
Tracing Translanguaged Voices in Bilingual Teacher Narratives

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ABSTRACT: This case study explores how bilingual teacher candidates (BTCs) in a Texas dual language teacher education program reflect on their mathematics teaching experiences through a translingual, transcultural, and transdisciplinary lens. By analyzing bilingual teacher narratives, the study investigates how translanguaging and reported speech shape their teaching identities and pedagogical practices. Findings highlight "*translanguaged polyvocal speech*" (TPS), or *polivoces*, as a key process, where BTCs integrate multiple linguistic and semiotic resources to construct mathematical meaning and negotiate bilingual identities. The study emphasizes how BTCs use TPS to challenge rigid language hierarchies and promote dynamic, multilingual pedagogies in bilingual mathematics instruction.

KEYWORDS: Bilingual education, teacher education, translanguaging, reported speech, transdisciplinary, polyvocality

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The purpose of this article is to present a case study analysis of how bilingual teacher candidates (BTCs) make sense of their mathematics teaching experiences through 'trans-' perspectives of sociocultural-sociolinguistic processes, that is through translingual, transcultural, and transdisciplinary understandings (Bauer et al., 2021; Guerra, 2007; Pierson & Grapin, 2021). This case study investigates the mathematical biliteracy practices of BTCs in dual language programs (Bravo & Téllez, 2024). By focusing on BTCs' reflections of

integrating language, literacy, and content, we explore how translanguaging and related sociocultural processes become interconnected processes in bilingual mathematics instruction.

Our guiding question is: *How do novice bilingual teachers critically reflect and make sense of teaching mathematics content using their bicultural-bilingual resources?* To explore this question, we examine how BTCs navigate their pedagogical development and perspectives on bilingual mathematics instruction. To frame our study, we adopt a sociocultural perspective on disciplinary teaching and learning, which recognizes disciplines (e.g., social studies, science, mathematics) as distinct and porous cultural communities shaped by ideological discourses and disciplinary literacy practices (Moje, 2015; Nasir et al., 2020). This perspective allows us to analyze how BTCs engage with bilingual pedagogical practices within mathematics instruction.

Building on the premise that a ‘trans-’ perspective “displaces fixed conceptualization of named language and bounded localities” (Zaidi et al., 2023), we conceptualize ‘trans-’ as an intentional effort to move beyond and across established boundaries in bilingual education. Using thematic analysis and a discourse analysis approach, we examine BTCs’ reflections to understand how novice bilingual teachers redefine disciplinary and linguistic boundaries while engaging in mathematical sense-making.

Research on novice bilingual teacher experiences highlights the role of biliteracy in content areas, the application of dual language bilingual education (DLBE) principles, translanguaging approaches to challenge monolingualism, and critical bilingual pedagogical orientations (García & Wei, 2014; Pierson & Grapin, 2021; Rodríguez & Musanti, 2014; Solís et al., 2024; Yeh, 2017; Zavala, 2017). These studies inform our investigation into how BTCs develop their bilingual teaching identities and instructional strategies.

While this article focuses on bilingual mathematics education, we emphasize that bilingual teachers and students engage in translanguaging and discursive shifts across disciplines, challenging traditional language ideologies. By examining these processes, our study interrogates the intersections of language, identity, and pedagogy in bilingual teacher education, ultimately highlighting the potential of BTCs to transform mathematics instruction through dynamic, multilingual pedagogies.

Theoretical Framework

Our theoretical lens draws from sociocultural and linguistic anthropological perspectives of language use to examine social relations and identity work (Baquedano-López & Garrett, 2022). We consider analysis of language use a principal focus for examining the relationship between macro-, meso-, and micro-processes and actions within and across cultural communities, institutions, and social contexts (Wortham & Reyes, 2020). In this regard, translanguaging is a

ubiquitous, naturally occurring communicative phenomena fundamentally part of the language of bilingual/multilingual interlocutors (teachers, students, families) and social contexts (schools, home, public spaces) (Creese & Blackledge, 2015; Wei, 2018), including STEM contexts (Langman et al., 2021; Poza, 2018; Solís et al., 2018). From this perspective, interactional translanguaging is a distinctive aspect of bilingual/multilingual discourses that is shaped by and constitutes larger socio-historical-political forces and ideologies. Translanguaging practices are part and parcel of the production and reproduction of sociocultural-sociolinguistic knowledge and potentially a form of decolonizing, anti-monolingual social practice (Canagarajah, 2022). In the context of teacher education, translanguaging implicates two important overlapping aspects of communicative social action: shifts between languages (doing translanguaging) and shifts in language (talking about translanguaging). Moreover, we draw from sociolinguistic and linguistic anthropological perspectives of reported speech to examine translanguaging's role in shaping identity through communicative actions, such as teacher narratives. Reported speech has been widely studied, particularly in relation to metapragmatic discourse, epistemic stance-taking, and (re)voicing (Bakhtin, 1981; Ochs & Capps, 2009; Ricoeur, 1985; Silverstein, 2005; Volosinov, 1981). Silverstein's (2005) concept of interdiscursivity is particularly useful here as it acknowledges how discourse moves across time and space, shaping identities through repeated and recontextualized speech events.

Reported Speech and Teacher Identity

As speakers use reported speech, they embed themselves and others within narratives, positioning individuals in relation to events, social roles, and ideological frameworks. The use of reported speech offers recipients a form of 'evidence' of someone else's thoughts, ideas, and talk, which may create a space for mutual assessment of that talk while simultaneously distancing the speaker from the reported speech (Holt, 2009). Through reported speech, individuals engage in discursive positioning, shaping not only their own identities but also those of the people they quote and revoice (Bühler, 1990; Goffman, 1981; Haviland, 1996). Additionally, reported speech is not just a linguistic function but a mechanism for constructing social identities. By selecting what to report, how to frame it, and which voices to amplify or diminish, speakers enact and negotiate roles within a given social and institutional context (Agha, 2005; Bucholtz & Hall, 2005).

