## University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Theses, Student Research, and Creative Activity: Department of Teaching, Learning and Teacher Education

Spring 5-19-2023

# Translanguaging in World Language Higher Education 

Alessia Barbici Wagner<br>University of Nebraska-Lincoln, abarbici-wagner2@huskers.unl.edu

Follow this and additional works at: https://digitalcommons.unl.edu/teachlearnstudent
Part of the Adult and Continuing Education Commons, Adult and Continuing Education and Teaching Commons, Bilingual, Multilingual, and Multicultural Education Commons, Curriculum and Instruction Commons, Educational Methods Commons, Higher Education and Teaching Commons, International and Comparative Education Commons, Junior High, Intermediate, Middle School Education and Teaching Commons, Language and Literacy Education Commons, Online and Distance Education Commons, Other Teacher Education and Professional Development Commons, Scholarship of Teaching and Learning Commons, Secondary Education Commons, Secondary Education and Teaching Commons, and the University Extension Commons

[^0]This Article is brought to you for free and open access by the Department of Teaching, Learning and Teacher Education at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Theses, Student Research, and Creative Activity: Department of Teaching, Learning and Teacher Education by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Alessia Barbici-Wagner

## A DISSERTATION

# Presented to the Faculty of <br> The Graduate School at the University of Nebraska <br> In Partial Fulfillment of the Requirements <br> For the Degree of Doctor of Philosophy <br> Major: Educational Studies <br> (Teaching Curriculum and Learning) 

Under the Supervision of Professor Theresa Catalano

Lincoln, Nebraska
May, 2023

# TRANSLANGUAGING IN WORLD LANGUAGE HIGHER EDUCATION 

Alessia Barbici-Wagner, Ph.D.<br>University of Nebraska, 2023

Advisor: Theresa Catalano
Increased global migration and a myriad of other social and political factors has made today's universities more diverse than ever. As a result, teachers in higher education regularly find multilingual learners from a variety of different linguistic and cultural backgrounds in their classrooms and must consider this diversity in their teaching. One of the ways that teaching can better serve today's multilingual and multicultural student population is through translanguaging. The objective of this dissertation is to investigate the intentional and unintentional use of translanguaging by multilingual language learners and world language instructors in higher education. Additionally, this qualitative case study aims to explore the perceptions of both teachers and students towards translanguaging, using transformative interviewing to prompt participants to reflect on their own language learning ideologies and the application of translanguaging pedagogies to their teaching and learning. Findings point to numerous ways in which both teachers and students in world language university classrooms use translanguaging to make meaning during their language teaching and learning experiences. In addition, class observations and transformative interviews showed how participants gained reflective self-awareness and began to reconsider more/different ways in which translanguaging could enrich their teaching and learning. The significance of the study lies in a greater understanding of what translanguaging could look like in world language higher education settings, particularly regarding the way in which more inclusive language
pedagogies such as translanguaging can allow teachers to recognize and utilize the full linguistic repertoire of their multilingual students while at the same time navigating tensions related to target language use and time constraints.

## COPYRIGHT

Copyright, Alessia Barbici-Wagner, 2023

## Dedication

I dedicate this dissertation to my family in the US and Italy, who provided unconditional support and belief in me throughout my academic journey. My husband, who supported me in pursuing my studies, took on additional responsibilities at home to allow me time to focus on my research. Despite the challenges, my children were understanding and respectful of my need for space. I am especially grateful to my mother, Lucia Ventimiglia, who encouraged me daily through video calls, visited my university, and reminds me how proud my late father, Emmanuele Barbici, would be.

I would like to dedicate this work in memory of my father, who initially expressed concern about my decision to study abroad. However, he continuously supported me in pursuing my passions, which ultimately led me to where I am today.

Finally, I dedicate this dissertation to my advisor and mentor, Dr. Theresa Catalano, who encouraged me to embark on this academic journey and offered unwavering support and guidance throughout. Her mentorship has been invaluable and has inspired me to continue pursuing my goals and aspirations.

## AUTHOR'S ACKNOWLEDGEMENTS

I would like to express my gratitude to the individuals who have contributed to the successful completion of this research and dissertation. Without their support, this project would not have been possible.

Firstly, I would like to acknowledge my advisor and mentor, Dr. Theresa Catalano, who continuously pushed and encouraged me to achieve my goals. Her feedback and guidance were invaluable in the development and progress of my research. I would also like to thank Dr. Ali Moeller, my committee member, for introducing me to culturally relevant pedagogy, which sparked my interest in translanguaging. Her feedback and provision of relevant materials throughout the semester were greatly appreciated. Dr. Jenelle Reeves, my committee member, also deserves recognition for helping me develop an interest in translanguaging and social justice. Her insights and materials greatly contributed to the first stage of my research.

I would like to express my appreciation to Dr. Liz Enkin, a member of my committee, for her valuable contributions to my research design and methodology. Her comments were stimulating and provided me with the necessary guidance to further develop my work. Moreover, she generously shared relevant materials that were helpful in shaping the direction of my research.

I am grateful for the sacrifices made by all my committee members in reading and contributing to the improvement of my work.

I extend my utmost gratitude to the Department of Teaching Learning, Teacher Education (TLTE) for their financial contributions, which supported me throughout my Ph.D. program.

Lastly, I would like to acknowledge my friends and family in the US and Italy, who provided crucial support throughout my work.

## TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION ..... 1
Background ..... 1
Statement of the Problem ..... 5
Purpose Of the Study ..... 8
Research Questions ..... 8
Rationale ..... 9
CHAPTER TWO: LITERATURE REVIEW \& THEORETICAL FRAMEWORK ..... 11
Introduction ..... 11
History and Philosophies ..... 11
Translanguaging and Code- Switching ..... 16
A Historical Perspective on Dynamic Multilingualism ..... 19
Alternative Approaches to Dynamic Multilingualism. ..... 20
The Language Development of Children Born to Foreign-Speaking Parents in the U.S. ..... 22
Language Development ..... 23
Factors Affecting Bilingualism ..... 23
Challenges Faced by Bilingual Children ..... 23
Theoretical Frames and Purpose of Translanguaging. ..... 24
Heteroglossia ..... 25
Multimodality ..... 26
Social Justice ..... 31
Translanguaging as a Natural Practice Among Multilinguals ..... 32
Translanguaging as a Pedagogical Tool ..... 35
Controversy Regarding Translanguaging Theory ..... 40
Translanguaging in World Language Education ..... 43
Translanguaging Across Cultural/Global/National Context in Higher Education World
Language ..... 49
Dominance of English as a Medium of Instruction in Higher Education Language
Learning ..... 55
Benefits of Translanguaging in World Language Classrooms ..... 59
Educational and Social Significance ..... 62
CHAPTER THREE: METHODOLOGY ..... 65
Research Design ..... 66
Rationale for Qualitative Research ..... 66
Theoretical foundations of case study ..... 67
Epistemology ..... 68
A Case Study ..... 69
Researcher Positionality and Reflexivity ..... 69
Research site and Participants ..... 73
Department of Modern Languages and Literatures ..... 74
Participants ..... 75
Institutional Review Board (IRB) and ethical considerations ..... 76
Data Collection ..... 77
Observations ..... 80
Transformative Interviews ..... 80
Data Analysis ..... 82
Validity and Rigor ..... 84
CHAPTER FOUR: TRANSLANGUAGING IN HIGHER EDUCATION: INSTRUCTOR
PERSPECTIVES ..... 85
Introduction ..... 85
Getting to Know the Instructor Participants ..... 85
Cheng ..... 87
Maria ..... 88
Akio ..... 89
Akari ..... 90
Instructors' Language(s) Abilities ..... 91
Observing Pedagogical and Spontaneous Translanguaging ..... 93
Core Practice N.1. Facilitate Target Language Comprehensibility: ..... 96
English as a Means of Instruction. ..... 96
Using a Range of Strategies and Techniques (Gestures, Concrete Objects, Visuals,etc.) to Support Comprehensibility103
Core Practice N.2. Teaching Grammar in Meaningful Contexts through Examples107
Presenting grammatical structures through examples and comparison embedded inpictures or original text107
Engaging students to construct rules from examples and comparisons ..... 109
Core Practice N.3. Introducing Cultural Aspects, and Perspectives. ..... 112
Designing Lessons with a Focus on Cultural Aspects to Compare and thus
Understand their Own and Other Cultures ..... 112
Core Practice N.4. Building a Classroom Discourse Community. ..... 115
Engaging students in communicative tasks in small groups ..... 115
Core Practice N.5. Providing Comparison with English/ American Words and
Customs to Improve Learner Understanding and Learning Ability. ..... 117
Using a wide range of vocabulary in the TL similar to English words. ..... 117
Providing text with both English and the TL. ..... 119
Summary of the Core Practices Observed ..... 120
Research on Attitudes of Instructors towards Translanguaging and our Instructor
Participants’ Attitudes. ..... 126
Transformative Thinking about Translanguaging ..... 129
Conclusion ..... 134
CHAPTER FIVE: TRANSLANGUAGING IN HIGHER EDUCATION: STUDENT
PERSPECTIVES ..... 136
Introduction ..... 136
Getting to Know the Student Participants ..... 136
Helen ..... 137
Molly ..... 140
Kara ..... 143
Kaylee ..... 144
Maia ..... 145
Jack ..... 147
Joel ..... 149
Yago ..... 150
Ideologies of Student Participants on Language Learning ..... 151
The Role of Music in Language Learning ..... 155
The Role of Subtitling in Language Learning ..... 156
The Role of Manga in Language Learning ..... 157
Students' Perception of Translanguaging through a Transformative Interview ..... 158
The Importance of Knowing Students’ Cultural Background ..... 162
Potential to Employ Students’ Other Language(s) to Learn the TL ..... 166
Multilingual Experiences: Problems and Opportunities in Daily Life and Interactionswith Others.170
Exploring Students' Perspectives on Translanguaging Pedagogy in Language
Learning ..... 177
Translanguaging During Class Observations. ..... 183
Types of Translanguaging Observed ..... 186
Conclusion ..... 192
CHAPTER SIX: CROSS-CASE ANALYSIS AND DISCUSSION. ..... 194
Introduction ..... 194
Cross- Case Analysis and Translanguaging Functions. ..... 194
Cross-Case Analysis ..... 195
Functions of Translanguaging in Higher Education World Language Classes ..... 202
Summary of Translanguaging Function from Previous Studies and Translanguaging Functions in this Study ..... 209
Instrumental/ Metalinguistic Function ..... 212
Comprehensible Input Function ..... 213
Unintentional Translanguaging ..... 216
Collaborative Function ..... 217
Interpersonal Relationships ..... 218
Instructional Management Function ..... 219
Discussion ..... 220
Translanguaging as an Asset. ..... 220
Translanguaging as a Pedagogical Strategy: Similarities between World Language Higher
Education and Other Language Programs in the US ..... 221
Translanguaging as a Way to Value and Affirm Identities of Increasingly Diverse and Multilingual Student Populations ..... 222
Critical Metalinguistic Awareness ..... 224
Teachers Don't Have to Know Languages Other than English to Use Translanguaging ..... 227
Multimodal Communication as Translanguaging ..... 228
Valuing and Affirming Identities of Heritage Learners ..... 231
What is Unique about Translanguaging in World Language Higher Education ..... 232
Less Contact Hours in the Target Language ..... 233
Target Language Recommendations ..... 235
English Proficiency ..... 236
Multilingual Instructors ..... 238
Adults and Study Abroad ..... 239
Language Instruction for Specific Purposes ..... 240
Intercultural Experiences ..... 242
Critical Cultural Awareness ..... 244
Blended or online Classes ..... 245
Challenges to Implementing Translanguaging Practices in the Classroom ..... 246
CHAPTER SEVEN: CONCLUDING THOUGHTS ..... 253
Summary of Key Findings ..... 253
Implications ..... 258
Limitations ..... 261
Future Research ..... 263
Final Thoughts ..... 264
References ..... 268
APPENDICES ..... 297
Appendix A: IRB Approval Letter ..... 298
Appendix B: Informed Consent Forms ..... 299
Appendix C: Verbal Script ..... 303
Appendix D: Classroom Observation Outline ..... 304
Appendix E: Example Interview Questions and Responses (Instructors) ..... 306
Appendix F: Japanese Modified Lesson Plan ..... 309
Appendix G: Interview protocols ..... 320
POST OBSERVATION INTERVIEW QUESTIONS TO STUDENT PARTICIPANTS:320
POST OBSERVATION INTERVIEW QUESTIONS TO TEACHERS ..... 321

## CHAPTER ONE: INTRODUCTION

## Background

The world has never been more culturally and linguistically diverse than it is today as global society becomes more interconnected through trade and technology advancements as well as from increasing emigration due to global political conflicts, acts of violence, and economic interests in different countries all around the world. Multilingual communication is becoming increasingly essential as a result of this interconnectivity, particularly in nations such as the United States, which have long been home to a diverse range of languages and cultures. To facilitate communication and learning in multilingual contexts, the pedagogical practice of translanguaging has emerged as a potentially powerful tool. Pedagogical translanguaging involves drawing on the multiple languages of students in a single conversation or learning environment with the aim of improving understanding and communication. The purpose of this study is to examine the use of translanguaging in higher education World Language classrooms, investigating the benefits and challenges of this approach, as well as its potential impact on students' language learning outcomes. The study seeks to shed light on the role that translanguaging can play in promoting multilingualism and cultural diversity in the classroom.

Many countries like the United States have always been polyglot nations containing a diverse array of languages even before colonization. Rumbaut and Massey (2013) states that at the time of independence, non-English European immigrants made up one-quarter of the U.S. population. Different sources (Fishman, 2014; Leeds-Hurwitz, 1985; Reyhner,

Lockard, \& Rosenthal, 2000) indicate that there were approximately 250 distinct languages spoken in the United States prior to the arrival of Europeans (Figure 1.1.). The American Community Survey (ACS) recorded some 382 languages spoken in the United States between 2008-2010, which Rumbaut and Massey (2013) coded into 39. In 2016, the Census Bureau updated its language coding system to better capture new and growing languages and created a list of over 1,000 languages (versus the 382-language list used before) that included more detail about the languages. The most detailed tables (Table 1.1.) contain 42 language categories and the respective English-speaking ability of their speakers, and it includes Native languages of North America. Unfortunately, the full list of languages is not available in data products or public-use files due to confidentiality restrictions that apply to all data released by the Census Bureau.

Figure 1.1. Native American Languages Map.


Native American Languages. Native American languages. (n.d.). Retrieved September 26, 2022, from http://goosie.cogsci.indiana.edu/farg/rehling/nativeAm/ling.html

Table 1.1. Detailed Languages Spoken at Home by English Speaking Ability for the
Population 5 Years and Over: 2019.


## X Not applicable.

${ }^{1}$ The percentage in this column is calculated as the number of speakers of the specific language divided by the total number of those who spoke a language other than English at home $(67,802,345)$.
${ }^{2}$ The percentages for these columns are calculated as the number of those who spoke English "very well," "well," "not well," or "not at all" for a particular language divided by the total number of speakers of that language.

Note: Data are based on a sample and are subject to sampling variability. The margin of error (MOE) is a measure of an estimate's variability. The confidence interval may be obtained by adding and subtracting the MOE from the estimate. Margins of error for all estimates can be found in the appendix. More information on the American Community Survey can be found at. Source: U.S. Census Bureau, 2019 American Community Survey, 1-year estimates

Many other countries in addition to the United States have cases of diglossia in which language varieties such as accents and dialects coexist alongside the recognized official languages. One or more than one language is frequently recognized as official in these countries [e.g., South Africa has 11 official languages, India has 23 official languages, and Russia has 24 official recognized languages across all Republics. (Syrowik, 2017)] while migrant languages and language varieties (unofficial) are labeled as inferior, and the speakers are often marginalized. Different scholars address the language minoritized populations (García, 2019; García, et al. 2021; García, \& Kleifgen, 2020; Green, 2011; Leung, \& Valdés, 2019; Otheguy, García, \& Reid, 2015; Vogel, \& García, 2017; Wei, \& Lin, 2019) and the racialized bilinguals as "people who, as a result of long process of domination and colonization, have been positioned as inferior in racial and linguistic terms" (García, et al., 2021). Language is socially and politically constructed and "no language variety is objectively distinctive or nondistinctive, but rather comes to be enregistered as such in particular historical, political, and economic circumstances" (Rosa and Flores, 2017, p. 632). From a Bourdieuian perspective, those hierarchies are accentuated by language since it is an instrument of power as well as a means for communication (Bourdieu, 1991).
"Low varieties are socially but not linguistically low"
(Greene, 2011, p.90).

From the framework of translanguaging (to be described in detail later on), bilingual/multilingual language practices are complex and dynamic since they adapt and adjust to communicative situations and contexts (García, 2013; García et al., 2017; Larsen-Freeman \&Cameron, 2008). From the perspective of bi/multilingual students, this bilingual dynamism is compared by García, et al. (2017) to a corriente, or flow, which forms a whole by combining students' social spaces with language codes. The metaphorical corriente is described as having defined and distinct features visible from the two separate riverbanks. The dynamism and complexity of language is represented by the movement of this current, which shapes and shifts the riverbanks and consequently the language features change too. Bilingual students' entire language repertoires are put in motion in order to achieve their communicative aims and maximize meaning-making resources (Madsen, 2014). Thus, a student's academic "success" should not be measured through one language. A student has much more knowledge when they are able to tap into their full language repertoire instead of just one part of it. Policymakers and instructors in the educational field should be aware of the consequences of societal power relations for language learning and students' identity and adjust their curriculum in a way that respects and values diversity in schools.

## Statement of the Problem

In both K-12 and higher education, there is often little focus on the multilinguistic or superdiverse features of a classroom (Catalano, \& Hamann, 2016; Zhang-Wu, 2022) irrespective of the type of classroom (monolingual, bilingual, English as a second language, or a content area classroom). Nowadays in both the U.S. and Europe, it is
commonplace to see students from different ethnic groups in classes. Those students often come from other countries and end up adopting the dominant language to integrate into a new culture and education system, not because of their own choice, but because the school systems do not support their maintenance and development of their home languages. Consequently, those students struggle to retain their family language, culture, and identity. As García, (2020) highlights, these "students with language practices that differ from that of the national elite have undergone some form of "othering," a product of colonization and political formations that then enregister these students as inferior" ( p . 12). Worldwide many language education policies reflect the many different ideologies of nation-states and their schools" that "act as instruments of governmentality (Foucault, 2008), controlling the language behavior of people, and restricting language socialization to the ideologies of the nation-state" (García, 2020, p. 14) supporting a monoglossic hegemony.

Many secondary and tertiary education programs retain English as the de facto lingua franca to communicate with speakers whose native language is different than the language of instruction. This is the case for English-Medium Instruction (EMI) programs, in which English is not necessarily taught as the language but it is used to teach academic content "in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro, 2018, p.15). These programs still attract students from all around the world in a competitive global education market (Doiz et al., 2011) for the socioeconomic, and international (business and media) value associated with the English language (Paulsrud, Tian, \& Toth, 2021). As Lasagabaster states (2016), in several Canadian immersion classes the official recommendation is to follow a French-
only language policy. The same occurs in many two-way bilingual education schools in the USA where languages are taught under a language-separation policy.

In today's diverse globalized society, an interest in identity and social justice has become pronounced within the educational field. As Greene states (2011), "language myths serve to define 'us' and distance 'them'" (p.12), promoting one language domain or official nature over the others which are often denigrated. Thus, racialized bi/multilingual students are not encouraged and are even discouraged to use their full linguistic repertoire and/or maintain their own native language proficiency for the purpose of integrating into the dominant culture both in educational and community settings. "For racial minorities, language played a cruel role in their incomplete emancipation" (Greene, 2011) often deconstructing their own identities. Language and identity go hand in hand since race is socially constructed through language and vice versa (Rosa, 2019) and identity is central "in understanding patterns of language learning and linguistic behavior generally" (Cummins, 2021, p. 60). Hence the problem at hand is that at all levels of instruction, learners are encouraged to think and act in the dominant language, ignoring and discarding other languages and cultures at their disposal. Traditionally, this has been a focal point of educational studies at the K-12 level, and much research has been done in English as a second language classrooms as well as dual language classrooms at this level (García, 2011; García, et al, 2021; García et al, 2017; García, Ibarra Johnson \& Seltzer, 2017; García, \& Wei, 2014; Seltzer, \& García, 2020). However, limited studies (Canagarajah, 2011; Dalziel, \& Guarda, 2021; Mazak, \& Carroll, 2017) have explored this topic of translanguaging (or the lack of its pedagogical
form) in higher education institutions, particularly in world language settings where target language input is highly valued.

## Purpose Of the Study

The aim of this thesis is to investigate the use of translanguaging by world language instructors and multilingual language learners in higher education. In addition, the study aims to explore the perceptions of both instructors and students towards translanguaging. A better understanding of when and how multilanguage learners use translanguaging unintentionally versus intentionally can help language instructors design specific pedagogical activities which could lead to deeper linguistic awareness and agency in their own learning, but it could also lead to more inclusive language pedagogy at the university level, which is an area where translanguaging has been explored less than other areas.

## Research Questions

The following primary research questions will guide my study:
Does translanguaging happen in university world language classrooms and if so, how is it practiced and how is it perceived by instructors and students?

More specifically, I seek to answer the following sub questions:
a. Do world language instructors use pedagogical translanguaging in their classes and if yes, what does this look like (e.g., in which contexts and for what purposes do they use it and which do they not). What are their perceptions of its benefits or challenges?
b. Are learners aware of pedagogical translanguaging and its possible benefits as it is used (or not used) in their classroom by the instructor?
c. Which translanguaging practices are utilized by students (consciously or unconsciously) in a multilingual group studying a world language at an American university?
d. How do instructors and bi/multilingual students perceive the use of translanguaging for world language learning in higher education? For which situations/contexts does it work best in their opinion?
e. How does translanguaging assist in building communicative skills?
f. How does translanguaging affect classroom climate?

## Rationale

Translanguaging theory comes with controversy and obstacles. Accepting translanguaging as a heteroglossic practice (no named languages and no boundaries) can be interpreted as a challenge to the traditional conceptualization of bilingualism and monolingualism, especially in those countries where a dominant language for instruction prevails. "As we 'speak English,' we are acknowledging the importance of an outsider's perspective and reflecting a social norm having to do with how others perceive us" (Otheguy, R., García, O., \& Reid, W. 2015, p.293). To support translanguaging is to support an inclusive, non-racist and diverse environment which promotes belonging among all groups.

Another obstacle to the meaningful use of translanguaging in all world language higher educational settings is that sufficient professional development initiatives related
to instructional design and assessment using translanguaging are lacking for teachers. Moreover, teachers may feel reluctant to try something different from what they have been practicing in their monolingual classrooms, or to give up instructional time to learn how to utilize students' home language resources in a meaningful way. Another aspect to take into consideration is the fact that many schools administrators instruct teachers on the curriculum to follow, including the main language for instruction.

This study will provide critical insight on how translanguaging can be integrated in higher education, world language classrooms. Translanguaging theory is about how instructors think about students' languages, how they utilize those languages in order to achieve a deeper understanding of the subject matter and co-construct their students' knowledge while maintaining their identity and culture. This research will also introduce translanguaging theory through transformative interviews in those classes where it was found to be absent. Transformative interviews are a research method aimed at transforming existing ideas or practices related to a particular phenomenon. Through dialogue and questioning, the researcher aims to change the participants' understanding and use of language, and to incorporate the concept of translanguaging into their practices. The impetus for this study arose from the need to develop an understanding on how translanguaging is integrated as a process of acquiring a new language in the observed classrooms.

## CHAPTER TWO: LITERATURE REVIEW \& THEORETICAL FRAMEWORK

## Introduction

This chapter commences with a review of studies on the history and philosophy of translanguaging, emphasizing the differentiation between translanguaging and codeswitching. It provides a historical overview of the concept of dynamic multilingualism. Following the introduction of the theoretical framework for this study, the chapter examines the language development of children born to foreign-speaking parents, given that most of the student participants fall into this demographic. The primary objective of this investigation is to explore the developmental trajectory of these children's language acquisition abilities and to identify the factors that shape their bilingualism. The chapter delves into both natural and pedagogical translanguaging. Subsequently, the chapter concludes by exploring the controversies surrounding translanguaging, including its application to world language higher education, as well as its relevance across cultural, global, and national contexts. Finally, the chapter explores the benefits of translanguaging, and its educational and social significance.

## History and Philosophies

As many scholars and researchers report, the origin of the term translanguaging dates back to the Welsh-English bilingual education that focused on revitalizing the Welsh language (Conteh, 2018; Cummins, 2021; García, Kleifgen,220; García, \& Kleyn, 2016; Makalela, 2014; Mazzaferro, 2018). The term itself comes from the Welsh trawsieithu, first coined in 1994 by Cen Williams, and later translated into English as translanguaging
by Baker (2003). This innovative approach to bilingual education involved the use of both languages in classroom activities, one for input and the other for output. For example, as part of the teacher's lesson plan, listening and reading were conducted in one language (i.e., English) while speaking and writing were in a different language (i.e., Welsh). This cross-transfer between languages to access the same content allowed bilingual learners to use their entire linguistic repertoire in order to develop a deeper understanding of the subject matter while improving a weaker language.

