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Why We Need Translingualism: An Antiracist Approach in the Writing Center

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Why We Need Translingualism: An Antiracist Approach in the Writing Center

An Honors Thesis
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The Faculty of the Program of Interdisciplinary Studies
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By
Sarah Raphael
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Foreword

As the culmination of my Interdisciplinary Major: Linguistics and Community Justice, I wanted my thesis to investigate inequities, develop tangible solutions, and invoke a sense of urgency to the issue surrounding us: linguistic racism. During my four years on Bates campus and in the Lewiston community, I have been able to work with multilingual students. Through my roles as a tutor and Student Manager in Academic Resource Commons at Bates and my community-engaged placements in Lewiston High School ELL (English Language Learners) classrooms, I engaged with students in the contexts of language and writing. My exposure to how multilingual students acquire language, navigate English-only classroom policies, and traverse the monopoly of Standard American English in academic settings guided me towards this thesis project.

My connection to the Writing Center at Bates began with a short-term course taught by Dr. Dan Sanford and Dr. Bridget Fullerton titled, "Theory and Practice of Writing and Tutoring." We covered the theoretical foundations of the writing process and peer tutoring in our daily meetings and then each entered a community partnership with a classroom in the Lewiston Public School system. This was the first time I met Ms. Patty MacKinnon, who changed the way I view ELL education. Within a crucible of theory and practice, I was encouraged to develop my own values regarding language justice and equity. These pivotal combinations of experiences shaped the way I perceive language, writing, and communication. Following the peer tutoring course, I crafted my proposal for my Interdisciplinary Major and, now, here we are.

I have since found other individuals who are pushing us all towards inclusive practices and linguistic justice. Dr. Stephanie Wade, who brings self-reflection and expertise to every project she pursues, creates opportunities for this important work. In collaboration with both

Wade and MacKinnon, I helped lead and participate in Martin Luther King Jr. Day workshops which discussed relevant linguistic topics such as code-meshing and provided multilingual students an opportunity to write creatively with their own voices, fluencies, and cultures. These workshops continue to influence my perspective and philosophy regarding these important issues.

Patti Buck is another individual pursuing justice, equity, and inclusion. Her course "Teaching and Learning English in the Community" prompted me to continue forming relationships in Lewiston with both students and faculty. Her other courses including "Education in a Globalized World" and "Ethnographic Approaches to Education" supplied a wide range of perspectives on the education system and its impacts on students, all of which contributed to my understanding and inspiration for this project.

I have witnessed linguistic racism throughout my life even when I didn't know that's what it was. And, once I knew, I wanted to do everything I could to combat it. I've seen what happens when students are given a platform to express themselves without discrimination and are encouraged to evolve their fluencies without losing their identity in the process. Multilingual, multidialectal, and multicultural students deserve an educational path designed to empower them in all facets of their experience. I wanted this research project to be a catalyst for transformation—to be a narrative, representative of students' experiences, a resource for peer tutors, and a guide for others to continue this work after I graduate. We need to do better and this is my call to action.

Chapter 1: Literature Review

Introduction

Until I am free to write bilingually and to switch codes without having always to translate, while I still have to speak English or Spanish when I would rather speak Spanglish, and as long as I have to accommodate the English speakers than having them accommodate me, my tongue will be illegitimate. I will no longer be made to feel ashamed of existing. I will have my voice. Indian, Spanish, white. I will have my serpent's tongue—my woman's voice, my sexual voice, my poet's voice. I will overcome the tradition of silence. (Gloria Anzaldúa)

Left unchecked, linguistic racism will persist. Negative language attitudes and racist stereotypes will continue to be embedded in our society, if unmitigated. We must strive to understand the systemic inequities and implement dynamic changes in order to transform the current structures. There is power in language and culture, strength in identity and community. When brought together, there is real potential for change.

This literature review is designed to provide a foundation for understanding linguistic racism and to discuss terminology related to translingualism, including multilingualism, code-switching, and code-meshing. From there, we will dive into how translingualism works and what its role can be in the writing center.

Multilingualism

Language and communication are integral to our daily lives and lived experiences. The way we speak with one another and express ourselves to loved ones, to co-workers, to peers, to strangers, defines the way we form relationships and share ideas. Throughout history, groups of people have interacted with one another and communicated across linguistic and social differences. People who speak more than one language (multilingual), more than one dialect

(multidialectal), and identify with more than one culture (multicultural) transcend these linguistic and social boundaries because they possess fluencies that enable them to communicate with different groups of speakers. "Contrary to what is believed, most of the world's population is bilingual or multilingual" and in fact, "monolingualism is characteristic of only a minority of the world's peoples" (Valdés, 1990). Both xenophobia and fear of separatism have produced a narrative that monolingualism is a declaration of loyalty to the nation, yet there is no official language of the United States. Statistics also show that there is a growing number of multilingual speakers in the U.S.: "from 1980 to 2014, the percentage of Americans ages 18 or older who were multilingual rose from 9.2% to 15.7%" (American Academy of Arts and Sciences, 2020). This growth is also reflected by the number of English Language Learners (ELLs) in schools: "the percentage of public school students in the United States who were ELLs was higher in Fall 2017 (10.1%, or 5.0 million students) than in Fall 2000 (8.1 percent, 3.8 million students)" (National Center for Education Statistics, 2020). Despite this growth, however, there remain many deeply rooted systems of marginalization and racism against immigrants and Black, Indigenous, people of color (BIPOC) who are often multilingual, multidialectal, and multicultural.

The pressure to learn English, in combination with its history as a colonizing language (Stavans & Hoffman, 2015), has been a way to oppress these groups of speakers "although there is no official language in the U.S." (Baker-Bell, 2020, p. 17). Multilingual, multidialectal, and multicultural speakers in the United States, therefore, often experience discrimination, racial and linguistic, inequitable power structures, and systemic injustices due to the lack of legislation in the U.S. for linguistic protections; and as such, "language and accent have become an acceptable excuse to publicly turn away, to refuse to recognize the other, or acknowledge their rights"

(Lippi-Green, 2012, p. 67). The remarkable ability to transcend linguistic differences is ignored and multilingual speakers are instead asked to assimilate to the dominant, mainstream versions of language and culture in the United States.

<u>Linguistic Racism</u>

It is important to acknowledge the roots and results of this discrimination, to recognize that "racial profiling is not just about what people look like, but also about what they sound like, and the credibility, employability or criminality we assign to voices has a very real impact on those who happen to speak (or even just look like they speak) non-standard dialects" (Fridland, 2020) which has serious consequences, in the workplace, in schools, and even, in courtrooms. Consider the 2012 George Zimmerman trial for the shooting of Trayvon Martin. John Rickford and Sharese King (as cited in Fridland, 2020) examined the not guilty verdict and found evidence of linguistic discrimination and racism; they argue that the verdict was "in large part because of the prosecution's key witness Rachel Jeantel's use of African-American Vernacular English" (Fridland, 2020). According to their linguistic analysis, Jeantel "was ridiculed as inarticulate, not credible and incomprehensible, and, due to unfamiliarity with the dialect, court transcripts of her testimony were highly inaccurate" (Fridland, 2020). Devastating impacts of linguistic discrimination and racism plague the lives of the multilingual, multidialectal, and multicultural individuals and communities. Due to the prejudice against the status, perceived "quality," and use of their native fluencies, these speakers are marginalized and pressured to assimilate. The widespread presence of linguistic discrimination and racism is defined by April Baker-Bell as "any system or practice of discrimination, segregation, persecution, or mistreatment of language based on membership in a race or ethnic group" (2020, p.16). Unfortunately, this form of discrimination often is not discussed and is presented through the emphasis on linguistic

homogeneity. Some might deny this form of discrimination and see it as "simply a call for speakers to adopt standard dialects, but...just looking like you might speak something other than Standard English predisposes listeners to hear an accent, even if it doesn't exist" (Fridland, 2020). And, frequently speakers do adopt standard dialects, but they are still pressured to abandon their native fluencies altogether. Pressures that have become institutionalized and increasingly difficult to disrupt. This can be clearly seen in the policies, pedagogies, and practices within the education system.

In academic settings, students who are multilingual, multidialectal, and multicultural are forced to navigate the strict requirements of Standard American English (SAE) or White Mainstream English (Baker-Bell, 2020) and are discouraged from incorporating their other fluencies. SAE enforcement represents the social hierarchy of languages. Standard languages are commonly considered to be superior, as a language of power, and non-standard languages to be treated as lesser-than, or even as a dialect (Tegene, 2015). Demanding SAE, and only SAE, in schools supports the idea that the other languages and dialects of students are not of the same quality and are not credible within the field of education. In other words, the enforcement of SAE is representative of forced assimilation that prioritizes homogeneity and linguistic hierarchies. When students are told that their home dialects are not "appropriate" or "good enough" for school, they learn that their identity and their culture is not "appropriate" or "good enough." "Language experiences are not separate from their racial experiences" and this means that "the way a Black child's language is devalued in school reflects how Black lives are devalued in the world" (Baker-Bell, 2020, p. 2). Along the same lines, "the way a white child's language is privileged and deemed the norm in schools is directly connected to the invisible ways that white culture is deemed normal, neutral, and superior in the world" (Baker-Bell, 2020,

p. 2). By using the SAE language to subordinate multilingual, multidialectal, and multicultural students in academia, schools contribute to institutionalized racism and enforce assimilation.

The same trends can be seen with other languages and dialects. Spanish, for instance, is frequently at the forefront of political discussions regarding immigration. Juan F. Perea, in his article entitled "Buscando América: Why Integration and Equal Protection Fail to Protect Latinos," indicates the unsettling reality of many of these Spanish speaking students: "regardless of their linguistic abilities, Mexican-American children are often considered deficient and alingual from the start" (2004, p. 1444). Areas of the nation like Texas, California, New Mexico, and Puerto Rico, areas where the majority languages used to be Spanish, Navajo, and Indigenous languages, experience a relentless conquest of language and culture. Not only have the languages of these groups been diminished by English, the United States persecutes these groups socially and economically with anti-immigrant and anti-Indigenous legislation. In other words, "because of the United States' history of conquest and enslavement the languages of the conquered and the enslaved—indigenous languages, African languages, Black English, and Spanish—carry the low status assigned to their historically subordinated speakers" (Perea, 2004, p. 1427). And, in the political climate of 2020, indigenous and immigrant peoples who currently reside in the Southwest or are entering from the Southern border lack protection. Their safety, livelihoods, and families are in jeopardy, and so is their language.

Each of these marginalized communities experience linguistic racism differently but share in forced assimilation and the effects of racist policies. While this literature review will focus on linguistic racism in schools and higher education through the prioritization of Standard American English and exclusion of other languages, it is important to acknowledge that linguistic racism takes place in many forms and should be considered with an intersectional lens.

Translingualism

  To dismantle these systemic injustices and move towards equity, changes in pedagogy and practice must be made. Over the course of the past few decades, linguistic experts have explored the phenomenon of code-switching and code-meshing and labeled the philosophy of moving *across* codes as translingualism. Translingualism promotes linguistic justice by "bringing to light...how language standards sustain and are sustained by social inequity" (Schreiber &Watson, 2018, p. 95). This literature review will examine what translingualism is, its relationship to language justice, and how it can be applied to higher education in writing centers.

  Translingualism indicates that speakers of more than one language or dialect cannot only shuttle in and out of tongues and codes, but they can also utilize their fluencies as interconnected resources. Scholars of linguistics use the term "code" to refer both to systems of languages and systems of dialects, meaning that English is a code and so are SAE and African American English (AAE). Linguistic differences, under the philosophy of translingualism, are assets, not problems. Translingualism recognizes that "deviations from dominant expectations need not be errors; that conformity need not be automatically advisable; and that writers' purposes and readers' conventional expectations are neither fixed nor unified" (Horner, Lu, Royster, & Trimbur, 2011, p. 304). As a method, pedagogical tool, and a philosophy, translingualism views language use as a constructive, evolving, and inclusive process that can be implemented in any context. In contrast with pedagogy that focuses on SAE and blanket practices which seek to obscure linguistic heterogeneity, translingualism shifts the priority to developing the multiple fluencies speakers possess, rather than predetermining the superiority of SAE. Teaching people

with multiple backgrounds necessitates a foundation in equitable and antiracist practices which are possible through translingualism.

__Code-switching__

Often code-switching and code-meshing are associated terms with translingualism. There are, however, important distinctions that should be made to fully understand both the limitations of code-switching and code-meshing, and the potential of translingualism. For most monolingual White people within the United States, code-switching only refers to smaller shifts between very similar codes. As an example, I might speak differently with a friend than with a professor by using more informal language or slang associated with my generation. Code-switching itself is a naturally occurring phenomenon. In the contexts of multilingual speakers, linguistics have classified it as "a divergent and discrete language behaviour that bilingual individuals exhibit as a function of their communicative competence," when a bilingual speaker "switches between two languages or variants of the same language (dialects) within or across utterances" (Almelhi, 2020, p. 36). Examples of this type of switch on a sentence level are "Quiero hablar with them ahora" or "He be working Fridays." There can be many reasons for code-switching i.e. when talking to other multilingual speakers, in an interview, at home vs. in school, etc. Code-switching can occur on a sentence-level basis as mentioned above or be contingent on the situation's context. Romaine states that code-switching is "a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker" (1994, p. 59). With these linguistic definitions in mind, we must now turn to the implications of code-switching and how it often reflects negative language attitudes. Sociolinguists and composition experts have investigated the role of code-

switching in the education system, a microcosm which demonstrates the deeply entrenched issue of linguistic racism.

For BIPOC, multilingual, multidialectal, and multicultural people, code-switching is a way of assimilating into the dominant, mainstream culture of the U.S. and is, therefore, a part of daily life. Students of color who use any language other than English including AAE/Black English or Chicano English at home and in their communities are often asked to code-switch to participate in school where SAE or White Mainstream English commandeers the classroom. Evidently, "code-switching causes linguistic division because students must separate their dialect registers from their academic registers" (Canagarajah, as cited in Young, 2014, p. 68). There are costs of promoting code-switching, which include, but are not limited to: acting white (assimilation), increased negative language attitudes, and linguistic confusion (Young, 2014). Along these same lines, multilingual speakers are often asked to code-switch at work or in public spaces where an "English-only" mentality persists. Whether it be Spanish, Somali, Japanese, or Cherokee, the push towards monolingualism is tangible through the demand of code-switching.

The natural phenomenon that allows speakers to use their fluencies is being used as a way to exclude languages and contributes to the underlying agenda of linguistic hegemony and assimilation. "Linguistic hegemony is achieved when dominant groups create a consensus by convincing others to accept their language norms and usage as standard or paradigmatic" and is absolutely "ensured when they can convince those who fail to meet those standards to view their failure as being the result of the inadequacy of their own language" (Wiley, 2000, p. 11). Returning to the idea of forced assimilation, code-switching with the intent of separating native fluencies and prioritizing SAE in public spaces, perpetuates injustices and racism. Code-switching, as a pedagogy, "promotes the use of one dialect, register, accent, or language variety

over another, depending on social or cultural context, to project a specific identity" which usually results in the minority group conforming to the dominant group's agenda of hegemony (Baker-Bell, 2020, p. 23). For this reason, while related to translingualism, the policy of code-switching does not empower multilingual, multidialectal, and multicultural populations to freely use their languages. Instead, the way it is being implemented creates barriers and divisions between languages, making them appear separate and disconnected.

Code-meshing

Code-meshing attempts to combat the oppressive necessity of code-switching, by advocating for a more connected application of language. Although referring to the same linguistic phenomenon, the difference, therein, is "code-switching treats language alternation as involving bilingual competences and switches between two difference systems, code-meshing treats the languages as part of a single integrated system" (Canagarajah, 2011, p. 402). In other words, in the aforementioned examples, code-meshing supports the use of multiple codes within the same contexts. This could mean that students are able to use AAE throughout the class and assignments or that Spanglish could be accepted in the workplace. In each application, "the goal of code-meshing is to maximize (not minimize) rhetorical effectiveness" (Young, 2014, p. 81) and increase the agency within language choices. Code-meshing is a strategy that provides a method for speakers to incorporate their various codes in many contexts. Translingualism takes this strategy one step further, though: "Rather than asking whether writers should code-switch or code-mesh, a translingual approach asks us to consider how, when, where, and why specific language strategies might be deployed" (Lu & Horner, 2013, p. 27). And, this approach can be applied to many contexts, including college academics.

Writing Centers

Writing centers began as writing labs in the early 20th century (North, 1984). Since then, they have grown both in number and in reputation. Writing centers are host to writing center staff, or peer tutors, who offer feedback and support to students on their writing. This can happen through individual appointments, group sessions, or drop-ins. Tutors do not offer grades or edit the paper for the student, nor are they supposed to be experts in every discipline. Instead, tutors are mandated to be empathetic collaborators, trained to respond to the needs of the tutee; Sanford explains that "in peer tutoring, students act as academic guides to other students" (Sanford 2020, p. 6). Tutors guide students to make rhetorical choices within their writing, by focusing on more holistic, macro-level issues like organization and strong thesis arguments rather than solely on sentence level, micro-level errors. Often misconceived as places of remediation, writing centers are open to anyone and beneficial to everyone. In colleges and universities around the United States, writing centers are becoming more and more prominent on campuses. With this comes an opportunity to evaluate the role of the writing center and the power of peer tutoring.

Linguistic Racism in Writing Centers

The intense demand for "college-level" SAE writing puts pressures on multilingual, multidialectal, and multicultural students to block out their linguistic differences and conform to SAE throughout their writing processes. It is clear that "translanguaging in literacy is more challenging than in speaking. Because formal writing is a high-stakes activity in schools, with serious implications for assessment, translanguaging is heavily censored in literate contexts" (Canagarajah, 2011, p. 402). We must then ask where this censorship can be mitigated.

> We suspect that many writing center workers have encountered students from diverse
>
> cultures who have implicitly been expected to engage in literacy in ways that deny their

differences. Bilingual students are supposed to write as though English were their only language. Bidialectal students are not supposed to use their "nonstandard" dialect in school. Bicultural students are supposed to interpret what they read from the perspective of mainstream culture. Writing centers might be the best place on campus to glimpse the extent to which difference really matters in writing, yet too often the writing center is the place where acculturation is supposed to occur, a place where students are supposed to learn to read and write as if they have no differences. Students who bring differences of color, class, and culture are expected to make themselves over to match the institutionalized image of the typical student, while white middle-class students' sense of complacency is reinforced by the familiar values and routines of university life. (Barron & Grimm, 2002, p. 59)

Writing centers have the ability to create space and offer support for students of every background to participate in their academics with their complete, robust assets on their sides. If utilized in writing centers, translingualism allows students to write using their full linguistic repertoire. For some, this may mean making intentional grammatical choices to incorporate AAE. For others, this may mean using Spanish terms to include their cultural perspective. The most important consideration, though, is that their linguistic tools are related to one another. They are not disjointed parts, but related components of a larger whole. Allowing students to tap into their fluencies to discuss their language and cultural backgrounds are steps towards combating the marginalization of languages and dialects outside of SAE.

As much as we would like to believe that writing centers have always been safe harbors and places of equity, the historical perspective of writing centers being "poor cousins of the English department, stereotypical 'remedial fix-it shops', where an enlightened staff administers

current-traditional pedagogy to underprepared and poorly regarded students" still haunts the writing centers of today (Carino, 1995, p. 1). Carino, along with many other writing center scholars, have critiqued the internal workings of the writing center from personal experience and intensive research. The following scholars all have their own stakes in the field of writing centers, not just writing center literature, which provides unique evaluations regarding the gaps they witness and study. Stephen North's article on "The Idea of the Writing Center" is a proposition of what writing centers are and what writing centers could be, that we could focus on providing peer-led support for the writer, for the writing process, not the individual piece of writing. North, though, explains some of his frustrations with the institutional relationship of writing centers. Nancy Grimm also asserts that "over the years, writing centers have shifted their philosophies and practices in response to current theory in composition, yet they have generally represented themselves in a relationship of service to institutional practices of literacy" (1996, p. 6)—institutional practices such as linguistic hegemony, SAE enforcement through code-switching, and prescribed assimilation. Writing centers, therefore, have been used as band-aids, to cover-up any divergence from the norm whether it be academic, linguistic, or cultural.

Part of the problem is that many writing centers and writing center practitioners continue to absolve themselves from acknowledging their position within literacy instruction. While it is critical each individual student is tutored according to their needs, students are functioning within a system. Rather than forcing the individual to conform, writing centers need to be critiquing the systemic issues which oppress and discriminate against certain students. In other words, "writing centers cannot escape the ambivalence and contradictions of literacy, but they can stop locating the problems in individuals and instead focus on developing more creative ways of negotiating cultural authority" (Grimm, 1996, p. 17). To be clear: "supporting" students

does not mean molding them to look the same through assimilation or stifling their voices and identities (Barron & Grimm, 2011).

Writing centers must be advocating for every student, of every identity, and of every ability and "if writing center workers are going to come to terms with the regulatory uses of literacy, they will need to find the time to read and reflect in order to develop alternative language, new visions, and creative strategies for engaging with competing notions of literacy" (Grimm, 1996, p. 18). Each writing center possesses its own set of philosophies, pedagogies, and practices, but the underlying purpose of supporting students can only be truly achieved when writing centers are committed to an antiracist and inclusive model which strives for language justice and equity. This literature review proposes translingualism as the framework for this commitment.

Translingualism in Writing Centers

When utilized in writing centers, translingualism allows students to write using their full linguistic and cultural backgrounds. Writing centers and tutors can and should create environments where difference in languages is not suppressed but allowed to flourish. The principle of meeting students where they are and prioritizing the *writer* over the individual piece of *writing* align with the underlying motivations of translingualism. Moreover, translingualism does not require that writing centers abandon their pedagogical tools, but rather builds on them, requiring that pedagogy to be actively antiracist and inclusive. One way to incorporate this is through Critical Language Awareness pedagogy which dictates a dialogue regarding language and cultural power.

Critical Language Awareness pedagogy seeks to develop in students a critical consciousness about language, power, and society. It seeks to heighten their awareness of

the stakes involved in language attitude and policies of correctness and strives to impart

knowledge about their own language, its social and linguistic rules, its history and

cultural connection. Instead of just accepting language as a gate-keeping check on race

and ethnicity, instead of capitulating to "that's just the way things are" ... Critical

Language Awareness pedagogy helps students examine and account for why things are

the way they are. (Smitherman, 2017, p. 10)

In other words, translingualism in writing centers incorporates aspects of Critical

Language Awareness pedagogy and provides an opportune space for inclusion and equity. As a

framework, translingualism "sees writing, writer identity, languages forms used, and writer

competences as always emergent, and hence writer agency as both always in operation and

always in development" (Lu & Horner, 2013, p. 27). A translingual approach advocates for the

engagement with the relationships between agency, language, and writing. "Taking a translingual

approach does not prescribe the forms of writing that students are to produce" (Lu & Homer,

2013, p. 29) and pushes past code-meshing, by not making it a requirement, just by making it an

option.

For writing tutors, translingualism can be an implemented philosophy in every tutoring

session. Not only does it strive to address the individual needs of multilingual, multidialectal,

and multicultural students, but it also nurtures a productive dynamic of agency for every writer.

Each student is constructing their own fluencies whether it be through content-specialization,

language acquisition, or writing development and "by recognizing writers' agency in and

responsibility for all their language productions" and regardless of "whether these seem to

reproduce standardized for norms of writing or deviate from them, it is applicable and of benefit

to all students (and all writers, including those deemed monolinguals and those deemed

multilinguals) to use a translingual approach" (Lu & Homer, 2013, p. 29). Incorporating this philosophy as a pedagogy occurs "not merely by exposing students to language diversity or by permitting students to use their full linguistic repertoires in their writing" but by also "asking students to investigate/consider how language standards emerge, how and by whom they are enforced, and to whose benefit" (Schreiber & Watson, 2018, p. 95). These are not easy tasks but are essential to the translingual endeavor towards equity in the writing center, academia, and society.