In educational settings, particularly within multilingual classrooms, reported speech plays a crucial role in constructing both teacher and student identities through storytelling, quotation, and evaluation of past speech (de Fina, 2016; Wortham & Reyes, 2020). Teachers use reported speech to navigate institutional hierarchies, reinforce their authority, and model language practices to their students. In multilingual classrooms, for example, teachers and students use reported speech to negotiate linguistic legitimacy and authority, shaping perceptions of experience and belonging (Baquedano-López, 2000). Furthermore,

reported speech serves as a means of aligning or distancing oneself from particular discourses, reinforcing institutional power structures, or resisting dominant ideologies (Rampton, 2006).

Importantly, teacher identity is continually constructed and reconstructed through these acts of reporting and revoicing. In this sense, teachers use reported speech not only to position others but to position themselves within broader social, cultural, and institutional frameworks. This ongoing negotiation of teacher identity is particularly salient in multilingual and multicultural classrooms, where teachers must balance their personal linguistic identities with their professional roles as educators (Gutiérrez et al., 2002; Flores & Rosa, 2015). Teacher identity is shaped by the narratives teachers tell about themselves, their students, and their teaching practices, which are mediated through both direct and indirect forms of reported speech (Vásquez & Urzúa, 2009). Teachers' use of reported speech in their own narratives reveals the tension between their personal experiences and the professional identities they wish to project.

Teacher Narratives, Reported Speech, and Teacher Identity

There is limited research on how narrative devices like reported speech or quotative speech are used by in-service or pre-service bilingual teachers to construct their identities as bilingual teachers. Research in STEM education within multilingual classrooms highlights the importance of teacher use of narrative devices like reported speech to illustrate the improvisational, dynamic, and hybrid nature of classroom learning and curriculum (Solís, 2017; Solís et al., 2009). Examinations of quotative speech can reveal the inherent tensions and learning potentialities of teaching and learning contexts and can allow participants to “recreate and organize interactional structures that afford alternative roles, activities, and goals” (Solís et al., 2009, p.148). This negotiation of roles is crucial for teacher identity work, as it allows teachers to align or distance themselves from certain pedagogical practices and the ideologies that inform them. Urzúa and Vásquez (2008) examine the role of future-oriented discourses through narrative talk by novice language teachers (TESOL program students) during mentoring meetings to illustrate teacher professional identity work accomplished through future-oriented reflections. Reflections on teaching involve past, present, hypothetical, and future orientations (Banes et al., 2016; Santagata & Angelici, 2010; Wong et al., 2017). The use of reported speech in post-observation meetings is found to be particularly prominent, offering insights into how teachers represent their developing professional identities.

In a similar vein, Vásquez and Urzúa (2009) extend this initial study to explore the relationship between direct reported speech and direct reported mental states (e.g., thoughts, feelings, attitudes, emotions) among novice language teachers. Direct reported speech, especially when used to express mental states, allows teachers to position themselves more agentively within the narrative of their professional identity. It also reveals how teachers navigate their challenges and

portray themselves as capable professionals (Vásquez & Urzúa, 2009). However, it is important to consider how power asymmetries and culturally-situated roles within educational institutions may shape the ways in which novice teachers represent themselves narratively. The intersection of these discourses with institutional expectations and cultural norms influences how teacher identities are constructed and enacted within professional settings.

By examining the role of reported speech in teacher narratives, we can better understand how teachers, particularly those in multilingual contexts, negotiate and assert their identities as bilingual educators. These narratives reflect teachers' personal and professional identities and also reveal the broader social and institutional forces that shape their teaching practices and their relationships with students.

Related Literature

Research on bilingual teacher preparation highlights the importance of identity formation and reflection in fostering effective teaching practices. Studies emphasize that understanding teacher identities and creating opportunities for collaboration can enhance both the academic development of teachers and the learning experiences of students (Galindo, 1996; Lewis et al., 2006; Villegas & Irvine, 2010; Zavala, 2017). These opportunities allow teachers to draw on their linguistic and cultural knowledge, enhancing their teaching practices (García-Martínez et al., 2021; Hargreaves, 2021; Vangrieken et al., 2015). However, more research is needed on how language, culture, and mathematics interact in bilingual teaching contexts, especially given the shift towards English-only instruction in mathematics and science, even within dual language bilingual education programs (Dominguez et al., 2023; Martínez Hinstroza et al., 2023; Moschkovich, 2007).

The integration of language in mathematics instruction remains a critical area of research, particularly within multilingual classrooms. Mathematics learning is a linguistically complex, multimodal process that involves reading, writing, speaking, and listening (Aguirre & Bunch, 2012; Planas & Civil, 2013). Studies suggest that bilingual teachers can enhance both mathematics and language development by leveraging their own and their students' linguistic repertoires (Celedón-Pattichis & Ramirez, 2012; Yeh, 2017), yet the experiences of novice bilingual teachers once they enter the field are not well understood (Yeh, 2017).

Bilingual Teacher Education and Pedagogical Translanguaging

Novice bilingual teachers face the challenge of integrating language and mathematics instruction, a task that requires balancing both content and linguistic demands. Studies have shown that teachers who are able to leverage their own and their students' linguistic skills are better positioned to engage them in

meaningful mathematical discourse (Celedón-Pattichis & Ramirez, 2012; Yeh, 2017; Zavala, 2017). However, this integration can create tensions in classroom interactions, particularly if teachers are not fully prepared to navigate these challenges (Gutierrez & Vossoughi, 2010; Solís et al., 2009). Research by Zavala (2017) and others suggests that teacher education programs must create opportunities for novice teachers to reflect on their experiences and linguistic repertoires to effectively engage in bilingual classrooms (Jong, 2016; Yeh, 2017).