García and Kleifgen (2020) indicate how the theory of languaging was already growing among the work of many who rejected the "monoglot ideas of language and literacy" (p. 556). According to those scholars, two Chilean biologists, Maturana and Varela, introduced the concept of lenguajear/languaging as an ongoing process which distinguished humans for their interactions, "observation, reflection, and description of interaction" while engaging in social, emotional, cognitive interactions with others. Similarly, a specialist in Southeast Asian languages, Becker (1995), speaks about languaging to refer to the "ongoing process of social interaction that is always being created as we interact with world lingually" (García, \& Kleifgen, 2020; Wei, 2018). What both those concepts have in common is that language is seen as an 'ongoing process' rather than a defined subject.

To date, multilingualism has been understood as the use of separate named languages socially and ideologically constructed (García; Makoni \& Pennycook, 2005). As Vogel and García (2017) point out, throughout the $20^{\text {th }}$ century the Western European ideologies of 'one language, one people' dominated the study of language reinforcing and maintaining the state of power of specific languages over others, highlighting the static
characteristic of languages. Language education was characterized by the 'subtractive' or 'additive' model. Subtractive bilingualism means that the minoritized language speakers replace their language with the society's dominant language while the additive bilingualism occurs when a person already belonging to a socially recognized language group adds another language to his/her already proficient language repertoire highlighting the dichotomy between native and non-native students, dominant and non-dominant language (García, O., Flores, N., Seltzer, K., Wei, L., Otheguy, R., \& Rosa, J. 2021; García, Johnson, Seltzer, \& Valdés, 2017; Vogel \& García, 2017). Moreover, Rosa (2017) states that young Latinx communities in the United States are subject to raciolinguistic ideologies that besides stigmatize their language as minor (Flores \& Rosa, 2015; Rosa, 2019; Rosa \& Flores, 2017) are often seen as languageless by the dominant speaking community. In other words, not competent in either language.

As globalization and mass migration have diversified the global linguistic environment, different scholars in language education have increasingly focused their attention on what May (2014b) has called the multilingual turn (Makalela, 2015; Ortega, 2013; Prada, \& Nikula, 2018; Rose, et al., 2020; Vogel, \& García, 2017). Rose, et al. (2020) describe it as an umbrella term that rejects monolingual biases and highlights the role that power relations play in language ideologies due to the nation-state and colonialism.

From these discourses many terms emerged in critical applied linguistics sharing the same view of language as not fixed in stable entities (or boxes) but continuously shaping and reconstructing, not bounded by power relations or restricted to verbal interactions but working alongside multimodal and multisensory signs with the aim of
meaning-making. Among those terms, García, and Kleifgen (2020) include polylanguaging/polylingual languaging by Jørgensen (2008), metrolingualism (Otsuji, \& Pennycook, 2010; Pennycook, \& Otsuji, 2015), translingual practices (Canagarajah, 2013), codemeshing (Canagarajah, 2011), and translanguaging (Blackledge \& Creese, 2014; García, 2009; García \& Li, 2014; Li, 2011, 2017; Otheguy, García, \& Reid, 2015, 2018). Although, as García and Kleifgen (2020) state, they prefer translanguaging term because it emphasizes its "political act focused on reinterpreting language as a decolonizing process and liberating the language practices of bilingual minoritized populations" (p.556). In fact, adding the prefix trans-(across) with the idea to 'go beyond' to the verb form languaging is meant to point out the ongoing action in which learners engage in interactions rather than using a set of predefined structures and/or functions (Cummins, 2021; García, \& Kleifgen, 2020; Wei, 2018). According to Li Wei (2011), the reason behind the prefix 'trans-' refers to its three roles: 1) as transcending and going beyond the structures, the notion of single system that sees multilingual individuals alternate their languages between different but distinct systems; 2) as transdisciplinary, emphasizing the holistic approach of translanguaging in connecting with social relations, structures and cognition and; 3) as transformative since translanguaging is multidimensional and multimodal in the way that it connects an individual's social, linguistic and cognitive skills.

In this way, García and colleagues highlighted the dynamic heteroglossic aspect of multilingualism. Taking from Mikhail Bakhtin's theoretical and practical notion of 'heteroglossia' and multivoicedness,' translanguaging is seen as a vehicle for "liberating the voices of language minoritized students" (García \& Leiva, 2014, p. 200) conferring
onto the term an emphasis on social justice and linguistic inequality in contrast to other similar terms. The translanguaging definition provided by Otheguy, García, and Reid (2015) better stresses this concern of breaking down language barriers that prevent students from using their full meaning-making repertoire stating that: "Translanguaging is the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (p. 281)

Another important aspect of translanguaging that García, et al. (2021) highlight is the distinction between it and the plurilingualism concept that flourished in the European Union with the intent to have a common European citizen for economic purposes. Like translanguaging, plurilingualism "has challenged idolized notion of bounded languages and of their strict separation, focusing instead on the learner's ability to use a repertoire of several named languages to varying degrees as part of what is understood as intercultural action" (p.217). The main difference between the two is the central aspect based on levelling the social inequity that characterized translanguaging. As García, et al. (2021) point out, that is due to the 'different loci of enunciation' that see plurilingual policies in education based on sociopolitical dynamics that evolved from the European Union's need to have citizens who could communicate across countries for a variety of reasons, including but not limited to economic purposes.

As previously stated, translanguaging deals with languaging as a human process to make sense of social reality through all the available linguistic, semiotic, social and cognitive resources. Translanguaging has more to offer than other terms and notions such as code-switching, mother tongues, additive bilingualism, multilingualism since it goes
beyond the notion of named languages. As Makoni and Pennycook (2005) argue, "there is a disconcerting similarity between monolingual and additive bilingualism in so far as both are founded on notions of language as objects. By talking of monolingualism, we are referring to a single entity, while in additive bilingualism and multilingualism the number of 'language things' has increased" (p.148). With that said, the next section will focus on the distinction of translanguaging, code-switching, and the other approaches to dynamic multilingualism.

## Translanguaging and Code- Switching

Translanguaging and code-switching have many similarities that are oftentimes difficult to differentiate, and at first glance, they appear to belong to the same theory. However, in the words of Mike Mena (2020) in explaining Otheguy et all. (2015), "translanguaginge does not equal codeswitching". Both describe the practice of using or 'switching' between more than one language during bilingual and multilingual interactions, but while "codeswitching refers to the use of two or more separate languages and the shifting of one code to another, translanguaging does not recognize boundaries between languages" (Makalela, 2014) and adopts a viewpoint "from inside the learner's head" instead of that of an "outside observer" watching the practices of bi/multilinguals (Mena, 2020, 10:59) In this way, translanguaging "privileges the learner" and what is going on in their minds when they communicate (Ibid).

Goodman and Tastanbek (2021) state that codeswitching as language practice originally started outside the classroom, and it was situated in communities with diglossia, i.e., where two varieties of languages cohabit in the same community and each
of those have a "different role to play" (Fergurson, 1959). Many researchers address codeswitching as a language separation ideology rooted in education and teaching practices often referred in different ways such as "parallel monolingualism" (Heller 1999, p. 271), "two solitudes" (Cummins, 2007) or "separate bilingualism" (Blackledge and Creese, 2014).

García, \& Kleyn, T. (2016) better explain the difference between the codeswitching and translanguaging theory. For them the difference lies in the monoglossic ideology of bilingualism which only considers the speaker's external point of view - languages constitute two distinct linguistic systems in which languages are labeled (i.e., Italian, German, Spanish etc..) to reinforce power hierarchies between named languages. A translanguaging theory, however, considers the dynamic and entirely complex linguistic system from the inner point of view of the speaker as part of the user's linguistic repertoire. Consequently, the concept of two separate linguistic systems does not apply. As Garcia (2011) notes, it is "an approach to bilingualism that is centered, not on languages as has been often the case, but on the practices of bilinguals that are readily observable" (p. 44). External - not linguistic - factors bring the bilingual speaker to separate languages. Named languages, such as English, Spanish and Italian, create boundaries between them while highlighting their material and social reality but not their linguistic reality.

Dual language programs tend to separate the two target languages following policies that seek to protect the minoritized language by providing their own space and function (Gort, Sembiante, 2015) without considering the potential of engaging those students in heteroglossic practices that can be used to bridge their world within and
outside classroom walls to maintain their bicultural identity while helping them scaffolding and consequently succeeding academically (Goodman and Tastanbek, 2021). The emphasis on the conceptual difference between those two theories is mostly important for teaching and teacher education in which a shift is needed from monoglossic understanding of language practice to a more dynamic and fluid heteroglossic one to bring social justice into classrooms and amplify students' voices. Table 2.1. illustrates the main differences between Translanguaging and Code-Switching.

Table 2.1. Translanguaging vs Code-Switching.

| Translanguaging | Code-Switching |
| :--- | :--- |
| centers the perspective of the learner. | Centers Language Users. Translanguaging <br> perspective of the outside observer of <br> multilingual learners |
| Emphasizes Language, it centers the <br> perspective of language practices | Focused on a sociopolitical definition of <br> names languages |
| One fluid practice | Two sets of monolingual norms |
| Frames use of entire communicative | Suggests the mixing of different named |
| repertoire as an authentic, legitimate \& | languages is either strategic, aberrant or |
| erroneous |  |
| rich practice | Accepts social \& political boundaries |
| between language systems |  |
| Transcends boundaries of named |  |
| languages | Can contribute to negative perceptions |
|  |  |
| bilingual/multilingual ways of knowing | "broken language". |

## A Historical Perspective on Dynamic Multilingualism

Starting from the perspective that languages are not stable entities but dynamic and continuously reconstructing, the second part of the last century sees interactional sociolinguists' intent to understand how people know and use language. Theories of dynamic multilingualism are built on John Gumperz's ethnography communication research to understand the dynamics of communication and language in social life (Fergurson, 2020). Gumperz's ethnographic research in the Indian marketplace (1968) allowed him to locate different varieties of local languages when observing market traders. An example is the large community of bilingual Hindi-Panjabi speakers in Delhi whose members use both languages with full competence and in a wide variety of situations within the community and outside it. Gumperz' study was an important step towards understanding the social and dynamic aspect of languages.

As consequence of these sociolinguistic interests, a 'speech communities' concept emerged (Gumperz, and Hymes, 1986; Fishman, 1972; Labov, 1972) as groups who share rules for conducting and interpreting at least one variety of a language or dialect which brought a focus on repertoire-based research (Blommaert and Backus, 2013). Blommaert (2014) argues that languages are not used but instead deployed as 'resources for communication' (p.85). In this way, languages are intended as ideological units with a series of characteristics that a bilingual speaker deploys to write or speak in a specific language- this is part of this person's repertoire. Blommaert's repertoires "are biographically emerging complexes of indexically ordered, and therefore functionally organized, resources. Repertoires include every resource used in communication linguistic ones, semiotic ones, sociocultural ones" (p.85). This orientation suggests
dynamicity and complexity of multilingualism where repertoire, therefore, is a resource from which bilingual speakers draw, and it is made up of multiple modes of communication.

## Alternative Approaches to Dynamic Multilingualism

Translanguaging's growing attention brought other multilingualism scholars, such as Blackledge and Creese (2014), to describe a flexible and dynamic bilingualism in which the bilingual speaker draws from his/her full semiotic repertoire to make-meaning (García, Johnson, Seltzer, \& Valdés, 2017; Wei, 2018). Most of the theories that preceded and overlap with the translanguaging theory, however, are still education centric.

Among those, the hybrid language practice (Gutiérrez, Baquedano-López, Álvarez, and Chiu,1999; Gutiérrez, Baquedano-López, and Tejeda, 1999) illustrates "how hybridity is a resource for building collaboration and promoting literacy learning" (Gutiérrez, Baquedano-López, Álvarez, and Chiu,1999, p.4) while maintaining bilinguals' identity. Jacquemet (2005) refers to transidiomatic practices for languaging in times of modernity and globalization "to describe the communicative practices of transnational groups that interact using different languages and communicative codes simultaneously" (p.264). Young and Martinez (2011) and Canagarajah (2011) use the term codemeshing to describe similar practices in writing and composition. Otsuji and Pennycook (2010) describe metrolingualism as the way communication and the complexity of language practices are deployed within urban centers, putting the relationship between individual and spatial repertoires at the center of attention.

Jørgensen (2008) and Jørgensen, Karrebæk, Madsen, and Møller (2015) speak of polylingual languaging or polylanguaging to explain the dynamic aspect of communication in superdiverse contexts as the way "language users employ whatever linguistic features are at their disposal with the intention of achieving their communicative aims" (Jørgensen, 2008, p. 169). In this context, polylanguaging aligns with translanguaging in its focus on communication beyond bounded languages that do not adhere to constructions of language.

McSwan (2019) illustrates (Figure 2.1) "the three distinct perspectives on the nature of individual multilingualism" (p.180). He attributes the dual competence model to codeswitching scholars in which, according to García and colleagues' description (García \& Otheguy, 2014; Otheguy et al., 2015), multilinguals are taught as monolinguals with "two separate languages" which are "switched" according to the needs or the context (p.298). On the other hand, García and colleagues advocate for a unitary model, where bilinguals are seen as monolinguals with only one internal linguistic system. In the integrated multilingual model proposed by McSwan, "bilinguals have a single system with many shared grammatical resources but with some internal language-specific differentiation as well," arguing that even monolingualism is universal with "multiple overlapping rule systems acquired through our participation in divergent speech communities" (p.179).

The issue with McSwan's perspective of the integrated multilingual model, as pointed out also by Otheguy, et al (2019), is the view of languages still formed by different and separate linguistic structures that connect or overlap each other, while for García and colleagues (Otheguy, García, \& Reid, 2019) the terms linguistic structure,
system, and competence are part of the same territory acquired through social communication and interaction. Consequently, this linguistic system is continuously reshaped by linguistic practices.

Figure 2.1 Three views of multilingualism by McSwan (2019)

| The Dual Competence Model of |
| :---: |
| Multilingualism |
| Multilinguals have fully discrete, non- |
| overlapping linguistic systems |

The Unitary Model of Multilingualism
Multilinguals have a single system
The Integrated Multilingual Model
Multilinguals have both shared and discrete
grammatical resources;
multilingualism is universal

## The Language Development of Children Born to Foreign-Speaking Parents in the

## U.S.

The U.S. is a multicultural country with a large number of immigrants, and children born to foreign parents represent a significant portion of the population. These children grow up in a bilingual environment where they are exposed to their parents' language and English. Since most of the student participants in this research qualified as such, this research will aim to explore the language development of such children and the factors that influence their bilingualism.

## Language Development

Children born to foreign parents in the U.S. typically start learning two languages from birth or shortly thereafter. They learn their parents' language through home interactions, while they acquire English through social interactions with peers and other adults. This process is known as simultaneous bilingualism, and research has shown that it has several benefits, such as enhanced cognitive abilities, improved problem-solving skills, and increased cultural awareness (Bialystok, 2011; Barac, \& Bialystok, 2012; Kuhl, 2010; Genesee et al., 2019).

## Factors Affecting Bilingualism

The language development of children born to foreign parents in the U.S. is influenced by several factors, including the parents' proficiency in English and their native language, the quality and quantity of language input, and the social context in which the children are raised. Children who receive strong and consistent language input from their parents are more likely to become bilingual than those who do not (Genesee et al., 2019). Moreover, children who have positive attitudes towards their parents' language and culture are more motivated to learn and maintain it (Hoff et al., 2014).

## Challenges Faced by Bilingual Children

Despite the benefits of bilingualism, children born to foreign parents in the U.S. may face some challenges. They may find it challenging to balance their two languages, especially if English is more prevalent in their social environment. They may also face difficulties in language shifting, using mixed languages or changing languages, which
can have an impact on their academic performance and social integration (Byers-Heinlein \& Lew-Williams, 2013).

In conclusion, children born to foreign parents in the U.S. grow up in a bilingual environment where they learn their parents' language and English simultaneously. Their language development is influenced by several factors, including the quality and quantity of language input, the social context, and the parents' proficiency in English and their native language. Despite the challenges they may face, bilingualism offers many benefits and is an asset for their future personal and professional growth. Furthermore, translanguaging, the practice of using multiple languages together in communication, can also be an advantage for these children as they become language learners in higher education settings. Translanguaging can facilitate the learning of new languages by helping learners make connections between their languages, and it can also provide a tool for overcoming language barriers in the classroom and beyond (García \& Wei, 2014). Therefore, the bilingualism and translanguaging skills acquired in childhood can be an invaluable resource for these individuals as they navigate higher education and beyond.

## Theoretical Frames and Purpose of Translanguaging

The theoretical framework for this paper is drawn by the features of translanguaging theory which views the language speakers' linguistic and semiotic practices as a part of their dynamic and complex language repertoire. Language speakers engage their linguistic and semiotic repertoire in order to make-meaning in everyday life and, in an educational context, to practice social justice and make weak voices heard. This section
describes how heteroglossia, multimodality, and social justice reflect on the roots and bases of a translanguaging ideology.

## Heteroglossia

Translanguaging theory is deeply related to Bakhtin's concept of heteroglossia (1981) linked to the Russian term raznorechie ('multiple voices"). Bakhtin was interested in both speakers' social dialects and individual differences that, for him, characterized cultures. His interest focused on explaining how language varieties were shaped by social, political, and historical influences.

At any given moment in its historical existence, language is heteroglot from top to bottom: it represents the co-existence of socio-ideological contradictions between the present and the past, between differing epochs of the past, between different socioideological groups in the present, between tendencies, schools, circles and so forth, all given a bodily form. These 'languages' of heteroglossia intersect each other in a variety of ways, forming new socially typifying 'languages' (Bakhtin, 1981, p.291).

Bakhtin saw languages stratified into linguistic dialects but also "into languages that are socio-ideological: languages of social groups, 'professional' and 'generic' languages, languages of generations and so forth" (p.271). Languaging seen as 'action' - as 'doing' language practices in a dynamic and fluid way carried out in different spaces and in different times by language speakers. Bakhtin's theory of heteroglossia and social stratification provides a theoretical lens for understanding the way individuals use and alternate among multiple languages and/or sign systems in order to participate in the social world (Bailey 2012).

## Multimodality

As Wei (2018) states "translanguaging for me means transcending the traditional divides between linguistic and non-linguistic cognitive and semiotic system" (p. 20). Translanguaging theory embeds more than language practices. It includes the "whole person acting, using linguistic and other embodied forms of meaning making together with relevant objects, including technology, within social processes" (García, \& Kleifgen, 2020, p. 557). Human communication has always been multimodal since we use visual, textual, linguistic, spatial resources to construct and interpret messages. In deaf communities, for example, sign language is the prominent means of communication. However, other multimodal forms of communication can be used to enhance communication and shared understanding (e.g., facial expressions or gestures).

An important study in this context is from Lin (2006). Lin's (2006) study explores the role of multilingual and multimodal resources in second language (L2) science education. Specifically, the study investigates how students can draw upon their existing linguistic and cultural resources to develop their understanding of scientific concepts and improve their proficiency in English, which is often the language of instruction in science classrooms. The study is based on an analysis of classroom interactions and student work samples, and it highlights the potential benefits of using a multilingual and multimodal approach in science education, particularly in settings where students come from diverse linguistic and cultural backgrounds.

Lin (2012) suggested that in settings where bilingual/multilingual education is employed, it would be beneficial to adopt a multilingual and multimodal approach that
takes into account the Asian contexts. This approach would involve utilizing various resources such as everyday oral language in both L1 and L2, academic oral/written language in both L1 and L2, and different modalities, to enhance learners' communication skills. By using a combination of these resources, teachers can help students better understand complex scientific concepts and improve their proficiency in L2 academic language.

Wu and Lin (2019) built on the multilingual and multimodal perspective and created a pedagogical framework known as the Multimodalities-Entextualization Cycle (MEC) (Figure 2.2). This framework utilizes several linguistic resources such as everyday and academic language, spoken and written language, and other semiotic resources in a series of three stages during teaching. The MEC is designed to be a useful tool for educators in their pedagogical practice since it aims to account for the complex, dynamic, and situated nature of meaning-making in digital and multimodal environments. The framework draws on concepts from systemic functional linguistics, social semiotics, and discourse analysis to explain how different modes of representation, such as language, visual images, gestures, and sound, interact and co-construct meaning.

Figure 2.2. The Multimodalities-Entextualisation Cycle (MEC), from Wu and Lin (2019: 254).

## Using mainly multimodalities

(e.g., visuals, images, youtube videos, diagrams, demonstrations, actions, inquiry/discovery activities, experiments, etc.)


In their study, Wu and Lin (2019) applied the MEC framework to analyze the translanguaging and trans-semiotizing practices of a biology teacher and his students in a Content and Language Integrated Learning (CLIL) classroom in Hong Kong. The researchers observed that the teacher and his students used multiple modes of representation, including English, Cantonese, diagrams, gestures, and body movements, to co-construct knowledge and meaning in the biology lesson.

According to the MEC framework, the entextualisation and re-entextualisation of multimodal resources, or the process of turning meaning into text and vice versa, is a key
aspect of meaning-making in digital and multimodal environments. In the CLIL biology classroom, Wu and Lin (2019) observed that the teacher and his students entextualized and re-entextualized multimodal resources to make meaning, such as when they used diagrams and gestures to explain biological concepts.

The MEC framework also highlights the importance of social and cultural factors in the co-construction of meaning. Wu and Lin (2019) observed that the biology teacher and his students drew on their linguistic and cultural resources to co-construct meaning in the biology lesson. For instance, they used Cantonese to discuss scientific concepts that were difficult to express in English and drew on their body movements and gestures to convey meaning.

Liu, Lo, and Lin (2020) in their study, utilized the MultimodalitiesEntextualization Cycle (MEC) to develop a translanguaging pedagogy for teaching English for Academic Purposes (EAP) through a teacher-researcher collaboration. The MEC aided the team in creating lesson plans that incorporated a range of multimodal resources in three stages: identifying students' needs, selecting appropriate resources, and developing tasks and activities to support students' understanding. The use of the MEC allowed the teacher-researcher team to systematically plan and implement a translanguaging pedagogy that blurred boundaries between languages and encouraged linguistic creativity incorporating a range of multimodal resources to support EAP learning.

Multimodality includes semiotic resources produced by a person's body but also produced through the use of technologies (e.g., computer software). "Digital heteroglossia" (Androutsopoulos, 2011) is a way to use the electronic medium
of Web.2.0. applications (e.g., blogs, microblogging, or user generating media-sharing sites such as YouTube) where it is possible "to create digital modes with the interlacing of image, writing, layout, speech and video" (Wei, 2018, p.22). Translanguaging theory incorporates a multimodal social semiotic view where linguistic signs are part of the linguistic repertoire that a speaker has at his/her disposal to create and make meaning.

In any context of language learning, multimodal communication has been identified as a way to encourage translanguaging, and world language education at the university level is no different. Zhu and Gu (2022) suggest that incorporating visual aids, such as pictures and videos, can help support students' understanding of the target language and culture in world language higher education. Pacheco et al. (2022) conducted a systematic review and found that multimodal composition products and processes can facilitate translanguaging in language classrooms. Furthermore, multimodal communication can also be used to represent students' home languages and cultures in other language programs (Scott \& Cohen, 2023). Ou et al. (2022) examined online international higher education in Hong Kong and found that $\mathrm{ICT}^{3}$-mediated translanguaging competence and virtually translocal identity ${ }^{4}$ can be developed through multimodal communication. Schall-Leckrone (2023) studied bilingual kindergartens and found that multimodality and translanguaging served as scaffolding for sense-making. These studies offer insight into the potential uses of multimodal communication and how it can be used to facilitate translanguaging in language education.

[^1]
## Social Justice

Social justice can be seen as "social and civic responsibilities, commitment to promoting the common good, and participation in democratic processes and cultural diversity" (Cumming-Potvin 2009, p. 84). Moreover, a social justice approach includes "investigating barriers to students' learning outcomes and using teaching and assessment strategies fairly" (p.84). One of the main concepts that translanguaging theory raises is related to social justice in language education.

As Vogel and García (2017) state, translanguaging theory is based on 'three core premises' which seek to "elevate the status of individuals and peoples whose language practices have been traditionally minoritized and labeled as being non-standard" (p.4). The first of these core premises is the recognition that speakers deploy features from a unitary linguistic repertoire, followed by the second that sees those speakers using their own dynamic linguistic and semiotic practice that goes beyond named languages. Finally, it highlights the effect of socially constructed named language categories and structuralist language ideologies, above all on the minoritized language communities.

García and Kleifgen (2020) underline the fact that in the traditional literacy approaches of multilingual students both in monolingual and bilingual classrooms, one dominant named language is the authorized language for the input and output in the classroom. Asking bilingual or multilingual students to communicate only with the authorized language restricts them to use only part of their semiotic and linguistic repertoire while the monolingual students are taking advantage of their full linguistic repertoire. The consequence of this restriction raises issues of injustice as "they restrict
rather than liberate students' meaning-making potential and often result in failure in school" (p.560).

A social justice framework for translanguaging theory entails providing racialized bilinguals and multilinguals the same opportunities that their monolingual peers have in using their full linguistic and semiotic language repertoire to communicate and learn in classroom and outside the school walls. The importance of this framework is to suggest "a shift from justice for redistribution to justice for recognition," focusing on sociocultural groups who are struggling to "defend their identities, and cultural domination and win recognition" (North, 2006). A translanguaging justice framework places at the center of interest those racialized students' repertoire and life experiences as a way to maintain their identity rather than forcing them to assimilate into the dominant culture.