Translingualism in Practice

Writing Centers cannot simply claim to achieve translingualism overnight with a switch in policies. There is a constant negotiation and level of engagement needed to achieve a transformation. Sanford outlines the major implications for translingualism in the writing center throughout his article, "Language Diversity, Writing Centers, and the Academy" (2019). He states that under the translingual approach, 1) writing centers must support all languages (Sanford, 2019, p. 11). By only offering English writing support, there is automatically a perceived superiority of the dominant language and disregard for other fluencies. 2) Writing and Language support should be considered as ends of a continuum rather than discrete parts (Sanford, 2019, p. 13). Linguistics shows us that communication cannot simply be separated into one category or another, there is an undeniable connection between competence in languages and forms within them. 3) Sanford asserts that "every tutor is a language tutor; every tutor is a writing tutor" (2019, p. 15). Dismantling the division between language and writing tutoring, or perceived division, is essential to the success of a translingual writing center as described by Sanford. As an extension of the idea regarding the continuum of language, tutoring should abide by the same concept. 4) Tutors need to be language experts (Sanford, 2019, p. 17). Experts need

not mean that they hold doctorate degrees, but rather, are educated, aware, and engaged in language pedagogy and writing center practices. "The writing center staffed by tutors who are engaged in an on-going conversation on language difference is uniquely positioned to provide a space for student writers to address this dissonance, and to think critically about how to address the expectations being placed upon them at the university while also leaving their own mark upon it" (Sanford, 2019, p. 19). Being critical of biases, self-aware of linguistic resources, and actively responsive to language differences are paramount to a successful tutor. 5) And, finally, writing centers and tutors must engage with language issues (Sanford, 2019, p. 20). Language issues are all around us, pervasive and lingering. Complacency and complicity are not acceptable under the translingual approach.

Conclusion

The almost 50-year-old statement from the Conference on College Composition and Communication eloquently captures what every institution and writing center must implement and uphold: language justice.

> We affirm the students' right to their own patterns and varieties of language—the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to

respect diversity and uphold the right of students to their own language. (CCCC

Resolution on Students' Right to their Own Language, 1974)

As the world and college campuses continue to globalize, multilingualism, multidialectalism, and multiculturalism will continue to be aspects of individual and communal identities. In order to foster language justice through equitable and antiracist practices, changes in writing centers and academia must be made. A translingual approach can support these practices and productive changes.

Now that we have covered these essential topics, it is time to conduct a case study of the prevalence of linguistic racism at Bates College. We will keep in mind the aforementioned terms and concepts, as we bear witness to the experiences of multilingual, multidialectal, and multicultural students.

Chapter 2: Methods

<u>Introduction</u>

With regards to linguistic racism, there is no doubt that it exists and is pervasive throughout society, as a system of oppression. However, the role it plays on a college campus in higher education and the individual experiences of those impacted remains to be investigated. My ultimate goal of fostering language justice in the writing center is grounded in what I have witnessed (but not experienced) as a student and tutor on campus. Due to this distinction, I knew early on in this project that in order to successfully contribute and create something meaningful, I would need to talk to and collaborate with students who might be experiencing linguistic racism. Furthermore, my complicity in the systems of oppression required self-reflection and active antiracist practices. My methods section will discuss how I pursued this line of inquiry and set up a case study at Bates College.

<u>Statement of Positionality</u>

My identity as a white woman and position at a predominantly white institution in the whitest state in the United States, necessitates that I be self-critical and informed. I am a cis-gender woman, neurotypical, and do not have a physical disability; and, I am also a native English speaker. As such, I carry many privileges in my day-to-day life and in my research. By approaching this work with humility, I hope to acknowledge how my identity influences my experiences and perspectives while learning from others. This project was an incredible opportunity to engage with multilingual, multidialectal, and multicultural students who each experience life and academia differently than I do. Throughout the data collection process, I prioritized avoiding harm while representing contributions ethically and accurately.

As a Bates student myself, I have my own biases and opinions on the systems and institutional practices I am studying. While it is imperative that I reduce my influence in my data collection, Seidman also explains that the researcher inevitably plays a role in the interviews.

"Every aspect of the structure, process, and practice of interviewing can be directed toward the goal of minimizing the effect of the interviewer and the interviewing situation on how the participants reconstruct their experience. No matter how diligently we work to that effect, however, the fact is that interviewers are a part of the interviewing picture. They ask questions, respond to the participant, and at times even share their own experiences. Moreover, interviewers work with the material, select from it, interpret, describe, and analyze it. Though they may be disciplined and dedicated to keeping the interviews as the participants' meaning-making process, interviewers are also a part of that process." (Seidman, 1998, p. 16)

My perspective as someone who studies languages and my role as a tutor in a writing center means that I should actively educate myself on how the system impacts every individual. Meaning-making is, thus, a part of this essential process.

This research is personal and important to me, but it's bigger than me and it's bigger than Bates. For this reason, I wrote as an advocate. After frequently witnessing linguistic racism on campus, I knew there was a need for a response. That being said, I attempted to maintain neutrality throughout my research by constructing less biased questions and widely distributing the survey electronically. The survey responses and interviews are not just data; they are reflections of the lived experiences of people who deserve recognition and deserve change. I will not only be collecting data but using it to contribute to future training for peer educators in the writing center.

I also want to acknowledge my positions of power within the Bates campus and Lewiston community. My jobs and academic positions have allowed me to engage with students in a unique way. While I have attempted to temper the power dynamics in these contexts by being transparent with the interviewees and seeking advice from the Office of Equity and Inclusion, I know that my identity and opportunities impacted how I was able to conduct this research. Neisha-Anne Green makes a few distinctions about allyship that have influenced my perspective, my writing, and my motivations.

1. Allies are satisfied to quietly help and support.
2. Accomplices support and help through word and deed.
3. Accomplices actively demonstrate allyship.

She tells us to "Take the risk. Give up some of the privilege you hold so dearly so that I can have some" (Green, 2018, p. 29). We who benefit from the white, English, hegemonic education system both at Bates and in Lewiston must confront their privileges with me. The need for transformation is clearly evident; and, the responsibility of transformation should not solely rest on the shoulders of the people experiencing the oppression.

<u>Overview</u>

In my attempt to investigate linguistic racism and the potential role of translingualism to combat this racism in writing centers, I used Bates College and the Academic Resource Commons (ARC) at Bates as a case study. Bates is a small liberal arts college located in Lewiston, ME with around 2,000 undergraduate students. Bates is host to approximately 150 International students and 450 students from Underrepresented Minorities. The Academic Resource Commons (ARC) is a learning and writing center that offers peer tutoring for all major content areas, writing and language support across disciplines, and general learning strategies.

ARC has both a physical location within Ladd Library and a virtual presence through WC

Online. Peer educators are hired and trained by a professional staff.

The data included in this study were from Bates students who self-identify as

multilingual, multidialectal, and multicultural. All of the participants volunteered to participate

and provided consent for their data to be shared in this thesis. I used both quantitative and

qualitative methods to collect data. As Holliday (2016, p. 6) describes:

> Quantitative research has a tendency to count occurrences across a large population. It
>
> uses statistics and replicability to validate generalisation from survey samples and
>
> experiments. It attempts to reduce contaminating social variables. Qualitative research
>
> looks deep into the quality of social life. It locates the study within particular settings,
>
> which provide opportunities for exploring all possible social variables, and set
>
> manageable boundaries. An initial foray into the social setting leads to further, more
>
> informed exploration as themes and focuses emerge.

By using both forms of data collection, I aimed to construct both a general picture of the

student experience and also amplify the voices of individuals regarding linguistic racism at

Bates.

Survey

My first data collection method was a survey designed to capture a broad image of the

multilingual, multidialectal, multicultural student experience with language and writing at Bates.

Prior to the survey, I asked for consent to use their data in this thesis and included a brief

description of the project and how the students would be compensated for their time. The

questions were quantitative in nature and are included below, along with the aforementioned

description. The survey was created using Google Forms. I distributed the survey through the

general listservs for each class year: First Years, Sophomores, Juniors, and Seniors. Each listserv received the same email as outlined below. Students were invited to participate in the survey and offered entry in a $25 raffle, after completing a consent form. By agreeing to complete the survey, participants still maintained the ability to withdraw, decline to answer questions, and maintain confidentiality with their responses. The last question acted as a recruitment tool for interview participants. I asked if the student would be willing to participate in a further interview to elaborate on their survey responses, answer more qualitative questions, and provide any feedback about the project. The majority of the questions either asked for yes/no or scaled answers in order to conduct statistical analyses and create visual representations of the data. Collecting a larger volume of data, in this way, provided a macro-level foundation prior to the interviews.

Survey data was stored through Google Forms on a secure server that is password protected. The data was collected in February 2021 during a two-week period. Downloads with identifying information will be deleted by May 30th, 2021.

Survey Email

Dear First Years (customized for each listserv),

I write to invite **multilingual** (non-native speakers of English; who also speak e.g. Spanish, Mandarin, Somali, etc.) and **multidialectal** (e.g. African American English, Chicano English, etc.) Bates students to participate in a brief survey. Participation in this survey will take about five minutes and is completely voluntary.

My name is Sarah Raphael (Raph) and I am currently writing a year-long thesis for my Interdisciplinary Major: Linguistics and Community Justice, under the guidance of Dan Sanford, the Director of Academic Resource Commons and Writing at Bates. The primary focus of my

thesis which is titled "**Why We Need Translingualism: An Antiracist Approach in the Writing Center**" is to advocate for more language justice on campus.

Through this survey, my goal is to gather the experiences of multilingual students regarding linguistic racism (discrimination against language use and race), code-meshing (using multiple codes in any single context of communication), and Standard American English (navigation in higher education and writing) to inform changes that can be made in the writing center to better support every student's needs and empower their abilities.

By participating, you will be entered to win a $25 gift card to a place of your choosing. Please know that you may decline to answer individual questions or withdraw from the survey at any time. Your answers will remain confidential and will not be distributed. More information is available in the consent and debriefing forms included in the survey.

Following the survey, students who are interested in discussing their experiences further will have the option to participate in an interview. Interviewees will be compensated $20 and will be acknowledged in any future publications, if they elect to do so. After the surveys and interviews are completed, I plan to develop training materials for peer educators in ARC that are designed specifically to address linguistic racism.

If you have any questions, concerns, or recommendations regarding this specific project or the general topics, please contact me. I'm available at sraphael@bates.edu or 717-713-4223.

Thank you for your consideration. This work is essential to a more equitable campus and I appreciate any time and energy you are willing to contribute.

Click here for the survey. Responses will be collected until **February 13th**. Thanks again!

Best,

Raph

she/hers

<u>Survey Description</u>

Thank you for your willingness to participate in this survey! My name is Sarah Raphael (I go by Raph) and I am an Interdisciplinary Major: Linguistics and Community Justice.

By participating in this survey, you will be entered to win a $25 gift card. It should take about five minutes to complete. Your data will remain confidential (i.e. your name will not be included in the project). After collecting this data, I will be developing and implementing training for peer tutors in the Academic Resource Commons and Writing Center to better support the needs and empower the abilities of multilingual, multidialectal, and multicultural students.

If you have any questions, concerns, or recommendations, please contact me at sraphael@bates.edu. I can also provide you with my literature review and statement of positionality, if requested.

<u>Survey Questions</u>

1. Demographics: name, pronouns, class year, and major.

2. How many languages and/or dialects (e.g. Spanish, Somali, Mandarin, African American English, Chicano English, etc.) do you speak?

3. List your languages/dialects.

4. Do you feel comfortable using your languages/dialects in classes at Bates? (Yes/No)

5. Do you ever feel pressured to use Standard American English in academic settings at Bates? (Yes/No)

6. Do you feel like you've been judged or discriminated against based on the way you speak or write at Bates (by other students or faculty members)? (Yes/No)

7. On a scale from 1-5 (1 being not supported at all, 5 being very supported), how supported do you feel to include your experiences and languages in your writing at Bates?

8. Have you ever been tutored in the Academic Resource Commons? (Yes/No)

9. If you haven't been tutored, please elaborate on why.

10. Thank you so much for completing this survey!!! I am also conducting INTERVIEWS to document individual experiences. These interviews will be 60 minutes or less and the interviewees will be paid $20. Please check one box based on your interest. (Yes/No/Maybe)

11. Please provide your email for the $25 raffle and/or interviews!

Interviews

According to Seidman, "if the researcher's goal is to understand the meaning people involved in education make of their experience, then interviewing provides a necessary, if not always completely sufficient, avenue of inquiry" (Seidman, 1998, p. 4). Due to my primary goals and motivations for this study i.e. to document the experiences of multilingual, multidialectal, and multicultural students with linguistic racism at Bates, I coordinated interviews. And because "the primary way a researcher can investigate an educational organization, institution, or process is through the experience of the individual people" (1998, p. 4), I interviewed current Bates students who identify as multilingual, multidialectal, and multicultural. Moreover, there is evidence that "as a method of inquiry, interviewing is the most consistent with people's ability to make meaning through language" as it is able to support "the importance of the individual without denigrating the possibility of community and collaboration" (Seidman, 1998, p. 8). I used the statements ("what people say or write to the researcher-actual words") of the interviewees as the data (Holliday, 2016, p. 68) and collected patterns of information based on the content of the interviews.

Following the responses to the survey, I contacted the students who indicated they would be willing to participate in interviews using their Bates email address they supplied in the survey.

I offered one-hour slots through Google Calendar appointments that students could sign up for themselves. Once a slot was booked, I created a Zoom link for the interview and updated the Google Calendar invitation. Prior to the interviews, each student completed consent forms for participation, recording, and whether to waive confidentiality through Google Forms. At the beginning of each interview, I reiterated the purpose of the project, as stated in the survey, and reminded them of their rights to decline to answer any questions (see below). The interviews were conducted over the course of 60 minutes or less during the agreed upon appointment time slot. Even though I received consent to associate names and responses, I decided to maintain anonymity due to the sensitive nature of the information and protection for the student participants. Interviewees were informed that they were allowed to decline answering a question and permitted to leave the Zoom meeting at any point. The questions included below were used as a general structure for the interviews. I asked follow-up questions and encouraged the interviewees to share their stories as they pertained to the topics of this project (Holliday, 2016). Variety in responses reflected the wide range of experiences and, yet, also illuminated several commonalities which will be discussed later in this thesis. At the end of the interview, I asked how participants wanted to receive their $20 payment. Most selected Venmo and a few decided to receive in-person cash payments.

Interviews were conducted during a two-week period in February 2021. Zoom recordings will be stored on a secure server and password protected laptop. None of the recordings were distributed and all will be deleted by May 30th, 2021.

Interview Email

Good morning!

First, thank you so much for completing my Language Justice Thesis survey. Your

participation is deeply valued and makes this project possible. I will be reaching out to the individual who won the gift card later today.

Now, those of you on this email have indicated that you would be willing to continue this conversation through a Zoom interview with me. So, thank you again!

***If you would no longer like to participate in an interview, please let me know ASAP.

The next steps, I hope, will be fairly simple. I am offering one-hour time slots (through Google Calendar) this week for interviews.

- Please select register for a time slot here.
- Interviews are available as early as <u>tomorrow.</u>
- If none of the times work for you, reach out, and we can find a more convenient time for next week.
- Once you register, I will add a Zoom link to the Google Calendar invite.

If possible, it would be great if you could complete the necessary consent forms prior to our interview. Click here for the Google Form. If not, no worries and we will go over them during our Zoom session.

And, remember that you will receive $20 for participating and future acknowledgement in any distributed materials, if you decide to do so.

Thanks again for your contributions! I look forward to speaking more with each of you.

Best,

Raph

Interview Description

Thank you for your willingness to participate in this interview! My name is Sarah Raphael (I go by Raph) and I am an Interdisciplinary Major: Linguistics and Community Justice.

By participating in this interview, you will be awarded $20 for your labor. The interview will be 60 minutes or less. After collecting this data, I will be developing and implementing training for peer tutors in the Academic Resource Commons and Writing Center to better support the needs and empower the abilities of multilingual, multidialectal, and multicultural students.

Interview Questions

You may decline to answer any question and you are free to leave this interview at any point for any reason.

1. How would you define language justice?

2. Consider previous academic experiences. Are there any similarities or differences in the way Academic English was taught or enforced between high school and Bates?

3. How do you navigate Standard American English (and White Mainstream English) in the classroom and in your writing at Bates?

4. Do you code-switch (switch between languages, dialects, accents, etc.) at Bates? If so, does it feel voluntary or mandatory?

5. Are you able to incorporate your fluencies and experiences in academic settings? In other words, are there times when you use more than one code?

6. Can you share a story about a time when your languages, dialects, and cultures felt discriminated against at Bates in academic settings, if applicable?

7. Can you share a story about a time when your languages, dialects, and cultures felt validated at Bates in academic settings, if applicable?

8. Do you ever think about what Bates could do to support the linguistic diversity and academic success of multilingual, multidialectal, multicultural students? Could you share any ideas you may have?

9. Are there any other topics you would like to discuss? Any other things you would like to say before we end the interview?

Trainings

In conjunction with my literature review, theoretical research, and collected data, I drafted a four-part training for peer writing tutors to better support the needs and empower the abilities of multilingual, multicultural, and multidialectal students. The trainings were designed to be actively antiracist, linguistically inclusive, and relevant to the needs of Bates students. I submitted the materials to the Bates Academic Resource Commons and Writing Center for future use.

Conclusion

My methods section is a blueprint for replication. The only piece that was not included was an application for funding. At Bates, I applied for a Bates Student Research Fund and received $265 to cover the cost of the gift card and $20 per interviewee. I hope that this step-by-step outline provides inspiration for other case studies that can be conducted. Thanks to the student participants of this study, in the next section, we will bear witness to the realities for Bates students who identify as multilingual, multidialectal, and multicultural.

Chapter 3: Data

Survey Data Introduction

At the end of the two-week period the survey was available, I received 55 responses—55 individual experiences that painted a picture of the current realities in academic environments at Bates. The survey was meant to capture a wide frame of students from a variety of backgrounds, from a range of identities. 10 Seniors, 16 Juniors, 8 Sophomores, and 21 Freshmen responded, with majors in Art, American Studies, Biology, Economics, English, Environmental Studies, Gender and Sexuality Studies, Japanese, Latin American Studies, Math, Neuroscience, Philosophy, Physics, Politics, Psychology, Religious Studies, and Theater. These basic demographics showcased a wide scope of interests and experiences.

The languages listed by participants included (in descending order of responses) Spanish, Mandarin, Japanese, Korean, Telugu, Portuguese, German, Twi, Pidgin, French, Italian, Hindi, Gujarati, Urdu, Punjabi, Malay, British English, Cantonese, Hokkien, Russian, Hebrew, Mexican Spanish, Standard American English, Chilean Spanish, Igbo, Nigerian Broken English, American Sign Language, Taishanese, Lingala, Vietnamese, Bulgarian, Kurdish, Arabic, Turkmen, Amharic, African American English, Canadian English, Patois, Oromo, and Somali. Based on the linguistic variety amongst only a subset of self-identifying students, it was evident that the data would need a nuanced analysis.

Survey Data Tables

In the two tables below, I organized the responses to the following questions:

1) List your languages and dialects

2) Do you feel comfortable using your languages/dialects in classes at Bates?

3) Do you ever feel pressured to use Standard American English in academic settings at Bates?

4) Do you feel like you've been judged or discriminated against based on the way you speak or write at Bates (by other students or faculty members)?

5) How supported do you feel to include your languages and experiences in your writing at Bates?

6) Have you ever been tutored in the Academic Resource Commons?

The response number corresponds to the chronological submission date. Answers to the questions were "Yes" or "No." Empty slots in the tables show that a participant chose not to respond to that question.

Response	List your languages and dialects.
1	Telugu and English
2	Spanish, Portuguese, English
3	Spanish, German
4	English and Mandarin
5	Twi (Ghana), Pidgin, French and English
6	English and Japanese
7	Spanish, English
8	French, Italian, English
9	English Hindi Gujarati Some basic comprehension of other Indian dialects and languages like Urdu, Punjabi, etc French
10	Malay, British English, Mandarin, Cantonese, Hokkien
11	French, English, Spanish
12	Portuguese, English, Spanish
13	English and Mandarin
14	German, English

15	Russian
16	English and Spanish
17	English and Spanish
18	English, Mandarin, Italian
19	Spanish, French, and Chicano English
20	Spanish, English, Mandarin
21	English, Hebrew, Spanish
22	French and English
23	Mexican Spanish, Standard American English
24	English, Spanish, French, and Russian understanding
25	Spanish
26	English, Gujarati, Spanish & a little Hindi
27	English, Urdu, Punjabi
28	English, Korean
29	English, Chinese, German, and a little bit Russian, I know some American Midwest English dialect not so good at it though.
30	English and Spanish
31	English and Spanish
32	Spanish, Chilean Spanish (this is the first time I truly reflected on this and ended up considering it a dialect, having also many elements of indigenous language Mapuzungun), Portuguese, English.
33	Spanish English
34	Igbo, Nigerian broken English, ASL
35	English, Cantonese, Taishanese
36	English Gujarati French German
37	French and Lingala

38	English & Spanish
39	English, Korean
40	Vietnamese, English
41	Urdu, American Vernacular English, British English,
42	Bulgarian and English
43	English, French
44	Kurdish, English, Arabic, Turkmen
45	Amharic, African American Vernacular
46	Canadian English and French
47	English and French
48	Patois and AAVE
49	English and Japanese
50	English, Spanish
51	Spanish/ English
52	Oromo, Somali, Arabic and a little of Amharic
53	Somali and English
54	Chinese (Mandarin), English, and some Japanese
55	English and Spanish

Table 1: Response number and languages/dialects.

Response	Do you feel comfortable using your languages/dialects in classes at Bates?	Do you ever feel pressured to use Standard American English in academic settings at Bates?	Do you feel like you've been judged or discriminated against based on the way you speak or write at Bates (by other students or faculty members)?
1	No	Yes	Yes
2	No		Yes
3	No	Yes	Yes
4	No	Yes	Yes

5	No	Yes	Yes
6	Yes	Yes	No
7	Yes	Yes	Yes
8	Yes	Yes	No
9	No	Yes	Yes
10	No	Yes	Yes
11	Yes	No	No
12	Yes	Yes	No
13	Yes	No	No
14	Yes	No	Yes
15	Yes	No	No
16	No	Yes	No
17	No	Yes	No
18	No	Yes	No
19	Yes	Yes	Yes
20	Yes	Yes	No
21	Yes	No	No
22	Yes	Yes	Yes
23	Yes	No	No
24	Yes	No	No
25	No	Yes	No
26	No		No
27	Yes	No	No
28	Yes	No	No
29	No	Yes	No
30	No	Yes	Yes

31	Yes	No	Yes
32	No	Yes	Yes
33	No	Yes	Yes
34	No	Yes	Yes
35	Yes	Yes	No
36	Yes	No	Yes
37	No	Yes	No
38	Yes	No	No
39	Yes	Yes	No
40	No	No	No
41	Yes	No	No
42	No	Yes	No
43	Yes	Yes	No
44	No	No	No
45	No	Yes	Yes
46	Yes	Yes	No
47	Yes	Yes	No
48	No	Yes	Yes
49	No	Yes	Yes
50	Yes	Yes	No
51	No	Yes	Yes
52	Yes	Yes	Yes
53	Yes	Yes	No
54	No	Yes	No
55	Yes	No	Yes

Table 2: Response number and questions about languages in academic settings (i.e. comfort levels, pressures with SAE, and discrimination).