Moreover, pedagogical translanguaging, the practice of using multiple languages to support learning, has emerged as a key strategy in bilingual teacher education. Translanguaging enables teachers and students to draw on their full linguistic repertoires to make sense of academic content (García, 2013; Gort & Sembiante, 2015). This practice is particularly important in bilingual mathematics instruction, where it can support both language and content development (Esquinca et al., 2014; Somerville & Faltis, 2019). Research on translanguaging in teacher education shows that it helps novice teachers rethink their approaches to language teaching and content delivery, offering a more holistic approach to bilingual education (Musanti & Rodríguez, 2017; Solís et al., 2024; Tian & King, 2023).

The Case for Understanding Trans-Pedagogy through Bilingual Teacher Narratives

Research on bilingual teacher education emphasizes the role of teacher narratives in negotiating identities and challenging educational norms (Moje, 2015; Solís et al., 2024; Suárez, 2020). Bilingual teachers use narratives to resist monolingual norms and assert their professional identities. This case study examines how BTCs use translanguaging and reported speech to articulate their identities as bilingual educators. Building on García and Wei (2014), we conceptualize translanguaging as a dynamic practice in which teachers draw on their full linguistic repertoires to connect with students and reflect on their roles. Furthermore, reported speech allows BTCs to revoice past experiences and pedagogical philosophies, providing insights into how they navigate the intersection of language, culture, and mathematics instruction.

By centering bilingual teacher narratives and leveraging cultural and linguistic knowledge, we aim to understand how BTCs navigate and construct their transcultural and transdisciplinary identities in the context of bilingual education. This aligns with calls for teacher education programs to foreground the socio-political dimensions of bilingual teaching and to support teachers in critically reflecting on their roles within multilingual and multicultural educational settings (Amanti, 2019; Zavala, 2017).

Methodology

This case study employed a qualitative design grounded in bilingual teacher education research. The following sections describe the project context, participants, data collection procedures, and analytic methods used to explore the reflective practices and identity development of bilingual teacher candidates (BTCs).

Context: The MALLI Project

Data for this case study is derived from the Mathematics and Language, Literacy Integration (MALLI) in Dual Language Settings project, which explored mathematical biliteracy practices among BTCs in Texas and California dual language programs (Bravo & Téllez, 2024). The MALLI Project aimed to prepare BTCs to use reflective instructional practices and language-rich mathematical strategies for K-5 dual language learners, emphasizing the dynamic use of texts, words, and discourses across languages to facilitate mathematical sense-making (Celedón-Pattichis & Ramírez, 2012; García & Wei, 2014; Guerra, 2015; Uribe-Flórez et al., 2014; Vomvori-Ivanovic, 2012; Yeh, 2017; Zavala, 2017). Dual language mentor teachers, supported by MALLI practices, guided BTCs during their clinical experiences, with parents collaborating to support mathematics learning at home and in the classroom.

Beginning in 2018, the focal project for bilingual teacher education was introduced, combining language and content integration to equip BTCs with a bilingual perspective on teaching and learning. Professional development opportunities were provided to mentor teachers and BTCs, involving activities focused on reevaluating how bilingual individuals engage with vocabulary, discourse, and literacy in mathematics. The lesson study approach was adapted for mentor and novice teachers to engage in reflective practices, forming the MALLI lesson study cycle (Figure 2). This PD approach involved combining mathematical biliteracy practices and lesson study cycle within the teacher education context.

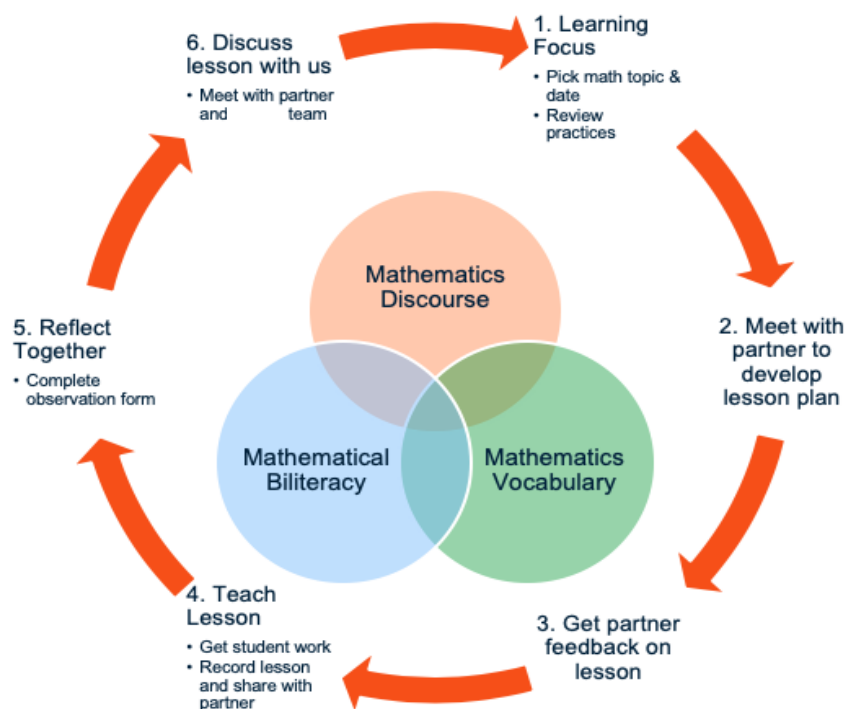


Figure 2
MALLI lesson study cycle

The data and analysis for this case study draw from Steps 5 and 6 of the larger project, where BTCs reflected on their lessons and discussed their teaching practices. This activity was the culmination of a lesson development cycle where BTCs co-constructed lessons with peer instructors and mentor teachers following the mathematical biliteracy framework.

Data Collection and Participants

This case study analyzes the narratives of 13 female bilingual teacher candidates (BTCs) participating in the focal PD project while completing bilingual education certification requirements at a Hispanic-Serving Institution in Texas. All 19 BTCs taking bilingual methods courses at the start of their final year in the teacher education program were invited to participate in the project, and 13 agreed to participate. Researchers made it clear that their participation had no bearing on their standing in the program or on their grades in the courses.