## Translanguaging as a Natural Practice Among Multilinguals

Translanguaging is not only a pedagogical theory but also a natural linguistic practice. Speakers, when communicating in everyday life, are not aware of the idolized boundaries between languages. As Wei (2018) states, we do not "think in a specific, named language separately," but we are able to create our own space where we, as individual, produce idiolect as our unique language, our personal mental grammar, that is acquired through and deployed in social and personal interactions (Otheguy, García, \& Reid, 2015). "No two idiolects are likely to be the same, and no single individual's idiolect is likely to be the same" (Wei, 2018) but there are overlaps due to frequently interactions with people or community with whom we share space (e.g., family) or history (Otheguy, et al. 2015).

Translanguaging goes beyond the classroom since it is a social practice that includes all metadiscursive regimes that are performed by all multilingual speakers in their daily method for making sense of the world around them (García, 2009; Wei, 2011). As Wei $(2011,2018)$ states, the act of translanguaging goes beyond the different linguistic different linguistic structures, cognitive and semiotic systems, and modalities where the language speakers create a social space to bring "together different dimensions of their personal history, experience, and environment; their attitude, belief, and ideology; their cognitive and physical capacity, into one coordinated and meaningful performance and make it into a living experience" (Wei, 2011). In this way, translanguaging is the natural linguistic practice that disrupt the linguistic hierarchies ruled by power relations that highlight the dichotomy of 'us' versus 'them' through named languages.

Wei (2018) also speaks of "translanguaging instinct" as an extension of the original term coined by Pinker (1994), 'interactional instinct,' which describes the human innate capacity of infants and children to acquire spoken and body language to imitate their caregivers. For Pinker, this interactional instinct in adolescents and adults determines their success in acquiring additional languages. With that foundation, Wei's 'Translanguaging Instinct' emphasizes the "multisensory and multimodal process of language learning and language use" (p.24) in everyday life in the 21 st century. Effective communication is achieved when speakers draw on different resources (i.e., sensory, modal, cognitive, and semiotic) that are available to them, while interpreting the different cues that occur simultaneously during a communicative interaction.

In everyday social interactions, language speakers "move dynamically between the so-called languages, language varieties, styles, registers, and writing system, to fulfill a variety of strategic and communicative functions" (Wei, 2018, p.26) and adding semiotic resources, facial expressions, gestures and so on. Translanguaging theory as a natural linguistic practice sees the entire multilingual, multimodal, multisemiotic, and multisensory resource of a language speaker as being productively used without being discriminated against for thinking and effectively communicating while maintaining one's identity. "Translanguaging is indeed a powerful mechanism to construct understanding, to include others, and to mediate understandings across language groups" (García, 2011, p.335). In fact, different bilingual communities across the world base their communication on translanguaging as a natural practice (e.g., in New York City neighborhoods).

According to Mazzaferro (2018), "everyday communicative practices that individuals are able to develop, organize, and experiment different ways of being and becoming in the world" (p. 4). In this sense, translanguaging is a practice that contributes to a language users' space where the semiotic signs are combined together to create new identities and ideologies (Wei, 2011, Mazzaferro, 2018). García (2009) talks about how one cannot make sense of communication "without putting together all the different signs and modes that we come into contact with" (p.151). This is particularly relevant in a diverse and globalized $21^{\text {st }}$ century. Being linguistically competent today requires that we are able to understand and interpret those signs while accessing our semiotic and linguistic repertoire.

## Translanguaging as a Pedagogical Tool

The use of English as a medium of a second or foreign language to teach and learn is widespread in schools in many countries. During the 1980's and 1990's in Italy, German, English, and Spanish languages were taught in Italian. Nowadays, the increasing number of international students, including students with immigrant/refugee backgrounds, in various educational contexts worldwide has led to a rise in the use of English as the primary medium of instruction. However, a more inclusive and open mindset is necessary to promote a multilingual environment where English is not the sole language drawn upon in student learning. English as a medium of instruction in some other countries constitutes a challenge for the instructors whose English is not their first language. For example, in Content and Language Integrated Learning (CLIL) programs -an approach where students learn a subject and a second language at the same time -subjects are taught through the medium of English even when the instructor's home language is different. Likewise of international students, the mobility of the population has also an important effect on instructors teaching abroad through a second or third language. It is in these contexts that it is more evident the distinction between pedagogical and spontaneous translanguaging.

Translanguaging pedagogy is the intentional (or planned) use of translanguaging by teachers and learners as a classroom tool (Cenoz, and Gorter, 2021; García, 2011; García, et al, 2021; García et al, 2017; García, \& Wei, 2014; Seltzer, \& García, 2020). Unlike in the previous section which discussed the natural process that multilingual learners engage in when around others that speak similarly, translanguaging pedagogy
does not occur naturally- it must be designed, just as other teaching methodologies and in this way, it could be classified as a "multilingual pedagogy" (Catalano \& Hamann, 2016).

Translanguaging pedagogy theory has become a dominant discussion in academic circles during the past decades regarding bilingual, L2 immersion programs, and for multilingual and immigrant students that have heretofore been taught through mainstream programs dominated by a monolingual approach (Barahona, 2020; Carbonara, \& Scibetta, 2020; Cumming-Potvin, 2009; Cummins, 2019, 2021; García, 2011; García, Flores, Seltzer, Wei, Otheguy, \& Rosa, 2021; García, Johnson, Seltzer, \& Valdés, 2017; García, \& Wei, 2014 ;Hurst, \& Mona, 2017; Leung, \& Valdés, 2019; Makalela, 2014; Seltzer, \& García, 2020; Singleton, \& Flynn, 2021; Wei, \& Lin, 2019). García and Wei (2014) highlight an abundance of examples by different scholars and researchers that show the need for a shift in bilingual and multilingual education. "Schools need to purposefully create interactive spaces where it is safe to access all linguistic resources, rather than trying to keep the languages separate" (p. 58). They detail how Anton and DiCamilla (1998) demonstrated how using students' home language facilitates the acquisition of a second language. Moreover, Cummins (2007) is mentioned as supporting bilingual instructional strategies to promote "identities of competence among language learners from socially marginalized groups, thereby enabling them to engage more confidently with literacy and other academic work in both languages" (p.238).

Another important point highlighted in García and Wei's book Translanguaging: Language, Bilingualism and Education (2014) are the five areas identified by Macaro (2006) describing the purpose of using students' native languages in language instruction:

1. Building personal relationships with learners.
2. Giving complex procedural instructions for carrying out an activity.
3. Controlling pupils' behavior.
4. Translating and checking understanding in order to speed things up because of time pressures.
5. Teaching grammar explicitly. (p.69)

According to García and Wei (2014), the studies on this topic highlight the importance of maintaining and using students' alternative language as a way to enable them to shift their voices for different audiences, showing "the dynamic language interactions of bilingual students in classrooms and the potential of this languaging dynamism for learning," but at the end they conclude, "these scholars still speak about L1, L2 and code-switching, signaling that there has not been a full shift in epistemological understandings about language, bilingualism and education in the ways in which translanguaging points" (p. 62).

Translanguaging as seen by García and colleagues (García, 2011, 2014, 2019; García, Flores, Seltzer, Wei, Otheguy, \& Rosa, 2021; García, Johnson, Seltzer, \& Valdés, 2017; García, \& Kleifgen, 2020; García, \& Kleyn, 2016; García, \& Leiva, 2014; García, \& Wei, 2014) can promote a deeper understanding of content, develop the weaker language in relationship with the one that is more dominant, and facilitate integration in classrooms of students. In her book Bilingual education in the 21st century: A global perspective (2011), García explains how translanguaging means to utilize multiple discursive practices in which bilinguals use to make sense of their bilingual worlds (2011). Translanguaging is not only a way to 'scaffold instruction, to make sense of
learning and language; rather, translanguaging is part of the metadiscursive regime that students in the twenty-first century must perform' (p. 147). By utilizing multiple languages and discursive practices, students can enhance their learning, promote critical thinking, and build a positive identity and cultural awareness.

An important aspect of translanguaging education is that it does not see the emergent language speakers as acquiring a separate language but instead enhancing their already dynamic and complex language repertoire by integrating the new language into it. Translanguaging practice during this process works as supportive context and means of communication. As García and Wei (2014) state, teachers and students move between languages naturally to teach and learn, and all languages are equally valued. In doing so, translanguaging pedagogy "has the potential to transform the relationships between students, teachers, and the curriculum" (Vogel \& García, 2017, p.10). Another advantage of translanguaging is the way in which students can "combine different modes and media across social contexts and negotiate social identities" (García \& Wei, 2014). One example is found in the work of Kenner (2004) regarding bilingual/biliterate young children in the UK learning different writing systems (Chinese, Arabic and Spanish) at home, and in the mainstream primary school. Garcia \& Wei (2014) analyze how Kenner's work illustrates multilingual children interweave visual and actional modes while learning how to write in two languages. According to those authors, this happens when children are encouraged to utilize multiple linguistic and modal resources to express their sense of living in multiple social and cultural worlds. Translanguaging pedagogy "involves positioning students 'multilingualism as cognitive, linguistic, and educational resource within the classroom" (Cummins, 2021, p. 249).

García, Johnson, Seltzer, and Valdés (2017) describe the translanguaging classroom framework as duo dimensional featuring the students' linguistic performances and the teacher's pedagogy. The teacher in a translanguaging classroom must plan the lesson in a strategic and purposeful way to ensure that students' entire linguistic repertoire is engaged while keeping in mind "who the students are and what they can do with language, as well as how teachers can draw on the translanguaging corriente to teach and assess those students" (p.24). The corriente creates a dynamic flow between the two dimensions and to work well, teachers have to implement three stances in their translanguaging pedagogy: 1) a translanguaging stance, 2) a translanguaging design, 3) a translanguaging shift. A teacher with a translanguaging stance believes that students' entire language repertoire is a resource and not a deficit and that the many languages of a students work together and not separately. Second, teachers have to design a strategic plan that can integrate students' in-school and out-of-school and/or community language practices and engage them as active learners. Teachers have to design units, lesson plans, and assessments that ensure students "exposure to and practice with the language features that are required for different academic tasks (Vogel, \& García, 2017, p.10). Finally, the shift is the ability to change the instructional plan to follow the corriente movement. It describes the many moment-by-moment decisions that teachers make in classroom (García, et al. 2017, p.28) based on student feedback.

Garcia and colleagues, with the help of educators, elaborated the theoretical dimensions of translanguaging while finalizing how educators could implement translanguaging pedagogies in classroom contexts. The City University of New York (CUNY) New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) is a
project created in 2011 by the initiative of some faculty members (Ricardo Otheguy, Ofelia García, and Kate Menken) that has developed an impressive set of resources, guides, and instructional examples to support educators in pursuing translanguaging instructional initiatives both in bilingual and English-medium programs (CUNY- New York State Initiative on Emergent Bilinguals, 2021).

## Controversy Regarding Translanguaging Theory

As Vogel and García, (2017) note, translanguaging theory has proven mostly fertile but at the same time controversial in the educational field. One of the criticisms of translanguaging comes from García and colleagues' claim that human languages are invented, and they do not exist as discrete entities but as socially constructed realities (Makoni Pennycook, 2005; García, Flores, Seltzer, Wei, Otheguy, \& Rosa, 2021; García, \& Kleifgen, 2020; García, \& Leiva, 2014; García, \& Lin, 2017). Drawing from the Bakhtinian theory of heteroglossia, Otheguy, García, and Reid (2015) claim that there is only one language system, one grammar from which speakers select features. Thus, since this selection is not guided by grammar but by social information, the choice to use the progressive verb form translanguaging aims to "position language as a social practice in which learners engage rather that a set of structures and functions that they learn" (Cummins, 2021, p.146).

On this claim some scholars prefer to adhere to the linguistic reality of named languages, arguing that if we abandon the notion of named languages, the concepts of bilingualism and multilingualism also need to be discarded, and that the term "languaging" might be sufficient (Makoni \& Pennycook, 2005). Cummins (2021) argues
that the claim that languages do not exist implies "that it would be illegitimate for a child to express utterance such as 'I speak Spanish at home but English at home'" since individuals perceive themselves as using named languages in a particular social context. Cummins also points out how often Garcia and colleagues use the named languages in their publications as part of an individual's linguistic repertoire, creating a controversy in their claim (pp. 146-147), but he does not argue with the idea that languages are socially constructed with boundaries. However, he does see them as social entities and realities for students, teachers, policymakers, politicians, and curriculum designers (p. 148). MacSwan (2019) uses the translanguaging term, but he argues that each language has a specific grammar and a language speaker engaged in translanguaging draws from a 'merged linguistic repertoire' and affirms that acquisition of two or more languages happened independently. In his mind, this confirms code-switching and implies language boundaries. Moreover, Cummins prefers to speak of a common underlying proficiency model (CUP) to explain how even if the surface aspect of different languages (e.g., pronunciation, fluency, etc.) are separate, "there is an underlying cognitive/academic proficiency that is common across languages" (p.29) and that can facilitate the development of a bilingual person's language repertoire (Cummin's Interdependence Hypothesis).

Despite the growth of multilingualism in the world, many school leaders, policymakers, and educators continue to view bilingualism classes through the lenses of subtractive or additive models. Many contemporary American language schools still follow Cummins's 'two solitudes' (Cummins, 2007) in which languages are kept separate and speakers' home language is not utilized. Translanguaging theory cannot exist in this
language ideology because it challenges the concepts of 'target' and 'standard' language. García and Lin (2017) also refer to both a weak and strong version of translanguaging theory. The weak version allocates separate space for named languages but calls for a softening of the boundaries in education. The strong version instead advocates for an instructional space where "translanguaging is nurtured and used critically and creatively without speakers having to select and suppress different linguistic features of their own repertoire" (p. 127). Cummins (2007) prefers not to use the "semantically loaded terms strong and weak" (p. 265) and uses instead Unitary Translanguaging Theory (UTT) and Crosslinguistic Translanguaging Theory (CTT) highlighting that both theoretical perspectives see language as a social construct reality and reject the rigid instructional separation of languages. Nevertheless, they still consider languages as entities and realities. For the purpose of this research study, I will adopt the 'weak' version of translanguaging theory in that I agree that these languages are not separate in the brain, but I will still refer to them as languages since speakers themselves perceive them in that way.

Another debate in the field sees translanguaging advance a 'neoliberal subject' as "a means of providing labor markets with flexible workers" (Vogel, \& García, 2017, p.8) as an act of resistance to dominant monolingual practices and policies in education and beyond. In response to these criticisms, Canagarajah (2017), as cited by Vogel and García (2017), argued that in order to view the fluidity of language as a resource that goes beyond neoliberalism, it is important to engage power and inequality. Moreover, he stated that though neoliberal agencies may appropriate "certain features theorized by critical scholars for their purposes... people do have spaces to think and act critically,
despite the power of neoliberalism" (p. 49). García and colleagues consider the construction of languages and how it empowers some and disempowers others.

## Translanguaging in World Language Education

For the purposes of this paper, I define "world language classrooms" to refer to instructional settings in which students are learning a language that is not the dominant language (and in many cases, is a language not readily available in the context outside of the classroom) of the country/region/area where students are studying. Heretofore translanguaging in world language higher education differs from existing knowledge on translanguaging in contexts of K-12 bilingual education, English as a second language classrooms, and content area classrooms in the predominance of monolingual spaces. In order to provide more target language input, world language experts and organizations often encourage target languages to be spoken $90 \%$ of the time during target language instruction (Shrum \& Glisan, 2016, p. 41), and often other languages of students are discouraged in world language spaces. I want to be clear however that this does not mean that translanguaging advocates are asking world language teachers to NOT speak in the target language. On the contrary, given the context in which students will largely not be exposed to the target language outside the classroom, speaking and conducting class in the target language is still highly valued by proponents of translanguaging. What differs instead, is the way in which other languages that students know or have learned to some degree can be drawn on to lower anxiety and improve learning conditions. Traore Moundiba (2022) provides an excellent example of this in secondary world language (English) classrooms in Burkina Faso when she shows how students' local languages
were utilized in order to help students understand complex grammatical concepts or idiomatic expressions through comparisons.

Translanguaging in higher education can also be seen as an opportunity for students and teachers to expand their horizons in an already globalized world. Mazak and Carroll's book and their case studies around the world show that institutions of higher education can create translingual spaces that reflect multilingual environments. Translanguaging practices within the context of global higher education, where English language still plays a significant role, allows students and professors to build on their linguistic repertoires to efficiently learn content while conceptualizing language as a social practice. Monoglossic curriculum programs are cognitively limiting for multilingual students, negating their dynamic creative flow which has proven pivotal in learning.

This is a crucial aspect of translanguaging practice which sees the monolingual static classrooms shift into a dynamic one, where teachers and students are actively engaged in activities that draw from multiple languages, language varieties, and other semiotic resources. In this context, García and Wei (2014) connect translanguaging to Hornberger's continua of biliteracy (2003), which talks about a continua between L1-L2 that addresses the complex relationship between the two languages. As Hornberger (2005) cited in García and Wei, states: " $\mathrm{Bi} /$ multilinguals' learning is maximized when they are allowed and enabled to draw from across all their existing language skills (in two + languages), rather than being constrained and inhibited from doing so by monolingual instructional assumptions and practices" (p. 66). This is also a point highlighted in the aforementioned study conducted by Creese and Blackledge (2010) in
complementary schools in the United Kingdom where translanguaging as a flexible bilingual pedagogy is employed by teachers to convey content and promote crosslinguistic transfer.

Although the study of translanguaging in higher education settings is a fairly new area of study, there is some research that has explored various aspects of this topic. Silwal (2021), while exploring the concept of translanguaging in higher education and its efficacy in this field, argues that it allows students to draw on their full linguistic repertories when learning languages, even at the higher education level. However, as students progress through their academic careers, the difficulty of acquiring and using additional languages increases as the academic content becomes more challenging and precise (Snow \& Biancarosa ,2003). Furthermore, learning a new language is particularly challenging for adults since they have passed the "critical period" of childhood when language acquisition is more natural. As a result, adult language learners need explicit instruction to apply their existing knowledge of language to the new one they are learning, as stated by DeKeyser (2018). Different factors have to be taken into considerations when teaching a language:

1. The role of motivation: Motivation is a crucial factor in language learning, and learners who are highly motivated tend to be more successful. In higher education settings, learners may be motivated by a desire to communicate with speakers of the target language, to engage with the culture associated with the language, or to enhance their career prospects. (Dörnyei, 2009)
2. The importance of target language input: Exposure to meaningful input in the target language is essential for language learning. In higher education settings,
this may include authentic texts, audiovisual materials, and interaction with native speakers. Learners benefit from input that is comprehensible, interesting, and relevant to their interests and goals. (Krashen, 1981). According to ACTFL, it is recommended that classroom learning should take place primarily in the target language, with a target goal of using the target language for $90 \%$ or more of the time, except in immersion programs where the exclusive use of the target language is required. The main objective is to provide complete immersion in the target language, unless there is a particular reason not to use it. (ACTFL., n.d.).
3. The role of explicit instruction: While input is essential, learners also benefit from explicit instruction on aspects of the language such as grammar, vocabulary, and pronunciation. In higher education settings, this may take the form of structured lessons, feedback from instructors, and self-study materials. (Ellis, 2015)
4. The importance of interaction: Opportunities for interaction with other learners and with native speakers of the target language can help learners develop their communicative competence and fluency. In higher education settings, this may include classroom discussions, language exchange programs, and study abroad experiences. (Long, 1996)
5. The role of technology: Technology can play a valuable role in language learning by providing access to authentic input, opportunities for interaction, and personalized feedback. In higher education settings, technology may be used to supplement classroom instruction, provide distance learning opportunities, and support independent study. (Warschauer \& Healey, 1998)

The available literature on higher education that focuses on translanguaging and social justice is limited. However, there are some studies that delve into the use of students' language abilities in university courses. For instance, Moore (2016) conducted research on four students (two Catalan, one Belgian, and one Turkish) at a Catalan university, using video and audio recordings. She observed how the Catalan students deviated from the English language policy to negotiate the meanings of vocabulary items and used their native languages to take notes on an English text they were planning to present to their class. Moore et al. (2012) analyzed interactions between students and lecturers and how the latter used code-switching to aid knowledge construction and cater to the students' needs. These studies demonstrate the advantages of utilizing multiple languages, which include avoiding oversimplification of content, increased interaction with students, highlighting specific aspects of content to facilitate comprehension, and translating terminologies.

Darling and Dervin's (2022) study delves into the multilingual and translanguaging experiences and strategies of international students at a leading Finnish university. Through a case study, the authors examine the complex ways in which students use their linguistic repertoires to navigate the academic and cultural environment. The analysis reveals that for some students, multilingualism and translanguaging occurred inconsistently and were often unnoticed. This points to the lack of recognition and support for students' own languages within the university. Translanguaging was not always visible in academic work or interactions, but instead took place "behind the scenes," such as in note-taking or informal conversations with peers. The authors suggest that this invisibility is due to the lack of institutional support for multilingualism. Overall,
the chapter sheds light on the challenges faced by international students and the need for universities to recognize and support the multilingual practices of their students.

In another example, David et al. (2022) investigated how teachers learned and implemented translanguaging pedagogy in their classrooms by examining various entry points and trajectories. The authors identified three key entry points: "emerging bilingual teacher identity," "critical examination of linguistic ideologies," and "pedagogical experimentation," which represent different ways that teachers engage with translanguaging pedagogy. The study emphasizes the importance of acknowledging and valuing teachers' prior knowledge and experiences with language and culture, as well as providing opportunities for ongoing professional development and collaboration with colleagues. The ultimate aim is to support teachers in creating inclusive and effective learning environments for multilingual students. Another study by Rahman and Singh (2022) analyzes the ideologies of STEM teachers and students in constructing content knowledge through translanguaging in an English medium university. These studies provide valuable insights into the potential applications of translanguaging in various contexts, even when the instructor is monolingual and/or lacks proficiency in the students' languages.

In light of these factors, translanguaging pedagogy can offer a powerful approach to world language teaching and learning. By recognizing and valuing learners' diverse linguistic backgrounds, translanguaging pedagogy promotes a more inclusive and culturally responsive classroom environment. It also encourages learners to draw on their full linguistic repertoire to make meaning and engage with the language they are learning, thereby enhancing language awareness, metalinguistic knowledge, and academic
achievement. Moreover, translanguaging pedagogy can facilitate meaningful input, explicit instruction, interaction, and technology integration, all of which are crucial for effective language learning. Therefore, incorporating translanguaging pedagogy into language teaching can offer a promising approach to address the challenges faced by adult language learners in higher education settings.

In the next section, translanguaging in world language in various academic settings will be detailed further. First, the actual educational situations in those contexts will be covered through an analysis of different studies. Second, the effectiveness of translanguaging practice in various contexts will be elucidated vis-à-vis the varied outcomes of that research.

## Translanguaging Across Cultural/Global/National Context in Higher Education

## World Language

Although the largest body of academic literature explores translanguaging pedagogy mainly in primary and secondary classroom in the US and UK, there are a few studies across cultural, global, and national contexts that show how translanguaging pedagogy is proven effective even in higher level education. In many countries throughout Europe, English as medium instruction dominates as a monolingual ideology for multilingual students.

One of the richest research projects in this field was conducted by Mazak and Carroll (2017) and published in a 10-chapter book that presents different case studies in different universities around the world, including Hong Kong, India, Denmark, South Africa, the United Arab Emirates, Basque Country, Ukraine, Sweden, and the

Commonwealth of Puerto Rico. Each chapter in this collection of case studies sheds light on the complexity and "various ways in which translanguaging practices exist within educational contexts around the world" (p. 6). For example, Chapter 3 describes the language profile's program in Roskilde University, Denmark as a program created and supported by the administration designed to "reinforce students' plurilingual and intercultural competence" through the pedagogical use of translanguaging strategies in order to achieve interactional and social aims (p.30). As reported by the study, students in this program choose to work with other students in their field on projects using their choice of language among French, German and Spanish. Another example is the chapter that follows (ch.4) a study in Ukraine, whose dominant language is Russian and sees students engage in translanguaging practices in Ukrainian, Russian, and English as a global or international language (p.52). In chapters five and six, the authors examine how professors navigate the linguistic diversity of classrooms through translanguaging, moving between English and Spanish in Puerto Rico (chapter 5) and English, Mandarin, and Cantonese at the university in Hong Kong (Chapter 6). Chapter 6 shows how the professor includes the use of different semiotic repertoire to negotiate meaning (e.g., mathematics symbols, pictures, PowerPoint slides, gestures). The last chapters examine language policy and practice in the respective countries: India (Chapter 7), the United Arab Emirates (Chapter 8), and the Basque Autonomous Community (Chapter 9).

Dalziel and Guarda (2021) at the university of Padova, Italy conducted a qualitative study exploring students' translanguaging practices in English-medium instruction (EMI) to better understand student language practices and perspectives of EMI. The study draws from Macaro et al. (2018) in "the use of the English language to
teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English" (p.37). Part of the project was an ethnographic study based on questionnaires administered to 367 students and semi-structured interviews conducted with 40 of these participants (p.129). The other part of the study was conducted through observation and audio-recording of six-two hours EMI lessons from different disciplines (p.130).