Response	How supported do you feel to include your experiences and languages in your writing at Bates?	Have you ever been tutored in the Academic Resource Commons?
1	1	Yes
2	4	No
3	3	Yes
4	3	Yes
5	2	No
6	4	No
7	5	Yes
8	4	Yes
9	2	Yes
10	3	Yes
11	5	No
12	4	Yes
13	5	Yes
14	2	Yes
15	5	No
16	3	Yes
17	3	Yes
18	4	No
19	3	Yes
20	5	Yes
21	5	No
22	3	No
23	3	Yes

24	4	Yes
25	2	Yes
26	3	Yes
27	5	Yes
28	4	Yes
29	4	Yes
30	4	Yes
31	5	Yes
32	2	Yes
33	3	Yes
34	1	Yes
35	4	Yes
36	3	Yes
37	3	Yes
38	5	Yes
39	4	Yes
40	4	Yes
41	4	Yes
42	3	Yes
43	4	Yes
44	3	Yes
45	3	Yes
46	3	Yes
47	4	Yes
48	4	Yes
49	1	Yes

50	5	Yes
51	2	Yes
52	4	Yes
53	3	No
54	4	Yes
55	4	Yes

Table 3: Response number and questions about academic support.

Survey Data Commentary

In the same order as listed in the survey, my first question was "do you feel comfortable using your languages and/or dialects in classes at Bates?" Almost 50% of students, as indicated in Figure 1, do not feel comfortable using their languages and/or dialects in classes at Bates. The idea of being comfortable will be expanded upon in the analysis of the interview transcripts. Clearly, though, many multilingual students are uncomfortable using their fluencies in academic settings. It was difficult to pinpoint distinct patterns between language background and responses to this question, but there were still general trends from the data. For example, respondents who spoke Spanish responded approximately 50% "Yes" and 50% "No" compared to respondents who spoke African languages such as Somali, Lingala, and Igbo who almost all responded "No."

My second question asked more specifically about the pressures to use SAE at Bates. Figure 2 shows that practically 70% of students responded that they feel pressured to use SAE in academic settings at Bates, meaning that only 30% do not feel pressured. This was an interesting increase from the first question because there were individuals who responded that they "Yes" do feel comfortable using their languages in academic settings, and yet, they "Yes" still feel pressured to use Standard American English. The 30% that answered "No" to this question predominantly spoke Spanish, German, or French with a few who spoke Urdu or Russian.

Thirdly, I asked students to reflect on previous interactions with students and faculty members at Bates to consider if they felt they had been judged or discriminated against, based on the way they speak or write. Figure 3 presents the subsequent responses: 41.8% said "Yes" and 58.2% said "No." This statistic shows that 40% of multilingual students felt judged based on their linguistic abilities. The overlap between those who both did not feel comfortable using their languages and felt pressured to use Standard American English responded "Yes" to this question was very significant. Moreover, some students who did not feel comfortable using their languages and felt pressured to use Standard American English did not also feel like they had been discriminated against or judged by faculty or students. In other words, there were less students who identified specific instances of discrimination compared to general discriminatory pressures in the academic environment.

My last question regarding language justice was "How supported do you feel to include your experiences and languages in your writing at Bates?" Figure 4 demonstrates the answers— the most common response being 4 and second most common being a 3, on a scale from 1-5. Generally speaking, this suggests that there are multiple forces interacting with one another. Even when respondents said that they didn't feel comfortable using their languages and dialects in academic settings, their rankings in this question were mostly "3's." "4's" and "5's" tended to come from respondents who said that they did not experience any form of discrimination in academic settings, but not exclusively.

Finally, I asked if students had been tutored in the Academic Resource Commons, to gauge usage by multilingual students. Figure 5 shows that 83.6% responded that they were tutored in ARC during their time at Bates. Only 16.4% have not, or have not, yet. These are statistics that illustrate the potential role the Writing Center can play in mitigating the issues

discussed in this project. ARC is a part of the Bates experience and that includes the experiences of multilingual students.

Survey Data Graphs

From the data, I was able to create visual representations of the results. Here are five graphs answering the same questions from the tables.

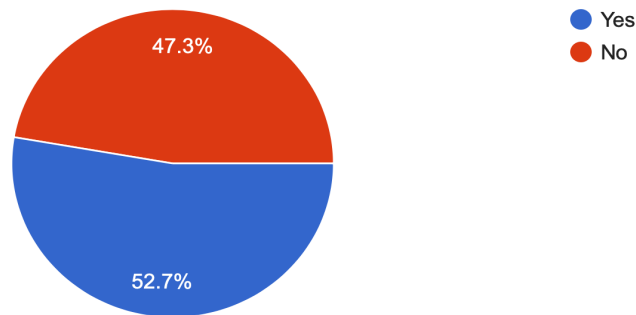**Do you feel comfortable using your languages/dialects in classes at Bates?**
55 responses

Figure 1: Comfort with languages in academic settings.

Do you ever feel pressured to use Standard American English in academic settings at Bates?
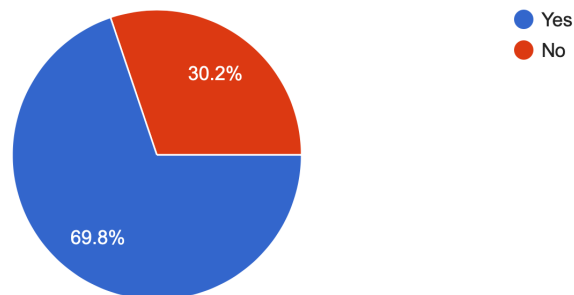53 responses

Figure 2: Pressure with SAE in academic settings.

Do you feel like you've been judged or discriminated against based on the way you speak or write at Bates (by other students or faculty members)?
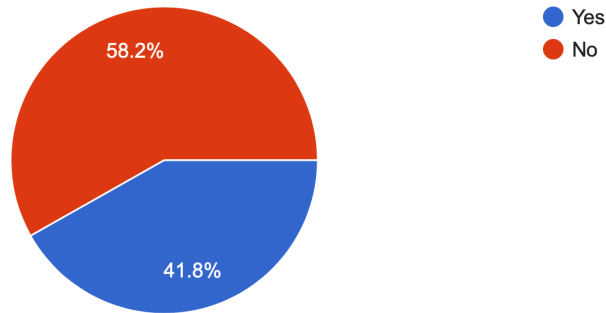55 responses

Figure 3: Discrimination with languages in academic settings.

How supported do you feel to include your experiences and languages in your writing at Bates?
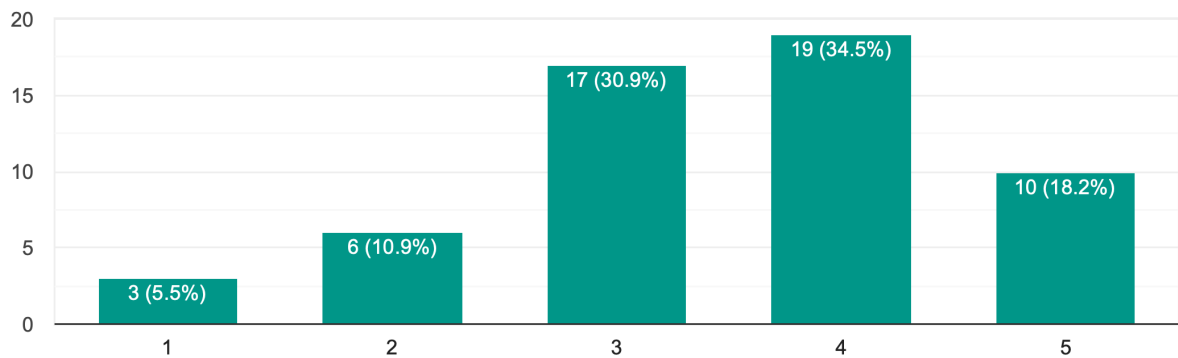55 responses

Figure 4: Support to include language background in academic writing.

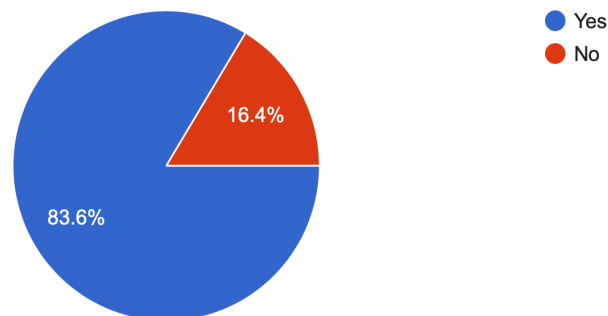Have you ever been tutored in the Academic Resource Commons?
55 responses

Figure 5: Student usage of academic support.

<u>Survey Data Commentary Conclusion</u>

Overall, the survey data indicated a pattern of pressure to use SAE and latitude between experiences. Some of the most striking statistics demonstrated that students who speak African languages were more likely to not feel comfortable using their languages and dialects and feel discriminated against by faculty and students. Additionally, there was no exact formula between questions, i.e. some students who answered "Yes" to feeling pressured to using SAE answered "No" to feeling discriminated against or judged. All of the data pointed to the fact that there were commonalities between the experiences of multilingual students and also, simultaneously, differences. Breaking down the idea of a monolithic multilingual group is essential to creating change. After the survey, it became that much clearer that interviews would be able to fill in some of the gaps and expand upon the responses given.

The purpose of collecting these data was to provide evidentiary information to establish an issue and produce an understanding of how to make changes. Quantitative data are an essential part of documenting phenomena and systemic issues. In this case, the data collected represent pervasive problems that need to be addressed. In my analysis and discussion sections, I

will elaborate on the significance of these data and its potential implications. Before that, though, I am going to share some of the personal experiences of students who volunteered to participate in an interview with me to elaborate on their responses and engage in a conversation about language justice.

Interview Data Introduction

Following the procedures, I outlined in my methods section, I coordinated and conducted interviews with 11 students. Nine interviewees were recruited from my survey and two others signed up to participate after speaking with an interviewee. Each participant shared their perspectives, thoughts, and stories. They described how they feel in academic settings at Bates and what they think can be changed in the future. With each interview, I appreciated more and more the daily adjustments that multilingual students make in order to engage in the classroom. Later, I will present how these adjustments play into a pattern of behavior and discrimination. For now, I will provide documentation of transcript excerpts and paraphrased anecdotes that speak to the thoughtful responses provided by the 11 interviewees.

As a complement to the survey, these interviews dived deeper into the category of multilingual speakers, rather than showcasing them as a monolithic group. It was abundantly clear that the individual experience was dependent on the intersectionality of language and identity. Here, we move beyond the broad brushstrokes and zoom into the picture to see the finer lines.

Question 1

To start each interview, I asked, "how would you define language justice?" I expected to hear fairly consistent answers, using buzz words like equality, equity, and inclusion (which did still happen), but there were a myriad of definitions. Some described how justice equated to

being "comfortable." Others more described forms of language discrimination and how that

dictates what should be counteracted. It was common, though, for the interviewees to say that

they weren't exactly sure, or they didn't know the formal definition. There seemed to be a great

deal of doubt concerning their precise words instead of the concept. A few of the definitions

were:

> *Language justice, well for me, means being <u>comfortable in an academic setting to speak</u>*
>
> *<u>your language or your dialect that you feel most comfortable with</u>. And that*
>
> *comfortability comes from, like whether you're comfortable or not in that setting, comes*
>
> *from an outside source. (Interviewee 9)*
>
> *The first thing, I'm not too sure about my knowledge of language justice in general, but*
>
> *the first thing that comes to my mind is comfort. <u>Feeling comfortable and speaking your</u>*
>
> *<u>own language around others who might be speaking other languages and just being able</u>*
>
> *<u>to feel comfortable</u>. And even when you're not speaking your own language, for example,*
>
> *for me in speak English, I shouldn't just feel comfortable speaking my own language, like*
>
> *speaking other languages around other people, like I'm able to make mistakes or not*
>
> *understand something, but feeling comfortable enough to ask what does that mean or*
>
> *what did you say. (Interviewee 7)*
>
> *…. my idea which might not be the right definition or the correct definition, is that <u>people</u>*
>
> *<u>are discriminated against for the language that they use and that can either come from</u>*
>
> *<u>social pressures or just growing up in certain environments</u>. And certain dialects have*
>
> *certain associations or prejudices associated with them which then are reflected through*
>
> *social situations. (Interviewee 8)*

I've heard the concept before, I'm just not sure what it means, though, but it might relate to, I don't know, I just think of how imperialism plays with language, and how there's this English superiority, over languages less spoken, well for let's say indigenous communities, and how those have been not recognized as much as the big languages right. So, if I apply it to how it plays out in my country, there's a lot of diversity regarding indigenous communities and they are not recognized in the education curriculum nor in other spaces. (Interviewee 6)

There were also comments regarding how language justice means having "things be fair and equal" (Interviewee 11), how much privilege is attached to speaking certain languages (Interviewee 5), and how "people shouldn't be confined to one way of communicating" (Interviewee 2). Another interesting addition came from Interviewee 1, who considered how there are different definitions of language justice in different cultures because there are different interpretations of history. Interviewee 10, who had previously taken a course regarding language justice, said they defined the idea as "embracing all languages and dialects from all communities and being able to like use it higher in politics and not be seen as uneducated" which seems to encapsulate many of the ideas from other interviewees. Definitions are difficult, especially in regard to social justice issues. There are multiple lenses to consider but developing robust parameters will guide our efforts. If we know what we are working towards, we have a greater chance of succeeding.

Question 2

Next, I asked the interviewees to think about their previous high school experiences and their current Bates experiences in order to answer the question, "Are there any similarities or differences in the way Academic English was taught or enforced between high school and

Bates?" Asking this question meant 11 starkly different answers; and, yet, there were still common threads amongst the individuals. For example, many students discussed the levels of "strictness" i.e. whether or not their high schools were more or less strict than Bates in terms of writing style rules and grammatical expectations. Others described how both were strict, just in different ways.

Interviewee 3 described how in Malaysia both English and Malay are compulsory, even though Malay is the official language. Due to British colonization, English is very much a part of the government enforced language requirements. They then compared that to how their FYS professor told them that they didn't mind how they wrote, but others (at Bates) will not think it is appropriate due to their use of British English and writing style. That conversation continues to stick with them in the way they view Academic and Standard American English.

Multilingual speakers who are also International Students, like Interviewee 3, often had experiences at boarding schools in the United States or International Baccalaureate (IB) programs. For Interviewee 4 and Interviewee 5, they encountered inclusive and diverse communities that broadened their use of English in preparation for Bates. Bates, however, was seemingly more white and more conservative (Interviewee 5) which often leads to less inclusive ways of teaching and learning English. However, Interviewee 1 was trained in the "fill in the blank" style of the IB curriculum and said that Bates was more of a freestyle environment.

Multilingual and multidialectal speakers who live in the U.S. or immigrated here shared other perspectives on the differences between their high schools and Bates with regards to Academic English. Interviewee 10 had this to say:

> *There's a big difference. So, in high school, I struggled, like I struggled. I started off in*
>
> *RE 180, it's a program for reading comprehension because I would use AAVE in my*

essays and that did not go well in high school, so they put me in RE 180 class until I

figured out how to not write how I talked. And then I moved to AP and Honors and then

coming to Bates, in my First Year Seminar, I've had a good experience so far. [omitted]

allowed us to write freely and express ourselves. It was really hard to go back to that

pattern of how I used to write. It's so good that my First Year Seminar professor was

open to it...I'm in a W2 class now called "[omitted]" and [omitted] is also open to

different dialects. But, in my politics class, I go back to my standard way of writing

because I know that's what's going to get me an A.

Many of the interviewees were able to clearly point out contrasts between their two academic experiences. Whether it was the curriculum, the writing standards, or the individual instructors, each had their own perspective on what worked better for them and what was restrictive. Interviewee 9 explained that, in high school, they were focused on conveying their overall argument and grammar was something that they had to address along the way. At Bates, however, they "were asked by their professor if English was their first language." For them, that made them feel like they were put into another category. They said, "English was my first language, but it was a different kind of English." As they continued to adjust to the Academic English at Bates, their professor referred them to the Academic Resource Commons and Writing Center to receive tutoring:

That's why I feel like the ARC is necessary here because they want you to write in the

way they want you to....I feel like it's really important to have services like that here,

there's a specific type of style and people are coming from different areas of the world

and different places and so it's really important. I felt really comfortable there and they

helped me. (Interviewee 9)

I will return to the role of the Academic Resource Commons to evaluate if the Writing Center is being used as a resource for upholding the enforcement of Standard American English, and, if so, what can be done to confront it.

For Interviewee 9, a student of color, the implication of being a non-native speaker of English was insulting, and based on their interview, made them feel separated from their peers. On the other hand, some of the White or White presenting multilingual students I interviewed, discussed the benefits of professors knowing if English was not someone's first language and taking that into account. Interviewee 8 discussed how the idea of the First Year Seminar, to bring everyone up to speed, is still unrealistic. They went on to explain that:

> *You're not going to perfect your writing skills in one class during your freshman year at Bates. So, I feel like sometimes I wish, and I know that professors are super busy and don't always know who's in their class, but take into context that maybe their student hasn't had the most experience kind of perfecting their English skills, whether it's speaking or writing.*

Support, acknowledgment, and empowerment were common themes amongst the responses. The intersection, though, of language with other aspects of identity impacted the views of the interviewees with regards to their high school and Bates experiences. As I continue to present the data, the patterns of linguistic racism in terms of race presentation, accents, and cultural perspectives become increasingly evident. It is necessary to temporarily separate the layers of discrimination to identify how they interact with one another, but it is impossible to take race out of the equation when discussing the language backgrounds of these students.

Question 3

My next question was, "how do you navigate Standard American English (and White Mainstream English) in the classroom and in your writing at Bates?" Building on some of the aforementioned strategies including conversations with professors, going to ARC and the Writing Center, and self-modifications, students offered some of the ways they use other resources or feel the need to take steps to retain their native fluency. Interviewee 7 explained that the switch for them from British English to American English has not been too difficult:

I learned British English, which is pretty much the same, but there are certain words that I write differently. Sometimes, I don't think it's a conscious effort for me to change the spelling because most of the time I don't even really notice it. The way I speak is very American, I would say, but in terms of writing, I think it's mostly natural and I struggle with some words, but Google translate is there.

Interviewee 8 explained that they also learned British English but faced more resistance from professors and external pressures. Their experiences show an emphasis on the syntactic and minute grammar variations rather than holistic components of their writing.

I write in British English because that's what we were taught in school. So many professors take off marks for spelling words "incorrectly." "S's" instead of zeds or "z's" or add like, color, is c-o-l-o-u-r and they're like "oh, she can't spell colour" and it's like oh no, I can. Or even applying to jobs, I'm so used to using British English and I'm like should I change it to American English, so they don't think I'm spelling words incorrectly? (Interviewee 8)

One aspect of the navigation that I had overlooked was the need for language retention. A few of the interviewees began to discuss language loss and the steps they take to maintain their

proficiencies more than they spoke about how they used English. For example, Interviewee 4 described it as "juggling French and English." When they're at Bates, they read books in French and practice to avoid any language loss. Interviewee 6 also mentioned that "at this point, it feels like I'm losing some Spanish proficiency."

Another dimension of this question came from Interviewee 3 who discussed how pronunciation was suddenly emphasized when they came to the United States to attend Bates. Even little things like saying "tree" instead of "three" became an issue. People would often say, "I don't get you" while they tried to communicate. Navigating Standard American English, thus became about speaking and writing, accents and styles.

Interviewee 1 also described how navigating Standard American English meant changing their mentality. According to the interviewee, in Western languages, like English, oftentimes the content is presented on a micro level and then applied to the world, on a more macro level. They continued to explain that Asian languages, however, go from a macro level to the micro level. The example they gave to exemplify this was that if we were looking at a fishbowl, they would describe how the bowl housed the fish whereas I would describe the fish inside of the bowl. At first, this might seem like a small adjustment, but it speaks to the cultural shift that multilingual students often experience. When Interviewee 1 writes their papers, they have to completely change their approach to research and content. Their cultural perspective, in the context of writing, means that they create extensive introductions to set the stage for their arguments. This, though, goes against the grain at Bates. Professors want very formulaic and Western styles, both on an organizational level and syntactic level. Interviewee 1, as a Junior, has learned how to fit within this system, but thinks that there could be room for more acceptance regarding cultural perspectives and empathizes with students who are still trying to navigate the system.

Question 4

The question "Do you code-switch (switch between languages, dialects, accents, etc.) at Bates? If so, does it feel voluntary or mandatory?" was complicated for the interviewees. Some wanted clarification on what code-switching is exactly. I was also asked if it was any form of code-switching. Although I intentionally left this question open to interpretation, I provided more information about the concept, along the lines of languages and dialects are codes and switching back and forth between the codes is called code-switching and usually this happens based on the environment or individuals you are speaking to.

Interviewee 2 was confident that they "definitely code-switches" depending on who they are talking to. With their family, they speak Spanglish, but they can speak Mexican Spanish and English, too. At Bates, it is different. Interviewee 2 says that they are so "steeped in white culture" that they are able to maintain a mostly English-speaking front. Isolating their Spanish fluency to home, however, makes it that much more difficult to maintain their Spanish. In other words, code-switching for Interviewee 2 was just a part of being at Bates. They started discussing some of the same perspectives that Interviewee 5 shared. Both acknowledged that their ability to fit into the Bates community made the code-switching less of an effort and less mandatory. Interviewee 5 had this to say:

> *I think for me, again, I've been in America for like four years in a very serious intense*
> *academic setting so in terms of like colloquially, I'm pretty much perfect, in terms of like*
> *the English, I've adapted. But, mentally, I went to elementary school in China, like a*
> *public school, so for me when I do math problems or when I memorize or do anything*
> *that I would've had training for in school, in China, it just goes to Mandarin in my head.*
> *I don't really find that it affects me cause I'm just so used to doing it and also again like*

written and spoken I'm just very white. I sound correct. I sound like what society wants,

or like what America and society wants me to be. In that sense, I don't really code-

switch. I guess mentally I do, just between in classes sometimes but that doesn't

negatively affect me at all, it's just how I am.

Navigating Standard American English is part of the way Bates functions. That is the standard

expectation, and everyone must comply to a certain extent to achieve what they came to achieve.

Interviewee 5, above, said that they "sound correct." That was strikingly similar to Interviewee

11's response who is a student of color. They said that they are always conscious of being

grammatically correct. "there's a lot of times when I speak, I try to make sure that whatever I'm

saying, when I'm writing too, that I'm using the right word that matches that certain meaning. I

can write it naturally, but then I'm like 'does this sound right?'" Across the responses, there was

an underlying consensus that code-switching was about fitting in. Sometimes, that comes

naturally and sometimes that takes substantial effort.

Interviewee 7 expanded on how they code-switch between Portuguese, Spanish, British

English, and American English.

Obviously my first language is Portuguese, but there aren't many Portuguese speakers

on campus, but I'm fluent in Spanish and have made some Hispanic friends here. So,

when I'm around those people, I code-switch a lot. In my case, I think it's involuntary.

There's certain words that I think of in Spanish or others that I'm just more comfortable

in English or I just think of them in English first and it just happens really organically.

And if I'm around people who speak English or who don't speak other languages that I

speak, the code-switching is pretty involuntary.