BTCs worked in pairs, completing two lesson study cycles during their final clinical practicum. Participants engaged in two reflective/debrief sessions during Step 6 of the lesson study, where they reflected on their K-5 lesson implementation. These reflections amounted to 10 hours of transcribed

conversations. At the onset of each reflection, the bilingual researchers explained to the participants that the reflections could be in either Spanish, English, or a combination of both. Mixing languages was not a new occurrence, as the researchers had been working with the teachers for approximately two years when the reflections occurred. The analysis focused on BTCs' reflections on bilingual teaching experiences and teacher identities, with an emphasis on how these teachers use narrative devices to develop and express their identities. The researchers adopted a bicultural-bilingual methodology, recognized the importance of listening to diverse perspectives, and used thematic analysis (Braun & Clarke, 2022) to examine the data.

Coding and Analysis

Our analysis followed a two-step coding and interpretation process that combined both a priori and inductive approaches (Miles et al., 2014). We began with analytic coding using the MALLI framework, which helped us explore the broader themes across BTCs' reflections and classroom practices. We then identified recurring themes related to teaching, such as managing dual languages, using bilingual materials, and promoting biliteracy in mathematics.

As a result of the initial analysis, we noticed that BTCs frequently used translanguaging and reported speech—not only quoting others (students, mentors, peers, and family members), but also revoicing their own past and imagined teaching experiences. This led us to focus on this intersection within their narratives that allowed BTCs to construct their bilingual teacher identities. Drawing on the concepts of polyvocality (Bakhtin, 1981) and mediated action (Wertsch, 1991), focal themes emerged from the data that captured how BTCs expressed their thinking, emotions, and actions. These focal themes included replaying someone else's teaching (e.g. partner, mentor, peer), describing their experiences teaching in both languages, identifying challenges in their teaching or with students, and self-assessments of their bilingual teaching. This final round of analysis allowed us to examine how BTCs critically reflected on and made sense of teaching mathematics using their bicultural-bilingual repertoires.

Positionality

Our personal and professional experiences shape both the research process and outcomes. Brenda Sarmiento Quezada is a professor of literacy and bilingual education at a Midwest university in the U.S.; she is a Mexican immigrant and first-generation college graduate. She draws on her background as a former bilingual teacher who navigated challenges in accessing professional development. Her scholarship centers on the language practices and identities of linguistically diverse students, emphasizing bilingualism as an asset. This perspective informs her commitment to fostering collaborative, bilingual spaces for

teacher development. Jorge Solís identifies as a bilingual first-generation Chicano professor, who draws on his upbringing as the child of Mexican immigrants in the U.S. His research is shaped by a commitment to educational equity and a critical stance against cultural and epistemological norms that perpetuate systemic inequities, particularly in bilingual education. Together, our positionalities guide our interactions with BTCs, inform our methodology, and shape our data analysis. Our shared experiences as bilingual, first-generation scholars motivate us to amplify the voices of marginalized educators and students, aiming to develop pedagogical frameworks centered on equity and inclusivity.

Findings

This case study examines how BTCs engage in reflective practices within the MALLI project, focusing on their bilingual teaching experiences and developing their bilingual teacher identities. We analyze the discourse BTCs use to interpret and make sense of their teaching experiences and employ sociocultural resources to convey their insights. This amalgamation of linguistic and narrative elements holds the key to examining BTC reflections, offering valuable insights into the ways they construct and convey their experiences in the realm of bilingual education. In this case study, we embark on a comprehensive exploration of the phenomenon of translanguaging reported speech, shedding light on its nuanced role within the context of BTC narratives.

During Step 6 of the lesson study cycle, participants used reported speech to recap feedback and reflect on their instructional practices. BTCs frequently shifted between English and Spanish during these reflections. Our analysis identified ways that BTCs constructed polyvocal bilingual teacher narratives to introspect on their teaching methodologies. This case study analysis focuses on three types of narratives, including stories about: 1) confidence in their bilingual teaching, 2) navigating linguistic and pedagogical challenges, and 3) managing two languages. Our analysis of BTC narratives describes the interplay between reported speech and translanguaging in expressing being and becoming a bilingual teacher. BTC reflections are teacher narratives about teaching bilingually, including self-assessment of teaching competencies, reenactments of teacher and learner positionalities, and critical views about supporting two languages.

Confidence in Bilingual Teaching

During the debriefing sessions (Step 6 of the lesson study cycle), participants employed both translanguaging and reported speech as reflective tools to construct their sense of identity and readiness for teaching mathematics bilingually. This intersection of reported speech and translanguaging offers a rich terrain for exploration and understanding, shedding light on the multifaceted ways in which educators reflect upon and articulate their teaching experiences. Elena's

case provides a clear example of how these narrative practices fostered critical reflection on her teaching identity and actions (see Excerpt A).

Line	Speaker	Talk
1	R	Did you see anything particularly interesting
2		While you were watching this one video?
3	E	I <u>have to</u> be, there's some days
4		Where I'm like, "they're lower energy"
5		And I'm like, "Oh, <u>quiero ver</u> —" ["Oh, I want to see —"]
6		Like I'm dropping like, ah, and what was it?
7		Like we talking about verbs
8		And I had to like <u>go</u> like, um, "what am I doing? <u>¡Corriendo!</u> " ["Running!"]
9		I'm like, I laid on the floor " <u>¿Qué estoy haciendo? ¡Durmiendo!</u> " ["What am I doing? Sleeping!"]
10		So, talking about verbs, I <u>have to</u> be energetic
11		So, seeing my teaching style is <u>pretty cool</u>
12		And I think the last semester
13		I feel like it's (1) I saw more confidence in my teaching
14	R	Did you see anything particularly interesting
15		While you were watching this one video?
16	S	There's sometimes where like, I think "yes"
17		Like I think "I've always had" like "good classroom"
18		I do, but I think I was <u>more timid</u> to say something in like last month
19		Now I'm like, like "really?"
20		Like, " <u>qué te sientes</u> ," like, " <u>qué te sientes</u> " ["sit down"] ["sit down"]
21		Like, " <u>vas a trabajar o no vas a tener</u> like, inaudible ["you need to work, or you won't have"]
22		<u>Si no estás trabajando ahorita? Pues, okay</u> [If you're not working right now? Well, okay]
23		<u>Estás quitando tu tiempo de tu recreo</u> [You're taking away your recess time]
24		Like, and they start, but like I'm not afraid to do stuff like that
25		And they (1) like I say those things
26		But then at the end of the day
27		They know I care for them
28		They know that I truly love them like
29		And I wouldn't trade them for anything in that
30		That I push them because I care for them
31		And that's the whole point of it
32		So that's cool to see that too

