExpressScribe Transcription</td>
<td>0</td>
</tr>
<tr>
<td>wk 7: Code-Switching</td>
<td>7</td>
</tr>
<tr>
<td>wk 8: Translanguaging, Spanglish or CS</td>
<td>11</td>
</tr>
<tr>
<td>wk 9: Language Ethnicity &amp; Borderlands</td>
<td>18</td>
</tr>
<tr>
<td>wk 10: Editing Auto-generated Method</td>
<td>0</td>
</tr>
<tr>
<td>wk 11: Editing Auto-generated Method</td>
<td>7</td>
</tr>
<tr>
<td>wk 12: Transcript Revision</td>
<td>12</td>
</tr>
<tr>
<td>wk 13: Transcript Revision</td>
<td>18</td>
</tr>
<tr>
<td>wk 14: Final Reflection</td>
<td>0</td>
</tr>
<tr>
<td>wk 15: Transcript Revision</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Number of Code-Switches and Spanish Posts**

61
We also note that the amount of code-switching differed by topic and week. Here we count single-word and multi-word code-switches together per each Flipgrid post. During Fall 2020, the highest instances of code-switching occur when discussing language variation (102), language ideologies (46), code-switching (18), and language ethnicity and borderlands (11). (See Figure 8.) During Spring 2021, the highest instances of code-switching and Spanish language posts are for introductions (61), week 9 ExpressScribe transcription (57), analyzing sociolinguistic variation (54), week 12 editing auto-generated transcriptions (29), and sociolinguistic interviews (28). (See Figure 9.)

The topics with the highest amount of code-switching in Fall 2020 are related to various aspects of language variation; there are fewer instances of code-switching once students start the CoBiVa project. Although at that point, their homework assignments are bilingual, as they revise sociolinguistic interviews. In Spring 2021, students code-switch for topics related to language variation but also transcription methods. This may be due in part to the cross-listing of the course with the Spanish section (SPAN 4317).

**Figure 10. Percentage of Total Students who Code-Switched on Flipgrid by Semester**

![Percentage of Students](image)

Perhaps one of the most important findings is that most students in each class include at least one code-switch or fully Spanish language post on Flipgrid during the semester. Altogether 22 out of 26 students\(^\text{26}\) (84.6%) code-switch at least once during Fall 2020 and 22 out of 25 students (88.0%) during Spring 2021. (See Figure 10.) Averaged over the two semesters, 44 out of 51 students (86.3%) code-switch at least once on Flipgrid.

---

\(^{24}\) There were optional Zoom meetings as an alternative to Flipgrid during Weeks 3, 9, 12, and 14 for Fall 2020, which result in lower code-switches. During Spring 2021, optional Zoom meetings were held during Weeks 4, 5, 6, 10, and 13 as an alternative to FlipGrid. Additionally, students’ one lowest discussion score was during each class, and some students decided not to complete one Flipgrid post.

\(^{26}\) This analysis omits students who officially dropped the course.
Figure 11. Number of Code-Switches on Flipgrid per Student during Fall 2020 (Intro to Border Languages Course)

Figure 12. Number of Code-Switches on Flipgrid per Student during Spring 2021 (Community Language Project Course)

The amount of code-switching per student on Flipgrid ranges from zero to 32 during Fall 2020 and from zero to 87 during Spring 2021. (See Figure 11 and Figure 12.) Overall, students code-switch an average of 8.2 times during Fall 2020, and 14.2 times during Spring 2021. These results show that students are in fact responding to the translanguaging pedagogy by using bilingual language practices including single-word and multi-word code-switching. In fact, these results...
for code-switching do not include monolingual Spanish posts, which are prevalent in Spring 2021, due to the Spanish crosslisting. It should also be noted that even when students aren’t code-switching, they are responding to one another’s comments. So, in yet another way, students are translanguaging as they respond to posts that include code-switching or Spanish language posts, even if they choose to respond in English.

7. Analysis of Student Reflections on Translanguaging Pedagogy

Some students use reflection papers as an opportunity to reflect on the translanguaging aspect of the course, even though this was not specifically required per the instructions. This suggests that the courses’ translanguaging pedagogy was meaningful enough for these students to reflect upon unprompted. For example, in (10), Monica examines how the course’s translanguaging pedagogy was meaningful to her personally and how it ‘meant so much’ to her that I spoke both English and Spanish in the class and incorporated bilingual materials, such as the readings.