Interviewee 4 spoke more about how the act of code-switching isn't always a bad thing because it is a linguistic skill and can even happen within a language. They did go on to say though that there are racial components to code-switching. "Being a white male protects me from discrimination" and their language is at a strong level which allows him to seamlessly code-switch. Their insights demonstrated how individual experiences can certainly shape how code-switching is viewed and how it is used.

The last piece of evidence I want to include in this section is from Interviewee 6. They explained how code-switching happens both voluntarily and involuntarily, with their friends vs. in academic settings. They went on to give examples of what this looks like. One of which was that in their [omitted] course, their points of reference were all in Spanish, since they are Chilean. They said, "I think in Spanish when I'm doing homework or trying to think of possible responses to it. It makes sense because my knowledge comes from Spanish." It reminded me of what Interviewee 5 said about their knowledge base for certain content coming from Mandarin. Another takeaway, clearly, is that multilingual students have also learned how to code-switch mentally for knowledge rather than communication, in their thought processes. This is a component of navigating Standard American English that can be better supported and will be referred to later.

Question 5

My fifth question was "Are you able to incorporate your fluencies and experiences in academic settings? In other words, are there times when you use more than one code?" Now, because interviews are never quite linear, some of these responses included answers from other questions as well. For me, that supported the idea that these students' language background and linguistic abilities were, indeed, connected.

Several interviewees commented that they could think of very few instances where that could happen. Interviewee 11 offered one example, but said that for the most part, their fluencies and experiences were not included.

> *If we had a book that incorporated a time when you need to code-switch, I mean of course for you to read it you would need to switch in that part...But most of the time in classes or in papers you're told not to you know short-hand the word, or not to speak in shorthanded sentences. I don't think we are given a chance.*

They went on to describe what happens when students do try to include their other languages when it is not permitted.

> *At times, I've noticed when kids unconsciously switch their code or speak in their slang, it's not something that's welcomed. It's more like "you gotta repeat that sentence again. Oh, that doesn't sound right." You gotta restate what you said to make the professor understand so then they have to go back and rephrase what they said to make it suitable for the professor's standard. It happens with students of other dialects and accents. Students who don't speak in Standard English or use Broken English. It's them trying to understand, to clarify, but also sometimes to correct.*

Their commentary demonstrates not only a lack of opportunity, but an active response to limit how students communicate naturally.

When I asked Interviewee 6 the same question, they wanted to discuss who they communicated with, whether it was in English or Spanish. Speaking to others in one's native language is an underrated way of exchanging information.

> *At Bates, it's less common of course. There's less professors who speak Spanish, less classmates who speak Spanish or other languages. So, in that sense it's less common, but*

still my [omitted] instructor is [omitted] and I speak to them in Spanish. I try to do that

sometimes. And if I have classmates who speak Spanish, I might talk to them. I might feel

more comfortable culturally speaking to use that language too, definitely.

To better their understanding of the content and discuss material with others who share similar

language backgrounds has added to their Bates experience.

One aspect that Interviewee 6 also touched on was feeling more "comfortable culturally."

In Interviewee 5's interview, they discussed how their cultural background was a huge part of

their thinking and being "exposed to multiple modes and ways of thinking and ways to handle

challenges and hardships" has made them a smarter person. Their point, though, was that in

Economics, their major, their multicultural perspectives were not valued. They said they code-

switch when they are doing math because they learned it in Mandarin, but other than that, their

perspective is almost never part of their work: "That's just the nature of the major."

From an outsider's perspective, it is difficult to accept that this is the case. More than

that, it made me question how many subjects and majors are presented as beyond the scope of

the individual's viewpoint, how often did students find themselves studying something that did

not allow them to discuss how they approached issues and what unique insights they are more

than likely to have.

Question 6

Question 6 broached another level of the interview, directly asking if students had

experienced discrimination or linguistic racism in academic settings at Bates: "Can you share a

story about a time when your languages, dialects, and cultures felt discriminated against at Bates

in academic settings, if applicable?" The reality was, throughout the interviews, as mentioned

above, there were many instances of these issues. Even when students, at first, did not categorize

the experiences as examples of discrimination, the pattern was clearly there. For example, taking off points for using British English spellings or asking someone, who uses AAE, if their first language is English are both instances of these issues. Perhaps, not extreme versions, but certainly within purview of discrimination.

Interviewee 9 expounded upon the previous example of being asked about their native language. Here is what they had to say:

> *I feel like, just one? I'm just kidding. Going back to the time when the professor asked me if like English was my first language, you know that kind of hit me weirdly because no one had really asked me that before. And I just kind of felt like, for me anyways, it felt insulting because I spoke English, I was speaking to her in English, I spoke it, I don't seem like I had any, like I couldn't speak English or anything like that. I don't know, I just feel like the question was really unnecessary and excluded me from the whole class and I liked her referring me to the ARC, but the comment "is English your first language" was just very unnecessary.*

"Unnecessary" is a word that stands out. Interviewee 9 was not opposed to receiving academic support in the ARC, but when their English was implied to be deficient, she was viewed as "other."

Interviewee 6, as an International student, frequently encounters something similar, even when people are trying to compliment their fluency in English. They said that people often say, "Oh, your English is so good. I'm so surprised you can speak my language." And, although, they said, "it's nice at first" it is also "annoying if it's a situation that's been going on for years." Unfortunately, it is a common occurrence and Interviewee 6 has to hold back from telling people

to "leave me alone, like you don't have to say it." Part of the issue they describe is that they still have an accent.

> *When it comes to accents, like I acknowledge that I just have an accent, what am I going*
> *to do about it, it's fine. Some people like make fun of you, like yo I don't care, it's not my*
> *first language. You don't have to make fun of me, or if you do, I won't care much. But it*
> *can be both ways, it can be a joke, or it can be like a very negative comment.*

Accents, unfortunately, influence people's perceptions of fluency. There is a bias attached to accents beyond those associated with White Mainstream English. While Interviewee 6 is able to participate in academics at an elite level at Bates, their accent is still criticized.

Discrimination can take many forms and linguistic discrimination is no different. Interviewee 3 detailed an encounter with a professor that resulted in their questioning why they were at Bates. During their first year, they received a really bad grade on a paper. When they went to talk to the professor, they were told to go to ARC to get their "English checked." They were asked, "Why are you here?" Their response to their professor was "to get my degree." They disagreed and told them that they were here "to get better at English." More than that, the professor suggested that they should go back to Malaysia and compete for jobs. The better they got at English, the more competitive they would be in the job market. Since the individual was their professor, the student was not exactly sure what to do or who to talk to. When they did reach out to another professor, they were told that the professor was close to retiring and there was nothing they could do about it.

Part of the struggle in addressing the hierarchy of Standard American English at Bates is that it is upheld by people in power, specifically professors. I will still be outlining how to improve the role of ARC in the system, but it is important to acknowledge that not only do

professors have power over grades, they have greater control over the entire student body at the college level.

Not everyone, though, had examples of linguistic discrimination or racism. Interviewee 10, Interviewee 11, and Interviewee 7 all said that they were First Years and have not yet had any experiences like that, "luckily" and "fortunately." Interviewee 8 offered a bit more about why they think they have not had to deal with any major difficult situations:

> *I can't say that I've really had that happen to me. I feel like as a White, European American person, I fit into the Bates norm. I feel like sometimes I've had people comment on my style of writing or some of the words I would use because you would probably substitute something else in Standard American English. Besides that, nothing really that deep or substantial.*

It's critical to keep in mind that the individual responses to this question indicate that even in a subset of multilingual students at Bates, examples of these issues can be found. Each person's experiences shed light on a different aspect of linguistic racism, and it follows that more examples could be found, if more students were interviewed.

Question 7

To complement Question 6 regarding instances of discrimination, I asked "Can you share a story about a time when your languages, dialects, and cultures felt validated at Bates in academic settings, if applicable?" Not only was this a chance for students to provide examples for some of the positive or empowering experiences they have had, it was a chance for me to get ideas on what changes could be made that would resonate with students. As the interviewees pulled from what has happened so far in their careers at Bates, I was able to document some of the ways academic settings could be equitable and inclusive.

Although some of the interviewees described troublesome situations in their First Year Seminars, others spoke to some of the support they received from professors and classmates. Interviewee 10 spoke about their FYS with [omitted] and how it allowed them to code-mesh and explore their thoughts in whatever natural form they took. They said after one assignment, they met with over Zoom to discuss what they had written and afterwards felt like, "[omitted] made me feel so good about it. I was like okay wow, someone is uplifting my culture, the way people in my community speak and that was just really different." Though [omitted] pushes them for more and more, [omitted] does so in a way that validates student languages.

An additional example came from Interviewee 9 who shared a time when they were able to reflect on their cultural background and spoke with their classmates openly about it. They said:

> *I remember in my FYS, I don't remember exactly what we were talking about, but I talked about, I drawed experiences being from Nigeria and born in Nigeria. I just felt very, when I was talking about it, it wasn't to the class because I don't think I have the courage to do that, but I was in a small group and felt very comfortable talking about my experiences because there was other people, there was another student right beside me who talked about her experiences from India and so I felt very comfortable talking about mine.*

Having the opportunity, but not the requirement to share one's experiences with classmates in a welcoming, respectful environment is a significant part of building community and validating individuals. For Interviewee 9, this was a moment they will remember and want to find more spaces where they feel like their languages, dialects, and cultures are empowered.

One story that I want to share, despite it not being solely about academic experiences, was from my interview with Interviewee 5. They described the validation they received socially for living in China and speaking Italian and Chinese, but also presenting as White. Their point was their experiences were considered "cool" and "different," whereas someone who is from China would not receive the same validation. In their own words, this is what they said:

> *Socially, all the time, and I also want to preface that I'm white, so I look like I wouldn't*
> *have that many cultures behind me and then when I do people see that cool. But, if I were*
> *to sit here with a Chinese face and be like I grew up in China, but I also speak Italian*
> *and English people would be like oh that's cool, but it wouldn't be like wait I want to*
> *hear about your story you know what I mean so I think that there's a lot of white*
> *privilege that comes with all of the validation and the positive reactions that I get when I*
> *say oh I live in China.*

They went on to list some of the other benefits from being multicultural, but as a White person.

> *I've met a lot of friends, especially when it comes to networking, any type of interview or*
> *any type of setting I'm talking to an adult or someone that matters and I talk about my*
> *cultures and backgrounds that's such a plus, but I feel like if I was a person of color then*
> *it would not be, it would be more expected of me to be multicultural so it would be a lot*
> *less impressive. So, I do recognize that.*

Interviewee 5's articulation of these double standards and backwards perspectives are a harsh reality that people of color are often confronted with, particularly at institutions like Bates.

On another note, Interviewee 7 and Interviewee 8 were able to think of examples when professors called on them to share their language background through the content of the class. I

think for some this might not necessarily be an appropriate way to validate language, but for the two of them it worked very well.

Interviewee 7 said that in their FYS, "it was about [omitted], so there were a lot of biology terms and my professor would ask me the Latin roots of the words" because of their fluency in Portuguese. Interviewee 8 said that their professor in their English class tried to include their Italian background and phrased it like this:

> *I transferred into a [omitted] class and I was like why am I here? I know nothing about [omitted] and then the teacher would always call on me and say "Interviewee 8, can you read to us? Because you speak Italian and it's similar" and I'm like "it's not that similar." But they were very encouraging, and I don't know how they knew it, they just picked up on it one day and was like "You're Italian. You speak Italian" and they kept on using it in the class and I thought that was pretty cool because no one has ever used my languages in a positive way.*

Validation, based on these interviews, is entirely possible. Does it take effort and intentionality? Yes, it definitely does. For these students who are trying to single-handedly break down barriers and counteract some of the discrimination they face, these positive interactions are significant and should not be undervalued.

Question 8

The last formal question I asked was, "Do you ever think about what Bates could do to support the linguistic diversity and academic success of multilingual, multidialectal, multicultural students? Could you share any ideas you may have?" Ending the interview with a chance for multilingual students to come up with solutions that would directly impact them was an important part of this process. So often "solutions" are made without talking to the people

who are the ones experiencing the problems. And, when they are asked, they are expected to solve it or not complain about it.

Unsurprisingly, students had really insightful ideas to offer. Interviewee 6 had a few, starting with an open conversation about the demographics and linguistic diversity on campus. They said:

> *I feel like everything could start with an open conversation. Clearly knowing*
> *demographics, okay we have x amount of students who speak this language, x amount of*
> *students who speak the other language and sit with them and talk sort of, not like how*
> *can we make your life easier but sort of like how can we make justice to the language*
> *diversity that you speak. I feel that would be an interesting conversation. I don't have an*
> *answer for that, but it might arise if those conversations happen.*

Building on that idea, they suggested that curriculum changes would be an important part of the process, if Bates wanted to include and support multilingual, multidialectal, and multicultural students. A cornerstone of this would also be to connect language professors with students who speak that language natively. Interviewee 6 also said that Bates could reflect more about who is put into positions of power on campus, asking, "are chairs of language departments native speakers of the language?" Their example was the Hispanic Studies department which has a non-native speaker. Interviewee 6's suggestions were mostly focused on conversations and representation, both essential aspects of promoting language justice.

Interviewee 11 centered on aspects of translation and accessibility. They were discussing some of the difficulties non-native speakers of English face when trying to participate in Bates academics and proposed a more tailored approach to providing support:

But like a program where people who English is not their first language can feel

comfortable and apply their language to academics. I know it's hard for you as a student

who is not familiar with the English language to do papers in English, to do things in

English, to try to speak up in class because you're not sure if you'll sound right

according to the guide of the "English language," whatever that means. So, it's like

probably setting up a space in the classrooms you know where if need be they have a

translation or something like that so they can feel comfortable participating at least

because a lot of participation is required as a part of the grading requirement and how

can you participate if you don't feel confident in it.

While Interviewee 11 acknowledged that they think it may be unrealistic to expect translation

services and that Bates is a predominantly English-only place, the sentiment of providing more

accessible resources was explicitly and profoundly evident.

Interviewee 7 used a different lens to answer the question. They advocated more for

inter-personal changes rather than solely relying on systemic change from the institution, based

on their own experiences. The Peer Writing and Speaking Assistant (PWSA) position they refer

to is a course-attached tutor from ARC that works directly with First Year Seminar students.

That type of support was beneficial for their academic growth and for their own comfortability,

they elaborated to say:

It's a tricky question because I don't know how much the institution itself can do. I see it

more of a people issue. It's about the people around me, we should be the ones respecting

each other and making each other feel comfortable enough. Of course, institutional

support is important too. Like, the PWSA is a great example of that, of someone that's

there and at least for me, made me feel comfortable and I don't know just knowing that

there's somewhere you can go to if you need help. I think that's the most concrete

example I can think of.

According to Interviewee 7, the current infrastructure does in fact support the needs of multilingual students, but it could be expanded.

Interviewee 1 also mentioned that the Writing Center could be a place where students could receive academic support that would not be a source of stress or discrimination. Interviewee 2 told me about their time in the Math and Stats Workshop at Bates, which runs adjacent to the ARC. Their conclusion was that we need to help students break down the barriers to their education, whether they be linguistic barriers or otherwise. They said, "don't use your knowledge, use their knowledge" in order to offer support effectively.

Moreover, Interviewee 3 indicated that the ARC is doing what it can to try to help the situation at Bates, but in the end, professors are the ones with the power. Between the differences in languages and cultures, they asked, "How would professors feel about language justice trainings?" And, beyond that, they said that Bates needs a space where students can express the discrimination they face so that it can be addressed. For them, there was no space and that's why they feel passionate about making a change.

At the end of their interview, Interviewee 5 had several ideas to contribute. The first was that we need "more support, more acknowledgement" to tell multilingual students that "I know what you're going through is hard and there's plenty of people going through it as well." The second was that while they value the idea of ARC, they questioned to what extent it is prepared to address the problems:

You can always go to an ARC tutor but they're going to be like that's grammatically

incorrect but it's like okay how do I learn? For example, if I come from a Spanish

speaking culture, then someone from a Spanish speaking culture could help me as well. A lot of times when you find people who make linguistic mistakes, they are following grammar or the rules of another language they speak. It's one thing to just correct a sentence, but it's really easy to relate to someone. For example, when I listen to people from China here, I understand you and why that's grammatically incorrect because that's how it is in Chinese.

These are all completely valid points that I will consider throughout the trainings, in the next part of this thesis.

Their third and final idea was to create mentor/mentee relationships with multilingual students at Bates. Mirroring what the Women in Economics program has fostered so far, they suggested that students be given the opportunity to be matched with an Upperclassman when they are a First Year Student. Someone who could provide support because they have shared similar experiences.

My final note is from the concluding thoughts and questions from Interviewee 11. Interviewee 11 told me that they were "really hopeful that this comes through in the Writing Center. I'd never really thought about the Writing Center having access to different languages." When they asked me, "What would this entail for tutors in the Writing Center? Would they have to train in another language? How would Bates seek to find translators or have ways to incorporate those languages and make sure that they (students) feel comfortable using their languages and dialects?" At the time, I was not sure what my answer would be, but I replied to say that's what I'm going to find out.

Interview Data Conclusion

Over the course of the 11 interviews, I conversed with remarkable individuals at Bates who identify as multilingual, multidialectal, and multicultural. What they shared with me covered some of the high and low points of their academic careers. Each one took the time to meet with me in order to explain their perspective on language justice and what Bates can do to improve. I am extremely grateful for their vulnerability and their thoughtfulness.

Through each interview, I was simultaneously able to learn about an individual's experience and find evidence of large-scale patterns. High school careers and family backgrounds played a huge role in the transition to Bates academia. Some students came from foreign countries, others from near-by states, or across the U.S. Some were First Generation college students. A few enrolled in International Schools. The variance in prior experiences coupled with the language diversity contributed to a range of toolkits, linguistically, socially, and academically, entering Bates; and, once here, a wide scale of experiences.

Beyond that, every student identified how their language interacted with their racial, ethnic, gender, or class identities. As self-aware people, these multilingual students acknowledged their privileges with many aspects of their identity. Certain interviewees discussed how being a White student or a White passing student gave them advantages over their classmates who are students of color. Other students pinpointed how their lack of an accent allowed them to more easily navigate language barriers. There were also some who talked about their cultural backgrounds and were more widely accepted because of their ethnic identities. Time and time again, the interviewees offered valuable insights into the complex constructions of language and identity.

In theory, we discuss language and identity, how language hierarchies exist and pervade society. However, to discuss these issues directly with students who are living examples is completely and entirely different. On a daily basis, multilingual students, particularly students of color, are forced to independently traverse through hoops, pressures, and harmful environments.

These data, both in the survey and interviews, delineate an undeniable problem and lack of language justice. From the very beginning of this project, I knew I wanted to make changes in the Writing Center informed by the experiences of multilingual students at Bates. I will now use this valuable collection of information to create trainings and strategies for Writing Center tutors. Empowering multilingual students to participate, grow, and learn at Bates without facing linguistic discrimination or isolating parts of their identity needs to be a fundamental pillar of academic support.

Chapter 4: Trainings

Introduction to Trainings

Running parallel to efforts already happening in the Academic Resource Commons, Writing@Bates, and Office of Equity and Inclusion, these training designs are meant to be tailored and improved over time by those implementing them. We are all learning how to navigate these issues in a humble and effective way. As I outlined in my Statement of Positionality, my role as a White woman, an undergraduate student, and a writing tutor means that I carry privileges and biases with me and in the work I do. What I create in the following trainings is open to discussion, to feedback, and candid responses. My goal is to mitigate harm and empower multilingual, multidialectal, and multicultural students, to offer whatever guidance I can to the writing tutors working in the Writing Center.

Throughout my data section, there were calls to action—moments where the multilingual students I interviewed identified deficiencies or injustices in academic settings that need to be addressed. Statistics from the survey demonstrated that a portion of multilingual students at Bates encounter pressures to conform and discrimination for their differences. As I discussed in my commentary of the data, there were clearly intersections between language and identity that we do not often discuss (for example, how a student of color is asked if English is their first language because of their grammar and a White Student can sometimes avoid critique because of their lack of an accent). Multilingual students are not experiencing academic settings in the same way, but there are still shared patterns of discrimination and isolation.

The purpose of this project is to provide meaningful data from the students encountering issues of linguistic racism and discrimination in order to inform changes in the Writing Center. Based on the data collected from multilingual students at Bates College and theoretical research regarding translingualism and code-meshing, I drafted a four-part training for peer writing tutors.

Four-Part Series

It would be impossible to fully address everything that this thesis discusses in a singular training, even four training sessions seems insufficient. But the point is to create an accessible starting place and dedicate time to these important problems. The idea of the four-part series is to build chronologically with each session, to scaffold the trainings in a way that deepens understanding and engages tutors. However, each session could stand on its own, if it is combined with another training regarding these issues.

Each of the training sessions would ideally be offered during a one-hour session after initial tutoring training has been completed. The combination of the four sessions will cover basic definitions of key terminology, group discussions surrounding language justice, and self-reflection activities designed to prepare tutors to better serve the needs and empower the abilities of multilingual students.

At the crux of all of the trainings is the need for *both* theory and practice. Conducting research and studying theory is essential to responsible practices and the act of practice should never be second to theory. What I mean to say is that, the significance of each amplifies the significance of both.

Part 1: Defining Language Justice

Opening Remarks- 5 min

Brainstorm Definition- 5 min

Group Readings- 10-15 min + 10 min share

Examples of Definitions- 5-10 min + 5 min discussion

Reflections- 5 min

Closing Remarks- 5 min

Opening remarks should include a bit of context about the project and perhaps how all of this fits into the larger efforts to make ARC and the Writing Center a more equitable and inclusive environment for academic support. Be sure to start by introducing the idea of positionality and allyship in this work. One way to do so is with this quote from Neisha Anne-Green (Writing Center Director at American University):

> *So, to the white folk in the room, since y'all keep asking how to help, here's how: Stop being an ally; instead be an accomplice...Allies are satisfied to quietly help and support. Accomplices support and help through word and deed. Accomplices actively demonstrate allyship...Be my accomplice. Take the risk. Give up some of the privilege you hold so dearly so that I can have some.* (2018, p. 29)

This quote identifies the role of White students, but all peer educators can learn best practices to support language justice amongst different groups of multilingual students. Supporting both the group and individual experiences is essential to the work.

Language Justice. What exactly does this term mean? As seen in my excerpts from the interviews, there are various lenses to what language justice means to the individual. It is important to honor the perspectives and interpretations of what language justice signifies. At the same time, sharing a common understanding and upholding a widely accepted definition is a way to incorporate multiple voices into a strong and nuanced movement.

This training is designed to "meet tutors where they are." Using the same pedagogy tutors use with their tutees, this session will first allow for self-reflection. At the beginning of the session, writing tutors will be asked to take five minutes and write down their answer to the question, "How would you define language justice?" Follow-up prompts could be along the lines of, "What comes to mind when you think of that term?" or "Consider what it would look like to

be in an environment that supports language justice."

After their brainstorming session, students will be divided into 2 or 4 groups according to the number of participants. Remind students that multilingualism encompasses a variety of identities, races, and ethnic groups. These conversations and readings will attempt to include a variety of perspectives and acknowledge non-native English speakers, International students, bilingual and multilingual students and any others who identify as a part of this community. Each group will be assigned a different reading excerpt from the two listed below or another related source:

April Baker Bell's *Linguistic Justice*: Excerpt 1 focused on AAL

> If African American Language (AAL) is systematic, rule-governed, and functional, as the voluminous research over several decades has established, then why is it continuing to be stigmatized and disrespected, even within the Black Language-speaking community itself (where you may hear it referred to as "breakin verbs" or "talkin ghetto"). Why can't this highly functional language be used in all situations? Why do Black Language speakers have to learn how to be bidialectal whereas White Mainstream English speakers can get along just fine—thank you, very much—being monodialectal? As I have signified in the past, and now, "all languages are equal, but obviously some are more equal than others."