The findings of these works showed that lectures in the local language (Italian) generated mixed feelings among participants indicating a lack of competence, while group work or a post-class questionnaire through translanguaging practice made them more comfortable and drove them to a better understanding of content and negotiation of meaning. Students in the study adopted translanguaging not only to ensure full comprehension, but also for a variety of functions, such as asking assistance in order to avoid breakdowns due to language gap and to facilitate student cooperation to achieve meaning-making. Moreover, the authors noticed students used translanguaging "as a means of signaling cultural identity through the insertion of exclamations, conjunctions and pause fillers taken from another language" (p.138) and that the use of humor and jokes among students created a fluid space where students could express themselves and maintain their identities.

The European Commission's 2004-2006 action plan promoted language learning and diversity through multilingualism, yet in those universities, English is still used as lingua franca as a means of instruction (Doiz, et al., 2011). The same scenario plays out in many American universities where multicultural, and multilingual are a normal reality yet monolingual English instruction prevails. This is mostly due to the fact that English is
accepted as the language of the global economy and culture education. As van der Walt, \& Hibbert (2012) point out, "when global competitiveness is linked to the use of English in particular, the perception that English is the only alternative as language of learning and teaching in education is supported, thereby reducing multilingual language-ineducation policies to little more than 'pretty' words on impressive documents" (p. 204). Considering English as the only means of teaching and learning in these universities where internationalization is growing means limiting those students' ability to engage in content and language learning, thereby negatively impacting both their professional and social prospects in a diverse world.

As Wang (2020) points out, university courses are already challenging for native speakers. International students are expected to simultaneously understand and learn academic content and acquire or improve linguistic skills. Wang cites Wesley (2010) on foreign language anxiety being one of the biggest challenges for international students. One could argue that any student who is learning a world language can experience foreign language anxiety. Translanguaging with its multimodal and multilanguage characteristic could relieve the anxiety of speaking in a target language that students do not often feel comfortable with and help them build their confidence to better understand and engage on the subject matter. In this context, Wang focuses on international students learning a new subject in a language that is not their own. Translanguaging can benefit any world language student by lowering the language anxiety level in the same way that Wang was describing for international students. since all students can rely on their linguistic repertoire to learn the new language.

Translanguaging can also engage university students in a way that "deepen their understanding of texts, generate more diverse texts, develop students' confianza in performing literacies and foster their critical metalinguistic awareness" (García, \& Kleifgen, 2020, p. 561). As an example, García and Kleifgen mention Canagarajah’s work (2011) about an undergraduate student from Saudi Arabia who used "Arabic words and script, emoticons, elongations of words for auditory effects, italics, Islamic art" (García, \& Kleifgen, 2020, p.563) and more to reflect on her literacy practice.

Furthermore, Makalela's study (2014) reports on the effectiveness of implementing translanguaging practice among Nguni language speakers to learn Sepedi as a second language in a higher education institution in South Africa. He found that students increased their language vocabulary and concept extension, concluding "this is possible when multiple discursive resources are used and metalinguistic awareness is enhanced through a contrastive elaboration technique, which draws on multilingual repertoires that the students bring with them to the classroom" (p. 102). A translanguaging approach in higher education is also helpful in establishing a bridge between the usage of language by bilinguals and multilinguals in everyday communication and the teaching and learning of languages in the classroom. The studies I present here all show that the dynamic multilingualism aspect of translanguaging can be employed as a strategic methodology that is both linguistically and culturally transformative (Makalela, 2014).

What the study and research of translanguaging theory should raise is the understanding of the importance and necessity of a shift in language education policy to bring social justice into the classroom and help students achieve academically. Through
translanguaging, minoritized bilingual and multilingual students would be able to maintain their cultural and linguistic identity without feeling like second-class citizens. Bilingual and multilingual language learners should be able to use and bring their entire language repertoire into the classroom as they already do outside the classrooms in their multilingual community. Translanguaging can be a powerful resource to help multilingual learners engage socially and cognitively in our complex and diverse society. This includes students studying a world language (as is the case in my study) that they might not encounter frequently outside of their language classroom. In many cases, these students have also studied other languages in the past and so connecting their current learning to past languages they have studied through translanguaging could be beneficial for these students.

While there is an existing recognition of the globalized and superdiverse world we live in today, the idea of mixing languages is still seen as problematic, even if those languages already coexist in our society. Instead, it appears we still live under the control of power relations where "the myth of a pure form of a language is so deep-rooted that there are many people who, while accepting the existence of different languages, cannot accept the 'contamination' of their language by others" (Wei, 2018, p.14). For many, translanguaging theory can be challenging and exciting at the same time insofar as it proposes to challenge our rooted perspective on additional language(s) learning practices as well as foresees new possibilities and new connections to multimodality through technology interactions that were not previously considered in education. I now turn to focus on English as a Medium of Instruction in higher education settings and how this intersects with world language.

## Dominance of English as a Medium of Instruction in Higher Education Language

## Learning

Today, many universities in both non-Anglophone and Anglophone settings adopt English as the Medium of Instruction (EMI) in world language instruction and beyond, affirming the role of English as a lingua franca. According to Dimova and Kling (2020), the employment of EMI in higher education had the goal of attracting international students and therefore more universities have become sites of multilingualism (Preece, 2011; Van der Walt, 2013). Universities in Anglophone settings are vast multilingual spaces with English coexisting with large numbers of other languages among the staff and student population. In the contemporary U.S., scholars have yet to identify an institution of higher education that fully embraces the plurality of the linguistic repertoire of its academic society.

The websites Statista and Open Doors (Figure 2.3) report data released by the U.S. Department of State's Bureau of Educational and Cultural Affairs and the Institute of International Education (IIE, 2022) that show the enrollment of international students in higher education between 2003 to 2022 . According to this data, there was a four percent increase in enrollment in 2022 when compared to the previous academic year and an overall increase of 80 percent following the COVID-19 pandemic. This demonstrates that American institutions of higher education remain a popular destination for international students.

Figure 2.3. Number of International Students in the United States from 2003/04 to 2021/22


United States. Institute of International Education; 2003 to 2022 Statista. Retrieved
February 3, 2023.

*Data from the National Center for Education Statistics. Refugees were counted from

$$
1975 / 76 \text { to } 1990 / 91
$$

[^2]comprehensive information resource on international students and scholars in the United States and on U.S. students studying abroad for academic credit.

In his book, De Swaan (2013) investigates what he calls "the global language system" in which the world's language system is interconnected with one another through multilingual speakers and where languages are categorized into four categories (Figure 2.4).

Figure 2.4. The Hierarchy of the Languages in De Swaan's (2013) Global Language System Theory.


At the highest level of this categorization is the hypercentral category, which includes only one language: English. This first category connects central languages as well as speakers of the supercentral languages. The supercenter languages are the secondhighest level with thirteen languages that are widely spoken and connected to the
speakers of the central languages. Nevertheless, when two different language speakers from the supercenter level meet, they would use English as way of communication. The last category consists of the peripheral languages, which consists of thousands of other languages spoken on the globe. Typically, they are the 'national' and official languages of a state and hardly connect to other different speech groups, so they are not seen as useful means of communication in a multilingual context. Hence, those are languages speakers rarely want to learn.

According to Bergey et al. (2018) "second-generation Americans, children born in the United States to immigrant parents, currently account for almost $20 \%$ of all U.S. college students and $24 \%$ of community college students" (p.2) and as they highlight, this data represents a "shift toward more linguistically diverse classrooms." In addition to the linguistically diverse factors, an instructor should also consider that international students enrolled in universities and colleges often come from diverse educational experiences and linguistic abilities which could be used and optimized by the instructor to achieve students' academic aims. Furthermore, the U.S. Department of Commerce has stated that "international students contributed $\$ 32$ billion to the U.S. economy in 2021" (IIE,2022), which points to the importance of attracting foreign students to continue their education in U.S. institutions.

While most of the international students and immigrant children who come to the U.S to enroll in higher education institutions have a certain level of English proficiency, those students face difficulties once introduced to the burden of the regular academic year where they are placed into courses with students whose default language is the
hypercentral (aka English). Intentionally or not, those international students are assumed to be on the same level - both in terms of knowledge of and proficiency in the language. In U.S. World Languages classrooms which strive for diversity, equity and inclusion, theoretically, all students should have the same advantages of Anglophone students. The fact that language instructors adopt English as a lingua franca to help students understand the new language (including some of the language in textbooks) puts those language learners who are not native English speakers at a disadvantage compared to their Anglophone classmates. Different strategies could be employed in order to level the playing field and bring justice, equity, and inclusion to those language classrooms.

## Benefits of Translanguaging in World Language Classrooms

Different research studies have proven the benefits of translanguaging in world language classrooms in different fields, early child education, primary and secondary education but also in higher education. Lin (2019) speaks about a keynote speech of Suresh Canagarajah at the 2017 Conference of American Association for Applied Linguistics, where he highlights the need to "shift from a static, structuralist view of language to a dynamic, spatial and performative view of language" (p.8). In this speech, Canagarajah shares the same dynamic view of language pointed out by García, Johnson, and Seltzer (2017) who used the metaphor of the corriente to better describe the flow, continuing changing and enriching of the speakers' language repertoire. In Canagarajah's view, speakers should not be seen as using a discrete language or a semiotic system, but it would be more productive to see them as "coordinated parts of an assemblage of agents and resources all entrained (i.e., drawn or pulled along) into the fluid, dynamic flow of
meaning making" (p.8). Moreover, meaning making involves not only linguistic resources (written and spoken) but also a whole spatial repertoire of visuals, gestures, eye-gazes, etc.

In Baker (2011) we read: "It is possible in a monolingual teaching situation, for students to answer questions or write an essay about a subject without fully understanding it. Processing for meaning may not have occurred. Whole sentences or paragraphs can be copied or adapted out of a textbook, from the internet or from dictation by the teacher without real understanding. It is less easy to do this with 'translanguaging'. To read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and digested" (p. 289). This citation shows how translanguaging practice goes deeper than a simple translation, it helps to fully understand or 'digest' the content knowledge. In this context, Yip and García (2015) point out how bilingual students are better writers and thinkers when they employ all their linguistic repertoire, and they are encouraged to research topics in the language(s) they are more comfortable with.

With that said, it is easy to see what the field of world language education could gain from rethinking world language education from this theoretical stance.

Translanguaging pedagogy expands language boundaries - maintaining dual language competence and bicultural identity while it helps scaffolding comprehension. Second, drawing on more than one language in class can help students develop their weaker language by comparing the target language with their native language or other languages they have studied, even if for a brief time. For example, in Catalano, Kanunu Kiramba \& Viesca (2020), the authors document how a Spanish world language student spoke

French at home (in addition to English). However, in her Spanish classroom, the teacher never asked her to compare how certain structures functioned in French, even though they were sometimes more similar to French than to English, the language to which she mostly referred when making comparisons for her students.

As a third point, translanguaging can help the integration of fluent speakers with early learners since they can communicate through both native and target language. Moreover, translanguaging pedagogies "allow teachers to model authentic bilingual behaviors and to create spaces where multiple languages are treated as resources for learning, thus promoting bilingualism and a bilingual language repertoire as normal, natural, and valuable" (Gort, \& Sembiante, 2015).

From this perspective, translanguaging can have a purposeful aim to develop academic competence in both languages while bringing equity and social justice into the classroom. Moreover, the ability to use their own home language improves students’ perception of self-identity, developing positive experiences at school (Baker, 2011; Makalela, 2014; Mazzaferro, 2018). Baker (2011) speaking about primary and secondary education (but it can be extended to higher education), points out that translanguaging has two other advantages: 1) it can facilitate home-school cooperation by involving parents in their children's school activities since they can use their home language and, 2) the integration of fluent language speakers (dominant language) and language learners promotes classroom interaction between the two (p.281). Moreover, according to Baker (2003), "the minority language is to be maintained and revitalized" and the diglossic, domain-based view of the use of the two languages in a separate way are rejected,
normalizing bilingualism and distancing it from the monoglossic ideology rooted in the bilingual educational field' (p.72).

Moody, Chowdhury, and Eslami's study (2019) on graduate students' perception of translanguaging highlights how students were supportive of practicing translanuaging for L 2 learning and social settings and interpreted it as a natural bi/multilungual practice. The authors also report on Carstens's study (2016) which reached similar conclusion, stating that "university students in South Africa believed translanguaging by instructors facilitated an understanding of the 'larger picture"' (Moody, et al., 2019, p.100). Translanguaging practice can also provide the instructor with important insight into students' comprehension of the subject matter.

## Educational and Social Significance

Ortega, in Understanding second language acquisition (2014), explains the connection between additional language learning and the social context citing Donato (1998) describing L2 proficiency as similar to painting a chameleon. "Because the animal's colors depend on its physical surroundings, any one representation becomes inaccurate as soon as that background changes" (p. 217). This citation reminds us of the influence of the environment as well as the social interactions in an individual's learning experience as well as his/her understanding of the surrounding world.

Sociocultural theories confer a pivotal role to social interaction in the construction of knowledge and understanding of the world around us. Vygotsky (1978) found that social interactions with caretakers help children become socialized into ways of speaking, thinking, acting, feeling, and relating. Thus, dialogue in education becomes an important
aspect from the sociocultural view. Dialogue is also an important aspect of developing critical thinking in young minds - a crucial aspect of higher education. Translanguaging creates a dialogue space where students develop critical thinking skills while constructing knowledge and bring their sociocultural, and communicative repertoires (Lin, 2019) into the conversation. As Lin highlights "the importance of dialogue was proposed in the literacy work of Paulo Freire in the 1960 s" and that Swain and Lapkin $(2013,105)$ point out the importance of languaging in collaborative dialogue for content and language learning. In order to engage in a more complex use of language in a multilingual space, the multilingual language classrooms should be characterized by a discursive practice of languaging as the "social features that are called upon by speakers in a seamless and complex network of multiple semiotic signs" (García, 2011, p. 7).

Translanguaging practice in education allows students and teachers to form deeper connections by accepting and recognizing the unique linguistic repertoire of each person as an integral part of the speaker. Translanguaging will challenge the learning community to add features to their repertoire and expand the audience they can reach (Cioè-Peña, \& Snell, 2015). Moreover, translanguaging will help students construct their identity. As Cummins states (2021) "construct of identity is of central importance in understanding patterns of language learning and linguistic behavior generally" (p.73). Despite the growing 'superdiversity' in our society, education policymakers in many countries insist on passing measures that keep out raciolinguistically different students (Flores \& Rosa, 2015) from a meaningful education in language learning, guaranteeing access to education only for students of the dominant group. Primary, secondary, and higher education schools play a crucial role in marginalizing students by castigating them
for speaking the "wrong" language or using the "wrong" language features. In the standardized tests administered in the United States as well as admissions exams are all written in English language as the par excellence international language, alienating bilingual and multilingual students whose English proficiency levels are not adequate to the standards and often they are categorized as "Limited English proficient" or "English language learners." Translanguaging pedagogy proposes instead to look at students through their own internal perspective and their use of their linguistic and semiotic repertoire.

The social justice aspect of translanguaging pedagogy values the strength of bilingual and multilingual students and their communities and builds on their language practices. It creates a safe space for the students' linguistic identities while assuring academic achievements (García, 2011). As seen in society, translanguaging would enhance learning as a result of collaborative interactions among students and teachers that would help students socially construct their learning (Vygotsky, 1978). Translanguaging in linguistically heterogeneous collaborative groups gives students an opportunity to try out their ideas and actions leading to the development of literacy practices following the Dewey principle that learning occurs through doing (Dewey, 1897).

## CHAPTER THREE: METHODOLOGY

The aim of this case study research is to explore how translanguaging manifests itself or how it might manifest itself in a university-level foreign language class. Case study methodology allows researchers to develop a deeper understanding of how translanguaging pedagogy is employed in the context of higher education and its importance as a pedagogical practice in multilingual classrooms. In this study, the "case" is translanguaging in a higher education world language context from the perspective of both teachers and learners. This methodology will address specific characteristics of translanguaging, such as its impact on social justice, its perception among teachers and how it is then passed down to students. In particular, the study is seeking to confirm potential educational advantages of translanguaging such as promoting a deeper understanding of the subject matter and helping development of the weak language (Baker, 2011).

Schools and universities around the globe are becoming more multilingual and multicultural than ever before because of globalization, immigration, and technology. Moreover, "any social practice is the outcome of negotiating among the four dimensions of social discourse: context, setting, situated activities, and self" (Layder, 2006, as cited in Wang, \& Curdt-Christiansen, 2019). Instructors are assuming the roles of facilitators and guiding through their translanguaging practice. As Baker (2011) and García, et al. (2017) emphasize in their works, it is necessary that the instructor plan the translanguaging practice in a strategical matter in order to ensure that the languages employed during educational activities are equally developed and have an equal status.

Through translanguaging pedagogy, the instructors can deploy multiple linguistic and semiotic resources in a purposeful way to develop students' full engagement in their learning process thereby ensuring a deeper understanding of the subject matter. The approach makes even more sense given that translanguaging as a practice is a naturally occurring phenomenon that multilingual students engage in outside of the classroom for social purposes and to negotiate meaning (Canagarajah, 2011). In the case of speakers of English learning a world language, they might also bring with them other languages they have studied (if only briefly) or language varieties they speak at home or hear on digital media (e.g., K-dramas on Netflix, which are highly popular among university students in this setting).

## Research Design

## Rationale for Qualitative Research

Qualitative research was born from the 'field work' of anthropologists and sociologists in order to understand people's lives (Hatch, 2002). The goal was to inquire and collect artifacts to be analyzed and interpreted to better understand the subject in question (Merriam \& Tisdell, 2016, p. 6; Hatch, 2002). Young \& Babchuk's definition (2019) best captures the numerous definitions of various authors (Babchuk, 2019; Bogdan \& Biklen, 2007/2011; Creswell \& Poth, 2016; Guetterman et al., In Preparation; Merriam \& Tisdell, 2016; Young, \& Babchuk, 2019) by describing qualitative research as an umbrella term that includes a family of approaches, and is based on inductive reasoning that comes from the understanding of participants' point of view through the collection of data in a natural setting (i.e., participant observation, interviews, document analysis and more). Words,
not numbers (as in the quantitative research), are used as primary data points (Merriam \& Tisdell, 2016).

The choice of a qualitative design for this study seems appropriate since one of its characteristics is the position of the participant as the expert and the emphasis is on the participant's point of view in natural settings, thus shifting the authority away from the investigator to the participant (Babchuk, 2019; Creswell and Poth, 2016; Guetterman et al., In Preparation). Moreover, understanding both students' and professors' experiences through a qualitative approach is appropriate given that the purpose of this study is: 1) to provide an in-depth understanding of how university professors and students apply translanguaging as natural linguistic practice or (in the case of instructors), as a targeted/planned pedagogy; 2) to understand how instructors perceive translanguaging theory; and 3) to understand how instructors would employ translanguaging pedagogy in their multilingual classrooms.

## Theoretical foundations of case study

Some authors point out how the term 'case study' is often used interchangeably with a qualitative study (Creswell \& Poth, 2016; Hatch, 2002; Merriam \& Tisdell, 2016). Creswell and Poth see the case study research as a methodology where the researcher explores a real-life case (within-site case) or multiple cases (multisite study), over time and collects in-depth data through multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports) (2016, p.97).

Creswell and Poth identify three different variations of case studies in terms of intent: (1) instrumental case study which focuses on an issue or concern and uses one
bounded case to illustrate it; (2) intrinsic case study which aims to understand an unusual case without drawing generalizations; (3) collective case study, in which multiple cases are selected to illustrate the issue or concern. Determining if the approach suits the research problem is always the starting procedure followed by the identification of the intent of the study and the selection of the case(s). Then, the researcher develops procedures for collecting data in different forms and formats and determines how they are going to analyze the data (i.e., analyzing the case holistically or focusing on separate specific aspects of it). Finally, the researcher is ready to report on interpretation and lessons learned. Some of the challenges of this approach is to 'identify the case' (i.e., a single case or multiple cases) as well as deciding the 'boundaries' of the case in terms of time, events, and processes since some case studies might have a no clear beginning or end.

## Epistemology

Interpretivism/constructivism will be the philosophical perspective that will drive my research. This perspective it is based on the idea that there is no single observable reality, but instead "multiple subjective realities that are socio-historically and culturally constructed and rest on social interaction and meaning making" (Merriam \& Tisdell, 2016; Guetterman et al., In Preparation). Professors and students in bilingual or multilingual classrooms will create their reality by interacting in multicultural contexts and they will develop a subjective meaning of what they perceive or understand through their experiences (Creswell and Poth, 2016).

## A Case Study

A case study is an in-depth description and analysis of a bounded system, which can be a single entity or unit delimitated by boundaries (Merriam \& Tisdell, 2016, p.38). In this context, as stated at the beginning of this chapter, the case studied inside those boundaries is translanguaging and how it is practiced and perceived by four language professors at the University of X and their students. The aim of the study is to investigate how those professors utilize (in planned or unplanned ways) translanguaging pedagogy in their multicultural/multilingual classrooms and how both instructors and students perceive of translanguaging theory and its benefits/challenges. This study used a comparative method to explain if and how translanguaging practices were employed, how they were perceived by instructors and students, and detailed their pedagogical and social outcomes in four different world language classrooms and concluded with a cross-case analysis in which each of the "cases" of translanguaging (e.g., teachers vs. students, each teacher compared to the other teachers) were considered in terms of similarities/differences. Because there is a small number of participants, this study cannot make generalizations about what translanguaging is or isn't like at the higher education level, but it does aim to shed some light on what it CAN look like (or not) and discover whether this is an area that should be/could be further explored.

## Researcher Positionality and Reflexivity

Reflexivity is one of the critical aspects of the qualitative research process. It allows the researcher to position himself/herself in the study and explore his/her biases, assumptions, and what personal experiences influence the interpretation of the data
collected (Creswell \& Poth, 2018; Merriam \& Tisdell, 2016). In addition, it will provide an insight into why the researcher chose to investigate the topic. Consequently, both the reader and the researcher will benefit from this process (Merriam \& Tisdell, 2016). I will use this section to reflect on my position on the topic and explain why I chose it. I hope to provide my readers with an insight into what they can gain from the study.

I am an Italian with a Master of Arts in Foreign Languages and Literature with a specialization in "Linguistic and Language Teaching" pursued in Italy, and I am currently a doctoral candidate in the program of Teaching, Curriculum, and Learning in the Department of Teaching, Learning and Teacher Education at my university. Recently, I obtained the Teaching English to Speakers of Other Languages (TESOL) through my university. Since moving to the U.S. in the 2004, I have been teaching Italian at different institutions and to different age groups of students.

As a language learner first and a language teacher second, I see now how translanguaging practice would have helped me during my own academic career and would have helped my language students during challenging times that were often alienating for them. Feeling inadequacy and inferiority were often part of my language learning process in Italy, and I see now how it is possible to subvert it. I have been taught through a monolinguistic system where the subtractive principle in language learning prevailed. Moreover, I am from a region in Italy (i.e., Sicily) where there are different cases of diglossia, where different language varieties coexist in the community together with the recognized official language being Italian. While specific communities continue to use certain language varieties, they are often denigrated within the classroom because they are associated with negative stereotypes or considered vulgar and therefore
discouraged. Nowadays, those language varieties risk disappearing. In fact, I do not speak my hometown dialect as well as my mother or even the younger generations since I belong to a generation when the Mafia and our dialect were associated with one another and speaking it was prohibited by family and school teachers. Newer generations have reembraced the dialect outside of the school walls because this association no longer exists like it did when I was growing up. Indeed, my two younger brothers speak the dialect well because the stigma had passed, and the dialect became associated with pride and as form of personal strength.

Another negative personal experience I had with language learning concerned my two young children who were born and raised bilingual (English-Italian) in Italy until the age of three and four. My youngest's most comfortable language was Italian. Once they were introduced to the American school system, educators advised us to switch to full English at home to help them catch up with their peers sooner. Even if at that time I did not know anything about translanguaging theory, I knew that this was not going to help my children, but it was going to denigrate them with future opportunities and hurt me and the rest of my family still in Italy.

As an instructor, I always considered myself a caring facilitator. I always put myself into my students' shoes and I know, as a former language student, how difficult it can be for an adult mind (college students, for example) to learn a new language and understand a different culture. Students that feel you care for their learning will engage more and be more motivated to learn, partly out of respect because you are invested in their success. One of the ways to show them you care is scaffolding their learning tasks and providing them with clear instructions on how they can reach their goals. Student-
centered classes are a priority of my teaching approach. Translanguaging is a great tool to help students in their learning process while valuing their culture and language.

Students are going to bring a variety of different cultures and different ways to learn to our classes. Instructors should be ready to help integrate those aspects into the curriculum to develop intercultural competence and trust. As Moeller and Nugent (2014) point out, "an interculturally competent speaker of a FL (foreign language) possesses both communicative competence in that language as well as particular skills, attitudes, values and knowledge about a culture" (p.2). Educators in world language higher education through translanguaging practices have the ability to develop students into interculturally competent speakers - make them open "to understand, to gain an inside view of other person's culture from an insider's point of view" (p.2). Translanguaging pedagogy in world language higher education can help multilingual students become more globalized citizens, critical thinkers, and open-minded individuals. Moreover, through translanguaging pedagogy educators can help migrants and refugees to keep up with their education while in transit and feel welcome to bring in their culture and their language repertoire as an enrichment to the rest of the classroom.

