Translanguaging theory emphasizes that bi/multilinguals are not the combination of monolinguals. Instead, it emphasizes how bi/multilinguals have an integrated repertoire of language resources. Translanguaging is rooted in linguistic flexibility and fluidity.

Translanguaging pedagogy aims to provide social justice in classrooms through three strands:

- **Stance**: Teachers’ beliefs about bilingualism and bilingual students
- **Translanguaging design**: Instructional plan that reflects students’ language practices
- **Translanguaging shift**: Teachers’ unplanned moves that adapt to students’ needs in languages, interests, cultures, and learning

A critical translanguaging approach is one that explicitly draws connections between language, power, and identity.

### Teachers’ Invitations
- Teachers invited Latinx and African American students to read excerpts from Paredes’ (1958) foundational text that highlights the social justice history of corridos.
- Supplemented reading with multi-modal elements to introduce the structure and content of corridos.
- Guided students in collaboratively writing their own corridos.
- Showcased students learning by asking them to read aloud their work.

### Findings
- Three themes emerged from students’ learning:
  - Their fluid translanguaging and desire to engage in language sharing
  - Their articulation of a heightened political consciousness
  - Their development of care for themselves and one another

This learning experience cultivates students’ consciousness of the political discourse around immigration. The awareness further elicits students’ feelings of solidarity and care.

### Infographic
"Corridos—a justice-oriented literary genre"

- Combats against white supremacy
- Usually centers the destiny and political values of a community
- Can strengthen collective solidarity across racial and ethnic student groups

### Ethnic Studies Courses:
- Challenges epistemological racism
- Cultivates critical literacy development
- Centers the lived experiences, histories, and literary traditions of minoritized communities and people of color.

### Teaching Suggestions
- Teachers should make space for students to engage in linguistic and cultural sharing and build solidarity among students.
- Teachers can center multimodal texts written by culturally and linguistically diverse writers where translanguaging is used and where their understandings about language, identity, and power are articulated.

By doing this, teachers can counter monolingual norms in classrooms. Meanwhile, students are able to make full use of their prior linguistic and literary knowledge. This knowledge is valuable when it is shared.