Excerpt A

"I saw more confidence in my teaching"

In Excerpt A, Elena (E) was asked if she found anything interesting in her teaching while watching the lesson recordings of her kindergarten lesson (Lines 1-2). She pointed out that she noticed she was very energetic in her lesson performance,

“what am I doing? ‘*Corriendo!*’ I’m like, I laid on the floor. ‘*Que estoy haciendo? Durmiendo!*’” (Lines 8-9). As she recounted her story, Elena switched into Spanish to retell the dialogue she used in her classroom. As she recalled this particular interaction and how it was to watch herself again in her recording, Elena also pointed out she felt that she saw more confidence in her teaching (Lines 10-13), something that her peer, Sandra, confirmed and agreed with.

Elena’s use of translanguaging was not arbitrary but functioned as a means to emphasize specific moments in her teaching narrative. By revoicing her classroom actions in Spanish: “*Corriendo! ... ‘Que estoy haciendo? Durmiendo!*” she was able to evoke the emotional and physical energy she exhibited during her lessons. The shift to Spanish, a language of personal resonance and cultural connection for Elena, allowed her to more vividly reconstruct her teaching performance. This act of switching languages and revoicing enabled her to access and represent nuanced dimensions of her teaching persona that might have been less salient in monolingual discourse. Furthermore, reported speech allowed Elena to replay her internal dialogue during the lesson and narrate her self-awareness while observing the video recording. For example, the repetition of her classroom interactions in Spanish created a mirror for her to analyze her teaching style from an externalized perspective. These narrative devices helped Elena articulate her teaching as “energetic” by connecting her physical movements, humor, and language use in the classroom to her professional identity.

Through this reflective process, Elena began to distinguish between her past classroom behaviors and her present self. Her commentary, “I saw more confidence in my teaching,” demonstrates how the interplay of translanguaging and reported speech provided a framework for her to track her own professional growth. By narratively constructing her teaching identity, Elena aligned her energetic teaching style with her evolving confidence.

In this same interview, the researcher asked Sandra (S), Elena’s partner, the same question about finding something interesting while watching her first-grade lesson video. Sandra mentioned that she used to be more timid while implementing her lessons (Line 18), however she noticed she was no longer afraid to manage her students’ behavior more (Lines 19). Using reported speech in Spanish, Sandra recounted some of her behavior managing conversations with her students; for instance, she recalled telling them to sit down, “*que te sientes, like, que te sientes*” (Lines 20-21) and also talking to them about losing recess time if they did not finish their work, “*Si no estás trabajando ahorita? Pues, okay estás quitando tu tiempo de tu recreo*” (Lines 21-23). As she reflected on the things she saw in her video, she noticed she was now able to be more commanding, or to do “stuff like that” (Line 24). Sandra continued her retelling by clarifying to the interviewer that her firm tone was not rooted in frustration or punishment, but meant to push her students to do their best, an approach rooted in care and high expectations that her students have come to understand (lines 27-32).

Sandra’s reflections further highlight the intersection of translanguaging and reported speech to create polyvocal bilingual teacher narratives. Her use of reported speech “*que te sientes, like, que te sientes*” and translanguaging allowed

her to recount instances of classroom management with clarity and authority. These narrative practices enabled Sandra to analyze how her own actions transitioned from a state of timidity to one of assertiveness and care. The reflective depth offered by TPS supported Sandra in framing her growth as not only a shift in teaching style but also as an alignment with her identity as a caring and commanding educator.

In both Elena's and Sandra's reflections, it became evident that the integration of translanguaging and reported speech provided these novice bilingual teachers with a unique discursive space to engage with their emerging bilingual teacher identities. This dynamic linguistic repertoire allowed them to explore past and present experiences while envisioning their future selves. This example illustrates the potential of translanguaging and reported speech to understand BTC bilingual identities as professionals, educators, and bilingual individuals.

In this excerpt, Elena's reflection is a representative polyvocal BTC narrative that draws on translanguaging and reported speech to re-enact specific moments of her teaching. Translanguaging helped her emphasize her physical and emotional engagement in the classroom through Spanish, a language that holds cultural and personal significance for her and her students. Meanwhile, reported speech allowed her to replay and analyze her internal dialogue during teaching, distinguishing between her past actions and her current sense of confidence. For Sandra, the use of translanguaging and reported speech illuminated her growth from a timid teacher to a more commanding and confident one. Her reflection—rooted in specific examples of classroom management—used Spanish to articulate both her assertiveness and the underlying care that motivates her interactions with students.

These examples demonstrate how polyvocal BTC narratives afford critical teacher reflections, enabling participants to articulate the interplay between their actions, emotions, and evolving professional identities. The dynamic linguistic flexibility of translanguaging and the dialogic nature of reported speech fostered a nuanced exploration of past and present teaching experiences, enabling BTCs to envision and articulate their future selves as educators. By centering linguistic and narrative flexibility in reflective practices, polyvocal BTC narratives contribute to teacher education research and practice, particularly for bilingual educators. This polyvocality emphasizes the critical role of multilingual discourse in professional development, illustrating how translanguaging and reported speech serve as tools for constructing, refining, and pluralizing teaching identities in diverse classrooms.