I strongly believe that education is the foundation of a good and productive society in which we embrace our differences and work together to make our future better than our past. Better education means better learners and better citizens. My ultimate goal right now is to bridge cultural and language barriers so that we might better understand our fellow human beings and connect on a more personal level to make the world a better place. We can only do this through shared experiences and translanguaging is one tool
that gives "voice to new sociopolitical realities by interrogating linguistic inequality" (García \& Kano 2014, p. 261).

As Cummins posits, we should "learn to appreciate that the best way to teach the dominant language and promote student's academic engagement is to start where students are and accept everything they bring from their homes. Including their language, dialects, and cultural knowledge" (Cummins, 2021, p.342). As I approach this study, I cannot separate myself as a researcher from my own experiences as a language learner and teacher, and so I acknowledge here that I will approach the study not divorced from my background, but as a more reflective researcher because of it. At the same time, I acknowledge that I must work to express the voices of my participants without imposing my own experiences and viewpoints on translanguaging.

## Research site and Participants

As Merriam and Tisdell (2016) point out, a qualitative case study requires two levels of sampling. First, the researcher identifies the case (the bounded system) to be investigated since "every case is, in certain aspects, like all other cases, like some other cases, and like no other case" (Wolcott, 2005, p.167, as cited in Merriam \& Tisdell, 2016). Second, he/she identifies specific individuals that will constitute purposive sampling. The selection of the sampling is an important step to study a particular case. The researcher has to select individuals and sites that will provide an in-depth investigation and understanding of the central phenomenon from which there will be something to learn from (Creswell \& Poth, 2018; Merriam \& Tisdell, 2016).

As I mentioned above, the study consists of a comparative method in order to better understand if translanguaging is already unknowingly used in world language higher education. At the same time, the study will raise awareness among instructors and students of the importance of the implementation of translanguaging pedagogy to help multilingual and multicultural students keep their identity and reach their academic goals. With this in mind, I conducted my study within the Department of Modern Languages and Literature at the University of Midwest ${ }^{5}$.

For the purpose of this research study, I observed four different world language classrooms in the Department of Modern Languages and Literatures at UM with the intention of detecting if translanguaging is employed among instructors and their bilingual and monolingual students. Specifically, I have selected the Japanese 101 and 102, Chinese 101, and Spanish for Heritage Speakers courses based on their potential to offer diverse student populations, allowing for intriguing comparisons. Moreover, these courses are more likely to have multilingual populations or heritage learners, making them particularly relevant to the present study.

## Department of Modern Languages and Literatures

The Department of Modern Languages and Literatures at the University of Midwest offers minor and major courses in different languages. For undergraduate programs, it offers both a major and minor in Spanish, French, German, and Russian, as well as minors in Czech Studies, Arabic Studies, and Japanese Studies, it also offers courses in Chinese. With respect to graduate programs, it offers both an MA and PhD in Spanish

[^3]and in French, as well as an MA in German; there is also a double major MA program in German, which combines German and German language pedagogy. The Department of Modern Languages and Literatures' website describes that whenever possible, courses are conducted in the language being studied, with the aim of understanding the culture, literature, and life of the country being studied, in addition to the language itself.

## Participants

For the purpose of this research study, student participants were recruited based on their cultural and linguistical backgrounds, including previous languages they have studied. One instructor and a minimum of two bilingual/ multilingual students per course (four courses total) were interviewed following the classroom observations. The participants were recruited based on voluntary participation to comply with the IRB requirements for educational research involving human subjects.

The potential instructor participants were initially contacted through email using the contacts that I received through my other networks, namely, my supervisor and one of my committee members who teaches at the Department of Modern Languages and Literatures. All contact with the participants was conducted in a professional manner, and the collaboration was carried out in a similar fashion. I sent the instructors an email script, and once they confirmed their interest in participating, I sent them the instructor consent form by email to sign and return. The potential participants were given two to three days to read, understand, and ask any questions they had about the form before deciding whether they wanted to join the study in Week 1.

To recruit language students from the courses of the participating instructors, I asked each teacher for 15 minutes of class time to read the verbal script to students and distribute the consent form to all students, giving them time to review the form and decide whether to sign. I then collected the forms, both signed and unsigned. All of the signed consent forms were kept with the other confidential documents in the confidential research folder, a UNL licensed secure OneDrive folder on the PI's laptop. The students were provided an email address when they signed the consent form. Only the signed consent forms were kept in a PDF document in the secure OneDrive until all the individual interviews were concluded, and the paper forms were destroyed. The scripts and informed consent forms for both instructors and students are included in Appendix B and C .

## Institutional Review Board (IRB) and ethical considerations

Doing research that involves human subjects is a privilege not a right. Most of the research involving human participants must be reviewed and approved by the Institutional Review Board (IRB). There are a few exceptions (e.g., anonymous or identifiable surveys or interviews; passive observation of public behavior with or without the collection of identifiers) to this rule; however, this specific study required IRB approval. Furthermore, research projects must be approved prior to subject recruitment and data collection. Following the completion of the CITI training required by the University of Nebraska Lincoln IRB, the detailed research proposal and the participant informed consent form was submitted to the university's IRB (Appendix A). Researchers have also kept in mind ethical issues that may arise during any phase of the research
process related to Creswell \& Poth's (2016) three principles: respect for persons (i.e., privacy and consent), concern for welfare (i.e., minimize harm and augment reciprocity), and justice (i.e., equitable treatment and enhance inclusivity). It is the researcher's responsibility to protect participants' privacy and anonymity, to establish a trustworthy environment, and to be sure the participants know and understand the purpose of the study and the benefits they and future students can receive from it. There were no harmful risks associated with this study and participation was voluntary. Pseudonyms were used whenever the study addresses the participants or the institution in order to maintain informational confidentiality. Data collection was stored on a secure, passwordprotected computer. The purpose and the methods of the study was fully disclosed to all the participants in the informed consent, and for reciprocity purposes, all findings were shared with the participants (Creswell \& Poth, 2016; Merriam \& Tisdell, 2016). This will allow both administrators and the teachers to gain fresh insights into the process of assessment and reporting, which could lead to an improvement or adoption in translanguaging practices.

## Data Collection

Creswell and Poth (2016) see the case study research as a methodology where the researcher explores a real-life case (within-site case) or multiple cases (multisite study), over time and collects in-depth data through multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports) (p.97). For this study, the primary data collection source was audio recorded classroom observations, which took place over the course of one week of class, with a total of three class
observations for each course. The secondary method of data collection was audio recorded face-to-face or zoom semi-structured, post semi-structured interview questions related to the participants' translanguaging theory practice. All audio recorded files were secured on a password-protected computer, and I transcribed the audio recorded files with the aid of secure transcription software.

Table 3.1. Data Collection Plan

| Months// Weeks | Schedule |
| :---: | :---: |
| $1^{\text {st }}$ week of November 2022 (week 1) | - Getting to know the school setting. <br> - Recruiting of participants. <br> - Getting the participants' consent forms signed. |
| $2^{\text {nd }}, 3^{\text {rd }}$ weeks of November 2022 (weeks 2 and 3) | - Three classroom observations of the four language professors in their classrooms. <br> - Class observation took place during regular class times for the duration of one week per course. <br> - Class observations were audio recorded. <br> - Creation of field notes and observer comments. <br> - Reviewed notes and class observation audio recordings. |
| 3rd, 4th and 5th weeks of November and 1st week in December 2022 (weeks 4, 5, 6) | - Audio recorded post-visit interview via Zoom. |
| 3rd, 4th and 5th weeks of January 2022 (Weeks 6, 7, 8): | - Data analysis was conducted in Weeks 6 and 7. <br> - Member-checking emails were sent to the participants with thank you emails in Week 8. |

Qualitative data were gathered from four language professors and eight volunteering students aged 19 years and older through individual semi-structured interviews conducted via Zoom after classroom visits and three classroom observations per teacher. Data were collected over a period of six weeks from November 2022 to the
first week of December 2022, with weekends reserved for data review and exploration to gain a better understanding of the participants' ideologies and perspectives. In the first week of November 2022, I familiarized myself with the departmental setting, recruited participants, and obtained their consent. All procedures were conducted at the participants' convenience.

The first round of classroom observations took place during the first week of the study, with field notes and margin notes (Appendix D) created during each observation. After each observation, I also compared my notes with the audio recordings of the classes. No identifiable information about the students was recorded in my field notes. This process continued for the remaining two classroom observations in weeks 2 and 3. The post-visit interviews were conducted online via Zoom in weeks 4, 5, and 6. The complete data analysis and final member-checking with my participants took place in weeks 6,7 , and 8 . Thank-you emails were sent to the participants during week 8 .

The data collection instruments included multiple sources used for the triangulation of data:
a. One in-depth, semi-structured, online transformative interview (post-visit) with each research participant.
b. Three classroom observations per course (total of four courses) of the participants' language classrooms.
c. Field notes with margin notes: observer (my own) comments.
d. Audio recordings and transcripts.

## Observations

Three classroom observations were conducted for each course prior to the interviews, during regular Japanese 101, Japanese 102, Chinese 101, and Spanish for Heritage Speakers classes. The researcher audio recorded the observations while observing the class from the back of the classroom and simultaneously completing pre-prepared forms (Appendix D). During lesson time, class observations were not intended to capture all instances of translanguaging practice; rather, the observations were focused on identifying some evidence of it. Between this step (observation) and the next one (interviews) there were a few days devoted to data analysis. This time between observation and interviews allowed me to review the recording and transcribe the main translanguaging practice and the students' reactions and outcomes. It was also utilized to better analyze and compare the data collected in the audio and the notes taken during the in-person observation. I transcribed all the audio recorded during the study.

## Transformative Interviews

As Greenfield (2010) points out, "regular interviews typically do not achieve access to the elements of 'deep culture'" and, consequently, do not encourage profound thought about possible solutions to issues that we are reluctant to consider. A 'transformative interview' (2010) can help achieve a deeper understanding of the interviewee's point of view and can raise awareness and/or challenge their understanding of the matter. Kvale and Brinkmann (2009) has likened the interviewer to a miner who has to dig to find valuable information. "Knowledge is understood as buried metal and the interviewer is a
miner who unearths the valuable metal. The knowledge is waiting in the subject's interior to be uncovered, uncontaminated by the miner." (p.48).

Through a transformative interview framework, the researcher tends to generate insight on 'what is usually hidden from ordinary view or reflection or ...penetrate[s] to more reflective understandings about the nature of that experience' (Johnson, 2002, p.107) thereby developing a critical consciousness of the interviewee. Following this framework, I generate a series of questions (see Interview Protocols) that cover a general understanding of translanguaging practices and work toward a deeper questioning with the aim of inviting reflection from the point of view of the participants on what they observed in class. The interviews will conclude with questions that should facilitate reflection on the possibility of better integrating or intentionally applying a translanguaging pedagogy through an understanding of the importance and necessity of achieving a social justice in the classroom while helping students achieve academically.

Semi-structured (transformative) interviews of 45-60 minutes each were conducted - one with the teachers and one with each student that voluntarily signed the approved consent form to participate. All interviews were conducted in a quiet comfortable location via Zoom. They were audio recorded with the participant's permission to aid in transcript accuracy. For those interviews, the researcher used an interview protocol that allowed for open-ended responses from the participant, allowing for a more relaxing conversational style while helping the researcher respond to emerging ideas on the topic (Merriam \& Tisdell, 2016). In addition, a transformative interviewing technique was incorporated to facilitate a more dialogic approach that enabled
participants to reflect and consider the implications of translanguaging in ways that they may not have prior to the interviews.

## Data Analysis

In order to accurately describe the experiences of participants versus sharing my own interpretation of them, I was aware of my personal biases and prejudices and 'bracketed' them - temporarily set those aside - with the goal of capturing an unfiltered experience of the phenomenon by the participant(s). I utilized the phenomenological principle of epoche, from Greek "cessation" often interpreted as "refrain from judgment" (Creswell \& Poth, 2016; Guetterman et al., In Preparation; Merriam \& Tisdell, 2016), to set aside my biases and not influence participants' answers. Moreover, in order to validate my analysis, data was triangulated. The triangulation of data occurred through the use of the different sources to collect data (i.e., observations, audio recordings, interviews) in addition to the comparison and cross-checking of the data collected through observations and interviews of people with different perspectives and from follow-up interviews with the same people (Merriam \& Tisdell, 2016). Horizonalization was the process through which I laid out all data collected for examination, and it was treated as having equal value in the initial data analysis stage in order to organize it into clusters or themes (Creswell \& Poth, 2016; Merriam \& Tisdell, 2016).

After conducting all of the classroom observations (which were also audio recorded) and individual transformative interviews (also audio recorded) and reviewing the automatically generated transcriptions from Zoom, I had a significant amount of information to process. Although my research is a case study and not an ethnographic
study, I decided to adapt the analytical methods of "open coding" and "focused coding," as described by Emerson, Fretz, and Shaw (2011), to analyze the data.

Qualitative analytic coding usually proceeds in two different phases. In open coding, the ethnographer reads fieldnotes line-by-line to identify and formulate any and all ideas, themes, or issues they suggest, no matter how varied and disparate. In focused coding, the fieldworker subjects fieldnotes to fine-grained, line-by-line analysis on the basis of topics that have been identified as being of particular interest. Here the ethnographer uses a smaller set of promising ideas and categories to provide the major topic and themes for the final ethnography. (Emerson, Fretz, \& Shaw, 2011, p. 172).

The technological tools employed for this study were Microsoft Word for linear coding and the Zoom transcript software. The latter proved to be a useful tool in conducting and transcribing all interviews in English, although I did review them for accuracy and occasionally reached out to participants as member checking and for clarification. In Microsoft Word, I created separate tables for instructors and students, containing relevant questions and answers, as shown in appendix E and table 5.2. Through the assembly of each participant's conversation, I identified the most significant themes by manually conducting focused thematic coding, as outlined by Saldaña (2021) and Emerson et al. (2011). This involved "themeing the data," which entails coding each statement with an extended phrase or sentence that captures its essence. By grouping similar codes from individual participants' answers and analyzing the linear arrangement of data, I generated inductively derived main themes that were supported by significant
quotes from the data resources. This method enabled me to gain a detailed understanding of the content while remaining connected to the perspectives of the four instructors and eight student participants. Through the process of themeing the data, I uncovered interpretive and insightful discoveries, making sense of the data and shaping it into meaningful themes.

## Validity and Rigor

Validity (a.k.a. trustworthiness) and rigor are characteristics that distinguish qualitative research from quantitative research since "words" are used as data (Guetterman et al., In Preparation; Merriam \& Tisdell, 2016). Validity and rigor in this study derived from the researcher's presence, the triangulation of data, the details provided on how data collection and analysis was conducted, and a rich description and sampling to present enough evidence to support the findings and represent the phenomenon.

## CHAPTER FOUR: TRANSLANGUAGING IN HIGHER EDUCATION: INSTRUCTOR PERSPECTIVES

## Introduction

This chapter will focus on instructors' existing utilization of translanguaging in their classrooms intentional or unintentional as learned through classroom observations as well as instructors' reactions to the concept of translanguaging during interviews. When introducing the instructor participants, quotes will be provided to give a glimpse as to their language beliefs and ideologies, followed by the main themes from the class observations and the transformative interviews. The chapter concludes with a panoramic view of translanguaging in world language higher education and a summary of the findings.

## Getting to Know the Instructor Participants

Four language instructor participants took part in this qualitative study: 1 Chinese instructor, 1 Spanish instructor, 2 Japanese instructors. In this study, pseudonyms will be used to address the participants, which have been created by the main investigator with the participants' consent to ensure their anonymity. As shown in Table 4.1., those instructors are all native speakers of the language taught but they all know at least another language besides English. Three of those instructors were teaching beginner courses at the time of the observations, while only one was teaching an advanced Spanish course for students who wanted to improve their reading and writing skills in this language.

Table 4.1. Instructor Participants details.

| Target <br> Language <br> (TL) | Pseudony <br> $\mathbf{m}$ | TL <br> LEVEL | Other <br> Language(s) <br> spoken and level | Years in the <br> U.S. | Course Level | Number of <br> STUDENTS |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Chinese | Cheng | Native | English as native <br> speaker; Japanese <br> (beginner), <br> French <br> (beginner); <br> Russian <br> (beginner) | 8 | 101 - beginner | 16 |
| Spanish | Maria | Native | English, she can <br> read and <br> understand <br> Portuguese | About 5 <br> years | Advanced | 21 |
| Japanese | Akio | Native | English; German <br> (beginner); <br> Danish <br> (beginner); Greek <br> (beginner). | About 23 <br> years | 101 | 21 |
| Japanese | Akari | Native | English; Spanish <br> (beginner); <br> German <br> (beginner); <br> Hungarian <br> (beginner). | About 17 <br> years | 201- <br> Intermediate | 17 |

## Cheng

Cheng was born in China, in a "remote city, deep in the desert" as described by the same instructor. At nineteen years old he moved from his hometown to a bigger city in China to attend college and to obtain his master's degree. He then moved to the U.S. to continue his studies. In total, he has a bachelor's degree in English liberal arts, a Master of Education in second language acquisition, a Doctorate in Jewish Studies, a Law Degree, and a TCSOL (Teaching Chinese to Speakers of Other Languages) certificate. He learned both Chinese and English formally and informally. He studied British English in school:

English, I did learn it in school. However, those are um... Maybe academic English, which is not, you know, not very useful in daily life, like day-to-day life. When I moved to the U.S., I realized that the English that I learned is very different from what they use. So, then I learned from my conversations in the supermarket or in the classroom, or with my collogues, or in parties, how to speak proper English rather than, you know, the stuff that I learned in the classroom. (Interview transcript, November 15, 2022)

When talking about the differences between British and American English he points out that his instructors...

Don't even differentiate. They think it's the same language uhm which is largely true. But as to them, to my English teachers, they think that it's just a difference of accent. However, you know, British English have, you know, a lot of different vocabulary compared to American English, and some of the grammar is also
different. That's what I learned when I moved to the U.S. ...When I was undergraduate student, I didn't know that. Nor do my professors know, nor do they care about the difference. (Interview transcript, November 15, 2022)

He also studied Japanese, French and Russian in formal settings but he did not deepen his knowledge of those languages. He has been teaching Chinese for fifteen years but not continuously - he said he "stopped teaching in the middle." In the beginner class I observed, English and Chinese were the medium of instruction.

## Maria

Maria was born and raised in Colombia where she obtained her Bachelor of Education (B.Ed.) in Humanities and Spanish Language and her Master in Linguistic. She has been in the U.S. for almost 8 years now. Currently she is teaching Spanish for Heritage Speakers and working on her doctorate. She learned English when she moved to the U.S. through courses she took at the university and informally through friends and colleagues. She also learned Portuguese in an informal setting:

I can read some in Portuguese, but that's all. I cannot speak the language. ...I don't know why but people from Brazil can understand more Spanish, for us it's difficult to listen and understand their language (Interview transcript, November 28, 2022)

She has been teaching at the University of Nebraska since Fall 2019. She is the only instructor I observed who had previous knowledge of translanguaging and who was
teaching an advanced class. Her awareness of translanguaging was most likely due to the education courses she took which emphasized translanguaging, and because of her doctoral advisor who is a sociolinguist who works closely with the education department at our university.

## Akio

Akio is the Japanese instructor for the 101-beginner course I observed. He lived in Japan until he turned twenty-nine years old. Then he moved to New York to continue his studies and lived there for five years until he completed a master's degree in philosophy. He then moved to Nebraska to obtain a Ph.D. in philosophy and has been in the U.S. for twenty-three years. He learned English in Japan in a formal setting and in the U.S. in formal and informal settings. Akio taught himself Danish when he studied Kierkegaard, a Danish philosopher/religious thinker. In order to understand this philosopher's deeper thoughts, he started studying Danish. He said he could read some sentences with the help of a dictionary, but he could not speak the language. He also studied German and a little bit of Greek. He thought German was a little easier since "the sentence structure is a little bit similar to English." He also experienced teaching English to Japanese students when in NY.

This was his second year teaching the Japanese language.
I don't know how to learn (teach) Japanese at the beginning state because it was long, long time ago, you know. Sometimes I forget to stand in a position of a student who is learning Japanese for the first time. So, I really need to be sensitive with learning.... It is really hard to predict what kind of questions they
have [speaking about his students]. But sometimes it's hard to answer. (Interview transcript, November 22, 2022).

During the classes I observed, Japanese was predominantly used, while English was also employed as a scaffolding tool.


#### Abstract

Akari Akari was born and raised in Japan until she finished high school and then she moved to the U.S.to attend college. She obtained a Bachelor of Music in piano performance, dual Master of Music degrees in piano performance and piano pedagogy and performance. She then moved to Europe for two years, first to Hungary and then Vienna, Austria where she attained a postgraduate diploma in piano performance and chamber music. Following her stint in Europe, she returned to the United States and recently graduated from the University of Nebraska as a Doctor of Musical Arts. In her words, she learned English in Japan "because at school in Japan we have to take English from seventh grade." German and Hungarian were learned in a formal and informal context since she was living there, while Spanish learning occurred in an informal context.

I learned Spanish because my friend was speaking in Spanish while I was doing my master, but I have never taken anything [any course] or I've never learned it [studied in a formal context]. I was just picking up some words. (Interview transcript, November 28, 2022)


This was her first semester teaching her language at the university. The course that she was teaching during the time of observation was Japanese 201, which is a second-year course. The target language was used predominantly, while English was also employed as a scaffolding tool.

## Instructors' Language(s) Abilities

As noted above, the instructor participants know more than two languages, making them multilingual. Even though they do not possess a high-level proficiency in all of the languages they learned formally or informally, they already have a sense of what it means to learn a second language and to, at a minimum, have a basic knowledge of the grammatical structures of these other languages. Akio and Akari both pointed out how they found many similarities between the English and German languages and how this helped them to understand and learn them better: "German sentence structure is a little bit similar to English" (Akio). Cheng instead highlights a distinction between the "reading part and the speaking part" in Chinese learning compared to the Alphabetical languages, because the ability to read does not translate into the ability to speak. However, in alphabetic languages if you can read, you can almost speak because the reading involves producing a sound in your brain like silently. People may have some accent, but they can still produce those similar sounds, right? That's the alphabetical system. (Interview transcript, November 15, 2022).

The instructors also spoke about their opportunity to compare the languages (mostly the English language) they formally learned in an academic context with the informal language spoken among colleagues and friends outside of a classroom setting. Another important point they highlighted during the interview was how they learned more about their language while teaching it and comparing it to the other language(s). Maria points out how she can read and understand Portuguese better when it is written instead of when it is spoken. There are scholars, such as Krashen (1982, 1993), Nation (2001), and Swain (1985), who contend that written language may be more accessible and more straightforward to acquire than one's first language (L1) during language learning. This is because written language is frequently more organized and standardized compared to spoken language, which may contain regional disparities and colloquial expressions. For instance, Krashen, a prominent linguist, has argued that the provision of "comprehensible input," or exposure to language that is marginally beyond the learner's current level of comprehension, is essential for language acquisition. He has proposed that written language can furnish this comprehensible input since it is often more consistent and predictable than spoken language.

In the spoken language listeners cannot focus on one section like they can with a written text. The accents and pace of the speaker should also be taken into account as challenging for a listener who does not have a high proficiency in the language. Moreover, learners' listening abilities are not uniform. Ridgway (2000) points out how language listeners do not have the possibility of "looking a word up in the dictionary or guessing the meaning of a word from its context" (p. 3.), like they would in a reading exercise. As Field (2000) points out, a listener can also have problems with different
dialects, and the style and the speed of the text he or she listens to, because native speakers "speak only clearly enough to make themselves understood in a particular context" (Brown, 1990, p. 2.). Furthermore, listeners can be confused by the noisy annoying environment such as during a conversation on the street or at a crowded restaurant - conditions that do not come into play with a written text.

Maria, still speaking about the difference between Portuguese speakers and Colombian, claimed "I don't know why but people from Brazil can understand Spanish more [than Spanish speakers can understand Portuguese]." This is due to the fact that the Portuguese language has more phonemes than the Spanish language. Therefore, Spanish speakers have difficulty understanding some words in Portuguese, because they have never heard certain phonemes (Jensen, 1989) while Portuguese speakers have more structures to compare. A research study by Marian and Shook (2012) confirms that bilingual brain pays more attention to differences and similarities and has also better taskswitch capacities than a monolingual brain.

## Observing Pedagogical and Spontaneous Translanguaging

As Darling and Dervin (2022) noted "translanguaging can be understood, among others, as a classroom pedagogy, a theory of language in use and a tool for transformation" ( p . 78). As a classroom pedagogy, translanguaging has to be carefully planned by the instructor to enhance all students' language repertoire as a means of learning the new language. Consequently, pedagogical translanguaging aims at making learners aware of their own resources and teaches students to reflect on them so that they can use them
when learning language(s) and/or content (Catalano \& Hamann, 2016; García \& Li Wei, 2014; Cenoz and Gorter, 2021).