Daniel Sanford's *A Guide for Peer Tutors*: Excerpt 2 focused on language rights

> Education is also an important venue for language rights. Fluency in the language of one's culture is an important connection to one's heritage, and educational institutions have a history of complicity in enforcing students' acculturation to the linguistic standards of the dominant culture. As a tutor, you'll work with many students who are working to become more fluent in the language varieties that are favored by the dominant

society, in order to be successful in that society. One question to consider is how can

language rights play into these tutoring interactions? How, in your work, as a tutor, can

you support both learners in their goals and honor the rights of individuals to the native

languages and dialects? How can learning centers support linguistic diversity within the

academy and within society?

Groups 1 and 2 will be given 10-15 minutes to read the excerpt individually and then discuss

within their group. Using a JamBoard, each group will be asked to put two or three sticky notes

with answers to the following questions:

1) What is one major point the author makes about language justice?

2) How does this fit into the definition you just wrote?

3) Is there anything you would want to change about your definition now?

Next, the individual groups will take turns sharing their thoughts about the excerpt they

were assigned. When possible, specific quotations should be used. One or two group members

can give examples of what was discussed based on the sticky notes. This should take about

another 10 minutes.

At this point, you would have about 25 minutes left. The next portion comes directly

from the interviews with multilingual students at Bates. Below are 5 examples of definitions

from the interviewees. Feel free to select a few or show all of them. They are intended to offer

insights into how some students define language justice and what they prioritize in their

definitions.

Language justice, well for me, means being <u>*comfortable in an academic setting to speak*</u>

<u>*your language or your dialect that you feel most comfortable with*</u>*. And that*

comfortability comes from, like whether you're comfortable or not in that setting, comes from an outside source. (Interviewee 9)

The first thing, I'm not too sure about my knowledge of language justice in general, but the first thing that comes to my mind is comfort. <u>Feeling comfortable and speaking your own language around others who might be speaking other languages and just being able to feel comfortable</u>. And even when you're not speaking your own language, for example, for me in speak English, I shouldn't just feel comfortable speaking my own language, like speaking other languages around other people, like I'm able to make mistakes or not understand something, but feeling comfortable enough to ask what does that mean or what did you say. (Interviewee 7)

…. my idea which might not be the right definition or the correct definition, is that <u>people are discriminated against for the language that they use and that can either come from social pressures or just growing up in certain environments</u>. And certain dialects have certain associations or prejudices associated with them which then are reflected through social situations. (Interviewee 8)

I've heard the concept before, I'm just not sure what it means, though, but it might relate to, I don't know, <u>I just think of how imperialism plays with language, and how there's this English superiority, over languages less spoken, well for let's say indigenous communities, and how those have been not recognized as much as the big languages right</u>. So, if I apply it to how it plays out in my country, there's a lot of diversity regarding indigenous communities and they are not recognized in the education curriculum nor in other spaces. (Interviewee 6)

Tutors should be encouraged to ask questions about the definitions or provide commentary about

how these definitions compare with their own. "Are there any new ideas?" "Any similarities or differences?"

The last component of the training is to have tutors return back to the definitions they originally wrote at the beginning of the session. They will have 5 minutes to make any changes they would like to and then add their definitions to a Google Doc where they will have access to the definitions of their peers.

Closing remarks can relate the training back to the overall takeaways of the session which are listed below. Please also provide access to the readings, JamBoard, and GoogleDocs following the session.

1) Acknowledgement of positionality and purpose for these trainings

2) Draft of a definition for language justice

3) Exposure to current literature

Part 2: Translingualism Theory

Opening Remarks- 5 min

Survey Results- 10 min

Theory- 15 min

Lists-10 min

Discussion- 15 min

Closing Remarks- 5 min

Opening remarks could include another commitment to positionality and purpose. Reminding tutors that their positionality matters in every single tutoring session and the same thing applies to trainings.
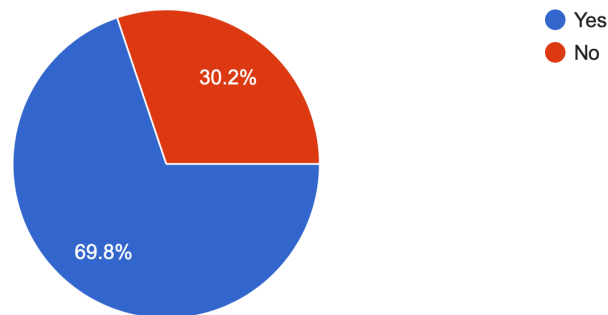
The foundation of this project is how translingualism can be used as an antiracist

approach in the Writing Center, but what is translingualism and why do we need it?

To illustrate some of the broad trends of linguistic discrimination, you can offer any of the

graphs included in the data section. The survey graphs collected responses from 55 self-

identifying multilingual students at Bates. Here are two that I think are the best to focus on for
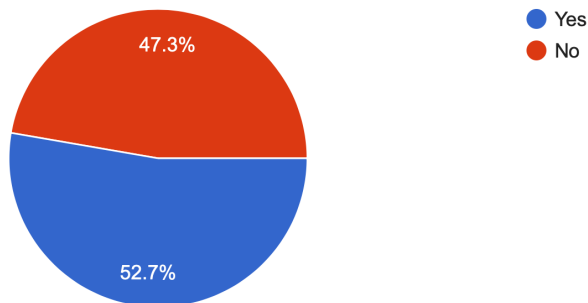
this training:

Do you ever feel pressured to use Standard American English in academic settings at Bates?
53 responses

Yes
No

30.2%

69.8%

Do you feel comfortable using your languages/dialects in classes at Bates?
55 responses

Yes
No

47.3%

52.7%

Giving the tutors a moment to reflect on the significance of data and how the students they work

with might be feeling pressured to use Standard American English or might face discrimination

from students or faculty members in their classes. Opening the floor for any questions or commentary about the project would be appropriate here, but not to question the validity of the responses.

Hopefully, the survey responses provide a concrete base to use as you introduce some abstract theory. Some of the tutors might have already been exposed to the concepts of translingualism and code-meshing, but it is important not to assume that all students have the same background in this material. By offering three thesis excerpts, tutors can choose which reading they would like to focus on for five to ten minutes.

Thesis Excerpt 1: Translingualism Background

Translingualism indicates that speakers of more than one language or dialect can not only shuttle in and out of tongues and codes, but also utilize their fluencies as interconnected resources. Scholars of linguistics use the term "code" to refer both to systems of languages and systems of dialects, meaning that English is a code and so are SAE and African American English (AAE). Linguistic differences, under the philosophy of translingualism, are assets, not problems. Translingualism recognizes that "deviations from dominant expectations need not be errors; that conformity need not be automatically advisable; and that writers' purposes and readers' conventional expectations are neither fixed nor unified" (Horner, Lu, Royster, & Trimbur, 2011, p. 304). As a method, pedagogical tool, and a philosophy, translingualism views language use as a constructive, evolving, and inclusive process that can be implemented in any context.

Thesis Excerpt 2: Code-meshing and Translingualism

In each application, "the goal of code-meshing is to maximize (not minimize) rhetorical effectiveness" (Young, 2014, p. 81) and increase the agency within language choices. Code-

meshing is a strategy that provides a method for speakers to incorporate their various codes in many contexts. Translingualism takes this strategy one step further, though: "Rather than asking whether writers should code-switch or code-mesh, a translingual approach asks us to consider how, when, where, and why specific language strategies might be deployed" (Lu & Horner, 2013, p. 27). And, this approach can be applied to many contexts, including higher education and college academics.

Thesis Excerpt 3: Translingual Application in Writing Centers

Each student is constructing their own fluencies whether it be through content-specialization, language acquisition, or writing development and "by recognizing writers' agency in and responsibility for all their language productions" and regardless of "whether these seem to reproduce standardized for norms of writing or deviate from them, it is applicable and of benefit to all students (and all writers, including those deemed monolinguals and those deemed multilinguals) to use a translingual approach" (Lu & Homer, 2013, p. 29). Incorporating this philosophy as a pedagogy occurs "not merely by exposing students to language diversity or by permitting students to use their full linguistic repertoires in their writing" but by also "asking students to investigate/consider how language standards emerge, how and by whom they are enforced, and to whose benefit" (Schreiber & Watson, 2018, p. 95). These are not easy tasks but are essential to the translingual endeavor towards equity in the writing center, academia, and society.

Tutors, once they have selected their excerpt, should read it and respond to the following questions.

1. What is one key word that comes to mind with translingualism?

2. What is the relationship between translingualism and language justice?

3. Do you have any ideas of how this could be implemented?

Bringing everyone together, you can ask for individuals to share responses to any of the following questions. Feel free to offer your own, if tutors aren't participating.

Next, I've included a screenshot of a heuristic list of how language can perpetuate oppression and what tutors and writers can do in response. Give the tutors about 5-10 minutes to read through the list individually and identify one "solution" that resonates with them and is something they either want to learn more about and try to implement in their tutoring sessions. A Jamboard or Google Docs could also be helpful here.

A Two-List Heuristic for Addressing the Everyday Language of Oppression

How Language Can Perpetuate Oppression
1. Avoids discussing difference
2. Erases differences
3. Assumes uniform readership
4. Minimizes significance of discrimination
5. Speaks of oppression as only in the past
6. Exoticizes
7. Presents stereotypes as evidence
8. Disrespects sources from "other" perspectives
9. Fails to distinguish sources' views from writers' own
10. Misunderstands or misrelates sources' views

How Tutors and Writers Can Challenge Oppression through Attention to Language
1. Clarify meanings together
2. Express understanding of one another's meanings
3. Discuss meaning and use of sources
4. Pose counterarguments
5. Maintain a non-combative tone
6. Address language without accusations of intentional oppression
7. Name the "elephant in the room"
8. Learn to better identify and address language that perpetuates oppression

Mandy Suhr-Sytsma and Shan-Estelle Brown: "Theory In/To Practice: Addressing the Everyday Language of Oppression in the Writing Center"

Following the individual time, bring everyone together for a discussion around what the role of tutors can/should be, possibly referring back to the language justice definitions and translingualism theory. Some ideas for questions to get the conversation started:

1) Can you remember a tutoring scenario where translingualism would have been a beneficial framework to use?

2) What are some scenarios where these strategies would be helpful?

3) Do you have any questions about the theory or practicality of translingualism?

4) What other information would you like to know in order to use translingualism pedagogies?

Conclude the session with a recap of what information has been covered so far and an overview for the next session.

Takeaways:

1) Acknowledgement of current realities for multilingual students at Bates

2) Theoretical understanding of translingualism

3) Brainstorm for Translingual Applications

Part 3: Translingualism Practice

Opening Remarks- 5 min

Reflection- 5 min

Strategies- 5 min

Excerpts- 15 min

Small Group Discussion- 10 min

Large Group Recap-10 min

Closing Remarks- 5 min

As far as opening remarks are concerned, there may be peer educators who did not attend one of the other trainings. Grounding the session with a statement of purpose and positionality is always important. I think this is an important habit to get into when doing this type of work.

Since so much information has been covered in the previous two sessions, I would recommend taking a few minutes for tutors to reflect. Even a few minutes for them to identify one thing that stuck with them or one thing they still have questions about. The last question from Part 2 can serve as a transition into a presentation about strategies tutors can use. There won't be enough time to go over every strategy thoroughly, but this should build upon the lists from Part 2. Encourage students to select one they might want to use in the scenarios later in the session.

1) Positionality: the tutor acknowledges personal knowledge and language background

- Considering language, race, ethnicity, gender, sexuality, disability, neurodiversity, etc. is essential to dismantling power structures and to understand how these differences impact the way we experience and navigate the classroom. Tutors can acknowledge their own roles in these systems, power, and privileges and set an inclusive tone for the session.

2) Actively ask for the students' learning goals (Chung, Chaney, & Fong 2020)

- Often multilingual students ask for assistance that does not necessarily match some of the pedagogy used in the writing center. Some students might ask for proofreading or grammar assistance. If a tutor is able to understand what the student is trying to work on and acknowledge both syntactical goals and content goals, then they are more likely to be able to implement a translingual approach.

3) Mirroring: rather than identifying "errors," establish patterns and reflect back to tutee

- When multilingual students are operating within the SAE system, it is common for deviations to be considered errors. As a tutor, it is important not to prescribe a right or wrong way to speak or write. One way to acknowledge these differences is to point out patterns within a student's writing. For example, if a student used a singular helping verb

instead of plural, a tutor could locate other instances in the paper and explain how those function with singular vs. plural nouns in SAE. Another example could be if a student's thesis statement is a more macro-level sentence that is common in other writing systems, a tutor could provide an example of a more micro-level thesis statement. Ultimately, tutors can reflect a tutee's choices back to them and offer other options. It is their choice whether or not to use the options.

4) Ask for students' intentions

- When multilingual students write, they are making decisions about their writing. They have experiences to draw upon and language systems to utilize. Along the same lines as mirroring, tutors can ask students in particular sections of the assignment about what they intended to communicate or what they want to say. This could be a moment for clear communication and collaboration, if the student is attempting to bridge different concepts or connect their own perspectives to the paper.

5) Open-ended questions: offer opportunities for students to talk (Chung et al., 2020)

- Multilingual students, who may be communicating in their second or third or fourth language, should have the opportunity to communicate at their own pace and as they feel comfortable. It is equally important to both ask open-ended questions and hold space for students to present their ideas or questions independently. In a translingual approach, the tutee holds power to engage in their writing process as they choose. There are times where this means that the tutor is the listener.

6) Identify opportunities for translanguaging: mention spaces for code-meshing

- While code-meshing continues to expand into higher academia, most multilingual students are not encouraged to use their language skills and linguistic abilities in their

writing. By pointing out areas that might be an effective place for using multiple codes, students can make a rhetorical decision whether to incorporate one of their other languages.

7) Assignment Prompt: talk about options to include an individual's perspective

- Students are forced to navigate prompts established by their professors. A tutor is not able to change the prompts, but they can guide students on how to approach the prompt. Are there opportunities for students to incorporate their own perspectives? Tutors can also attempt to expand on how to interpret and respond to assignment prompts based on their own experiences.

8) Research and Sources: discuss field of study and language backgrounds

- Research can be a forgotten piece of the writing process, but it is crucial for students. Tutors can provide resources for critical research and facilitate discussions about the author's positionality, the history of a field of study, and how language background might influence their writing. One situation could be a research paper on gold mining in Colombia. Finding primary sources from Colombian authors might provide insights that are unavailable in other sources. Spanish-speaking students could also gain a deeper understanding by reading sources in their own language.

9) Offer opportunities for students to process feedback in their own ways (Chung et al., 2020)

- When tutoring multilingual students and providing feedback following a translingual approach, some of the information might still contradict what a student has experienced or been taught. They might need time to process the information and practice implementation on their own. Tutors could suggest a follow-up appointment or give them

a few minutes on their own before continuing with the session.

10) Praise students for their ideas and efforts (Chung et al., 2020)

- Multilingual students' abilities are not praised or celebrated enough in academic settings. Taking the time to acknowledge and encourage students for their work builds confidence and promotes success. Tutors are responsible for providing feedback, but they are also tasked with supporting students. Part of this support is vocalizing encouragement. For students that are often criticized or discriminated against, it is of the utmost importance to commend them for their efforts.

Next, introduce a few excerpts from interviews conducted for my thesis. The first few are more-situation based, identifying issues that students face in their academics. Give tutors 5-10 minutes to read through the quotes and select one line that resonates with them or sparks their interest. There are also corresponding questions with each excerpt for tutors to consider after reading.

Excerpt 1: *You can always go to an ARC tutor but they're going to be like that's grammatically incorrect but it's like okay how do I learn? For example, if I come from a Spanish speaking culture, then someone from a Spanish speaking culture could help me as well. A lot of times when you find people who make linguistic mistakes, they are following grammar or the rules of another language they speak. It's one thing to just correct a sentence, but it's really easy to relate to someone. For example, when I listen to people from China here, I understand you and why that's grammatically incorrect because that's how it is in Chinese (Interviewee 5).*

Question: How can a translingual approach be used in this situation? What resources are available for grammatical support?

Excerpt 2: *Going back to the time when the professor asked me if like English was my first*

language, you know that kind of hit me weirdly because no one had really asked me that before. And I just kind of felt like, for me anyways, it felt insulting because I spoke English, I was speaking to them in English, I spoke it, I don't seem like I had any, like I couldn't speak English or anything like that. I don't know, I just feel like the question was really unnecessary and excluded me from the whole class and I liked them referring me to the ARC, but the comment "is English your first language" was just very unnecessary (Interviewee 9).

Question: If a student came into ARC after this experience, what strategies would you want to use? Is there anything you could do to mitigate the tension?

Excerpt 3: *You're not gonna perfect your writing skills in one class during your freshman year at Bates. So I feel like sometimes I wish, and I know that professors are super busy and don't always know who's in their class, but take into context that maybe their student hasn't had the most experience kind of perfecting their English skills, whether it's speaking or writing (Interviewee 9).*

Question: For multilingual students, what are ways to encourage them to advocate for themselves with their writing? Are there any ways for you to support students who are trying to develop their writing skills? What would you do if a student was using British English or African American English?

Once tutors have had a chance to brainstorm answers to these questions on their own, break them up into small groups, ideally 3-5 tutors per group. Ask them to share a few of their ideas or develop questions that they would want to ask the larger group. The large group recap is an opportunity for students to learn from each other. Advocate for tutors to use their own language backgrounds as a part of this process. They are all writing and language tutors and will face a wide range of situations in their tutoring sessions.

Finally, you can share these last two quotes as examples for what tutors can do for multilingual students, and students, in general—here is a brief snapshot of the impact the Writing Center can make at Bates.

> *That's why I feel like the ARC is necessary here because they want you to write in the way they want you to....I feel like it's really important to have services like that here, there's a specific type of style and people are coming from different areas of the world and different places and so it's really important. I felt really comfortable there and they helped me. (Interviewee 9)*
>
> *It's about the people around me, we should be the ones respecting each other and making each other feeling comfortable enough. Of course, institutional support is important too. Like, the PWSA is a great example of that, of someone that's there and at least for me, made me feel comfortable and I don't know just knowing that there's somewhere you can go to if you need help. (Interviewee 7)*

To wrap up the session, provide access to the materials and make it clear that this will be an ongoing process. Translingualism can be used as a pedagogical tool in any tutoring session, but it is especially important with multilingual learners.

Part 4: Statement of Antiracist and Inclusive Writing Support

Opening Remarks- 5 min

Reflection- 5 min

PowerPoint- 15 min

Group Work- 15 min

Large Group Discussion- 15 min

Closing Remarks- 5 min

Again, opening with a reference to the importance of positionality and the need for change. One interesting quote to prompt discussion could be from Gloria Anzaldúa, but feel free to use others:

> *Until I am free to write bilingually and to switch codes without having always to translate, while I still have to speak English or Spanish when I would rather speak Spanglish, and as long as I have to accommodate the English speakers than having them accommodate me, my tongue will be illegitimate. I will no longer be made to feel ashamed of existing. I will have my voice. Indian, Spanish, white. I will have my serpent's tongue — my woman's voice, my sexual voice, my poet's voice. I will overcome the tradition of silence.*

Since this is the last training session of the series, starting with a brief reflection will be helpful to prime the tutors for the next steps. Reflection questions could be similar to:

1) What is one thing that you have learned that you want to apply to your tutoring?

2) Is there an aspect of translingualism or language justice that you want to learn more about?

3) What do you want the Writing Center to commit to moving forward?

A PowerPoint presentation would probably be the best format for the next activity. Dr. Bridget Fullerton attended the Rocky Mountain Writing Center Association's workshop on Developing an Antiracism and Inclusion Statement for a Writing Center and shared some information that will be referenced in the material included below. While Writing@Bates has made a statement of antiracism and a commitment to inclusivity in writing instruction, the Writing Center and peer tutors do not have a statement or a commitment to the issues we have discussed thus far. For this reason, the third session is designed to draft a collaborative document

with a framework for what the statement could look like. The PowerPoint could include

examples of what other statements look like from institutions such as:

- Columbia University: Antiracism Statement | The Core Curriculum
- Emory University: Our Commitment to Anti-Racism, Equity, and Inclusion
- Washington State University: WSU Writing Center STATEMENT of ANTIRACIST PRACTICE & COMMITMENT What We Do Who We Are

Here is part of the Writing@Bates statement:

> *We support black, brown, indigenous, and international student, colleague, and*
>
> *community writers with ardor and devotion and commit to engaging them over the*
>
> *transformative power of our differences, cultivating intellectual discovery and informed*
>
> *civic action, by listening deeply, valuing their languages and genres, and committing to*
>
> *active antiracism and inclusivity in our writing pedagogy, support, and training.*

You could highlight sections that stand out to you personally and also revisit some of materials

that have been discussed in earlier sessions. Now would be a good time to remind tutors of the

language justice definitions they drafted and the translingualism theory they read. A summary

slide with this information could be really helpful.

Based on the size of the group, I recommend four groups of tutors. Give them about 15

minutes total, five minutes to individually brainstorm and ten minutes to share with their

groupmates. Their prompt is to come up with one or two "must haves" for the Statement of

Antiracist and Inclusive Writing Support. Here are a few examples:

- Commitment to a translingual approach

- One action step

- Identified student group/audience

After the breakout sessions, bring the groups back together and ask for a volunteer from

each group to share their "must haves" with everyone. You can record their responses on a shared document that everyone will have access to after the session. This is an opportunity for questions, concerns, or recommendations about the statement.

Closing remarks should be focused on next steps. You could offer a timeline of future opportunities to work on the statement. Maybe a workshop in the following week or a shared document with feedback. Be sure to review the takeaways from every session and provide a direct line of communication for the future.

Take-aways:

1) Acknowledgment of purpose

2) Exposure to other statements of inclusivity

3) Draft a statement for Writing Center

Conclusion to Trainings

These trainings are meant to be molded and adapted—shaped to the current needs of students and tutors. Each component strives to challenge and engage peer educators in the essential discussion of language justice. As philosophies continue to evolve, understanding the importance of language and identity, positionality and language hierarchies, and being an accomplice in the process constructs a solid foundation on which to build. I do not consider translingualism to be the comprehensive solution to linguistic racism or discrimination; however, I do believe it is an excellent starting point and accessible to every individual. As evident by the materials outlined above, this type of change will take time and a full commitment. Nonetheless, the multilingual students at Bates deserve this support and respect. We, therefore, must incorporate both urgency and sustainability in this process towards equity and inclusion.

Chapter 5: Conclusion

I was told to perfect my elevator pitch early on in the thesis writing process. What is your project about? How would you explain it to someone who has never heard of your topic? What's the most essential piece of your thesis? What makes it unique—better yet—what makes it significant? Even a year into the project and I still struggle to condense the project into the length of an elevator ride. I could talk about it for hours and hours, my friends and family know that firsthand. But those were important questions to consider and they reminded me why I started this project in the first place—to create change.

Throughout my writing tutor career, I worked with students from many different backgrounds, both in the Lewiston community classrooms and Bates Writing Center. My understanding of tutoring pedagogy evolved over time as I became more familiar with concepts like code-meshing and explored strategies to work with multilingual students. I knew, though, that there was more to learn. My advisor, Dr. Dan Sanford, introduced me to translingualism. A pivotal moment for me as a student and tutor. The more I learned, the more certain I was that a translingual approach was a path worth pursuing. Language justice was the objective and translingualism was the means.