Navigating Linguistic and Pedagogical Challenges

In addition to reflecting on their growing confidence, BTCs also grappled with the complex task of integrating bilingual instruction within content areas. During their debriefing sessions, BTCs frequently interwove shorter narratives into broader, collective reflections, using translanguaging and reported speech to make sense of their teaching experiences. A recurring challenge was navigating the

tension between home and school language expectations, particularly in content areas like mathematics and social studies. Excerpt B highlights this challenge as Alana (A) reflects on her first-grade mathematics lesson, which integrated social studies concepts through play money. She recounts her struggle to balance familial terms with the academic vocabulary expected in the classroom (e.g., *moneda* vs. *nickle*).

Line	Speaker	Talk
1	A	Um for me it was kind of hard
2		Because I could I mean I was raised with like
3		<i>Un penni</i> , uh, <i>una moneda</i> , <i>un nickle</i> or whatever [A penny, a coin, a nickel]
4		It was hard for me 'cause I think you can tell
5		And when I was reviewing with them (1) like
6		I would get stuck somewhere like
7		"No get it together" " <i>una peseta</i> " and I'm like "no" ["a quarter"]
8		And I think in one of them I do say it
9		And then they kept looking at me like "what?"
10		And I was like
11		" <i>Sí eso lo decimos pero la manera propia de decirlo es</i> " ["Yes we say it like that, but the correct way of saying is"]
12		It was really hard for me
13		And I know one of our teachers told us " <i>No se llaman en español penni</i> " [They are not called penny in Spanish]
14		And I'm like "really?"
15		'Cause the anchor chart
16		My teacher helped me do it or actually she did it
17		And it's like "here you can use this"
18		And it says " <i>una moneda</i> de un <i>penni</i> " ["a penny coin"]
19		And so I tried to relate them like " <i>una moneda de un centavo</i> " ["one cent-coin"]
20		But it was really hard for me
21		And I can imagine for them if their parents call them that like
22		So, I told them
23		"Yes, <i>en la casa le puedes decir así</i> " ["at home you can say it like this"]
24		" <i>Pero los que [inaudible] usarlos en esta manera</i> " [But the ones [inaudible] use in this way"]
25		It was really hard for me
26		For them? I'm assuming yes
27		But no (1) I- the only thing is that the misconception
28		The <i>moneda de cinco centavos</i> -- it's bigger [the five-cent coin]
29		So they thought it was more
30		And <i>una moneda de diez centavos</i> is smaller [a ten-cent coin]
31		So they thought it was less
32		But overall (1) I mean they understood it

Excerpt B

"It was really hard for me"

In her reflection (Excerpt B), Alana replays her classroom interactions, switching between Spanish and English to articulate the difficulty of bridging these linguistic registers.¹ Using reported speech, she reconstructs moments where she attempted to scaffold learning, emphasizing the tension between her own bilingual identity and institutional language expectations.

Through these reflections, BTCs developed strategies for making space for bilingual meaning-making while ensuring students engaged with academic content. In her reflection, Alana interweaves multiple voices—her own, her students', and institutional discourses—highlighting the pressures bilingual teachers face in negotiating language choices. By using translanguaging, she not only processes these challenges but also develops strategies for navigating them. For instance, she realizes that, instead of seeing home and school language as separate, she can use scaffolding techniques to validate students' linguistic identities while meeting academic standards.

This theme extends beyond individual confidence-building (as seen in the first theme, Confidence in Bilingual Teaching) to highlight how BTCs actively negotiate the linguistic and pedagogical demands of bilingual teaching. Unlike the previous theme, which focused on BTCs' recognition of their own growth, this theme emphasizes how they use reflection to navigate and resolve classroom challenges. This theme moves beyond simply identifying difficulties and shows when BTCs begin reframing challenges as opportunities for bilingual pedagogical innovation. This insight underscores the importance of reflective practices in bilingual teacher education, demonstrating how BTCs use linguistic flexibility to reconcile institutional demands with their own bilingual teaching identities.

Managing Two Languages During Instruction and Planning

BTCs frequently reflected on the challenges of using and balancing both Spanish and English during instruction. Their experiences highlight the tensions in aligning instructional language with student needs, state standards, and assessment requirements. These reflections demonstrate how BTCs actively negotiated language choices in their teaching and reveal key areas where they sought to develop their bilingual instructional strategies as they 1) navigated bilingual instruction and 2) developed and adapted bilingual teaching materials

Navigating Bilingual Instruction in Mathematics

The following narrative from Alma and Laura (Excerpt C) came at the beginning of our first group lesson study reflective conversation where we

¹ The participant/speaker pronounced a version of "nickel" using Spanish phonological rules, rendering it as /'nikle/, with fully articulated syllables and vowel sounds, unlike SAE pronunciation /'nikəl/

discussed the separate focal lessons of each BTC including language of instruction, objectives, and materials for teaching their math lessons. For many BTCs, a central concern was how to scaffold students' bilingual mathematics learning while preparing them for state assessments. In Excerpt C, Laura (L) describes her dilemma in teaching fractions in a dual language setting where students take state exams in different languages (Lines 2-10). She expresses concern about ensuring students develop mathematics vocabulary in both languages, balancing the need for instructional consistency with the reality of linguistic shifts across grade levels.

