

Contents

Note from the series editor — V

Preface — VII

Ofelia García

**Foreword: Re-Seeing translanguaging in teacher education
and research — IX**

Zhongfeng Tian and Nicole King

Introduction — 1

Sandra I. Musanti

Chapter 1

**“A veces encuentro más palabras en español”: Taking a stance towards
translanguaging as a socially just pedagogy for bilingual teacher
preparation — 11**

Abraham Ceballos-Zapata and Sharon Kim

Chapter 2

**Listening to culturally grounded translingual dispositions in teacher
education — 35**

Kathryn I. Henderson, Christian Fallas-Escobar, and Kristen Lindahl

Chapter 3

**Learning from Latinx pre-service teachers’ understandings of their
linguistic repertoires — 59**

Ryan W. Pontier and Zhongfeng Tian

Chapter 4

**“If you want to be taken seriously, you have to speak like a white
person”: TESOL graduate students’ grappling with translanguaging-as-
social justice stance — 81**

Xenia Hadjioannou

Chapter 5

**Starting with the teachers: Pursuing paradigmatic shift through
the development of teachers' translanguaging repertoires — 103**

Wayne E. Wright, Trish Morita-Mullaney, Woongsik Choi, and Haiyan Li

Chapter 6

**Building bilingual teachers' translanguaging repertoires in a new
immigrant destination state — 123**

Nihal Khote

Chapter 7

**A teacher's perspective of translanguaging *corrientes*: Contextualizing
power and control in the translanguaging stance — 145**

Peter Sayer

Afterword — 167

Index — 173