(10) Monica: My problem with identity was always a question mark because of my Spanish Mexican cultural roots and yet my English education dominated most of it; I no longer have this problem about who I am because my professor welcomed discussions in the course using and encouraging both English and Spanish words as she spoke and it made me feel like that was right, I felt progression in her bilingualism and it felt correct, almost like the justice Gloria Anzaldúa spoke of in her poems, the best way forward from linguistic terrorism is duality, the usage of bilingualism and even translanguaging if there’s room for it- Of course there could be. How many professors-White professors in University classrooms do this in America? In the RGV? I’ve never heard any of my professors here use Spanish unless they were off the clock and code-switching or unless they were actually teaching Spanish. This small thing, is a sentiment to me that means so much, and for the first time I was introduced to texts in our class readings that had both Spanish and English in them, whether they were studies such as my favorite Toribio’s Accessing bilingual code-switching competence, or poems written by Mexican-Americans and Chicanos(as) such as Anzaldúa and her How to Tame a Wild Tongue, or from our class textbook written by Glenn A. Martinez…. We don’t need to make a barrier in the classroom when it comes to written works, and code-switched and switching language. Whether we read or have discussions in which the language is mixed, this should be the new okay.

In this powerful reflection, Monica draws connections between the translanguaging in the course and the duality in Gloria Anzaldúa’s (1987) work, stating “the best way forward from linguistic terrorism is duality.” Anzaldúa’s concept of linguistic terrorism refers to the hostility expressed by English and Spanish speakers towards Chicanos’ bilingual language varieties. Monica extends the notion of duality to the two languages used in the course. She also states that not only has she never had any professors use Spanish in class when not specifically teaching the Spanish language but that she never heard of this. She references English as the language of the school system and instead remarks that “We don’t need to make a barrier in the classroom.” For Monica, this course has broken down barriers and allowed a new vision and space to imagine a classroom pedagogy where bilingual language practices should be the “new okay.” While this statement may at first seem anti-climactic, the “new okay” is actually quite powerful, suggesting perhaps that rather than something marked or surprising, translanguaging pedagogy could become commonplace and expected in the classroom.
In another reflection paper (11), Faith mentions the historical context and the power hierarchies of the English language, including its connection to colonization and racism.

(11) **Faith:** The mere prevalence of English has to deal with much greater issues of colonization and racism, amongst others, and merely teaching the language I think can in a way help perpetuate these issues. When teaching students who speak other languages, I would not want to subject them to the same negative language attitudes we’ve discussed in class, and I think more institutions should embrace these other languages instead of abandoning them in favor of English. **When I say this though, I mean a full embracing of the language, similar to how this class was a linguistic safe space, rather than just viewing it as an additional asset to be tapped into whenever needed.**

Faith also discusses how learning from this course will impact her teaching. Specifically, she will avoid negative language attitudes and subtractive models of bilingualism. Instead, she plans to implement “a full embracing of the language” which harkens the translanguaging notion of the full linguistic repertoire. Faith further describes how this class has been a “linguistic safe space, rather than just viewing it as an additional asset to be tapped into whenever needed.” This last sentence is quite telling. Despite decades of research on the functions, systematicity, and sophistication of code-switching (Poplack, 1980; Zentella, 1982), it is still often incorrectly viewed as a ‘crutch’ for lexical gaps. Faith here is countering that negative notion, suggesting that bilinguals should not be required to limit their linguistic skills. Instead, we need to fully embrace, encourage, and appreciate bilingual language practices in the classroom.

One of the few students that wrote his reflection paper in Spanish (12), Ivan outlines the benefits of Flipgrid video discussions as a beneficial tool that allows students to reflect and discuss the material without filters involved in writing.

(12) **Ivan:** Algo que definitivamente disfrute mucho fue el formato en el que compartimos nuestras discusiones, desde mi punto de vista personal el uso de Flipgrid para entablar un tema de conversación con los compañeros de clase es una herramienta muy beneficiosa ya que mantiene el dinamismo del foro y creo que ayuda mucho a que el autor de la discusión refleje su punto de vista de una mucho mejor manera y sin tantos filtros debido a no encontrar la manera de poner las palabras que busca en el papel. Otra cosa que me gusto y me pareció muy peculiar fue que la clase fue bilingüe, eso es algo que nunca me había tocado ver en ninguna de mis otras clases antes, creo que eso ayudo mucho a la dinámica de la clase ya que por ejemplo en mi caso personal, las discusiones no me gustaba hacerlas en inglés debido a que sentía que me costaba más expresarme y el hecho de poder hacer mis discusiones en español y recibir la realimentación de mis compañeros en inglés fue algo único que creo que de alguna manera termina por ser un formato algo futurístico.