Line	Speaker	Talk
1	L	Mine was taught in English (1) but I did catch myself
2		Because some of my students are taking math
3		The math STAAR in Spanish and some are taking it in English
4		But the lesson was in English
5		But I was trying to get the vocabulary
6		I was saying like "units," so I would try to say it in Spanish as well
7		"Denominator – <i>denominador</i> "
8		<i>So</i> I was grabbing both
9		<i>So</i> in the recording you can hear me <i>kinda</i> switching
10		But like I was making sure I was hitting both
11		Because for those students who are taking the STAAR in Spanish
12		They are <i>gonna</i> be like "Well (1) what was it?"
13		"I know it in English (1) but I don't know it in Spanish"
14	A	Mine was mainly in Spanish
15		The anchor chart (1) everything was in Spanish
16		It was more the redirecting that was in English
17		And some of the kids were like "triangle"
18		And I was like
19		"Ok, <i>pero es triángulo, recuerda que es triángulo (1) rombo</i> " ["Ok, but it is triangle, remember it is triangle (1) rhombus"]
20		<i>So</i> it was more <i>kinda</i> like reminding them
21		But it was mainly in Spanish

Excerpt C

"You can hear me 'kinda' switching"

Laura's reflection underscores the difficulty of managing instructional language expectations when students themselves express discomfort with the language of assessment (Lines 11-13). Her use of reported speech demonstrates how BTCs must navigate both student preferences and institutional language policies, often making in-the-moment pedagogical adjustments to support student learning. Alma's reflection builds on this challenge by highlighting the role of teacher-led redirection in reinforcing Spanish-language mathematics terminology (Line 16). She recounts how she strategically used translanguaging during her first-grade lesson on geometric shapes, ensuring that students remained engaged in the target instructional language. Through these experiences, BTCs grappled with the dynamic nature of bilingual mathematics instruction, making real-time

decisions about when and how to reinforce academic vocabulary in both languages.

Developing and Adapting Bilingual Teaching Materials

Beyond navigating language expectations, BTCs also reflected on the challenges of finding and using high-quality bilingual teaching materials. In Excerpt D, Alma (A) critiques the resources available in her DLBE placement, noting that many Spanish-language materials were poorly translated or linguistically inadequate (Line 18).

Line	Speaker	Talk
1	R	Ok, so your teacher gave you the materials
2		And your teacher already has that binder
3		Um, did you find (1) did you have any difficulty finding the resources
4		In the target language you were going to teach?
5	A	Yeah
6	R	Yeah? Can you explain a little bit?
7	A	Yeah, 'cause I was looking at the anchor chart
8		'Cause she gave me the anchor chart that she used last year
9		But it was like a lot in one anchor chart for the kids
10		And she was like "I would honestly just do something different
11		If I was you but this is only an idea"
12		And I was thinking about ideas for them
13		And it was SOOO hard to find one in Spanish
14		They were in English and then the objects
15		'Cause what I ended up doing was like " <u>vértices</u> " ["vertices"]
16		And I had to go look it up in their books
17		And their books are horrible too
18		They are translated like straight translated
19		<u>So</u> they are really bad too
20	R	What books are they using right now?
21	A	They are the <u>GoMath</u> , they are <u>really bad</u>
22		Yeah (1) and um I went in there
23		And I couldn't find anything
24		And ended up trying to get ideas from different anchor charts
25		And just (1) putting it together
26		But I couldn't find a good one in Spanish

Excerpt D

"They are translated like straight translated"

Alma describes how her mentor teacher provided her with English-based materials (Lines 7-8), acknowledging the limited availability of high-quality bilingual resources (Lines 9-11 and Lines 13-19). Her critique of these materials as "straight translated" highlights an issue frequently raised by BTCs: the lack of culturally and

linguistically appropriate materials in Spanish. By reflecting on these challenges, BTCs became more critical of the resources available for bilingual instruction, recognizing that effective bilingual teaching requires more than just translation—it demands materials that are linguistically and pedagogically sound.

Discussion

Our findings reveal that BTCs regularly use reported speech and translanguaging to make sense of their bilingual teaching practices and evolving teacher identities. From these observations, we propose a theoretical construct we call *translanguage polivoz speech (TPS)*, or *polivoces*, to interpret how BTCs engage in polyvocal, translanguaging storytelling. This construct emerges from the narrative data and offers a lens to analyze how BTCs draw on multiple linguistic and semiotic resources to construct mathematical meaning, revoice themselves and others, and articulate their professional growth. TPS captures the fluid, embodied process through which BTCs integrate their voices, those of students, mentors, and imagined selves across time and space—past, present, and future. Through this process, BTCs re-narrate and reconstruct their mathematics teaching experiences, often blending Spanish and English, shifting registers, and invoking reported speech. This translanguaging movement is not random or incidental; rather, it is a culturally grounded practice that reflects the lived realities of bilingual educators. As they draw on TPS, BTCs navigate the complexities of bilingual mathematics instruction, challenge rigid language ideologies, and assert their sociocultural positioning and agency within educational spaces.

Drawing from theoretical perspectives on reported speech—sometimes referred to as speech-within-speech or quoted speech—we understand TPS as a form of narrative revoicing that enables speakers to reuse and represent words across temporal and dialogic contexts (Bakhtin, 1981; Galindo, 1996; Urzúa & Vázquez, 2008; Volosinov, 1981). Reported speech in this context becomes a powerful tool for identity construction, while translanguaging enables fluid navigation of linguistic repertoires to express thought, emotion, and professional reflection. Thus, TPS emerges from our data as a meaning-making strategy through which BTCs articulate their experiences, pedagogical choices, and identities as bilingual educators (See Figure 1).