In contrast to pedagogical translanguaging, spontaneous translanguaging is not planned by the instructor, but it is part of a natural discursive practice of multilingual speakers which can take place both in- and outside of school (Cenoz and Gorter, 2021; Mazzaferro, 2018; Wei, 2018). Instructors can use translanguaging consciously or unconsciously to improve students' understanding, for interpersonal negotiations, and any other purposeful use that goes beyond monolingual use when the need occurs, but it is not planned ahead of time. The different language and semiotic features of each language repertoire can be used as a bridge that can help to better understand the new language through differences and comparisons. When asked if he draws on his students' language repertoire to learn Chinese, Cheng had the following reply:

I have an English degree. I know the graphical structure well and I draw a lot of similarities, and I contrast the differences for students so that they know. When you say such kind of sentences you should not make the same mistake because it is probably correct in your own language, but then it is obviously wrong in Chinese. So, I use a lot of compare and contrast between Chinese and English primary. (Interview transcript, November 15, 2022).

In the classes I observed, translanguaging by the instructors was employed as a strategic means to enhance students' understanding of the target language, but it was not always planned. Generally, the classroom translanguaging practices in this study were motivated by scaffolding considerations. To illustrate the translanguaging core practices I
observed during my research project in world language classrooms, I used and adapted Barahona (2020)'s table (Table 4.2.) on the potential of translanguaging as a core teaching practice in an English Foreign Language (EFL) context since I found similarities in teachers' attitudes. It followed an explanation with examples for each core practice.

Table 4.2. Translanguaging Practices Observed During Language Class. Adapted by
Barahona (2020).

| Core Practice | Instructional activities |
| :---: | :---: |
| 1. Facilitating target language comprehensibility | - Using English as a partial means of instruction. <br> - Using a range of strategies and techniques (gestures, concrete objects, visuals, etc.) to support comprehensibility. |
| 2. Teaching grammar in meaningful contexts through examples | - Presenting grammatical structures through examples and comparison across languages embedded in pictures, or original text. <br> - Engaging students to construct rules from examples and comparisons. |
| 3. Introducing cultural aspects, and perspectives | - Designing lessons with a focus on cultural aspects to compare and so understand their own and other cultures. |
| 4. Building a classroom discourse community | - Engaging students in communicative tasks in small groups. |
| 5. Providing comparison with English/ American customs and words to improve learner understanding and learning ability. | - Using a wide range of vocabulary in the TL similar to English words <br> - Providing text with both English and the TL |

## Core Practice N.1. Facilitate Target Language Comprehensibility:

English as a Means of Instruction. All of the instructors observed during their world language lessons used English at some point to facilitate students' comprehension, and all of them justified it as a way to ease students 'struggles and because they assume all students in their classroom had a certain proficiency in the dominant English language. At this point of the interview, my aim was to comprehend the instructor's beliefs about how languages other than English could be utilized to teach the target language (TL). Prior to this point, I refrained from using the term 'translanguaging' or presenting examples of how the students' language repertoires could be utilized to enhance their comprehension of the TL because I wanted to see what they were aware of what they did that would be classified as 'translanguaging' in the first place, even if they did not realize that was what they were doing. Therefore, when I inquired whether they encouraged their students to draw upon their other language(s) while acquiring the TL, Cheng responded: Most of my students are proficient in English before they come to my class. Yeah... I don't really have other options" and he continues "I don't think they [the students] would [use their other languages] because nobody else understands. It's usually one or two students that speak languages other than English... It's hard to say not to allow or prohibit. It is just useless... I mean, I don't understand them. (Cheng, Interview transcript, November 15, 2022).

I guess it depends on what kind of students I have... But then, if I do that [speak other languages in class] what about the minorities who only speak different
languages? It's kind of hard... The common one [language] is English. It's probably yeah easiest. (Akio, Interview transcript, November 22, 2022).

The use of English as medium of instruction in those classes, seems inevitable since most of them do not know which other languages are spoken by their students. As the instructors affirmed during the interviews (Appendix E, question n.10), few of them had an idea of how many languages their students spoke in their classroom. As previously stated, during this particular stage of the interview, I had not yet introduced or provided an explanation of the concept of translanguaging. Therefore, the participant was not aware that they could incorporate their students' entire language repertoire (including languages other than English) in the classroom. For example, they could have requested students to jot down how they might express a particular topic or objective in their home language, discuss how a particular linguistic structure operates in other languages they have learned, and subsequently deliberate on how it relates to the target language. Instead of solely translating proverbs into English, instructors might have encouraged students to consider how they might translate them into their respective languages.

Maria, the Spanish instructor who also knew about translanguaging, was the only one who inquired about her students' language and cultural background and even posted on one of her classrooms google slides a chart that showed her class the varieties of Spanish languages spoken in her class as shown in figure 4.2 She was also speaking in her classroom to her advanced learner students about the other varieties of Spanish in the world. In one of her classes, she pointed out the difference of Spanish languages in terms of prestige. She told her students that the Spanish language spoken in Spain is considered
more prestigious than the one spoken in the Canaries. Translanguaging in her class, to some extent, seemed intentionally planned as a strategic and pedagogical educational instrument. It was evident throughout the interview that she was conscious of the meaning and potential of translanguaging to help students build their confidence with the Target Language (TL). Thus, she confirmed she often created 'spaces to let students speak what language they preferred in order to understand and complete the class assignment.

Some of the students speak in English. So, at the beginning of the course, I said 'this is an opportunity for you to use the language.' Because some of them don't have spaces to speak the language. I noticed that they are dominant in English, so they prefer to use English to communicate with each other; but when they talk to me, they use Spanish (Maria, Interview transcript, November 28,2022).

Maria surveyed her students at the beginning of the class to find out about their language backgrounds. Table 4.1. below shows the backgrounds of the students in Maria's class, and the different varieties of Spanish they spoke. Note that even though $75 \%$ of her students had Mexican origins and spoke varieties of Mexican Spanish at home, there were also students that spoke Guatemalan, Salvadoran, and Colombian varieties. Most likely students also combined to some degree these varieties with the way that Spanish is spoken in the US since many had lived most of their lives in the US.

Figure 4.1. Maria's Students' Background.


Other than Maria, the rest of the instructors found out about some of their students' cultural backgrounds informally. They did not consciously survey their classroom to know their native or dominant languages, instead they assumed that English was the common language for all of them.

Mostly they speak English. But I know that there are a couple of people who speaks other than English, but I don't know what language those people know (Akari, Interview transcript, November 28.2022).

I usually don't ask [who speaks different languages], you know 'which country are you from?' I am not sure if it is relevant or not. Sometimes, you know, in private conversations 'oh where are you from?' but I don't ask officially where each student comes from. So, sometimes I don't know which language they really speak. (Akio, Interview transcript, November 22, 2022).

Numerous scholars in the field of translanguaging pedagogy, such as Kleyn and García (2019), Li and Luo (2017), and Osorio (2020), emphasize the importance of understanding students' cultural backgrounds to effectively leverage their language repertoires for subject content learning. As Kleyn and García (2019) assert, " it is important that students are asked about the language practices in their homes and communities. Then the teacher-whether they speak the same named languages of the students or not-can create spaces to include the students' linguistic practices in the classroom's physical space and instruction" (p. 74). To facilitate this, instructors can design a language profile activity (similar to Maria's survey) to be completed by students at the start of the semester. Students may provide this information to the instructor in writing or through other multimodal means, such as presenting class pictures or objects that represent their culture or using pictures in a presentation to describe their culture.

Moreover, understanding students' cultural backgrounds can assist instructors in creating a learning environment that reflects their interests and selecting materials in their language that will aid their subject knowledge growth (Osorio, 2020, p. 133). As our participants point out, sometimes the reason behind what could appear as a disinterest by the instructors about the origin of their students is due to lack of class time as mentioned by Akio: "Time is limited. So, we try to maximize the time for students to expose to Japanese." or having large numbers of students. Short class time puts pressure on instructors that have large classes and are required to follow a strict curriculum. Although a language profile assignment could be completed by students on the first day outside of class, it is crucial to acknowledge that this activity plays a pivotal role in creating a
student-centered learning environment that prioritizes linguistic diversity and cultural richness.

Some instructors also expressed that they were worried about going against the university policy which according to Akio it "prohibits, you know, speaking English for the purpose of learning especially for the upper classes" and in another answer he continues:

Our policy is to speak Japanese as much as possible except if it is necessary... we are trying to use as much as Japanese language. I try to use Japanese more than ninety percent. Not this semester. This is a first semester for students, students who just started to learn Japanese. So, I am using more English. But ideally, more than ninety percent Japanese, ten percent English. (Akio, Interview transcript, November 22, 2022)

While Cheng, still talking about using the TL in class, states:
It depends on which classroom it is, right? If it is in the 201 class, I'll be much more comfortable speaking in the target language. I use a lot ...uhm by a lot I mean maybe thirty, forty percent of the time I use the target language. (Interview transcript, November 15, 2022).

Akari instead:
I see students struggling, to understand me... If I only speak in Japanese, probably there will be several misunderstandings -- that's how I feel. So even if I say everything in Japanese time to time, I need to give them some sort of translation. That's how I feel. (Interview transcript, November 28,2022).

The concern of using the TL in their classroom and the time limit they have available seems to be an obstacle not only to familiarize themselves with their students' cultural and linguistic background, but also to experiment with other teaching and learning strategies that could enhance student's TL learning. At this point, it is important to highlight that providing ample TL input is regarded as a best practice in world language classrooms, but translanguaging does not preclude it. Rather, translanguaging practice incorporates any additional language(s) that students bring to class as an enhancement and a means to facilitate the acquisition of the TL, it doesn't mean not using the TL. Rather, it means opening spaces for students to consider other languages in a variety of ways while the teacher could still continue using the TL for most of the class.

If it is possible, but probably the time doesn't allow for me to use other languages to teach Japanese... Probably I don't have time to do that... At least they understand English. (Akio, Interview transcript, November 22, 2022).

The above comment reveals the way in which translanguaging mainly occurs through English, despite the fact that students in the classes speak or have studied many other languages that could be helpful in their acquisition of the target language. In adopting a translanguaging approach, Akio could prompt students to consider how a particular concept works in their home language, rather than solely focusing on English language. By doing so, he could avoid the issue of increasing the time required for his lesson.

Using a Range of Strategies and Techniques (Gestures, Concrete Objects, Visuals, etc.) to Support Comprehensibility. Another unplanned translanguaging practice utilized by the instructors in order to facilitate target language comprehensibility (table 4.2., point 1 ) is performed through the use of gestures, body language in general, and visuals such as images connected to vocabulary or sentences. "When I present new vocabulary, I use pictures" (Akari) and so do Cheng and Akio. As mentioned before, as part of translanguaging practice, pictures and body language are the core practice of the semiotic resources and modalities to construct meaning.

Both Chinese and Japanese instructors while displaying new characters which represented new words or sentences asked students to use their imagination or their language knowledge to understand the meaning (for Chinese students in the Japanese class, for example). An example is represented by figure $4.2(\mathrm{a}, \mathrm{b}$, and c$)$ which explains how to interpret or 'see' the Chinese character that translates to the English word "to sit." In this example, the instructor first showed the google slide with the Chinese character, the Chinese pronunciation, the English translation and the image of a person sitting down (figure 4.2, a). After showing the google slide, the instructor went to the white board and drew the 'base' of the character (figure 4.2, b) inquiring in English about the meaning. After a few minutes he provided the translation explaining that the image/ character represented the "earth or dirt with two chairs" (Cheng, figure 4.2, b). Lastly, the character is completed with two other symbols on top of the chairs representing two people sitting down (figure 4.2, c).

Figure 4.2. Chinese Character for Sit Down.
a) Chinese Instructor's Google Slide.

b) Base or Middle Character for "Earth, Dirt." Two Chairs Sitting on Dirt/Earth.

c) Representation of the Formation of the Character that Translate "to Sit."


In the Japanese class, Akio used the same technique to introduce Kanji, but he added body language to help students reach a conclusion and/or understand the meaning of the characters. As Cheng (the Chinese instructor) explained to me in one of the classes

I observed，Kanji（漢字）is the most used script for writing Japanese，and it was adopted from China around the fifth century AD．Itself the word Kanji means＂Han（Chinese） Letters．＂Prior to that，the Japanese language had no written form．That is also the reason why every time the Japanese instructors were introducing new Kanji，they always addressed the Chinese students in their classroom to ask if they already knew the meaning．

During this observation，Akio utilized a slideshow to introduce the new Kanji character．The presentation included empty boxes（refer to Figure 4．3）alongside the characters，where students were expected to provide the corresponding meanings in the Japanese language．In this slide there was no English words，and everything was written in Japanese．He explained that the character on the left side represented the original Kanji．He also said that those were easier to interpret，and he was hoping that students were going to use their imagination to understand their meaning．He was there to guide them，using also his body language to help them come up with a meaning for each character．The first two kanji in the slide（Figure 4．3）mean respectively＂right＂and ＂left．＂He explained that in order to understand the meaning of the word，students had to interpret the two different symbols that form the whole character．Both characters have a hand on top of a symbol．Migi（Right hand）holds a mouth 口．Hidari（left hand）holds a symbol that means craft 工（figure 4．3，a）．The third kanji＂出＂means＂go out，＂＂leave，＂ ＂exit＂and in figure 6 （b），it is easy to see the evolution of this kanji in the modern form． To help students understand the meaning of the kanji he was showing that＂something is going out from the box＂－－it is leaving－－and he was helping students with the gesture of his hands to depict the movement of going out．

Figure 4.3. Japanese Kanji Characters. Teachers Let the Students Interpret the Characters.

a) First Kanji in the Slide

b) third kanji in the slide


Noriko K. Williams ©2014

Core Practice N.2. Teaching Grammar in Meaningful Contexts through Examples

Presenting grammatical structures through examples and comparison embedded in pictures or original text. Subconscious use of translanguaging pedagogy was also observed in those classrooms when the instructors were using both English and the TL while teaching grammar. The instructors always started with the TL and connected it to English. They also enlisted the examples both in English and TL simultaneously. As shown in Appendix E, question 29, those instructors (except for the Spanish one) had no idea of what translanguaging pedagogy was during our interview.

This revealed that the teachers were using translanguaging pedagogy in natural ways when it seems appropriate at the time, for example to make input more comprehensible. However, the translanguaging was mainly beneficial for the dominant group in the class (English native speakers) and not as helpful for students coming from other language backgrounds. In addition, many of the English speakers might have studied other similar languages (such as Japanese in the Chinese class or vice versa) and there was no intentional bridging done for those languages.

Cheng explicitly affirmed that he draws on English grammatical structures to make comparisons to the Chinese language: "I have an English degree. I know the structure well and I draw a lot on similarities, and I contrast the differences for students." He continues saying that he does it on purpose so that students will better understand and recollect the correct way to construct a Chinese sentence. He draws those comparisons "between Chinese and English primarily, because, you see, this is a classroom where they [students] must have some English proficiency to sit in this class." This seems to be the justification the observed instructors have in common to not inquire about their own students' language repertoire, or to use English as medium of instruction. Cheng also confirmed that he compares languages when he can,
the Japanese and the Korean. Mostly the Japanese. But it's a lot less then when I compare English to Chinese, because there are two students who are proficient in Japanese and then he states that he does this mostly to trigger their interest. (Interview transcript, November 15, 2022).

During my class observations, I witnessed the Japanese and Chinese instructors asking Chinese/Japanese students if they were familiar with the meaning of certain characters. Additionally, all instructors drew comparisons between grammatical points in Japanese or Chinese and their counterparts in English, as when Cheng pointed out that, "like in English, you don't want to repeat a word in the same sentence, but you pick a different word." These observations highlight the inadvertent use of translanguaging practices to clarify or aid in the memorization of new rules, and the fact that the teachers
were actually translanguaging in a very inclusive way (in order to help Chinese learners of Japanese or Japanese learners of Chinese) without realizing they were doing it.

Engaging students to construct rules from examples and comparisons. The Spanish instructor, Maria, consciously connected the grammatical point of "concordancia" (concordance) between a singular person and a singular verb with the difference of the English construction. During the interview, she states "they [students] understand better when we compare some of the activities, especially during grammar. They have to compare the language, or they have to translate from English to Spanish or from Spanish" and so they figure out also the reason behind that grammatical structure or the specific grammatical point. On other occasions, she used translanguaging to help her students understand the difference between the use of the reflexive form in English and in Spanish. "How would you say in English? 'cambiarse (to change clothes), bañarse (to take a bath), riposarse (to take a nap)?" Then she goes to the white board and writes down:

$$
\begin{aligned}
& \text { MirarSE -> él se miro (he looks at himself) } \\
& \text { MirarME -> yo me miro (I look at myself) }
\end{aligned}
$$

Pointing out the grammatical structure, she highlights the position of the reflexive, helping the students conclude that the reflexive in Spanish holds a different position than in English. They also reflected on the fact that in English they do not use the reflective for the same verbs, such as for the example of 'to take a nap' (riposarse). In English they will not use the reflective pronoun.

Another pedagogical strategy I observed in two different classes was the use of songs to help students understand the grammatical structure or to memorize some grammatical patterns. Maria, for example, mentioned a famous American song by Beyoncé "if I were a boy" to compare and thus understand the Spanish hypothetical construction. The Japanese instructor, Akio, used a familiar melody to make up a song with a grammatical pattern to help them easily memorize verbs that drop off the ending る(ru) and add て(te). In those two contexts, familiar music was employed in order to: 1) Compare the grammatical structure presented in a well-known English lyric to compare the Spanish grammar structure they were studying.
2) Use the rhythm of a familiar song as part of the student's semiotic repertoire in order to memorize a grammatical pattern in the TL.

Both strategies had the aim of using something familiar to the students to facilitate deep learning of the subject studied and retain it over time. While for the Japanese instructor the translanguaging happened naturally, without planning in advance, in Maria's case it seems it was purposely used since she affirmed that she knew about translanguaging and its potential to help students better understand the TL. During her interview, she mentioned that she frequently prompts her Mexican and Colombian students to point out differences in grammar or vocabulary between their respective Spanish varieties, and deliberately draws comparisons between them. In doing so, she not only demonstrates her classroom's appreciation for linguistic diversity but also emphasizes the significance of teaching these variations, as it can aid her students in comprehending a broader range of Spanish speakers.

During my second－class observation，Cheng also discussed Chinese accents and varieties and compared them to American accents．He explained the meaning of the word点儿（yī diǎn ér），which means＂a little（bit），＂and pointed out that 儿（ér）is actually an ＂accent that people from the capital use because it＇s cool．Like when you are in New York and people have accents．This ér is optional．＂

The above comment noting that a Beijing accent is＂cool＂reveals the instructor＇s ideologies about which variety is more privileged．When discussing language varieties in class，instructors acknowledge and recognize the diversity of languages and language varieties that exist among students and in the wider community．Cheng did not have a grasp on what translanguaging meant at that point，but he did show that he is aware of different varieties of Chinese spoken，and of the privilege that the dominant variety has． Unfortunately，unlike Maria，I did not observe，and he did not report that he used strategies or activities that showed he valued other varieties of Mandarin besides that of Beijing．He could have promoted translanguaging by creating opportunities for heritage learners to share their home varieties of Chinese such as Cantonese or other dialects，or for students that had previously studied or been to China to share different ways of saying things that they had learned from visiting different areas of the country（or other places where Chinese is spoken such as Malaysia or Singapore）．By doing so，he would have created an even more inclusive and linguistically diverse learning environment for students．

## Core Practice N.3. Introducing Cultural Aspects, and Perspectives.

## Designing Lessons with a Focus on Cultural Aspects to Compare and thus

Understand their Own and Other Cultures. Akio often concluded his lessons with a typical Japanese cultural insight. He once showed a video of a famous Japanese fall festival in which he explained that big heavy carts with statues on top were carried by men dressed up in typical traditional clothes around the entire city. After watching the video, the instructor explained in English the cultural aspect of the festival comparing it to the Greek mythology and the idea of having respect for nature. He also explained the differences of those seasonal Japanese festivals and the reasons behind them. Spring is marked by the planting of the rice fields, a symbol of the start of a new year. One traditional spring festival is called Otaue Matsuri, or "rice field planting festival." All over the country, people participate in this festival to pray for a successful harvest. During the summer festival, people ask for help (he said 'please') since most of this time the weather is not good and there are a lot of bugs that destroy crops; the fall festival is to give thanks for a successful harvest. Finally, winter is a time to recover and rest since it is considered a down season for farmers. The instructor then asked students if they have something similar in their town or where they were from and included me in the conversation. Where I come from in Sicily, we have different Christian holidays that we celebrate in a similar way - with street food and a big cart carried by man with the celebrated saint statue on top. Some students said that they witnessed something similar in some other parts of the U.S. but the carts they saw were not carried out but driven.

During this cultural experience, the instructor was translanguaging between English and Japanese using the cultural context to provide new vocabulary to the class.

Different cultural aspects were compared in Maria's classes. During one class she spoke about not only differences in Spanish languages but also in the worldview. She pointed out that in her country of Colombia, the rings of the Olympics are five and not seven like in the U.S. She asked the students if they knew what those represented. Students chatted among themselves and figured out that the rings represent the continents and in Colombia, students are taught that there are five continents in contrast with the U.S., which teaches that there are seven. Continuing about the difference in worldview, she also pointed out an interesting view about the future and past (Figure 4.4). Where she comes from, she states, the future is left behind while the past is in front. They perceive the past as already lived, so something you can look at as if it is in front of you, while the future is still a mystery and thus, not visible.

Figure 4.4. How Colombia perceives the Past, Present and Future

## Colombian view.



During another lesson, Maria asked if guests in the U.S. are able to refuse something to eat when offered by a host. She talked about disrespect towards the host if you do not accept more food during a meal. After asking students, she asked me too. Italy and Colombians often share the same feelings and traditions regarding food and hosting. During those cultural contexts, unplanned translanguaging served as a powerful means of
cultivating a deeper understanding of the world, creating more teachable moments while instructors take advantage of those moments to introduce new vocabulary or to compare it with the other Spanish varieties.

When instructors talk about a cultural aspect of their own culture and ask students to compare it to their own cultural background it can be considered translanguaging. While it is true that this type of practice can also be considered intercultural learning, it can also involve the use of multiple languages or language varieties, which is a key component of translanguaging. This is because the instructor is likely using their own language variety to talk about their cultural background, and they are creating opportunities for students to draw on their own linguistic repertoires to engage in the discussion .By asking students to compare their own cultural background with the instructor's cultural background, the instructor is promoting translanguaging by creating opportunities for students to use their full linguistic repertoire to communicate and understand meaning. This can help to break down barriers between different cultural groups and promote greater understanding and respect among students.

Overall, when instructors create opportunities for students to engage in discussions that draw on their linguistic and cultural diversity, they are promoting translanguaging and creating a more inclusive and diverse learning environment. Creese and Blackledge (2010) highlight the role of translanguaging in promoting inclusion and diversity in the classroom. They argue that when students are encouraged to use their full linguistic repertoire, it can help to break down barriers between different linguistic and cultural groups and promote greater understanding and respect.

## Core Practice N.4. Building a Classroom Discourse Community.

Engaging students in communicative tasks in small groups. Engaging students in communicative tasks in small groups will give them a chance to have their own interactive space "where it is safe to access all linguistic resources, rather than trying to keep the languages separate" (García and Wei, 2014, p.58). In those spaces, students can ask for clarification from their classmates in the language they prefer. In one of the Japanese classes, two Chinese students were sitting next to each other and during those activities they were often chatting in their native language. In Maria's class, often students were collaborating in English, but Spanish was most of the time used even among classmates.

It depends on the activity; they sometimes speak in English between them. They use the dictionary in English. I know that one student used a translator. She translates everything just to make sure that she is doing well. (Interview transcript, November 28, 2022).

Once in class, while the students were working in groups, she asked them if they were translating directly from English or from Spanish. Six out of twenty-one students answered they did the activity directly in Spanish, the rest were translating first in English: When I asked about the episode she answered:

It was curious for me because they are looking for a word in English and then they have to translate everything in Spanish. If they were looking for the meaning
in Spanish it was easier for them to do the explanation in Spanish. (Interview transcript, November 28, 2022).