The second thing that Ivan reflects upon that he enjoyed during the course is the bilingual nature of the class, something that he never saw before in any of his other classes. He explains that this helps the dynamic and allowed him to complete the discussion videos in Spanish while receiving feedback from his classmates in English. He describes this format as “unique” and “futuristic.”

Finally, Daniela (13) simultaneously discusses the bilingual aspect of the course and enacts it as she writes with frequent multi-word code-switches.
(13) Daniela: However, this class allowed me to realize that Spanglish speakers don’t ever have to apologize for being fabulous y poder hablar un idioma and quickly switch to the other, y al que no le guste, let them continue being linguistic oppressors. Because, why is it that the use of Spanglish piss off so many people? Like, I appreciate cuando me dicen "Daniela, nos vemos mañana" pero le falta sazón, so, "Daniela ahí nos watchamos!" it really touches my soul.

Daniela describes “Spanglish speakers” as “fabulous” and people who criticize or dislike code-switching as “linguistic oppressors.” She references Spanish varieties and how it feels different to her when someone says “nos vemos mañana” in a more formal ‘standard’ Spanish variety and “ahí nos watchamos” with a morphologically integrated borrowing of the word ‘watch’ that is common in U.S. Spanish varieties. This excerpt then is a beautiful reflection of a student integrating their full linguistic repertoire (through multi-word code-switches), demonstrating metalinguistic awareness (nos vemos v. nos watchamos), and critical language awareness (linguistic oppressors).

6. Discussion & Conclusions

This study responds to calls for further examples of translanguaging pedagogy (Canagarajah, 2011; Creese & Blackledge, 2010), in this case online asynchronous courses at a Hispanic Serving Institution. The description of the courses provides examples of intentional and purposeful translanguaging design in course syllabi, content, instructor videos, and assignments. Examples of instructor feedback demonstrate translanguaging shifts in moment to moment classroom interactions. Additionally, the analysis of translanguaging events through the quantitative analysis of student code-switching and the qualitative analysis of student reflections on translanguaging pedagogy demonstrate the powerful impact of translanguaging pedagogy as a transformative tool for social justice.

Based on the findings, we suggest the importance that instructors explicitly state, encourage and reinforce the translanguaging pedagogy. We also suggest that class discussions are an important site to implement and reinforce translanguaging pedagogy. In online asynchronous classes, instructors may consider incorporating Flipgrid video discussion boards in order to provide a mode of interaction that approximates face-to-face classroom discussions. Additionally, we note the drastic increase in code-switching on the Flipgrid video discussion board after the first week’s discussions, demonstrating the need for frequent translanguaging shifts through instructor feedback. Based on these findings, we recommend that instructors actively engage with students in their chosen language varieties, to encourage and highlight bilingual language practices, to model bilingual language practices in all aspects of the course, and to include bilingual and/or culturally relevant materials.

While the courses described and analyzed above successfully implemented a translanguaging pedagogy, they also incorporate other complementary pedagogies. For instance, the community engaged scholarship project allowed students to value and study their community and their community’s language through involvement in a research. The incorporation of a culturally relevant pedagogy (Paris, 2012) by way of including Hispanic authors and bilingual texts relevant to the community provide models and examples of translanguaging and increase appreciation for these bilingual language practices.
Finally, these classes incorporate critical language awareness by providing a space for students to critically examine, question, and challenge the historical contexts and hierarchies of language. In order for a translanguage pedagogy to have its most transformative effect, instructors should move beyond the promotion of multiple and varied linguistic codes in the classroom to a critical analysis of the power relations embedded within the sociohistorical and political use of language, empowering students to envision and create change in their classrooms and their communities. In the qualitative analysis of student reflections on translanguage pedagogy, students did not only comment on translanguage. Rather, Monica references Anzaldúa’s theorization of linguistic terrorism (Anzaldúa, 1987), Faith examines issues of colonization and racism, and Daniela refers to and admonished linguistic oppressors. Most importantly and in true CLA fashion, they each look forwards in how to create change. Monica describes “the new okay,” Faith explains how this will impact her teaching, Ivan describes the translanguage pedagogy as “futuristic,” and Daniela describes a new realization that “Spanglish speakers don’t ever have to apologize for being fabulous.” As Monica so beautifully phrased it, “the best way forward from linguistic terrorism is duality.” While a translanguage pedagogy is a wonderful starting point, translanguage pedagogy together with critical language awareness allows students to critically examine and challenge negative valuations of language varieties.
References


of language education in Mexico. *Journal of Multilingual and Multicultural Development, 40*(6), 504-517.


Flores, N. (2014, July 19). *Let’s not forget that translanguaging is a political act*. The Educational Linguist. [https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/](https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/)