Early on, I knew that my experiences were on the tutor's side, not from the multilingual student's side. If I was going to consider how translingualism can be implemented as an antiracist approach in the writing center, I needed to also investigate how the experiences of multilingual students can inform pedagogical changes in the Writing Center. With the voices and perspectives of multilingual Bates students, I was able to consider the current systemic issues of linguistic racism and discrimination in academic settings. Simply put, the survey respondents

and interviewees made this project important, made it more than theory. It is a testament to the realities in higher education and beyond, and a call to action.

In my literature review, I described some of the harmful ways linguistic racism and discrimination play out in society, from court cases to classrooms; there is an undeniable issue that punishes multilingual speakers. English-only policies and exclusionary tactics are used to oppress linguistic abilities; biased grading systems are used to critique and divide students into categories based on how well they can conform to the standard. As the growing number of multilingual students grow in the United States and enter higher education institutions, this issue will continue to persist, if no changes are made. For a school like Bates (one that proclaims to be striving towards equity and inclusion) to be antiracist, language justice must be a part of the equation. At the moment, Standard American English or White Mainstream English is used as a tool to reinforce White hegemony. Survey participants, in their responses, showed that Bates is a place where this frequently occurs. Schools, historically and presently, have contributed to this widespread form of control. Time and time again, multilingual students are taught that their languages and dialects, accents and cultures are not "appropriate" for the classroom or the professional world. Several interviewees spoke to this ongoing problem, from both their high school and college careers. According to this discriminatory perspective, in order to be successful and not deemed inferior, you must conform to the language standards presented throughout the education system. To be successful at Bates, the same is true.

From what I had witnessed in my own experiences, Bates was complicit in an oppressive language system. That was part of the inspiration for this project. But what my data collection shows is that this is not a hypothetical phenomenon. The broad-sweeping idea of SAE enforcement is something that multilingual students at Bates experience in the classroom, as

evident by the survey statistics and interview responses. Undeniable trends of a systemic issue that places multilingual, multidialectal, and multicultural students under a pressure to conform in order to succeed.

Part of the backbone of this project was the definition of linguistic racism by April Baker-Bell. She states that linguistic racism is "any system or practice of discrimination, segregation, persecution, or mistreatment of language based on membership in a race or ethnic group" (2020). This expertly crafted definition identifies one of the critical pieces of understanding how identity and language backgrounds are deeply intertwined. On paper, students of color most likely experience the classroom differently than White or White passing students. Non-native English and bilingual speakers would also thus navigate the classroom differently than other students. I would argue that because the system was built for White students who speak SAE or White Mainstream English, it is inherently a racist system. This argument is supported by the anecdotal experiences from multilingual students. Interviewees spoke candidly about the disadvantages they face or the benefits they accumulate because of their racial or ethnic backgrounds. Each was able to eloquently describe the ways in which they encounter academia and everything that goes along with it. Participants in this project brought the issues to life and provided evidence for how these issues permeate Bates on a local level. Based on the lived experiences, it is exceedingly evident that these issues are not hypothetical, not theoretical, nor is an institution like Bates immune. Fundamental changes need to be made, from kindergarten to PhD programs, from small liberal arts schools to state universities.

Many scholars, such as Vershawn Ashanti Young and Suresh Canagarajah, study these issues and continue to develop new pedagogical approaches. In response to the demands of code-switching, code-meshing, and translingual practices have emerged. Code-meshing breaks

down the expectation of using a singular language in a context, but rather, provides opportunities to incorporate language and dialects as chosen by the speaker or writer. Instead of the ongoing issue of code-switching enforcement, to use SAE only in school and native languages at home, code-meshing promotes the integration of languages and dialects. Furthermore, code-meshing allows students to make intentional choices and express themselves without the restrictions of the dominant culture. When asked if they are given said opportunities, most interviewees were not able to name any. Those that were able to, explained how empowered they felt, how effective the process was. Despite being a clear, manageable option, almost all Bates classrooms are not yet advocating for language justice. Code-meshing is an antiracist practice that can be implemented across disciplines and settings, one important way to support multilingual students.

When I asked interviewees to define language justice, I was asking them to articulate how they want to be treated and supported. I asked them what Bates could do differently, what would a campus that advocates for language justice actually look like. Based on the survey responses, it was clear that something needed to change, and the interviewees had a chance to expand on their own ideas. Something that stuck with me was the request to feel "comfortable" in academic settings regardless of their language backgrounds, to be respected and included. Interviewees spoke about the potential for conversations, for writing tutors, for translations. It was my task, after gathering the on-the-ground data, to pinpoint what this would look like both in theory and in practice. The experiences of the multilingual students pointed towards a gap in the pedagogy and practices at Bates. A gap too big for code-meshing to fill.

Translingualism, the foundation of this project, is an antiracist and holistic approach. At times, it can be difficult to fully articulate what a translingual approach encompasses. Nevertheless, it is clear that whether viewed as a philosophy or pedagogy, translingualism

supports the idea that languages are interconnected resources (Lu & Horner, 2013). In other words, language systems cannot be dissected from one another. For multilingual students at Bates, this means that their linguistic backgrounds are not separate entities despite the pressures to segregate. Translingualism also indicates that it is possible to support and empower students to break down linguistic hierarchies and academic barriers. One of the simplest qualities of translingualism is that the word breaks down into "across languages," implying that no language rests above another. There is no validity to a "proper" or more sophisticated language. The actual history of English demonstrates that language is more associated with power rather than quality, but we are not educated in this truth.

We are in a moment where significant efforts are being invested to create more equitable environments, places where code-meshing and translingualism can thrive. Writing centers are an ideal place to gain momentum. Designed to meet the needs of every student, writing centers are places where pedagogy can intersect with social justice. The Bates Writing Center is a place where translingualism can be implemented. Already efforts are being made to support language justice and antiracist practices, we are moving in the right direction. All of the survey and interview participants were promised that their feedback would be used to create trainings for substantive changes, so that when they went to the Writing Center, they would be working with tutors who were prepared to meet their needs and empower their abilities.

Over the course of this past year, I faced several challenges and limitations in this project. The most significant being COVID-19. Due to the pandemic, life at Bates was very different and often very difficult. Our academic system changed to a modular schedule which put added stress on both students and faculty. For me personally, I was forced to conduct all of my research virtually and was unable to conduct in-person interviews. For the students I worked with, they

were in the middle of quarantine or the first weeks of classes when they participated, facing the stress and anxiety of college during a pandemic. Fortunately, students still chose to take part in the survey and interviews.

Another limitation was the scope of the project. Although my survey was sent to the entire Bates student body, only 55 multilingual self-identified students responded. Ideally, in another round of the survey, I would have been able to collect at least 100 responses to produce a comprehensive analysis of a larger sample population. Additionally, due to time restrictions and funding, I was only able to interview 11 students. In another round of interviews, I would have been able to gather even more data about the individual experience. If I were to continue pursuing this project for a second year, I would continue data collection by applying for a supplementary grant and further recruitment at Bates.

From what I learned in the data collection, one change I would make to my survey and interview questions would be to ask more about the intersections between language and identity. I think my arguments could have been strengthened by more evidence surrounding the relationship between discrimination against languages and discrimination against races and ethnicities. Along those lines, I might consider a longer survey and maybe two-part interviews. I was concerned that extending the length might make it less accessible or reduce participation, but it could be worthwhile to conduct a trial run with a more intensive data collection.

If I were to have another year at Bates, I would tap into additional veins of research. One gap I ran into was the distance between what writing tutors and students had agency with and the power that professors and administrators have. I would pursue a line of inquiry with current Bates faculty and their perspectives on linguistic racism, what their experiences have been, what they consider to be racist, etc. At the present moment, there is a disconnect between the student

experience and the practices of professors. Conducting a similar study with questions more tailored towards professors would be a good starting point for this next step towards language justice. I would want to partner with Writing@Bates Professional Staff to investigate how to support both faculty and students with translingual practices.

Another vein of research that I would want to pursue is using an observational methodology and interviews with multilingual students at Lewiston High School in both ELL and mainstream classrooms. While this study would not be specifically related to Bates, LHS was where my passion for language justice sprouted. I think more can be done to address the linguistic racism and academic barriers throughout the public education system in the United States, as I mentioned in my literature review.

For other researchers, I would suggest further research into other antiracist pedagogies and multilingual writing centers. Frankie Condon and Vershawn Ashanti Young published a collection of essays about antiracist pedagogy titled *Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication* and Noreen Lape published *Internationalizing the Writing Center: a guide for developing a multilingual writing center*—two sources which advocate for more equitable practices. Both suggest related, but new directions for research and academia and also what the role of the writing center could be to better support language justice. I am encouraged by recent publications to think that the pull towards equitable practices is guiding change. We must remember that change requires both urgency and sustainability—in research and in practice.

My trainings have yet to be tested and finalized. Originally, I hoped to go through a trial run of training with the incoming class of tutors in the Short-Term course "Theory and Practice of Writing and Tutoring" that I took myself freshman year. Unfortunately, Short Term was

cancelled this year and the course was moved to an earlier module. I expected to go through a round of feedback with the Writing@Bates professional staff and a group of peer educators, but this will occur following my submission of this project. That being said, the plan is still for pieces of this thesis to be incorporated into spring trainings and have the series implemented in the Fall of 2021.

Bates College was the primary focus of this study. It was a perfect example of a higher education institution that claims to prioritize equity and inclusivity yet struggles to foster language justice. I had the ability to communicate with students, tutors, and faculty throughout the project and access to the current trainings in the Writing Center which made it the ideal choice for my project. This process, though, can be replicated at other institutions. These issues are not unique to Bates nor are they unique to higher education. I think it is essential that language justice becomes a fundamental pillar of education, a form of antiracism. The single most important piece of this project was the localized research, drawing attention to the lived experiences of the students we are working with and amplifying the voices of marginalized identities. My hope is that the data will resonate at a new level of appreciation for the students who are our peers and Bates colleagues. To inspire change requires empathy and motivation because meaningful change is not immediate. Rather than taking this project as just an example, I hope that it can be taken as a blueprint. Replicated, again and again and again. The evidence will continue to pile up. Start conversations about these topics established by my data or your own data. Conduct local research in your communities and listen. Listen to those being impacted by these issues. Let their voices be heard and their experiences be valued.

Linguistic racism has severe consequences, on an individual and community level. Linguistic racism penalizes, punishes, and excludes students. Anyone who is not actively

attempting to dismantle language discrimination and biases are complicit in the system. This issue will not dissolve on its own and will require intentional action. We are already behind and we have so much work to do. Multilingual students at Bates, at this very moment, are navigating a language system and academic barriers that inhibit their successes. While I firmly believe that the Writing Center is capable of implementing a translingual approach, the fight cannot stop there. Professors need to be more prepared to work with students from multilingual and multicultural backgrounds. They need to know how to use antiracist frameworks to teach their courses and consider how their classes, grades, and structures contribute to a racist system. The administration needs to consider language accessibility, representation of multilingual faculty, and resources for multilingual students. For example, as one of the interviewees explained, expecting a one semester First Year Seminar to be sufficient support for students to be "brought up to speed" on college level writing and academics is not sufficient. Bates can do more, if language justice is a priority.

Thanks to the multilingual, multidialectal, and multicultural students at Bates, I was able to move beyond theory and use their experiences as examples for the draft of my trainings. There was a moment of uncertainty when I first sent the email to the Bates student body that this project would not resonate with any of the students I was trying to reach. I had no way to guarantee participation. Even with a few incentives, Bates students receive countless emails every day and I was left to rely on the content of the project to speak for itself. I am immensely grateful and cannot understate the value of their contributions. Their insightful commentary and honest vulnerability made this project possible.

So, my elevator pitch is this. Linguistic racism is an issue throughout the United States, particularly in the education system. At Bates College, I conducted a survey and interviews to

investigate linguistic racism in higher education in order to gather data about the experiences of multilingual students. From the data, it was evident that language justice needs to be a priority. Through theoretical research, I found an effective antiracist pedagogical approach called translingualism. For the multilingual students at Bates, the Writing Center is a central place on campus and is an ideal location for translingual practices to be implemented. The trainings I created for peer writing tutors will be one step forward to better support the needs and empower the abilities of multilingual students.

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Appendix

<u>**Participant Forms**</u>

Survey Consent Form
Bates College Department/Program of Interdisciplinary Studies

Title of the Study: Why We Need Translingualism: An Antiracist Approach in the Writing Center

Researcher Name: Sarah Raphael, sraphael@bates.edu; Advisor: Daniel Sanford, dsanford@bates.edu

The general purpose of this research is to document the experiences of multilingual, multidialectal, and multicultural students with regards to linguistic racism at Bates. I hope to use this documentation to inform changes that can be made in the Writing Center. Participants in this study will be asked to answer survey questions to the best of their ability. Findings from this study will be used in an Honors Senior Thesis and, potentially, in future conferences and publications.

I understand that:

A. My participation in this study will take approximately 5 minutes. I agree to complete the study in one sitting.
B. The probability and magnitude of harm/discomfort anticipated as a result of participating in this study could be greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. Due to this, if any questions cause distress, I am allowed to skip individual questions. Moreover, the information for CAPS will be included in the debriefing form of the survey and I will have access to counseling services.
C. The potential benefits of this study include adaptations to the trainings in the Academic Resource Commons for peer tutors and possibly future pedagogical changes with regards to Standard American English on campus.
D. I will be compensated for participating in this study with entry in a $25 gift card raffle.
E. My participation is voluntary, and I may discontinue participation in the study at any time by closing the survey. My refusal to participate will not result in any penalty.
G. My responses will be kept confidential, to the extent permitted by law. The data will be stored in a secure password-protected computer and will be available to Sarah Raphael, and research reports will only present findings on a group basis, without any personally identifying information.

   Click the checkbox to the left to indicate that you are 18 years of age or older, you have read and understand your rights, and that you consent to participate in this online research study.

Survey Debriefing Form
Bates College Department/Program of Interdisciplinary Studies

Title of the Study: Why We Need Translingualism: An Antiracist Approach in the Writing Center

Researcher Name: Sarah Raphael, sraphael@bates.edu

Thank you for participating in this research survey. I am conducting this survey to examine linguistic racism on the Bates campus. I hope to document the experiences of multilingual, multidialectal, and multicultural students in order to inform changes that can be made in the writing center. My main research questions are: Whether/how multilingual students experience linguistic racism in academic settings at Bates? How can translingualism be implemented as an equitable pedagogy and practice in the writing center?

While participating in this survey, you were asked a series of questions in an electronic survey and offered an option to elaborate further in an interview. I expect to find that multilingual, multidialectal, and multicultural students are pressured to exclude their other fluencies in order to participate in the classes that only use Standard American English.

The survey you participated in examines linguistic racism. If you have concerns related to linguistic racism, please know that help is available; and this is true even during the winter semester 2020 when students have been sent home.

For students on campus:
All regular counseling services are available via telehealth (video and phone based) appointments.

For students off campus who have engaged with CAPS during the current academic year:
Ongoing check-in, consultation, and transition of care appointments are available via telehealth.

For students off campus who have not engaged with CAPS this year:
We are available for consultation appointments via telehealth to discuss any mental health concerns and help you get connected to appropriate resources.

For details about current CAPS services and updates please visit:
https://www.bates.edu/counseling-psychological-services/caps-covid-19-news-and-updates/

If you would like to make an appointment or if you have any questions, please email Patty Dubois at caps@bates.edu
Crisis counseling telephone service is available to all Bates students 24/7. To speak to a crisis counselor, call 207 786-6200 and press "0" at the prompt.

If you are interested in learning more about this study, please feel free to ask me questions in person, or contact me using the email address above. If you would like to learn more about linguistic racism and translingualism, I recommend the following:

Baker-Bell, A. (2020). *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. New York Routledge.

Canagarajah, S. (2011). "Codemeshing in Academic Writing: Identifying Teachable Strategies of Translanguaging." The Modern Language Journal 95(3): 401-417.

Lu, M. -Z. and B. Horner (2013). "Translingual Literacy and Matters of Agency." *Literacy as Translingual Practice: Between Communities and Classrooms*, edited by Canagarajah, S., Taylor and Francis, 26-38.

If you have any concerns about your rights as a participant in this study, please contact the Bates College Institutional Review Board (irb@bates.edu).

Thank you again for participating!

Interview Consent Form
Bates College Department/Program of Interdisciplinary Studies

Title of the Study: Why We Need Translingualism: An Antiracist Approach in the Writing Center

Researcher Name: Sarah Raphael, sraphael@bates.edu; Advisor: Daniel Sanford, dsanford@bates.edu

The general purpose of this research is to document the experiences of multilingual, multidialectal, and multicultural students with regards to linguistic racism at Bates. I hope to use this documentation to inform changes that can be made in the Writing Center. Participants in this study will be asked to answer interview questions to the best of their ability. Findings from this study will be used in an Honors Senior Thesis and, potentially, in future conferences and publications.

I understand that:

A. My participation in this study will take approximately 60 minutes. I agree to complete the study in one sitting.
B. The probability and magnitude of harm/discomfort anticipated as a result of participating in this study could be greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. Due to the sensitive nature of the material, I will be encouraged to decline questions if any distress arises. Moreover, I will be offered the contact information for CAPS as a part of my debriefing.
C. The potential benefits of this study include adaptations to the trainings in the Academic Resource Commons for peer tutors and possibly future pedagogical changes with regards to Standard American English.
D. I will be compensated for participating in this study with $20.
E. My participation is voluntary, and I may discontinue participation in the study at any time by closing the survey. My refusal to participate will not result in any penalty.
G. My responses will be kept confidential, to the extent permitted by law. The data will be stored in a secure password-protected computer and will be available to Sarah Raphael, and research reports will only present findings on a group basis, without any personally identifying information.

Sign your name to indicate that you are 18 years of age or older, you have read and understand your rights, and that you consent to participate in this online research study.

Additional Consent Form for Recording of Interviews

Title of the Study: Why We Need Translingualism: An Antiracist Approach in the Writing Center

In addition to agreeing to participate, I consent to having the interview Zoom video recorded. I understand that the recording of my interview will be transcribed by the researcher(s) and erased once the transcriptions are checked for accuracy. Transcripts of my interview may be reproduced in whole or in part for use in presentations or written products that result from this study. Responses that provide identifying information will not be used without explicit permission. Neither my name nor any other identifying information (such as my voice or picture) will be used in presentations or in written products resulting from the study, unless I give my explicit permission.

A. I consent to having the interview video recorded.

Signature _____ Date _____

B. I consent to the use of my responses in the identified thesis and potential publications.

Signature _____ Date _____

C. I consent to having my name associated with my responses. (If I do not sign, my name will not be used.)

Signature _____ Date _____

Interview Debriefing Form
Bates College Department/Program of Interdisciplinary Studies

Title of the Study: Why We Need Translingualism: An Antiracist Approach in the Writing Center

Researcher Name: Sarah Raphael, sraphael@bates.edu

Thank you for participating in this research interview. I am conducting this interview to examine linguistic racism on the Bates campus. I hope to document the experiences of multilingual, multidialectal, and multicultural students in order to inform changes that can be made in the Writing Center. My main research questions are: Whether/how multilingual students experience linguistic racism in academic settings at Bates? How can translingualism be implemented as an equitable pedagogy and practice in the Writing Center?

While participating in this interview, you were asked a series of questions over Zoom regarding linguistic racism. I expect to find that multilingual, multidialectal, and multicultural students are pressured to exclude their other fluencies in order to participate in the classes that only use Standard American English.

The interview you participated in examines linguistic racism. If you have concerns related to linguistic racism, please know that help is available; and this is true even during the winter semester 2020 when students have been sent home.

For students on campus:
All regular counseling services are available via telehealth (video and phone based) appointments.

For students off campus who have engaged with CAPS during the current academic year:
Ongoing check-in, consultation, and transition of care appointments are available via telehealth.

For students off campus who have not engaged with CAPS this year:
We are available for consultation appointments via telehealth to discuss any mental health concerns and help you get connected to appropriate resources.

For details about current CAPS services and updates please visit:
https://www.bates.edu/counseling-psychological-services/caps-covid-19-news-and-updates/

If you would like to make an appointment or if you have any questions, please email Patty Dubois at caps@bates.edu

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Lu, M. -Z. and B. Horner (2013). "Translingual Literacy and Matters of Agency." *Literacy as Translingual Practice: Between Communities and Classrooms*, edited by Canagarajah, S., Taylor and Francis, 26-38.

If you have any concerns about your rights as a participant in this study, please contact the Bates College Institutional Review Board (irb@bates.edu).

Thank you again for participating!

Interview Transcripts

   Included in this appendix are interview transcripts the last 7 interviewees. The first four were recorded on Zoom, but the audio recordings did not save. Those excerpts are based on direct quotes and paraphrased notes. I removed my contributions to the interviews and any sensitive information. I labeled the responses numerically according to the list of following questions and alphabetically for follow-up questions and tangents:

  1. How would you define language justice?

  2. Consider previous academic experiences. Are there any similarities or differences in the way Academic English was taught or enforced between high school and Bates?

  3. How do you navigate Standard American English (and White Mainstream English) in the classroom and in your writing at Bates?

  4. Do you code-switch (switch between languages, dialects, accents, etc.) at Bates? If so, does it feel voluntary or mandatory?

  5. Are you able to incorporate your fluencies and experiences in academic settings? In other words, are there times when you use more than one code?

  6. Can you share a story about a time when your languages, dialects, and cultures felt discriminated against at Bates in academic settings, if applicable?

  7. Can you share a story about a time when your languages, dialects, and cultures felt validated at Bates in academic settings, if applicable?

  8. Do you ever think about what Bates could do to support the linguistic diversity and academic success of multilingual, multidialectal, multicultural students? Could you share any ideas you may have?

  9. Are there any other topics you would like to discuss? Any other things you would like to say before we end the interview?

Interviewee 11

1) When I think about justice, I think about things being fair. It being fair and equal. So, when you bring it to terms of language justice, I think it's more like a respect for different languages and also making sure there's diversity of languages. For instance, like you're having a section of a paper with English and then there's Spanish or Chinese so that everyone has access to that information.

2) In my high school, it was very structured. It (writing) had steps, A, B, C, D and like very rigid. Compared to college, the first semester, the way that you'd use English is more like your free-write, like the creative process. Yes, professors had their standards, but you weren't supposed to rely so heavily on it. You're supposed to create your own style of writing as opposed to my high school. Everyone had a uniform way of writing, a uniform way of being taught English.

3) Being conscious of if I'm grammatically correct, there's a lot of times when I speak, I try to make sure that whatever I'm saying, when I'm writing too, that I'm using the right word that matches that certain meaning. I can write it naturally, but then I'm like does this sound right?

4) Let's see, I do code-switch in my life. Sometimes it's an unconscious thing and then I'm like oh wow, I really did just code-switch.
   a) In terms of it being voluntary or forced...it also depends on where I am. So, it probably feels like I'm forcing myself to like you know switch depending on who I'm talking to because sometimes I don't want to use slang in a certain environment where people don't understand the slang I use. I wouldn't want to speak in academic language with my friends or chill out. Sometimes for me, though, it comes naturally.

5) If we had a book that incorporated a time when you need to code-switch, I mean of course for you to read it you would need to switch in that part...But most of the time in classes or in papers you're told not to you know short-hand the word, or not to speak in shorthanded sentences. I don't think we are given a chance. In times, I've noticed when kids unconsciously switch their code or speak in their slang, it's not something that's welcomed. It's more like You gotta repeat that sentence again. Oh, that doesn't sound right. You gotta restate what you said to make the professor understand so then they have to go back and rephrase what they said to make it suitable for the professor's standard. It happens with students of other dialects and accents. Students who don't speak in Standard English or use Broken English. It's them trying to understand, to clarify, but also sometimes to correct.