In this occasion she discovered that some students were looking for a word definition in English, while she was thinking they were using only Spanish definitions. Akari, the Japanese instructor instead divided students into pairs and gave them two different sheets of paper (Figure 4.5). Each of them had a different blank space. Each of them had to read the sentence they had in Japanese on their paper to their classmate who had to write it down and at the end they had to compare those papers to check their work. Once she explained the directions in Japanese and in English, students started working with their partner and began chatting. Some students started speaking in English to their classmate to clarify what they understood since they were not supposed to look at the paper their classmate had in their hands. Directions were also written in Japanese with key words in English on top of each paper the student had (Figure 4.5). This activity was interesting in a translanguaging context since the instructor created a space for the students to help each other with whatever means of communication they had available in order complete the exercise and understand the meaning of the sentences. Some pairs used body language in order to help each other. Some were helping their classmate by translating into English the word they did not understand or did not remember how to write. By the end, students were able to complete the exercise, comparing their sentences. Most of the students provided assistance to each other using English as a scaffolding tool. However, a pair of students seated next to me appeared to use Chinese to comprehend the directions. Throughout all three class observations, I noted that these two Chinese
students consistently sat next to each other．Students were not frustrated because they were helping each other with all their semiotic or language repertoire they had available， and the activity was a success．

Figure 4．5．Example of Pair Class Activity in One of the Japanese＇s Classes．

```
[D]各型(each sentence)を篃に茁して(out loud)読んでください。また, バートナーが読ん
だ笠を開いて, 渃字を進って書いてください。
1） －
2）この仕事が終わるまで，今日は家に举れません。
3）
4）食堂でお㢄ご飯を食でながら，宿題をしました。
```



```
だ文を聞いて, 渃字を戳って畫いてください。
    1) 地図を見ながら, 運埥します。
    2)
    3) 日本に行ったら, 旅館で盛飺に入りたいです。
    4)
        L
```

Core Practice N．5．Providing Comparison with English／American Words and Customs to Improve Learner Understanding and Learning Ability．

Using a wide range of vocabulary in the TL similar to English words．Pointing out the similarity of the TL with English was one the strategies Japanese and Chinese instructors were using during their lessons to attract students＇attention and motivate them to remember what they were introducing to the class．Students were stimulated to activate
their language repertoire and understand the meaning of the new word due to the similarity with the English ones，thus making the knowledge construction process more dynamic and participatory．In one of the Japanese classes，Akari wrote some vocabulary on the blackboard that had a similar pronunciation to English words，and then asked the students to provide their English translations．（Figure 4．6）．Although＇insect＇（Mushi）is not similar，she thought the sound of the word would make them understand the meaning．

Figure 4．6．Example of Japanese Vocabulary with Similar English Pronunciation．${ }^{6}$

| スープ <br> Sūpu（soup） | シャンプー <br> Shanpū（shampoo） |
| :---: | :---: |
| 虫 |  |
| Mushi（insect） | ポップコーン |
|  | Poppukōn（popcorn） |

In the Chinese class，the instructor points out how the word for Coca－Cola in Chinese sounds like the last part of the English pronunciation：

可樂

Kělè
The Chinese instructor provided examples to compare the differences of expression between English and Chinese in order to increase students＇metalinguistic awareness．In another slide，he talked about the use of the word＇sorry＇（對不起，Duìbùq）

[^4]in Chinese which carries a deeper meaning for Chinese people who do not use the negation "no" (不, Bù) to reject. A sequence of examples followed by a class activity where students had to translate some sentences using the polite word sorry to reject some requests.

Providing text with both English and the TL. During the class observations, translation was a dominant strategy. Translation is the oldest and the most traditional way of teaching a second or foreign language using the first language or, in this case, the dominant language. Often the Japanese or Chinese instructors were asking for sentences translated into one or the other language or they were already translating or providing the translation in English for new vocabulary or key words.

In Maria's class it was normal to see a text shared on the white board for the students to analyze with both English and Spanish written. She did not use text in one language that was merely translated into the other such as parallel texts, but the two languages were used together in a unique document. Most of the texts were interviews in Spanish where the quotes were in English or vice versa. It was interesting to witness students reading out loud the text and switching from Spanish to English. Students were engaged in the reading and in the wake of the activity and they did not seem lost in translation as they did not have the burden of having to think in a monolingual way.

## Summary of the Core Practices Observed

The previous section outlined the translanguaging practices observed during language classes and summarized in Table 4.2. The findings indicated that, with the exception of Maria, most participants were unaware of the concept of translanguaging. Nevertheless, all participants engaged in some form of translanguaging, albeit unconsciously. Maria was the only participant who deliberately planned to use translanguaging strategies. Table 4.3 provides a schematic overview of the translanguaging practices employed by the instructor during lessons and individual interviews. The table highlights the occurrence of various types of translanguaging strategies. However, during the interviews, it became evident that participants were unaware of certain translanguaging strategies, such as the use of languages other than English. I pointed out to the participants that these additional strategies could be leveraged to improve their language acquisition. Below are some of these techniques I suggested (some of which have been adapted from García, Ibarra Johnson, \& Seltzer (2017):

1. Collaborative activities: In pair or group activities, students can use their home language/s or other languages they had studied or knew (not just English) to help each other understand instructions or express ideas. For instance, to explain a difficult word or concept to their partner.
2. Multilingual assignments: Teachers can assign tasks that allow students to use both their home language/s or other languages they had studied or knew and the target language. For example, students could write a bilingual essay or create a multimedia project in which they use both languages to express themselves.
3. Language comparison: Teachers can use students' other languages to compare and contrast the differences between their languages and the target language. This can help students understand the linguistic and cultural differences between the two languages.

Some language instructors unconsciously use translanguaging through semiotic resources and modalities to construct meaning and perform various tasks. While they may not label this as translanguaging or be aware that it qualifies as such, it involves connecting images and their meaning or using body language to convey the meaning of a specific word or vocabulary without using English as a medium of instruction or the language of the other students. Therefore, instructors do not necessarily need to know a specific language or be aware of the languages present in their classroom to use this type of pedagogy. Translanguaging practice regards language as part of complex interactional processes that "release[s] histories and understandings that had been buried within fixed language identities constrained by nation-states" (García \& Li Wei, 2014, p. 21). Thus, translanguaging practices are not limited to verbal interaction; they "signal a transsemiotic system with many meaning-making signs, primarily linguistic ones that combine to make up a person's semiotic repertoire" (García \& Li Wei, 2014, p. 42). Therefore, images and body language can be used by students and instructors to activate the interlocutor's perception to achieve communication or understanding goals.
Table 4.3. Summary of Translanguaging Practices Observed or Told During the Interview Across Participants.

| Types of Translanguaging | Description | Example from Maria | Example from Cheng | Example from Akio | Example from Akari |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Translation | The process of conveying the meaning of a text or message from one language to another. Translation can occur in written or spoken form and can be done by an individual or with the help of translation tools or services. | All the instructors observed were translating into English at some point. |  |  |  |
| Comparison to dominant <br> language | The process of comparing of grammatical structures and vocabulary across the target language and English | -She utilized a well-known English song, which was familiar to the students, as a means of comparison to facilitate their comprehension of the hypothetical period -She inquired about how students would translate certain Spanish reflexive verbs into English, as a means of promoting students' reflection on the Spanish reflexive construction. | "Like in English, the modal verbs are followed by another verb and 要 yào [to want to] can be used as modal verb" | He employed a well-known melody, which was familiar to the students, as a means of facilitating their memorization of a grammatical rule. | -She highlights that, in Japanese, the grammatical structure of transitive and intransitive verbs is identical to that of English. -She emphasizes the phonetic similarities between some Japanese and English vocabulary. |


| Comparison with languages other than English |  | Not Observed | -Asking the Japanese speakers whether they were familiar with the meanings of the Kanji characters that the instructor was introducing to the class. -During the interview, he mentioned how he had used unintentional translanguaging in previous classes by asking his students, who came from diverse linguistic backgrounds such as Vietnamese, Korean, Czech, and Japanese, to translate or compare certain Chinese phrases into their native languages. | -Asking Chinese speakers whether they were familiar with the meanings of the Kanji characters that the instructor was introducing to the class. <br> -During the interview, He stated that his program includes end-of-semester research that students can conduct in any language of their preference. However, they must deliver the research in English during class, accompanied by a few sentences in Japanese. | -Asking Chinese speakers whether they were familiar with the meanings of the Kanji characters that the instructor was introducing to the class. <br> -During the interview, she mentioned that while learning languages, she discovered similarities between Hungarian grammar and Japanese, as well as between German and English. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Comparison with other language varieties |  | She highlights the TL varieties, specifically how the translation of the word "to need" differs in Mexican Spanish ("ocupar") and Colombian Spanish ("necesitar"). | He highlights the presence of a distinct accent specific to the capital city of Beijing. | Not Observed | Not Observed |


| Connection | Making connections to words or concepts they are already familiar with in the target language | ＂Sangria means to indent． <br> Do you know what else <br> Sangria is？［alluding to the typical Spanish sweet drink］＂ <br> In the TL，she establishes a connection between a prior exercise completed by the students and the current activity，with the aim of enhancing their comprehension of the instructions for the exercise． | 快 Kuài＇quick，fast＇goes before the verb while in English it goes after． | While elucidating the concept of＂granting permission，＂he noted that the cultural norms regarding this idea differ between the United States and Japan．For instance，in Japan，teachers typically prohibit university students from eating in class， whereas in the United States，this is generally permissible． | She highlights that，in Japanese，the grammatical structure of transitive and intransitive verbs is identical to that of English |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Noticing／Attending to the Hybrid Nature of Language | The practice of blending linguistic features from different languages or dialects to create a hybrid or mixed mode of commumication | Her class readings were a hybrid of the English and Spanish languages | Not Observed | When discussing the Japanese festival，Akio blended English and Japanese words，potentially utilizing terminology that is familiar to the students | スイッチSuitchi［súitchi］ it means＇switch＇in general，but it is also commonly used to refer to the Nintendo Switch game console＂［slang word She explained in English and Japanese］ |


|  |  |
| :---: | :---: |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Research on Attitudes of Instructors towards Translanguaging and our Instructor

 Participants' Attitudes.Lin's (2013) statement highlights one of the main issues that many language instructors should consider while teaching:

Language learning and teaching has become a transaction of teachers passing on a marketable set of standardized knowledge items and skills to students. This transaction is what takes place instead of seeing language learning and teaching as having both teachers and students engaged in the fluid co-creation of diverse language resources appropriate for situated social practices that are meaningful to both parties (p. 525).

Monolingual approaches to language teaching assumes that only the target language (TL) should be used in instruction without considering or knowing what other language resources students bring in the classroom. Most language instructors still adhere to the belief that the extent of one's exposure to the target language (TL) is directly proportional to their level of language proficiency. However, this does not take into account what García and other scholars (García and Otheguy,2014; McSwan, 2019) revealed about individual bilinguals. Both monolinguals and bilinguals use a unitary system which does not have any internal differentiation corresponding to the structural descriptions of named languages.

During the initial phase of the interview when the instructors were still unfamiliar with the concept of Translanguaging, they responded to the question about whether they allowed their students to utilize their language repertoire in class with three different expressions of concern.

1) Showing fear of creating frustration for other students who did not speak those languages.
"I don't think they [the students] would [use their other languages] because nobody else understands. " (Cheng, Interview transcript, November 15, 2022) "But then, if I do that [speak other languages in class] what about the minorities who only speak different language? It's kind of hard" (Akio, Interview transcript, November 22, 2022)
2) A sense of fear for not understanding their own students' language.
"Oh, that is impossible, because I don't understand it. I mean, I don't understand them" (Cheng, Interview transcript, November 15, 2022).
3) University policy concern as it requires that they speak the TL as much as they can.
"Our policy is to speak Japanese as much as possible except if it is necessary..." (Akio, Interview transcript, November 22, 2022).

Different studies on teacher's perspective in using translanguaging pedagogy in language classrooms reported a feeling of fear for not adhering to the school's language policy or a feeling of guilt for using their students' language repertoire because of the influence of monolingual approaches. In their research, Zhang et al (2020) talk about a sense of guilt the Chinese instructors felt about using translanguaging in class "on account of their dislike of deviation from standard language ideology, and also on account of a lack of confidence in their own foreign language abilities" (p.365). The same sense of guilt was reported in another study carried out in India by Anderson and Lightfoot (2018) with teachers of different levels. They concluded that teachers feel
guilty about adopting translanguaging pedagogy. This widespread sense of guilt is mostly due to monolingual ideologies which influence instructors even if they believe in their multilingual behavior. This reason is also connected to the fact that those instructors feel guilty that they do not adhere to the school monolingual policy which, in most cases, requires language instructors to use the TL for teaching purposes.

In their article, Itoi and Mizukura (2023) discuss the benefits and challenges of English-Medium Instruction (EMI) programs for Japanese exchange students. One of the issues they discuss is the fear of instructors to exclude students who may struggle with the English language. According to Itoi and Mizukura, instructors in EMI programs are often concerned that students who are not proficient in English will feel excluded or left behind in the classroom. To address this concern, some instructors may try to simplify their language or avoid using complex vocabulary and grammar. However, this approach can lead to a reduction in the quality and rigor of the instruction provided. To address this issue, Itoi and Mizukura propose the use of translanguaging, which is the practice of using multiple languages in the classroom to enhance learning. This approach allows students to use their native language alongside English to better understand the course material and participate in classroom discussions. By using translanguaging, instructors can create a more inclusive and engaging learning environment that accommodates students with varying levels of English proficiency.

Overall, Itoi and Mizukura argue that the use of translanguaging in EMI programs can provide numerous benefits for both instructors and students. By embracing this approach, instructors can better address the needs of all students in their classrooms and create a more effective and engaging learning experience for everyone involved.

## Transformative Thinking about Translanguaging

As part of my research, the transformative interviewing technique that I incorporated (Greenfield, 2010) functioned by first allowing the participants to express their ideologies about teaching language through their students' cultural and linguistic repertoires before introducing the general concept of translanguaging or providing examples of how it could be employed in their classrooms. Transformative interviewing is a type of interview technique that strives to create a safe, supportive, and empowering environment for the interviewee to explore and articulate their experiences and perspectives. It is a collaborative approach that seeks to promote personal growth and transformation by encouraging self-reflection and introspection.

The transformative interviewing process involves active listening, empathy, and the use of open-ended questions that invite the interviewee to share their thoughts, feelings, and experiences in their own words. The interviewer helps to create a safe and supportive space by being non-judgmental, validating the interviewee's experiences, and creating opportunities for them to explore and express their emotions. The transformative interviewing technique is commonly used in counseling, therapy, and coaching settings to help clients develop insight, self-awareness, and personal growth. It is also used in research and journalism to facilitate deeper and more meaningful conversations and to promote understanding and empathy across diverse perspectives.

In the middle part of the interview, the instructors began to realize that the focus was on utilizing the languages available to them through their students in their classrooms. It was at this point that I introduced translanguaging. Following a brief yet detailed explanation of translanguaging practice and pedagogy, including providing some
examples for them to imagine what it might look like in their classes, there were varying reactions among the instructors. Often, I tried to get them to think about translanguaging by thinking about their own language learning since all of the participants were highly multilingual and had many languages to draw from in their own learning.

Although, at that point nobody knew about translanguaging apart from Maria who learned about it in a university course (Appendix E, question 23). All, including Maria, were curious to know more about it. In order to explain to them what the term and translanguaging practice meant, I embraced García and her colleagues' perspective on translanguaging as "an approach to the use of language that considers the language practices of multilinguals not as using two or more autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages" (García \& Wei, 2013) explaining the difference between unintentional and pedagogical translanguaging and providing some examples.

Akari, speaking about how translanguaging pedagogy could be helpful to teach and learn another language rethought about her experience as language learner:

The Hungarian [language] was first. And when I was learning Hungarian, I
figure out that the gramma is close to Japanese, surprisingly. Because, you know, in English or German the prepositions come before the word, like 'at school', for example, or 'to school'. But in Japanese or Hungarian they come after. So, I was kind of using Japanese word order when I was learning Hungarian. But then when I was doing [learning] German, it was so much closer to English. (Interview transcript, November 22, 2022).

Similarly, Akio speaks about his experience learning German: "When I learned German, I noticed that the sentence structure was a little bit similar to English," which he confirmed helped him understand and remember it.

Maria acknowledges using it on purpose when she asks her students who speak other varieties of Spanish to compare the use of some words:

I use it for lexical differences between Mexican and Columbian. Especially
Colombian in the north coast of the country. I learned that some of them
(Mexican Spanish) to say, 'to need' use the verb 'ocupar' instead of 'necessitar' (Colombian). (Interview transcript, November 28, 2022).

Japanese and Chinese teachers instead realized they do use translanguaging in an unintentional way "it sounds like interesting. I might have used it, but I never, never had a name for it" (Cheng). He also provided me with an example of when he thought he used it in class. He talked about the Chinese months which are numbered while in the U.S. they are named and follow the name of the Gods. In that occasion, he usually asks students from other countries if they do something similar and how they call their months. Cheng concludes he would like to use translanguaging in a more intentional and planned way in the future to illustrate similitudes among languages and he provides an example he often employs in class: "Chinese sentence would always put time at the beginning of a sentence, but then on the contrary, in English time is always at the end of a sentence," emphasizing that every time he helps his students notice this aspect of the language and the difference with English, they remember it better.

Akari realized that she uses her students' semiotic repertoire when she connects Japanese to pictures or when she mimics the new vocabulary through body language. All of the instructor participants ask their students to conduct cultural research in the language they prefer but then to report in TL. Akio asks students to complete their research project in both languages, English and Japanese, at the end of his beginner classes. Students have to present the major research points in English, but they have to come up with few Japanese sentences. He also points out the importance for him to have those few Japanese sentences visible in their presentations so that other students can read and compare to understand the meaning of them.

Their grammar book is in English. So naturally my explanation is based on that information which is in English. Then sometimes I display English language on the PowerPoint, but then I explain in Japanese; I use Japanese. So, they can see the information in English, but I translate for them, so they can hear to the Japanese language while looking at the English information. (Akio, Interview transcript, November 22, 2022).

As the above comments show, in their own language learning, the instructors recognized the potential of translanguaging, but they wondered how to apply this approach to their students as a pedagogical strategy since they had used translanguaging as a learner, and not as a teacher. One possible example I gave them was to encourage students to draw on their existing language knowledge that is related to the new language they are learning. For example, Chinese learners could be encouraged to think about how a certain linguistic feature works in Korean or Japanese, if they have studied or know
those languages. This does not imply that students or teachers should stop using their target language (Chinese or Japanese) in class.

As regards if they were interested in intentionally utilizing translanguaging in their future language courses, all of them were enthusiastic about the idea, although Akio was still concerned about time availability: "ideally, if it's possible. Probably the time doesn't allow for me to use other languages to teach Japanese. But now that I know, probably sometimes I would do that." Later in the interview, he came to the realization of what translanguaging entails when he recalled a time when he had to ask his students for help.: "I had a student from Mexico in my third class and sometimes I had a hard time to understand his English and he had a difficulty to understand my English. So, in that situation other students helped both" and that is when he realized translanguaging was happening through a fluidity and mixture of languages: English, Spanish, and Japanese.

Akari liked the idea of implementing translanguaging pedagogy in her future classes: "I am picturing a little bit more like a diverse class in a way like, for example, when I took German in Vienna. Everyone was from different countries," and the idea of comparing languages to help understand the language studied was compelling to her. Although, she concludes, in this classroom the majority speaks English as a native or dominant language.

Excluding Maria, the instructor most enthusiastic about the idea of intentionally using translanguaging in class was Cheng, who found a purpose to employ it in his future classes. He concluded the interview affirming:

I was using it even if I didn't know it. Well, I was using it in the wrong way. I summarize those points (talking about grammar rules) and then I just, you know,
lecture to them. They might or might not remember. Now, if students have that inspiring moment by themselves, they will remember forever because that is the thing that they figured out. (Interview transcript, November 15, 2022).

The above comment reveals how Cheng began to consider a new way of thinking about his teaching that came out of the transformative nature of the interviews. It seems that because the participants were all highly multilingual, it helps them think about their own natural translanguaging practices as language learners aided in getting them to consider pedagogical translanguaging.

## Conclusion

From the beginning of this paper, it was made clear that translanguaging should be seen as more than just a mixing of languages or code switching of a monolingual or bilingual system. Translanguaging means utilizing the whole semiotic and linguistic repertoire in a heterogeneous, fluid, and dynamic way in order to achieve the aim of communication and understanding. In the classrooms of my participants, translanguaging was often employed intentionally, for pedagogical purposes even if it was not planned- it just came up naturally, similar to the language 'corriente' that García, Ibarra Johnson, \& Selzer (2017) mention in which translanguaging is used when an opportunity comes up in class.

As a preliminary data analysis regarding only instructor participants, it appears that there is interest in future intentional utilization of translanguaging pedagogy in spite of the fact that some obstacles arose from the discussion, including time limits and the potential for both student and instructor frustration as a consequence of not knowing the
possible other languages utilized of students in the classroom. After the transformative interviews, the participants in this research recognized the power of translanguaging in their own learning. The instructors recognized the potential of translanguaging as a valuable tool to verify understanding through translation, to teach grammar points (as exemplified by Maria), and to provide complex procedural instructions, as highlighted in Macaro's (2006) review in Chapter 2.

However, instructor participants in this study are still working to determine practical ways in which they can use translanguaging to assist their students in a similar manner, while at the same, using the target language as much as possible. One way to do this could be by encouraging their students to reflect on the language(s) they have learned and how they have learned them, or to compare the new language with their first language (L1), can be effective strategies. As Cheng points out during the interview: "I realized that languages share a lot in common." Maria, on the contrary, let her students use google translations when in difficulty or whenever they were working in pairs. Translanguaging is also multimodal given that "successful multilingual interactions have always been aided by multimodalities - gestures, objects, visual cues, touch, tone, sounds and other modes of communication besides words" (Garcia and Li, 2014, p 28). Thus, even teachers that don't speak the other languages of students can utilize translanguaging through a dynamic shifting between a variety of linguistic (styles, registers, social languages) and non-linguistic (gestures, sound, imagery) signs in order to make meaning and to achieve a pedagogical purpose of language learning.

## CHAPTER FIVE: TRANSLANGUAGING IN HIGHER EDUCATION: STUDENT PERSPECTIVES

## Introduction

This chapter will focus on student perspectives and existing utilization of translanguaging in their classrooms (intentional or unintentional) as learned through classroom observations as well as students' reactions to the concept of translanguaging during interviews. When introducing the student participants, quotes will be provided to give a glimpse as to their language beliefs and ideologies, followed by the main themes from the class observations and the transformative interviews. The chapter concludes with a summary of the findings.

## Getting to Know the Student Participants

For this research project, it was intended to recruit a minimum of three student participants from each class. However, despite voluntary participation, some of the students who initially signed the consent form later opted out. Additionally, a considerable number of students were ineligible to provide consent due to their age. Ultimately, the majority of participants were from Akio's beginning Japanese class, as shown in Table 5.1. All student participants were multilingual and identified English as their dominant language. The study involved a total of eight students: one from Akari's intermediate Japanese class, four from Akio's beginner Japanese class, one student who attended both Akio's and Cheng's classes studying Japanese and Chinese, one from Cheng's beginner Chinese class, and one from Maria's heritage Spanish class.

Table 5.1. Student Participants.

| Student pseudonym | Age | Major | TL | TL Level | Native L. | Language(s) <br> Learned <br> Formally | Language(s) <br> Learned <br> Informally |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Helen | 19 | Intemational Business | Japanese | 201- <br> Intermediate | English | English, Spanish, Japanese | English, Chinese, Korean, Japanese, Thai (grandma) |
| Molly | 18 | Intemational Business | Japanese | 101- Beginner | English | English, Japanese, French | English, Japanese |
| Kara | 21 | Architecture | Japanese | 101- Beginner | English | English, Japanese, Spanish | English |
| Kylee | 20 | Biology | Japanese | 101- Beginner | English, Japanese | English, Japanese, Spanish. | English, Japanese |
| Maia | 20 | Fisheries and Wildlife | Japanese | 101- Beginner | English | English, Japanese, Spanish | English, Italian (from her father side) |
| Jack | 21 | Physics | Japanese and <br> Chinese | Japanese 101- <br> Beginner <br> Chinese 101beginner. | English (although his parents are Thai) | English, Spanish, German, Russian, Japanese, Chinese, | English, Thai, Spanish |
| Joel | 24 | Business, advertising and public relations | Chinese | Chinese-101beginner. | English | English, Chinese | English, Spanish |
| Yago | 19 | Psychology | Spanish | AdvancedSpanish for Heritage Speakers(300A) | Spanish, <br> English | English, Chinese, Spanish | Spanish, English, Russian |

*Information reported in this table was provided by participants.

## Helen

Helen is a 20-year-old, second-year Japanese student who was born and raised in
Nebraska. Due to her paternal grandmother's Thai heritage, she became interested in the Thai language, despite the fact that neither her father nor her uncle speaks it.

My grandma immigrated to the U.S. when she was like eighteen-ish, to marry my grandpa. So, the only time they'd [her father and her uncle] really ever hear her speak Thai that much was like if she was fighting with my grandpa. (Interview transcript, December 1, 2022)

Then, when speaking about her ability to speak the language, she states:

She [her grandma] lived in Iowa and we didn't like to visit her very often. So, I didn't get really the chance to talk to her that often. And thy didn't really have like resources for Thai online... or at least what they have is not very good resources. So, like, while I was kind of looking for language resources, I kind of got interested in like other languages and kind of just wanted to see what's out there. So that's kind of how I ended up in at least like East Southeast Asia in terms of language interest. (Interview transcript, December 1, 2022)

Prior to commencing her study of Japanese, she received formal classroom instruction in Spanish during high school. However, she considers herself a novice Spanish speaker as she did not have the opportunity to practice the language subsequent to her scholastic exposure.

If I was like try reading, then I could probably pick up a decent amount of it, just because, like a lot of the words look like English, or with words that have similar meaning in English... I think at the time I could have maybe held a basic conversation. But you know, it wasn't very intensive in high school. (Interview transcript, December 1, 2022)

She is currently pursuing a degree in International Business along with three minors, which, in her words, "play into each other, because I am a minor in Japanese and also in Asian Studies." She embarked on her study of the Japanese language during her freshman year of high school. When asked why she decided to learn Japanese and what she most enjoyed about learning the language she replies:

The language itself, in my opinion, sounds really pretty. I really love the full writing system even though it is super complicated, because, well... it gives you a
lot to learn. It is just the feeling I am learning this super complex thing. It's pretty cool. (Interview transcript. December 1, 2022).

She proceeds to elaborate that the Japanese writing system is complicated because there is a lot to memorize since it comprises of three distinct scripts.