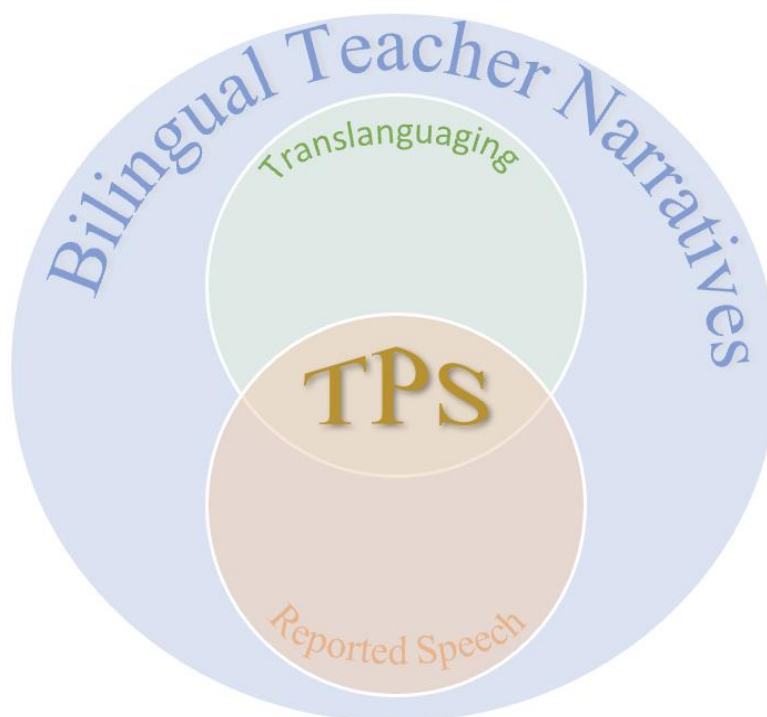


Figure 1

Translanguaged polivoz speech (TPS) or polivoces

As shown in this case study, BTCs frequently use translanguaging to express knowledge, create solidarity, and reinforce sociocultural authenticity in their narratives. While reported speech appeared less frequently in these narratives, it served as a powerful tool to invoke multiple voices and perspectives, enriching BTCs' storytelling and self-representation. A TPS framework of bilingual teacher narratives reveals how BTCs navigate bilingual instruction and assert professional and personal bilingual identities through translanguaging and reported speech. This lens highlights how BTCs construct meaning, assert agency, and make sense of bilingual teaching within their respective instructional and sociocultural contexts.

The TPS concept allows us to describe how BTCs construct significant and often invisibilized bilingual teacher narratives related to 1) their sense of identity and readiness for teaching mathematics bilingually (Excerpt A), 2) how BTCs make-sense and reflect on their teaching bilingually, along with the challenges they face (Excerpt B), and 3) negotiating tensions and dilemmas in managing two languages during instruction, but also during their lesson planning process (Excerpt C, & D).

These findings extend existing research on the preparation of bilingual teachers by highlighting how a bilingual teacher education program can be

adapted to support the intellectual and socio-political work of BTCs as they navigate their early teaching careers (Amanti, 2019; Guerra, 2015). The reflective practices used in the project allowed BTCs to disclose uncertainties and challenges, as they positioned themselves as critical advocates of bilingual education through translanguaged reflections (Musanti & Rodríguez, 2017). This aligns with literature that emphasizes the value of collaborative inquiry in supporting novice teachers' professional growth and resilience (Jong, 2016; Yeh, 2017).

In related contexts, a TPS approach advances a way to highlight the contributions of Chicana/Latina bilingual teachers and their storytelling practices as central to how they make meaning of teaching, learning, and being. In this regard, a TPS lens offers bilingual teacher educators a way to affirm the epistemic value of bilingual, polyvocal reflection, and it offers scholars and practitioners a conceptual tool to better support the development of novice bilingual teachers.

Conclusion and Future Directions

Our study findings offer promising implications for bilingual teacher preparation programs, which we argue must recognize and validate the role of TPS in teacher identity formation and pedagogical development. TPS, as both a discourse pattern and pedagogical practice, ultimately underscores the transformative potential of bilingual teacher narratives in shaping more equitable and linguistically inclusive educational spaces. By proposing a TPS framework for understanding bilingual teacher narratives, this study uncovers the ways in which BTCs construct meaning, assert agency, and mediate their identities through translanguaging and reported speech. TPS provides a critical lens for understanding how bilingual educators navigate institutional expectations, challenge deficit discourses, and develop linguistically responsive pedagogical styles. The reflections of Elena, Sandra, and Alana illustrate how translanguaging and reported speech serve as tools for constructing teaching identities and pedagogical innovation in bilingual classrooms.

However, challenges remain in understanding the specific ways that novice bilingual teachers, who are often multilingual and multicultural themselves, can engage in transformative pedagogical practices in linguistically diverse classrooms (Erath et al., 2021; Flores et al., 2022). Our study addresses this challenge by demonstrating how BTC reflections, through the use of translanguaging and reported speech, can be leveraged to foster deeper engagement with biliteracy, particularly in STEM subjects where bilingual instructional support is often limited (Aguirre & Bunch, 2012; Moschkovich, 2007).

Future research can examine the application of the TPS framework within different sociocultural bilingual teacher communities, disciplinary content areas, grade levels, and across the lifespan of bilingual teacher professional careers. This study took place in South Texas, involving mostly Chicana/Latina teachers who

experienced restrictive school language policies as children and adults within a state that has had mostly strong bilingual language policies for the last twenty years. TPS may provide us a way to describe how bilingual teacher narratives are in part influenced by the particular sociocultural-historical contexts and identities they occupy. Moreover, mathematics represents a high-stakes content area that frequently marginalizes emergent bilinguals and BIPOC students. TPS could be extended to examine bilingual teacher narratives in other disciplines such as science or social studies. While this study focuses on novice bilingual teachers in a university teacher education program, the TPS framework could be used to study how bilingual teacher narratives shift, evolve, or sustain across their professional trajectories. We acknowledge that institutional policies often constrain how bilingual teachers enact their bilingual identities, and TPS may help elucidate these constraints and the ways teachers navigate them.

Lastly, further research can explore how mentoring and professional learning communities (e.g., lesson study) can be adapted to not only address content knowledge but also to support the socio-cultural competencies of BTCs in multilingual contexts (Flores et al., 2022; Gutiérrez, et al., 2024). This includes examining how BTCs' engagement in coaching and mentoring processes contributes to their development as critical cultural workers who actively recenter marginalized bodies of knowledge, such as culturally responsive and ethically minded mathematics teaching (Dominguez et al., 2023; Guerra, 2015). By integrating bilingual teacher education with theories of transcultural positioning (TPS), our findings suggest that bilingual educators can cultivate fluid bilingual spaces that support their agency and innovation in teaching bilingually (Zavala, 2017). Our study contributes to the field of bilingual teacher preparation by offering insights into how a framework such as TPS can support the reflective and collaborative development of novice teachers. This work highlights the need for more research on leveraging collaborative teacher inquiry models that foster inclusivity and culturally responsive pedagogy in multilingual educational settings.

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