6) Not really.

7) I would hope to by now, but right now it's not really applicable because of my current time here. I just started and it's pretty early, but I hope to see that in the future.

8) I mean I do they have those types of programs. Those IEL programs. I think it's mandatory to have those programs in those institutions. But it's more like the open space or the programs. I don't know exactly the wording for it. But like a program where people who English is not their first language can feel comfortable and apply their language to academics. I know it's hard for you as a student who is not familiar with the English language to do papers in English, to do things in English, to try to speak up in class because you're not sure if you'll sound right according to the guide of the "English

language," whatever that means. So, it's like probably setting up a space in the classrooms you know where if need be they have a translation or something like that so they can feel comfortable participating at least because a lot of participation is a part of the grading requirement and how can you participate if you don't feel confident in it. It's affording those accessibility parts so they can still speak or speak in their native tongues and find a way to translate that. It's probably a stretch, but I was trying to get at using their own languages or going to a resource where they have the chance to write their papers in their language and get it translated or something like that makes them comfortable at least.

9) There's so many things that you need to make accessible for people, you know. I'd never thought about language being one so it's really good because there's another layer that needs access resources to be successful.

10) I would just say that I'm really hopeful that this comes through in the writing center. I'd never thought about the writing center having access to different languages. What would this entail for tutors in the writing center? Would they have to train in another language? How would Bates seek to find translators or have ways to incorporate those languages and make sure that they (students) feel comfortable using their languages and dialects?

Interviewee 10

1) My First Year Seminar was [omitted] and we had to write down our own definition of language justice. I don't remember exactly but reciting from memory I think I said something along the lines of "embracing all languages and dialects from all communities and being able to like use it higher in politics and not be seen as uneducated."

2) There's a big difference. So, in high school, I struggled, like I struggled. I started off in RE 180, it's a program for reading comprehension because I would use AAVE in my essays and that did not go well in high school, so they put me in RE 180 class until I figured out how to not write how I talked. And then I moved to AP and Honors and then coming to Bates, in my First Year Seminar, I've had a good experience so far. they allowed us to write freely and express ourselves. It was really hard to go back to that pattern of how I used to write. It's so good that my First Year Seminar professor was open to it...I'm in a W2 class now called [omitted] and they are also open to different dialects. But, in my politics class, I go back to my standard way of writing because I know that's what's going to get me an A.

3) It's kinda like codeswitching. I think it comes natural to me because I grew up with two different dialects. One being seen as superior to the other. For me, it kind of seems negative but I had to like drill in my head that that's not proper, that's gonna get you higher in life. That's why I learned the standard way of writing. I taught myself the vocabulary. I didn't want to be in RE 180 forever, you know? Being in that class was so shameful like I do know how to read and write but I guess it just wasn't the superior way of doing so. So I guess I just taught myself.

4) Definitely mandatory. Definitely mandatory. When I talk and speak in debate it's very different than I speak with my friends and all of my friends are people of color. When I speak with my mother, it's different than how I speak to my professor. And even how I speak to my white professor is different than how I speak to my black professor. It's all different. It kind of goes with the vibe. Like right now, the vibe is pretty cool. I feel like I can talk to you regularly. But, if this was a real interview or whatever, you totally gotta up your vocabulary game, it's mandatory. You gotta do it.

5) I think my two professors, the two I've been telling you about, really encourage code-meshing. But, in different settings, I would say that you know when you have an essay prompt or something that's kind of dragging it out of you...I only code-mesh when they drag it out of you, when they tell you to basically. When they say "hey, write an essay about your personal background and you can use any language you want to." You know, that's when I code-mesh...Like I don't really go out of my way to code-mesh.
   a) I wanted to go back to the race thing. What I said about white professors and black professors. Okay, so when you code-switch, there's levels to it. It's not only race wise, cause it is race wise. I would probably speak different to a white person than I would speak to a black person, but it's also rank wise. Like professors, they're higher. Even a black professor I'm going to like to code-switch, I'm going to switch it completely. It also has to do with rank. But maybe I feel like I can code-switch with my professor that is Black, I mean code-mesh with my professor who is Black. They're a representation, they look like me, so I'm able to like to speak to them in that way.

b) That's kind of a complicated answer. Most of the time, most of the time, it's unconscious, it just happens. But when I'm trying really hard you can tell. When I'm nervous or something, you can tell. But, yeah, most of the time, it's unconscious, it's natural.

6) I don't really think it has happened, yet. Fortunately, it hasn't happened yet.

7) Yeah, I would say in [omitted] class. Professor [omitted] class. They're very encouraging about it and they always push for more and more. They know when they can go deeper with it. I don't really remember the actual prompt, but it was literally just speaking, writing what you thought, everything you thought. And, I was code-meshing. We talked about it, we had a Zoom meeting and they made me feel so good about it. I was like okay wow, someone is uplifting my culture, the way people in my community speak and that was just really different.

8) So, I guess the only thing I could say that is coming in as a First Year and having [omitted] as one of my first professors and their way of teaching was extraordinary. If I would not have had [omitted] and their way of teaching linguistic justice I don't think I would have been as confident and successful with my writing abilities in my classes now. Maybe they can just get on a Zoom and teach all of the professors. I think they had a superb way of handling the class. I think that's what we can do as a Bates community, we can do something close to the curriculum like they are doing because it really helped me, it really did.

9) In terms of your thesis, are you just writing a thesis to like to suit your major requirements or do you actually want Bates to change? Are you going to submit this anywhere? What is the outcome of your thesis?

a) You know how you were saying people have a variety of high school experiences and it's funny because mine was backwards. Mine was very strict and then coming to Bates, I felt like [omitted] and [omitted], they've given me a wider range to work with. And my other professors, before I do turn in my papers, I go to the Writing Center, and I like having a Senior go over it. And, edit, edit, edit, edit. So, I guess that's why I've never had any negative effects because I've had that time to go edit it, edit it, and edit it.

Interviewee 9

1) Language justice, well for me, means being comfortable in an academic setting to speak your language or your dialect that you feel most comfortable with. And that comfortability comes from, like whether you're comfortable or not in that setting, comes from an outside source. If you don't feel like the setting is not welcoming to your dialect, you don't want an environment where someone doesn't feel comfortable using their dialect.

2) When I was just taking classes and things like that, it's very specific. Just like any other dialect, English is just very specific and has a lot of grammar and syntax and things like that. And because English is used in academia, it's necessary to learn it.

   a) I'm a First Year, so I remember like I took an English class last semester and usually in high school I tried to stay clear of English classes and kind of had that option. In high school, it's not really as heavy based like you didn't need a specific type (of English), as long as we kinda get your point of view across, then just like fix the grammar along the way. So, I've never really been questioned, except when I've been here at Bates, if English was my first language. I've never really been questioned, even in high school and middle school. I just thought I knew how to write so I came here and took an English class and I was asked by my professor if English was my first language. And English is my first language, but it is a different type of English. English here and as you continue to go further in education, is really important to people and it's not like they won't understand you if you use any other English, it's just that I don't know. I just think it's more, especially at Bates, it's just more required. I was told to go to the ARC. That's why I feel like the ARC is necessary here because they want you to write in the way they want you to. Right, so I was referred to the ARC. I feel like it's really important to have services like that here, there's a specific type of style and people are coming from different areas of the world and different places and so it's really important. I felt really comfortable there and they helped me.

3) For me, I joined debate in my high school to improve the way I understand English. Not to learn English, but to expand. I don't know exactly how to explain it, but I joined debate to be more familiarized with how academic English is spoken and how to express myself more formally. So, I also joined it here at Bates and it's a very conscious thing any time, it's not like I switch. I think in English, I speak in English. I try to eliminate filler words. It's very like I can't really speak without consciously trying to put words together, to speak properly so it doesn't sound like I don't know what I'm saying. When I speak in classes, I try to focus on how I'm speaking and how I'm talking in this language. It can be difficult to express myself and people might not understand.

4) Now, it's kind of natural. I do code-switch a lot. My friends tell me that all the time. When I talk to my family, I speak differently. My mom speaks to me in a different language, my dad speaks to me in another language. I respond in English, sometimes I respond in another language. When I do speak to my friends, it's informal and when I speak to someone who's not my friend, I try to consciously kind of switch everything again. So, I do code-switch a lot.

5) I haven't maybe, it might just be my short time here I guess, but I haven't felt the need to or comfortable doing it. I've used my experiences, but that's apart from language.

6) I feel like, just one? I'm just kidding. Going back to the time when the professor asked me if like English was my first language, you know that kind of hit me weirdly because no one had really asked me that before. And I just kind of felt like, for me anyways, it felt insulting because I spoke English, I was speaking to them in English, I spoke it, I don't seem like I had any, like I couldn't speak English or anything like that. I don't know, I just feel like the question was really unnecessary and excluded me from the whole class and I liked them referring me to the ARC, but the comment "is English your first language" was just very unnecessary.
   a) I got a grade and I was asking the professor if I could do it again because I didn't really like it. And they gave the option, the option was open for it and they asked if English was my first language.
   b) When I feel comfortable with people, my friends call it my African accent. I kinda make jokes about it. I was talking to a group of people and I kind of made a joke about it, like it was a joke, my friends understood it, but they didn't understand it and I just got weird looks like don't do that again.
7) I remember in my FYS, I don't remember exactly what we were talking about, but I talked about, I drawed experiences being from Nigeria and born in Nigeria. I just felt very, when I was talking about it, it wasn't to the class because I don't think I have the courage to do that, but I was in a small group and felt very comfortable talking about my experiences because there was other people, there was another student right beside me who talked about their experiences from India and so I felt very comfortable talking about mine.

9) I joined a meeting with BSU, about African American Vernacular and how it could be embraced, and it was a very interesting meeting. And something that I drew from that. I haven't taken that many writing classes, but like when you are writing a paper, it's only acceptable to write in your dialect when it's a free write or something. When it's a creative writing, then you can, there's no judgement as long as you get your point across. It shouldn't be not only limited to creative writing; it should be accepted.

Interviewee 8

1) Honestly, it's not something I'd ever thought about until we talked about it the other night. Based on that conversation, my idea which might not be the right definition or the correct definition, is that people are discriminated against for the language that they use and that can either come from social pressures or just growing up in certain environments. And certain dialects have certain associations or prejudices associated with them which then are reflected through social situations.

    a) I think that people tend to make certain rash judgements when they hear people speak in a certain way and I feel like I have a bit of a lisp and a stutter and I'm overly conscious of that so then when like other people have speech impediments I try to actively not be judgey about that because I know that I'm self-conscious about that. Same thing with dialects or accents, I felt like you can't make assumptions about their character or personality or who they are based on the way they talk. You have to pay attention not just to the way they are talking but also to the content of what they are saying.

2) I'm not so sure about the support system at Bates. I went to boarding school and there were ESL programs, if English wasn't your first language, so you had support to go to. I guess at Bates that would be ARC, writing tutors, and stuff like that. But, in high school, they would have specific classes for you if English wasn't your first language, so you weren't just tossed into a regular high school English class or an advanced English class without having a background for it which I thought was really cool. Another student I knew, they spent so long on their papers, would go to ARC, and the professor would still tear their paper apart. While that hasn't been my experience, I feel like maybe sometimes professors don't always take into account that English wasn't your first language or maybe and I guess that's why you have an FYS to bring your writing skills up to the same level as everyone else, but that's not super realistic. You're not gonna perfect your writing skills in one class during your freshman year at Bates. So, I feel like sometimes I wish, and I know that professors are super busy and don't always know who's in their class, but take into context that maybe their student hasn't had the most experience kind of perfecting their English skills, whether it's speaking or writing.

    a) My first language is Italian. My dad is Italian. My mom is German. So, I learned English and Italian at the same time because my mom couldn't speak it and they also kind of learned it. And then I was taught French at school, from when I was 4 and 5. I learned all of my languages kind of simultaneously. That was cool, but it was also a bit strange because I think in different languages at some points or I combine phrases from different languages or I stutter or I'll have weird sentence structures that people who have been speaking English their whole lives just maybe wouldn't say. So, I get super stressed to talk in class because I think I'm going to sound so stupid. And now I don't really speak French or Italian as much. French, more so, because people at Bates study French and there's a French department and I've also met people who just know French and spoke French with their families or whatever, but I'd say they both are really rusty. I mostly speak Italian with my dad now and French with my parents when I'm home.

3) I definitely plan out. If I were to speak in class, I plan out what I'm going to say way before I raise my hand and sometimes the moment passes you're like ugh I should've

raised my hand earlier while I was trying to formulate what I was going to say and now it's just not worth going back into the conversation. I think that's partially because I'm very shy and not someone who loves to speak out in class because I get a little intimidated by people who speak really eloquently and I'm not one of those people. I'm just butchering my way through sentences. So, I feel like I really have to have what I'm going to say down to be able to like not to say something stupid or sound dumb or whatever. So I'm very conscious of what words I'm going to use and how I'm going to convey my thoughts because even in conversations with my friends I might feel or think something and don't necessarily feel like I can find the words or express it the right way and it comes off in a different way than intended.

   a) I write in British English because that's what we were taught in school. So many professors take off marks for spelling words "incorrectly." "S's" instead of zeds or "z's" or add like, color, is c-o-l-o-u-r and they're like "oh, they can't spell color" and it's like oh no, I can. Or even applying to jobs, I'm so used to using British English and I'm like should I change it to American English, so they don't think I'm spelling words incorrectly?

   b) At first, in high school, I would change it a little bit to make it fit because they would take an enormous amount of points off. So now I feel like I use a bit of a hybrid. I feel like as long as I'm consistent in my entire writing, people don't really care so much at Bates. But if you start using half of the British way of writing words and half of the U.S. way of writing words then people get a little bit confused. I feel like I've pretty much stuck to the style of writing I grew up writing just cause it's how I type. Sometimes Google will autocorrect it to the American version and I'll leave it if I don't catch it.

4) Throughout high school, I definitely got a lot of shit for being like a girl and talking in a certain way, so I think I downplayed it or at least I tried to. At Bates, I think it's a little more accepted, but most of my friends are from New England and all talk in a specific way and act in a specific way. To some degree, I change the way I talk to not seem super out of the group, but I definitely have those moments, these ESL moments where I just can't find very basic words or can't like string along phrases and I'll say like super awkward bumpy phrases or sentences. I have mostly an American accent and sometimes I don't know what kind of accent, a little bit of not an American accent...I think especially when I get excited people are like "oh where is that accent coming out from?" And I'm like it's not fake, I promise. It's just how I used to talk.

6) I can't say that I've really had that happen to me. I feel like as a White, European American person, I fit into the Bates norm. I feel like sometimes I've had people comment on my style of writing or some of the words I would use because you would probably substitute something else in Standard American English. Besides that, nothing really that deep or substantial.

7) I transferred into a [omitted] class and I was like why am I here? I know nothing about [omitted] and then the teacher would always call on me and say "[omitted], can you read to us? Because you speak Italian and it's similar" and I'm like "it's not that similar." But they were very encouraging, and I don't know how they knew it, they just picked up on it one day and was like "you're Italian. You speak Italian" and they kept on using it in the class and I thought that was pretty cool because no one has ever used my languages in a positive way.

   a) In high school, my French teacher told me that I was an embarrassment to the French language because I was still taking French even though I come from a French speaking

country. So, I've had the opposite as well. [omitted] was also pretty cool, maybe not from a language sense, but from a cultural sense, looking into American environmental problems and land issues and private property. In Switzerland specifically, private property isn't really a thing, like you're allowed to walk through everyone's property.

b) I feel like in my time at Bates I've been really lucky in the sense that people have been really supportive, even why I'm shy and I can't contribute to the conversation as much because I get really stuttery and really nervous and my sentences may lack the same punch that other people might have because I spend so much time planning it and then it doesn't come out the way you plan it. And then you're like "oh, I missed the mark." I think it's also because I think in other languages sometimes it's harder for me to contribute because I'm not sure how to phrase what I'm thinking in a way that expresses what I'm thinking in English. For the most part, my teachers have been really supportive of it, but I also don't broadcast that I speak a bunch of languages. People would give me a lot of weird comments for that in high school, so I feel like I've toned that down since then.

c) There are certain things that just don't translate to English. Certain words or phrases or mentalities that don't have a way to communicate that in English which is super cool.

8) I know that there's a couple of clubs on campus. There's like the French table and the Spanish table and the Japanese table and stuff like that. To be honest, I always felt a bit shy and intimidated to go to a table. And, I know that's a me thing. Other people love to go to the tables and connect with people and friends and meet new people.

a) I would say I know a handful of people that speak other languages on Bates campus so I think it would be really cool if there were like ways and I'm sure there are such as the language tables that I haven't really pursued, ways that you could find and connect with people and talk about their languages and their cultures and kind of find out more about that. I feel like we have a sneaky, maybe not huge, but larger population than I think of people who speak other languages and probably have unique perspectives on things because of it.

b) The biggest thing I would change about my high school experience is I wish that my teachers had appreciated, because we had people from Nigeria or Ghana, South Korea so many different places, I feel like they didn't really appreciate...they we like we appreciate other people's perspectives, but like white, privileged people's perspectives. I'm also someone who's white and privileged, too, though. I wish that we would include and engage in those conversations more because they provide unique and interesting perspectives.

Interviewee 7

1) The first thing, I'm not too sure about my knowledge of language justice in general, but the first thing that comes to my mind is comfort. Feeling comfortable and speaking your own language around others who might be speaking other languages and just being able to feel comfortable. And even when you're not speaking your own language, for example, for me in speak English, I shouldn't just feel comfortable speaking my own language, like speaking other languages around other people, like I'm able to make mistakes or not understand something, but feeling comfortable enough to ask what does that mean or what did you say.

2) Well, I would say so because English is not my first language. In 10th grade I went to a regular Portuguese school and it (English) was just taught as a second language, but my school had an intensive English program and everything else was still taught in Portuguese, so it was obviously very different (than Bates). And at Bates, I haven't had any English classes, I mean the classes are in English, but I don't have another term to compare it to.

3) I learned British English which is pretty much the same but there are certain words that I write differently. Sometimes, I don't think it's a conscious effort for me to change the spelling because most of the time I don't even really notice it. The way I speak is very American, I would say, but in terms of writing, I think it's mostly natural and I struggle with some words, but Google translate is there.

4) Obviously my first language is Portuguese, but there aren't many Portuguese speakers on campus, but I'm fluent in Spanish and have made some Hispanic friends here. So, when I'm around those people, I code-switch a lot. In my case, I think it's involuntary. There's certain words that I think of in Spanish or others that I'm just more comfortable in English or I just think of them in English first and it just happens really organically. And if I'm around people who speak English or who don't speak other languages that I speak, the code-switching is pretty involuntary. Sometimes if I'm really comfortable with someone and I think of something in another language and it just comes out in that language then that might be weird, but I'd say mostly it's involuntary.

5) I don't think I've had the opportunity to do so, in academic settings. Not because I didn't feel comfortable or anything, just because I mean most of the classes I take are STEM classes, so I don't think it relates in that way.
   a) That's a tricky question because I did half of my high school in Portuguese and half in English so sometimes there's certain things that I learned not in English so in those cases, "oh wait, I know this process, but it's just not in English." I don't know, I'm okay with and I like to think, to learn, in a different language as well like I think it would be helpful. Yeah, I would be open to it, but I don't think it would be necessary.

6) At least, in biology, specifically, there's a lot of words that come from Latin, so they're really, really similar to the Portuguese or Spanish words. So, sometimes, it's easier to think like that. And other times, even if it's a new concept, it might be easier, just by seeing the word, it might be easier for me to associate it with what it is because it is the same root of the word and maybe in that sense, I do code-switch.

7) I think I've been lucky enough to not have any experience like that so far.

a) It's actually been quite the contrary. People have been really understanding. I feel like my English level is pretty good, but in my First Year Seminar, there were some moments where I didn't understand certain terms and I think I also felt a little more comfortable asking because our professor was also not a native English speaker. But people were really open for me to ask.

8) In class, sometimes, again through my First Year Seminar. It was about [omitted], so there were a lot of biology terms and my professor would ask me the Latin roots of the words.

9) I mean right now, I mean I've only been at Bates for one semester, and I don't think this is multilingual student specific, but the Peer Writing and Speaking tutor, to have someone there that you can go to and your professor if you need help with academic writing. Again, at least for me, the English that I learned, of course, it was formal, but it wasn't like I knew how to write academic papers. So, having someone who you can be referred to for that is really good. And this happens mostly in terms of English because I'm trying to think how I would want Bates to support me and the other languages I speak too but I also don't know how much sense it would make for that to happen. Like everything that I do here is in English and while I want to retain the languages that I speak, you know, I don't know how much sense it would make to have support specifically for that. I mean of course people should be respectful and everything, but in addition to that, I don't know.

a) It's a tricky question because I don't know how much the institution itself can do. I see it more of a people issue. It's about the people around me, we should be the ones respecting each other and making each other feel comfortable enough. Of course, institutional support is important too. Like, the PWSA is a great example of that, of someone that's there and at least for me, made me feel comfortable and I don't know just knowing that there's somewhere you can go to if you need help. I think that's the most concrete example I can think of.

b) I think that's why it's hard for me to improve, because, for me, it's good like this. There's not too much that necessarily needs to be improved, from my experience, I can totally understand why for other people that haven't had the same experience (that isn't true).

Interviewee 6

1) I've heard the concept before, I'm just not sure what it means, though, but it might relate to, I don't know, I just think of how imperialism plays with language, and how there's this English superiority, over languages less spoken, well for let's say indigenous communities, and how those have been not recognized as much as the big languages right. So, if I apply it to how it plays out in my country, there's a lot of diversity regarding indigenous communities and they are not recognized in the education curriculum nor in other spaces.

2) I went to two high schools, one in Chile and the other one in China, so the experiences there were quite different. The educational curriculum in Chile is very weak in terms of learning other languages right, so I had English as a subject, but it was not strictly enforced like you really need to learn the language. In that sense, I was not as passionate to learn it. Then when I moved to China, I went to an international school where all of the subjects were taught in English, except for the language courses. I was sort of forced there to learn in that English-speaking environment which made it easier for me to get better quickly. In that sense, I feel like I was well prepared to come to Bates, to perform well in my classes, but still I think there's a lot of ground to improve here as not just in Academic English in school but in the whole country in general.

    a) In China, it was very common and comfortable that international students would make mistakes, that they might use British or Australian English and that was okay. I had a bunch of professors from Australia and New Zealand, so it was very flexible in that sense. Here, it's very American and there are a bunch of references I may not know or understand regarding the history and culture in general so that was a huge change and sort of a challenge, maybe minimal, but still there.

3) Honestly, it depends on the day. Sometimes I just wake up and I feel like oh I feel like I can speak and write very well today, it's great you know. So, then I go to class and feel very inspired, sort of like my tongue doesn't flip around, but some other days it's very hard. Well that also happens transitioning from breaks to come to school, breaks I usually speak Spanish with my family and closest friends. In that sense, sometimes it is challenging. Or like you're speaking or you're writing, and you write in Spanish like a word. You're speaking and you have these expressions in Spanish and you're like oh okay wait, go back to English. Stuff like that happens, sometimes in the classroom, but also sometimes outside of the classroom.

    a) At this point, I feel like I'm losing some Spanish proficiency. I feel like it comes naturally when you're doing everything through your second language. You sort miss a little bit of balance with each other and you sort of speak a mix of both all the time. So, coming back, it feels a bit normal. I'm a bit used to that feeling, adapting fast. It's very hard to look for improvement, like I know I'm improving, but I don't notice it till later.

4) It's a hard question, though. I think it happens both voluntarily and involuntarily. Sometimes you control it like when you're talking to your friends. There's just some expressions that you're so used to having in Spanish that you just go with that one. In

some cases, it's the other way around. So, most of my friends are Spanish speakers too, so we sort of go switching around, like what they call Spanglish. During classes, it doesn't happen much. When I'm writing essays and stuff like that, I know I have to write in English, it's not much of a concern, but like speaking in informal settings, yeah.

    a) Most of the time I don't notice, probably in English. I think in English most of the time. When I'm very tired, I might switch to Spanish sometimes. When I've been speaking Spanish for the past or something I might switch in my mind. Mostly it's hard to tell, hard to notice.

    b) Now I'm taking a [omitted] course and since all of my knowledge and experience with [omitted] wasn't in English, it was in Spanish, I think in Spanish most of the time when I'm doing homework or trying to think of possible responses to it. It makes sense because that's like my knowledge comes from Spanish.

    c) We've been reading mostly English texts by American scholars, but I usually go look for sources in Spanish, like sources, I know that might be useful. I usually do that with other languages as well. I'm in German and sometimes when I don't get something, I go look for grammar pages or something in German. I feel like when you translate something, you lose a bunch of information, sometimes and it can be tricky. Same with Portuguese which is way easier to understand for me. I sort of have a level of proficiency in Portuguese so like reading about Brazilian politics as well, I go for Portuguese sources.

5) At Bates, it's less common of course. There's less professors who speak Spanish, less classmates who speak Spanish or other languages. So, in that sense it's less common, but still my [omitted] instructor is [omitted] and I speak to them in Spanish. I try to do that sometimes. And if I have classmates who speak Spanish, I might talk to them. I might feel more comfortable culturally speaking to use that language too, definitely.

    a) Definitely. I still feel more confident with my Spanish than with my English, but that will be for very specific stuff. If it's not going to bring any benefit, like succeeding better or understanding the content better, I might just go for anyone. I will reach out to my professor regardless of if they speak Spanish or not.

6) Well, I've just been here for a semester, so I don't know if that's happened. I don't remember honestly. I don't know if this is useful, but when I was in China, well this is related more to the cultural aspect again, but people would assume that I knew every single Latin American country. Like in an economics class, we were talking about Venezuela and inflation, and they would all ask me, they would all look at me. I'm like man I know as you know. I might know more, but you shouldn't expect that I know more than you because I'm from the same region or I speak the same language. That hasn't happened yet, it might happen in my politics course, I don't know, especially if we are talking about Chile in the course, that sort of puts a little pressure on me, I guess. Besides that, I'm sadly used to it and I don't feel like it will be an issue.

a) I've definitely used some expressions, especially like I took a literature class and my professor was from New Zealand and it was also theater like a performance class. We did Romeo and Juliet and we had to do it the way it was written originally, Ancient English sort of thing. I had to practice the accent, the words, everything. It sort of got stuck in my mind for months and I was feeling like writing my assignments. It went away eventually but it did happen. It made a change in my writing and speaking at the time.

b) Sometimes I happen to write an "s" when it's a "z" and switching from British to American, but I change it right away because I know I'm studying here in the States and they just use American English like it's fine for me.

c) I just prefer to avoid any time of conflict or stuff like that so I try to keep it as much American as I can.

d) You made me think of something, a flaw in my writing, in my English writing skills, because English is very straightforward in that sense and Spanish is not at all. When it comes to writing an essay, we have very, very long sentences and here it's like, every time, or maybe not every time, but most of the time, when I receive any feedback it's like two or three sentences are very long and I'm like oh god it's still going on. It's been happening since I started writing English. It's just a thing in Spanish, I guess.

e) I don't see it as a flaw, but it is seen as a flaw. They still correct it. They still think it's a mistake that should be fixed.

f) The first thing they say, as an international student, is oh your English is so good, I'm so surprised you can speak my language. And yeah, it's nice at first but then it's annoying if it's a situation that's been going on for years. It still happens a lot, it's kind of frustrating. Sometimes it's like leave me alone, like you don't have to say it. That's sort of like what happens sometimes. Regarding other languages, well I'm not that confident with my Portuguese yet, but I talk to my friends and they help me and correct me and tell me it's good or it's bad so it's pretty balanced. Now, with German, I've done well. I study German here; Portuguese was more self-taught.

g) When it comes to accents, like I acknowledge that I just have an accent, what am I going to do about it, it's fine. Some people like make fun of you, like yo I don't care, it's not my first language. You don't have to make fun of me, or if you do, I won't care much. But it can be both ways, it can be a joke, or it can be like a very negative comment.

h) My first response was regarding imperialism, but we have like this image that we have of Mexican Spanish is the neutral one for Latin America and others are not as validated. But, for example, I have had classmates from all over Latin America, most of the countries, and like when you know them and you see them and you talk to them, you start noticing those differences. For a person who has been exposed to a very diverse environment you gotta think specific language, it might be easier for them to understand those differences in accents. Even before I had these people around me, I would say that Colombian Spanish and Venezuelan Spanish would sound the same, but they don't you know. Even within the countries, there's so much difference in

terms of the accents. Chile is a very long country and the people from the North speak very different from the people in the South.

    i)   I have two comments. You mentioned Spain and there's this whole thing about how, in our education systems, in Latin America we are sort of enforced to, probably most of them, I'm not going to talk about everyone, but probably most of the countries enforce Spanish from Spain, as a language. When we have language class, we learn those. And with that, we ignore all of the dialects we have, well you don't learn them at school, they're not valued. My second comment was about how sometimes that could change if there was a really heavy influence. It always comes with like the influence, with power. I'm talking about countries now. One summer I went to Canada, to work at a summer school, and I was in Vancouver and a lot of Chinese people live there, and in many big cities in Canada. In Vancouver, all over the city, and in the airport, they had everything in English, French, and Chinese, even though Chinese is not an official language in the country. That's pretty much all of the economic influence that the Chinese population has brought to those cities. And then you go Chile and you're never going to see translations to other native languages. So how is the population of immigrants who came in the last century more important than indigenous communities who have even been there since before the Spanish empire arrived.

    j)   I think it's because it's profitable. For example, here, the Spanish population has been growing and growing over time. If you go to shops in big cities, a city like New York, you're going to see Spanish signs and all of this stuff for people to understand because it's profitable. If you see a sign that says we're selling this or that you know, but then for native languages, they won't do that because it's just not profitable like they don't win anything. That (lack of) accessibility, it forces communities to lose huge parts of their identities, language and they are forced to absorb this mainstream culture and the imperialism of having to speak the big languages.

8) I feel like everything could start with an open conversation. Clearly knowing demographics, okay we have x amount of students who speak this language, x amount of students who speak the other language and sit with them and talk sort of, not like how can we make your life easier but sort of like how can we make justice to the language diversity that you speak. I feel that would be an interesting conversation. I don't have an answer for that, but it might arise if those conversations happen.

a)   You know what we had, in this international school I went to in China, we had over 120 different nationalities together. So, these conversations were common, quite common. I'm trying to remember some of the stuff we did. In the cafeteria, we had language tables. Each week we would have three or four languages and we would just sit there and talk their language, from beginners to fluent, engaging in a conversation. I don't know, valuing the language diversity that was present in the community. I found that very engaging because I had the opportunity to speak a language, I might not feel confident in and some others would do the same in my language. We would just engage in a very interesting and enjoyable dynamic.

b) Also, in terms of trying to think about the curriculum, more perspectives. It would be interesting if language teachers could engage with students who speak the language, that language as a first language. I don't know the first thing that surprised me when I came to Bates was that the head of the department of Hispanic studies isn't a native speaker. I just felt like it wasn't fair, like why? The lack of representation of teachers who actually teach their mother tongue, rather than that language as a second language. It'd be interesting for people like [omitted] to engage with native student speakers and see how we could be helpful as well, in terms of diversity and curriculum, finding resources. Even now, coming back to my [omitted] class, I was talking to my professor and they were like I would love to work with you and bring in your experiences and sort of how you can help me as well. Sometimes those things are very unique and that also brings a very positive experience to the students who are learning the language as well. Having someone who's been speaking that language their whole life, would bring a very different experience.

Interviewee 5

1) So, I don't know too much on language justice in general, but I would just say that there's like privilege that's associated with a specific language and that if you don't speak that language as well or you speak another language better that you have less access to certain resources and social privilege and privilege in other aspects as well.

    a) Yes, I would say so, but I also think it depends on where you are in the world. For example, I live in China and basically everyone speaks Mandarin so there's no language injustice. But when you come to America, you have people of all backgrounds existing and you have a large immigrant population who don't necessarily speak English as well as people who've had generations and generations of people living in America then that's a space where you need to foster more language justice.

2) I went to a boarding school in New Jersey and it was much more diverse than Bates, so there were a lot more international students and just a lot more I guess like immigrants and people who wouldn't necessarily speak English or just people who didn't like speak English as well. I was a part of that too when I started, but I think there was a lot more acceptance socially and that sort of you have to speak English because you're in American now, that sort of mentality just didn't really exist. My high school was predominantly people of color too, so it was very accepting, even teachers, they knew I came from an international background before I even stepped foot there. They were like emailing me and saying don't worry, especially my English teachers. I mean I had a lot of one on one time with teachers where they would go through my essays and it was not a judgmental environment like you don't speak English as well, it's like you have all of these other languages and cultures as well and you're doing well in English. It was just like a very collaborative and supportive environment, whereas Bates, by nature, I think is less diverse and my high school was also very very liberal. Those two factors, I think how it's a little bit more conservative and there's also just a lot more white people, for lack of a better word, play into that judgement where it's like if you don't speak English natively you're somehow inferior or you're not as smart.

3) For me, I was pretty lucky in the sense that I grew up with a dad whose Italian American, but they sound very white, Anglo-Saxon American and then my mom is fully Italian. So, since the day I was born, and both of my parents speak English and Italian, I was born into a household where my dad spoke to me only in English and my mom spoke to me only in Italian. As a child, you pick up on your parents' accents so even though my written English, I think like in 7th or 8th grade I tested as a 2nd or 3rd grader in America, but I sounded American. That's the thing, I've never really had that much, I was never really discriminated against because I sounded really American when I'm in America so even though I didn't do well on papers and stuff, I never really had and I'm white too so I look and I sound the right way. But I was never really discriminated in that sense at all. It was just like oh I didn't do well in English class. Does that answer the question? I think for me, I struggled a lot in high school, and I went to a very rigorous high school and I had to adapt very quickly, in terms of writing. I still have trouble with prepositions but that's just because I don't know. But I think for the most part I had to face all of the challenges in high school and it was also very very writing heavy so now that I'm at Bates, I see that I'm pretty advanced in terms of my peers when it comes to papers and

my ability to express myself through language and that's just because of the preparation I've had. If I hadn't gone to Lawrenceville, which was my boarding school, I think I would have been very very behind and I also think that with English specifically there's so much like slang and social, like you need to fit in, like you if you don't speak like a certain textbook, like if you don't speak a certain way, I think it's harder to fit in, too, socially. So that was harder for me. I could always look something up in the dictionary or read a book but when it's like you don't understand certain social cues or contexts that are rooted in language then it's a little harder.

4) I think for me, again, I've been in America for like four years in a very serious intense academic setting so in terms of colloquially, I'm pretty much perfect, in terms of like the English, I've adapted. But, mentally, I went to elementary school in China, like a public school, so for me when I do math problems or when I memorize or do anything that I would've had training for in school, in China, it just goes to Mandarin in my head. I don't really find that it affects me cause I'm just so used to doing it and also again like written and spoken I'm just very white. I sound correct. I sound like what society wants, or like what America and society wants me to be. In that sense, I don't really code-switch. I guess mentally I do, just like in classes sometimes but that doesn't negatively affect me at all, it's just how I am.

   a) *more effort* It would take me more effort if someone was like you have to think in English.

5) So, I'm an Econ major and I think multiculturalism is good in every single sense, but it's a little bit less valued in Econ cause you're just trying to learn you know what I mean. Graphs and theories and it's just very like there's always a right or wrong answer. Multiculturalism isn't as valued in that sense (compared to) a more humanities major. I don't think it hurts me in any way, I don't think I would be worse off because of it, I think in general I'm a smarter person because I've been exposed to multiple modes and ways of thinking and ways to handle challenges and hardships. But I don't think that's necessarily valued as much in the classroom, but of course I'm performing better than I would have if I had just been born in America and had never moved to China, but I again code-switch, in the sense that there's a lot of math in Econ, so I'm thinking in Mandarin. In terms of perspectives and stuff like that I don't really get to share my opinion, I don't think anyone necessarily does. That's just the nature of the major.

6) There's not anything that necessarily jumps out. I think in terms of just small conversations, sometimes I phrase something really weirdly in a conversation and someone will be like what are you saying? I don't think that's necessarily, I wouldn't say that that's discrimination at all, I'd just say that's more like what's going on in your mouth. I think in a lot of ways, I'm just over that hurdle.

7) I can't think of a scenario when it's formally, because I'm also, again, in Econ. Obviously, opinions and perspectives matter, but it's more like the economists' opinions and perspectives. Socially, all the time, and I also want to preface that I'm white, so I look like I wouldn't have that many cultures behind me and then when I do people see that cool. But, if I were to sit here with a Chinese face and be like I grew up in China, but I also speak Italian and English people would be like oh that's cool, but it wouldn't be like wait I want to hear about your story you know what I mean so I think that there's a lot of white privilege that comes with all of the validation and the positive reactions that I get when I say oh I live in China. Yeah if you just think about it the other way around, if

like someone who's from China says the same things I am, people would not interpret it as impressively as with me. I do experience a lot of validation because of that and just like I think a lot of people are initially drawn to me because of my background. A lot of times when we do introductions, like this is my name, this is where I live, and whenever I say China, people are like wait what? It's just unusual and they want to hear more about my story. I've met a lot of friends, especially when it comes to networking, any type of interview or any type of setting I'm talking to an adult or someone that matters and I talk about my cultures and backgrounds that's such a plus, but I feel like if I was a person of color then it would not be, it would be more expected of me to be multicultural so it would be a lot less impressive. So, I do recognize that.

    a) I just think the expectation for white people and linguistic abilities is on the floor and for anyone of color it's like oh you speak two or three languages, cool, duh. It's just like really unfair.

    b) I just think like, in terms of the culture, whenever you're in Zoom or in class and you hear an accent, you're like oh either they're really smart or they're really not. If it's a European or Asian accent, then it's you're probably a genius but then if it's an African accent or South American accent then you're like why are you here. It's just kind of like you feel it. You can feel that people are thinking that. Yeah of course there's so much administrative improvements a school came make, but also at the end of the day, it's also ingrained and white American conservative anti-immigrant groups of people think that way. It's frustrating. In terms of like what my high school did, whenever there was someone that came from a background, this would more apply to international students because it's kind of offensive if you're like oh you're from the inner city you need to learn Standard American English, you can't just make assumptions like that. But if you're from an international or multicultural background, they would automatically just email the professors you had. And also, the class sizes in my high school were all under 12 so the teachers knew exactly, they knew me well, they were able to cater specific things towards me and also there was just mandatory meeting times. I think a simple way to do that is, I'm not sure how Bates, how the system works, but if you have an advisor or just someone who can be supportive and not just like ARC but oh you may not have been schooled in Standard American English, here are some people who can absolutely support you. I think it's important to get support from people who've been in that position before. You can always go to an ARC tutor but they're going to be like that's grammatically incorrect but it's like okay how do I learn? For example, if I come from a Spanish speaking culture, then someone from a Spanish speaking culture could help me as well. A lot of times when you find people who make linguistic mistakes, they are following grammar or the rules of another language they speak. It's one thing to just correct a sentence, but it's really easy to relate to someone. For example, when I listen to people from China here, I understand you and why that's grammatically incorrect because that's how it is in Chinese. Just more support, more acknowledgement, like I know what you're going through is hard and there's plenty of people going through it as well. Whether that can be a community or a club or like space on campus, because it is a huge part of Bates and your experience is speaking English and yes they have the International Club

and stuff but I think I would qualify as an international student in certain capacities and I should not be in the space of oh you don't speak English, English as your secondary language because I have gone through my high school. I think it's hard, it's just so ingrained in everyone's minds, not everybody's, but yeah.

    c) It's like when you hear the accent, there's also just bias and discrimination based on what type of accent so if I were to start speaking in an Italian accent everyone would be like wow, it would just be praised. But if I were to start speaking in a Hispanic accent, people would be like go back to your country, you know what I mean.

8) I just thought of this but if you have like a system or if there's a system like if you're a freshman and English is not your first language or you might just be very used to speaking multiple languages, maybe you could get an upperclassman as a mentor who's been in the same situation sort of like it's not so much a teacher helping you but it's someone who's been in your shoes before. I know for example, I'm in the Women in Econ club and there's this mentor/mentee relationship where as soon as you join the club you get assigned a mentor. My mentor group is not active at all, but I could see how it works well. It can be difficult to navigate the major as a woman and so it's nice to have someone who's been through that. I think anyone who's been through the linguistic problems whether it's social or academic discrimination I think it could help people who would probably go through a similar experience. Whether it's a club or a student-led organization or just part of the multicultural or a subset of the Office of Intercultural Education whether they could assign mentors to in-coming freshmen.

Facilitator Outlines

Part 1: Defining Language Justice

Opening Remarks- 5 min
- To define language justice is to develop a common understanding and objective to work towards. This is an important moment to ask tutors to reflect on their own positionality in the Writing Center and in social justice efforts. The goals of this session are to acknowledge positionality, draft a definition of language justice, and gain exposure to current literature.
- Option to include quote from Neisha Anne-Green (==see notes==)

Brainstorm Definition for Language Justice- 5 min
- To "meet tutors where they are," this brainstorming session is for tutors to draft a definition of language justice based on their current knowledge and experiences.

Group Readings- 10-15 min + 10 min share
- Divide into two or four groups to read excerpts from April Baker-Bell and Daniel Sanford (==see notes==). Groups should use JamBoard sticky notes to answer the following questions.
  - What is one major point the author makes about language justice?
  - How does this fit into the definition you just wrote?
  - Is there anything you would want to change about your definition now?
- Allow individual groups to share their sticky notes with the larger group.

Examples of Definitions from Interviews- 5-10 min + 5 min discussion
- Share examples of definitions from multilingual students at Bates (==see notes==). Give them time to read through the responses and discuss amongst themselves anything that was similar or different from their own definitions.

Reflections- 5 min
- Give tutors five more minutes to apply any of their thoughts or new information to their definitions and ask each of them to add theirs to a Google Doc.

Closing Remarks- 5 min
- Encourage everyone to take a minute and look at what their fellow tutors wrote. Remind tutors that this is the first part of a four-part series that will build upon itself and when the next part will take place.

Part 2: Translingualism Theory

Opening Remarks- 5 min
- To open, a reminder about positionality in this work is essential. Here would also be a good time to connect the previous training to this one. Part 2 is geared towards the theory behind translingualism as a way to support language justice.

Survey Results- 10 min
- Localized research provides a clear insight into what the problems currently are at Bates. Share some of the graphs from the thesis survey (see notes). Allow tutors to ask questions or provide commentary on the data, as appropriate.

Theory- 15 min
- Some students may or may not have been previously exposed to the concepts of code-meshing and translingualism. We must all get on the same page, though. Provide three excerpts; tutors can self-select which they would like to read, or they can skim all three. Once they have read the excerpt, tutors should respond to the following questions:
  - What is one key word that comes to mind with translingualism?
  - What is the relationship between translingualism and language justice?
  - Do you have any ideas of how this could be implemented?
- Bring everyone together and ask tutors to share any of their thoughts or responses to these questions.

Lists- 10 min
- Present a heuristic list of both how language can perpetuate oppression and what tutors and writers can do in response (see notes). Give the tutors about 5-10 minutes to read through the list individually and identify one "solution" that resonates with them Optional: JamBoard or Google Docs to record responses.

Discussion- 15 min
- Facilitate a group discussion about the excerpts and lists. A few starter questions are:
1) Can you remember a tutoring scenario where translingualism would have been a beneficial framework to use?
2) What are some scenarios where these strategies would be helpful?
3) Do you have any questions about the theory or practicality of translingualism?
4) What other information would you like to know in order to use translingualism pedagogies?

Closing Remarks- 5 min
- Conclude with a recap of the session and encourage tutors to return for the third part.

Part 3: Translingualism Practice

Opening Remarks- 5 min
- Again, ground the session with a statement of purpose and positionality. Some tutors might not have attended one of the other sessions, so a brief summary might be helpful.

Reflection- 5 min
- Ask tutors to take five minutes to reflect about the previous content. They should be able to identify one thing that stuck out to them or something they still have questions about.

Strategies- 10 min
- Using Google Slides, present ten translingual strategies for working with multilingual students in tutoring sessions (see notes). Examples:
  - Positionality: the tutor acknowledges personal knowledge and language background
  - Actively ask for the students' learning goals (Chung et al 2020)
  - Mirroring: rather than identifying "errors," establish patterns and reflect back to tutee

Excerpts- 10 min
- Include three excerpts from student interviews (see notes). There are corresponding questions to consider for each excerpt. Tutors should individually brainstorm a few ideas about questions for one or multiple excerpts.

Small Group- 10
- Break tutors into small groups, 3-5 per group. Ask tutors to collaborate on some of their responses to the scenarios provided.
- Encourage tutors to reflect on other tutoring sessions they've had or their own language backgrounds in this process.

Large Group Recap-10 min
- Create space for small groups to share with the larger group as they feel comfortable.
- Offer an avenue for questions to be asked privately.

Closing Remarks- 5 min
- To close, share a few quotes about the power of the Writing Center (see notes). Highlight how important this work is and how this preparation is vital for supporting the needs and empowering the abilities of multilingual students at Bates.

Part 4: Statement of Antiracist and Inclusive Writing Support

Opening Remarks- 5 min
- As the last session in the four-part series, now is the time to solidify the importance of positionality and the need for change. Include a quote from Gloria Anzaldúa (see notes) as a starting point for reflection.

Reflection- 5 min
- Similar to Part 3, give students five minutes to reflect. Potential reflection questions:
  - What is one thing that you have learned that you want to apply to your tutoring?
  - Is there an aspect of translingualism or language justice that you want to learn more about?
  - What do you want the Writing Center to commit to moving forward?

PowerPoint- 15 min
- Create a few slides about the importance of creating a statement of antiracist and inclusive writing support. Keep it simple but refer to the pages below as examples.
  - Columbia University: Antiracism Statement | The Core Curriculum
  - Emory University: Our Commitment to Anti-Racism, Equity, and Inclusion
  - Washington State University: WSU Writing Center STATEMENT of ANTIRACIST PRACTICE & COMMITMENT What We Do Who We Are
- Include an excerpt from the Writing@Bates statement as a reference (see notes).

Group Work- 15 min
- Remind tutors of their language justice definitions (distribute link to GoogleDoc) from Part 1, theory from Part 2, and practice from Part 3.
- Break out into four groups. Give 15 minutes for tutors to come up with "must haves" for the statement. Examples:
  - Commitment to a translingual approach
  - One action step
  - Identified student group/audience

Large Group Discussion- 15 min
- The last step is for groups to share their ideas and "must haves." Record their responses in a Google Doc for future access. Encourage questions, concerns, and recommendations.

Closing Remarks- 5 min
- To wrap up the series, outline the next steps. A timeline for further opportunities to work on the statement or another workshop would be appropriate here. Review any major takeaways from the four-part series and provide a line for feedback.