1. Hiragana: a phonetic alphabet consisting of 46 characters used for writing Japanese words and grammatical particles.
2. Katakana: a phonetic alphabet consisting of 46 characters used for writing foreign words, loanwords, and onomatopoeic words in Japanese.
3. Kanji: a set of Chinese characters that were adopted into Japanese writing, consisting of thousands of characters, each representing a word or concept. For example, for the word coffee, they also say coffee in Japanese, except that when you write it you wouldn't probably write it out using like the normal pronunciation for things [Hiragana], but you use Katakana... When people talk about the language itself, or like those sorts of languages, they will say that... Like the writing system is the hardest part. But like with Chinese and stuff, those are more like tonal languages. So, like how you say things impacts a lot. So that is a really difficult aspect of like those types of languages - at least lucky for me Japanese is not tonal. (Interview transcript, December 1, 2022)

Japanese is not a tonal language (like Helen's first language, Thai). In tonal languages, the meaning of a word can change based on the tone or pitch used to pronounce it. However, in Japanese, the meaning of a word is not influenced by tone or pitch. Instead, Japanese relies on pronunciation, context, and particles to convey meaning. As a student pursuing a degree in International Business and minoring in Japanese and Asian Studies,
she recognizes the value of learning the language in her field. Helen's love for the Japanese language and its complexities, coupled with her academic and personal interests, motivate her to continue studying and improving her proficiency in the language.

## Molly

Molly is an 18-year-old, first-year Japanese student who was born in Washington state and raised in Nebraska. Her major at the university is international business, with a minor in Japanese. She studied French in high school but considers herself a beginner. Her mother is Japanese and speaks the language to her. She practices Japanese language through workbooks during the summer. However, she mostly learned the language through "kitchen talk" with her mother, which motivated her to further deepen her knowledge of the language at the university.

When asked why she enrolled in a beginner class despite being a heritage learner, she explained that she had taken a placement test during her senior year of high school. Since she was unable to read or write at that time, she would have had to start with the most basic class in order to learn the alphabet. Despite having a higher level of grammar and speech, her reading and writing skills were at the lowest level.

So, I've always been able to speak it. But I haven't been able to read it or write it very well. So, when I got here it wasn't offered at my high school or anything, so I was like. 'Oh, this would be a good way to learn, so I can communicate better with my family in Japan, and so I can text them and talk to them better, more properly.' And so, when I got here, I saw that I could sign up for a Japanese class. (Interview transcript, November 18, 2022).

The comment above can be understood in the context of second language motivation, which refers to the factors that drive individuals to learn a second language. In this case, the individual's motivation to learn Japanese may be categorized as integrative motivation, which is the desire to learn a language in order to integrate with the language community and culture. The concept of integrative motivation was introduced by the Canadian psychologist John W. Gardner and his colleagues in the 1950s and 1960s. Gardner's research (1985) focused on second language learning among immigrants in Canada, and he found that learners who had a strong desire to integrate into the language community and culture tended to be more successful in their language learning. Molly's desire to communicate better with their family in Japan, through texting and conversation, reflects a personal connection to the language and culture. This is an example of integrative motivation, where the individual is motivated to learn the language in order to better connect with and understand their family members. Additionally, the comment suggests that she also recognizes the practical benefits of improving their language skills, which is a form of instrumental motivation -the desire to learn a language for practical or utilitarian purposes. Overall, her motivation to learn Japanese is likely driven by a combination of integrative and instrumental factors, which can be powerful motivators for language learning. I asked her why, since she already had a foundation in the Japanese language, she did not consider enrolling in Chinese classes as well.

I think they're pretty similar in the writing aspect, but I think learning an Asian language in general is just very difficult. So, I think that learning Chinese would just be way too difficult for me..., it's just the Kanji that's in Japanese. Even then
they're kind of different in meaning. I think the meanings are different. (Interview transcript, November 18, 2022)

Another motivational factor that emerged from the interview is cultural immersion or integrative motivation in language learning. Molly emphasizes the importance of learning about Japanese culture as a crucial part of language learning. During the interview, she mentions that their Japanese professor incorporates aspects of Japanese culture into the classroom, such as researching cultural habits and practices, which helps learners not only learn the language but also understand the culture associated with it.

I like that our professor kind of incorporates the culture as well like It's not just you're just learning the alphabet and how to speak it. You're also learning what it's like to be Japanese in a sense. He's given us a couple of projects on um researching different cultural habits that they have, or habits in school that they have, and I think it's interesting. I've been to Japan a couple of times, so I've seen that in person, but a lot of those kids in there they want to go to Japan, and I think that by incorporating that into the classroom it gives them kind of something to look forward to, or kind of something to be like 'that's really interesting.' I love watching anime or something, but now I know more about the culture, and then they can get more indulged in Japanese itself in Japan itself, I guess. (Interview transcript, November 18, 2022).

This approach aligns with the principles of translanguaging pedagogy, which emphasizes the use of the learner's entire linguistic repertoire and cultural knowledge as a resource for learning, rather than segregating languages and cultures. By incorporating cultural elements in language learning, the classroom becomes a space for learners to engage with
and appreciate diverse cultures, which can enhance their overall language learning experience. Tsokalidou and Skourtou (2020) discuss translanguaging as a culturally sustaining pedagogical approach and how it can promote social justice in education. The study presents the perspectives of bi/multilingual educators on the importance of incorporating culture in language learning and how this can lead to a more inclusive and equitable education. The authors emphasize that learning a language is not just about mastering the grammar and vocabulary, but also understanding the culture, history, and values of the target language community. Through translanguaging, educators can help students make connections between their languages and cultures and promote a more diverse and inclusive learning environment.

## Kara

Kara, a twenty-one-year-old native of Nebraska, is currently enrolled in her first year of Japanese classes at the university. Prior to this, she had studied Japanese for four years in high school. While she also learned Spanish in middle school, she considers herself to be a beginner in the language. She is studying architecture and her motivation for enrolling in this university was the availability of Japanese classes. She considers Japanese as the fastest growing business language and is also interested in Japanese architecture techniques. She hopes to visit Japan someday to further explore her interests. Moreover, when talking about what most she enjoys learning about the language, she states: "Definitely learning about the culture aspect of it. Learning about the differences and the comparisons that we can make between each other is really cool."

The case of Kara exemplifies a student who is motivated to learn a new language and culture, and her motivation is influenced by her personal interests and career
aspirations. This motivation is an essential factor that impacts her language learning process and outcomes. Additionally, Kara's interest in the cultural aspects of language learning highlights the importance of a transcultural approach to language teaching and learning.
[Japanese] it's the fastest growing business language in the U.S. And I want to go to Japan. I want to go over there and learn about their techniques for using things and implement it in architecture here in the U.S. Because they're a lot better at a lot of things that we are. (Interview transcript, November 17, 2022).

As Baker (2022) explains, transcultural pedagogy emphasizes the interconnectedness of cultures and languages and encourages learners to engage in translanguaging practices, which involves the use of multiple languages to support communication and learning. Kara's interest in Japanese architecture techniques and the comparisons between cultures demonstrates the potential benefits of incorporating such transcultural and translanguaging practices into language education. By creating a learning environment that values learners' diverse linguistic and cultural backgrounds, educators can support learners in their language learning process and promote intercultural understanding.

## Kaylee

Kaylee is a 20-year-old, first-year Japanese student who was born in Tokyo, Japan, to American parents and relocated to the United States at the age of five. While in Japan, she resided on a military base due to her parents' military affiliation. Despite attending preschool in Okinawa, Japan, she has limited recollection of the language. Kaylee has completed four semesters of Spanish and self-identifies as a beginner/intermediate learner. Her decision to pursue higher education in Nebraska is largely influenced by her
proximity to family. When asked about her interests in learning Japanese, she expressed a fondness for all aspects of the language but particularly enjoys exploring her cultural knowledge and recall abilities.

I decided to enroll in Japanese because of my background... because I lived there but I didn't learn the language and I want to see how much I remember about cultural things. I was curious... It is a curious experiment, and it is a fun class. (Interview transcript, November 18, 2022).

Kaylee's motivation to learn Japanese is fueled by her desire to reconnect with the country where she was born and explore her recall abilities. Additionally, her prior knowledge of Spanish and self-identification as a beginner/intermediate learner indicates potential for translanguaging, where her previous language skills could aid her in learning Japanese. Overall, Kaylee's motivation to learn Japanese goes beyond practical applications and shows a deep appreciation for the transcultural and translanguaging aspects of language learning.

## Maia

Maya is a 20-year-old, first-year Japanese student who was born and raised in Nebraska. Her father has Italian heritage and is proficient in the language. When asked about her knowledge of Italian, she stated that she has "some knowledge of it," but does not consider herself fluent. Although she studied Spanish in high school, she did not acquire a strong grasp of the language. When asked about her interests in learning Japanese, she stated:

It started with anime and stuff like that. We got a pretty big love for Japanese pop culture; I am more into the traditional stuff now. I started leaning it on [app name] like two years ago, but it never got any far that that. It is not a very good program. Learning it in college has been pretty dang effective... My first exposure [with manga] was Japanese but I certainty encountered a lot of Korean manga. (Interview transcript, November 22, 2022).

Despite this, she expressed a preference for the Japanese language and no previous interest in Korean. She added that she had been reading and watching manga in English. In addition, she stated "learning kanji has been pretty fun, like all the characters for the different words and all the stories behind them. I think it's all enjoyable, really like the whole process." Intrinsic motivation refers to the motivation that comes from within the individual, driven by internal factors such as personal interest, enjoyment, or curiosity. It is the natural desire to learn, explore, and master new skills without external rewards or pressure.

Maia's motivation to learn Japanese is primarily intrinsic and driven by her personal interest and enjoyment of Japanese culture and language. She expresses a love for Japanese pop culture, particularly anime and manga, and finds the process of learning kanji enjoyable. Although she has some previous knowledge of Italian and Spanish, it is apparent that her interest in Japanese language and culture is the primary motivator for her current language learning endeavors. This type of motivation can be categorized as integrative motivation, which refers to the desire to learn a language to become closer to the culture and its people. Intrinsic motivation is associated with greater engagement, satisfaction, and achievement in language learning because it is driven by the individual's
own interest and passion for the language rather than external factors like grades or social approval. Learners who are intrinsically motivated tend to be more self-directed, persistent, and creative in their learning process.

## Jack

Jack is a twenty-one-year-old student taking Japanese 101 and Chinese 101 with a major in physics. He was born and raised in the United States by Thai parents. When asked about his proficiency in Thai, Jack stated that he recognizes it but is not fluent, although he has started to study it independently. Apart from the languages he is currently studying in university, he is proficient in other languages. He is advanced in Spanish, having studied it for three years in high school and taken a semester in university.

I could speak [Spanish] pretty well, and I think that part of that is just because I listen to Spanish music maybe for five years or more, and that helped me a lot for vocabulary and pronunciation. (Interview transcript, November 29, 2022). He also studied German for one semester in middle school and Russian for "the equivalent of one year during the summer" as he stated. Once he came back, he also took a semester at the university. While discussing his Japanese and Chinese classes, Jack noted the similarities he found in the pronunciation of the languages. Specifically, he mentioned that the Japanese kanji originated from the old Chinese language and that the pronunciation differs from modern Chinese. He explained that despite this, you can still observe "similarities between the modern Chinese pronunciation of the characters and the old Chinese pronunciation that's now used in Japanese." In terms of his interest in Japanese, he became particularly fascinated with its cultural aspect after reading a book about the Japanese swordsman and the seventh century titled "Musashi." As for Chinese,
he shared that he watched a show with his father who does not speak Chinese, but they were using English subtitles. Despite this, he found himself drawn to the language's pronunciation, saying, "I just liked how it sounded."

Moreover, when asked what he most enjoy while learning Japanese and Chinese he answered:

Just seeing my capability of what I can understand and how I can communicate. There are a lot of things I like about leaning those. Like, for example, with these particular languages, I like Chinese characters, because it's a very different writing system, so it's a completely different way of like thinking about it as opposed to our phonetic writing system. It shows the meaning instead of the pronunciation. When it comes to like Russian, the grammar is very complex and very different than English. So, I think that just exploring a new way of communication, just the differences between English and that language or other languages. I like to compare it. (Interview transcript, November 29, 2022).

Jack's motivation to learn Japanese and Chinese seems to stem from a combination of intrinsic and integrative motivation. He is drawn to the cultural aspect of Japanese after reading about Musashi and finds the Chinese language's pronunciation appealing despite watching a show with English subtitles. Jack expresses a particular interest in the differences between the writing systems of Chinese characters and the phonetic writing system of English. This type of motivation is often associated with greater engagement, satisfaction, and achievement in language learning because it is driven by the individual's own interest and passion for the language and culture. Furthermore, Jack's observation of the similarities and differences between languages highlights the importance of
translanguaging, where learners draw upon their linguistic resources to enhance their learning and understanding of a new language.

## Joel

Joel is a 24-year-old, first-year Chinese student who was born and raised in the United States. He expressed a passion for traveling during the interview and mentioned having visited Africa (Rwanda for three weeks for an entrepreneur class). In addition to his formal study of Chinese, Joel has informally picked up some Spanish through his friends and coworkers, although he considers himself a beginner. His academic focus is in the areas of business, advertising, and public relations. Prior to enrolling in Chinese, he had considered trying to learn Japanese but ultimately determined that Chinese would be more engaging and relevant to his studies. Joel expressed his fascination with the language, stating that it is "something new but also important for business." He also shared his contentment in his language learning journey, saying "finally I am understanding what I am learning."

In conclusion, Joel's motivation for learning Chinese appears to stem from a combination of intrinsic and extrinsic factors. He is personally interested in the language and finds it fascinating, while also recognizing its practical importance for his future career in business, advertising, and public relations. Furthermore, his positive experience in learning Chinese, as evidenced by his contentment in finally understanding what he is learning, may be an indicator of intrinsic motivation. Joel's informal acquisition of Spanish through social interactions also suggests a possible integrative motivation, as he is likely motivated by a desire to connect with others who speak the language. Overall,

Joel's language learning journey showcases the complex interplay of motivation factors, including personal interests, practical considerations, and social connections.

## Yago

Yago is a 19-year-old university student from Texcoco, Mexico who is currently enrolled in the Spanish for Heritage Speakers class 305, which is taught by Maria. Yago migrated along with his family to the United States at the age of two and has since resided in Nebraska. He is currently pursuing a degree in psychology at the university. In addition to being proficient in both Spanish and English, he also speaks Russian fluently and has a basic understanding of Chinese, which he studied in high school. Yago acquired his proficiency in Russian informally, through exposure to the language from his close friends and family, who are native Russian speakers.

I know Spanish, English, Russian and a very, very little of Chinese. I learned Russian... my friend is Russian and their whole family and me... We get along really good. I go to their house, and they cook for me. (Interview transcript, December 3, 2022)

When asked about his motivation for enrolling in the Spanish course, he responded, "I needed one more Spanish credit, and I wanted to improve my writing skills." Yago enjoys learning about the cultural aspects and linguistic varieties of Spanish, as well as gaining insights into the diverse cultures of other Latin American countries.

Yago's case is an interesting example of how language proficiency and cultural background can shape an individual's motivation for language learning. Despite growing up in an environment where Spanish was commonly spoken, Yago's formal education in the language is still valuable to him. His motivation is mainly driven by the practical
aspect of improving his writing skills and fulfilling his academic requirements. However, Yago also expresses an interest in learning about the cultural aspects and linguistic varieties of Spanish, which suggests that his motivation is not solely based on external factors. Overall, Yago's case highlights the importance of recognizing the diverse motivations that drive language learners and the unique perspectives that can influence their language learning experiences.

## Ideologies of Student Participants on Language Learning

All participants, including the student participants and their instructors, were multilingual, possessing proficiency in at least two languages. Interestingly, all of them identify English as their primary language. Even those students who acquired a language informally, through sources such as music and manga readings or individual study, demonstrated an understanding of language acquisition. The samples belove show the different language learning ideologies among the participants.

When I started self-study Japanese, I used the app [name of the app] and at that time they hadn't developed the Japanese program... There weren't any grammar notes. It was like 'here's the English sentence here's the Japanese sentence translated- here's what the individual word means but we're not going to tell you how to put it together.' Was like I had to stare down the sentences and like compare them to English. So eventually I developed an intuition for it, and like kind of learn to understand grammar. (Helen. Interview transcript, December 1, 2022).

In this example, Helen describes how she started picking up on the new language through immersion and intuition. The student used an app for self-study of Japanese that provided English sentences with Japanese translations and individual word meanings but did not provide any grammar notes. This forced the student to rely on intuition and compare the sentences to English in order to understand how the language works. Through this process, Helen developed an intuition for the language and learned to understand grammar, indicating that immersion and intuition can be effective tools for language learning.

In the second example, Jack describes the difference between learning a language as a child versus as an adult.

When you learn a language when you're older it's different. Because if you learn languages, different languages, from when you're very young, you have to learn the actual concept of what the word means, and then the words as well. For example, if you learn, when you're very young, like 'car' you need to learn what a car actually is. But then you also learn, all the different words for it. But then, if you're older, you kind of already understand most of everything that you're learning. You're just having to memorize new words for it. So, it's different than learning. (Jack, Interview Transcript, November 29, 2022).

In this example, Jack believes that the process of learning a language as an adult is different because adults already have an understanding of basic concepts and structures and are therefore able to focus more on memorizing new words and phrases. This ideology emphasizes the differences in language learning between different age groups and highlights the importance of understanding the learner's background and previous
language experience when designing language instruction. In the next example, the student's language learning ideology can be described as immersion-based learning and the power of repetition.

He [the instructor] tries to use mostly Japanese, just so that we're constantly using it. Because that's like the best way to learn a language is just to keep using it over and over, so that you get it in your head. But when it's a new concept, or when he's using words, we haven't learned yet. Obviously, he'll use English. (Molly, Interview transcript, November 18, 2022).

Molly believes that the best way to learn a language is to constantly use it, even if it means using English as a fallback when encountering new concepts or vocabulary. This ideology emphasizes the importance of language use in the learning process, as well as the need to incorporate real-world situations into language instruction. In the following comment, Molly also shows metalinguistic awareness by expressing her perception of the difficulty of learning an Asian language, specifically Chinese and Japanese, due to their complex writing systems and nuanced meanings.

I think they're pretty similar in the writing aspect, but I think learning an Asian language in general is just very difficult. So, I think that learning Chinese would just be way too difficult for me..., it's just the Kanji that's in Japanese. Even then they're kind of different in meaning. I think the meanings are different. (Interview transcript, November 18, 2022).

However, Molly also expresses an ideology that Asian languages are inherently difficult, which is a common stereotype or belief held by many language learners. Such ideologies can shape one's attitudes and expectations towards learning a language, potentially
affecting their motivation and success in learning the language (Yashima, 2009). It is important to note that the difficulty of learning a language is subjective and can depend on various factors such as the learner's language background, learning style, and exposure to the language (Dörnyei, 2014).

Kara instead describes the practice of integrating language learning into daily life activities.

I apply it to at home. I try to apply it to things that I'm doing like... If it's my homework and stuff I say the word' homework' in Japanese, or I try to talk to myself in Japanese like little tasks. That just help me keep learning that way. I keep up and stay with it like knowing what my desk is, knowing what my papers are, and knowing where to put things. If somebody asks me 'When are you going to be here?', or something like that, I say it in my head in Japanese 'I'm going to be here at this time. (Interview transcript, November 17, 2022).

In this example, Kara explains how she tries to use Japanese in her daily routines, such as during homework, organizing her desk, and even when answering questions about her schedule. By doing so, she is immersing herself in the language and reinforcing her understanding of the vocabulary and grammar that she has learned. This approach emphasizes the importance of using the language actively, even in mundane daily activities, to develop and maintain language skills.

Language learning is often thought of as a formal process that takes place within a classroom setting. However, many individuals acquire a second language through informal means, such as through exposure to music, reading manga, or watching shows
with subtitles. Translanguaging is a pedagogical approach that can be highly relevant to this type of language learning. It allows learners to draw upon their existing linguistic resources and bridge the gap between their L1 and the target language, promoting a deeper understanding of the target language's vocabulary, syntax, and cultural context. This can lead to more effective language acquisition and a richer appreciation of the culture associated with the target language.

## The Role of Music in Language Learning

A few student participants during the interview stated that they already knew some words of the language they were studying because they listened to songs in the target language. Translanguaging is an effective technique for language learners to improve their language skills through informal means. Music can serve as a practical example of this technique. According to studies (Batluk, 2015; Grimm, 2020), many language learners have found listening to music in their target language useful in developing their listening skills and expanding their vocabulary. Music is beneficial because it often includes repeated phrases, which can help learners recognize common vocabulary and sentence structures. Moreover, translanguaging can aid learners in understanding the cultural context of the music as they can utilize their existing knowledge of the culture and language.

In addition to music, interactive audiovisual activities such as videos, films, and television shows can be valuable resources for language learning. The incorporation of visual and auditory inputs enhances the learners' understanding of vocabulary, syntax, and cultural context. Interactive audiovisual activities enable learners to engage with the target language in a meaningful way, which can lead to more effective language
acquisition. They also provide opportunities for learners to practice speaking, listening, and comprehension skills, which are essential for language development. Sokoli (2018) emphasizes that interactive audiovisual activities can significantly benefit learners by providing them with a practical and engaging way to interact with the target language.

## The Role of Subtitling in Language Learning

Subtitling in interactive audiovisual activities and watching shows with subtitles can be beneficial for language learners, particularly when utilized with translanguaging. Subtitles provide learners with a written representation of the target language, promoting the development of reading and vocabulary skills. Fernández-Costales (2017) argues that subtitling in content and language integrated learning (CLIL) can promote bilingual methodologies through audiovisual translation.

Yeah, I think it's even better if you have both subtitles in Chinese and English, you can do it on that computer it is easier than a Tv. But yeah, with that you can see the characters, because sometimes they speak so quickly. You can't like really, hear, but you can still sometimes see the characters, and then compare that to like your English, and it's cool. Even with the subtitles, or without, like Chinese subtitles. You can still hear what they're saying, and sometimes connected to what is written on the subtitles. (Jack. Interview transcript, November 29, 2022).

By providing a visual aid, subtitles can help learners understand the meaning of words and phrases, and connect them to their L1, thereby enhancing their comprehension and retention of vocabulary. Furthermore, translanguaging can assist learners in
understanding the cultural context of the show, as they can draw on their existing knowledge of the culture and language.

## The Role of Manga in Language Learning

Another example of the use of translanguaging in informal language learning is through reading manga. Many learners have reported that reading manga in their target language has helped them to develop their reading skills and vocabulary knowledge. Reading manga in the target language has been reported as a useful tool for developing reading skills and vocabulary knowledge in informal language learning. Translanguaging plays a significant role in this context, allowing learners to use their existing knowledge of the L1 to understand the story's context and make connections to the target language. Research studies such as Armour (2011) and Payne, Howard, \& Ogino (2017) have explored the use of manga and anime as stimuli for learning the Japanese language and culture. Additionally, Manion (2005) studied the potential of anime and manga in promoting Japanese language and culture among learners.

Moreover, through movies and music is possible to learn slang or common language that is not always taught in a formal context. This approach is particularly useful for learners who want to improve their ability to comprehend and use everyday language in real-life situations.

There are certain phrases in Chinese like 'Zǒu ba' (走吧) 'let's go' what it literally means. But I didn't really learn that in class, but I just kind of picked it up because it commonly be used [in the movie]. (Jack. Interview transcript, November 29, 2022).

Movies and music often use informal language, including slang, idioms, and colloquial expressions, which can be challenging for learners to understand without exposure to authentic examples. By engaging with authentic sources of language in movies and music, learners can not only improve their comprehension of colloquial language but also gain insight into the cultural context and the way language is used in everyday life. Additionally, learners can develop their pronunciation, vocabulary, and grammar skills, as they learn to use the language in a natural and authentic way. I now turn to findings that relate to student perceptions of translanguaging.

## Students' Perception of Translanguaging through a Transformative Interview

As part of the transformative interviewing methodology described in the previous chapter, the participants in the study were not informed about the research's purpose or the meaning of translanguaging practices until midway through the interview. However, even in this case, the intention was to allow the interviewees to freely express their language learning ideologies, thoughts, and feelings about their individual and collective (as a class) experiences. During the first part of the interview, questions were asked about the participants' linguistic and cultural background, their perceptions regarding whether their instructors were aware of their linguistic and cultural background, and their understanding of the language learning process. Tables 5.1. and 5.2. provide a summary of the main results.
Table 5.2. Student's Language Ideology and Attitudes Towards Translanguaging Pedagogy* ${ }^{*}$
**Question samples from Interview Protocols: Translanguaging experiences in World Language
higher education. POST OBSERVATION INTERVIEW QUESTIONS TO STUDENT
PARTICIPANTS

In terms of translanguaging, the interviews provide intriguing insights into how students utilize their knowledge of other languages to learn a new language, and how their instructors construct meaning in class by drawing upon their students' multilingual backgrounds, even though many instructors may not be aware of their students' backgrounds (table 5.2., Q.13). For example, Kaylee (fist-year Japanese student) heavily relies on her existing linguistic repertoire to facilitate her comprehension and acquisition of Japanese, particularly when engaging with anime or drawing comparisons between Spanish or English vocabulary and Japanese expressions. As an illustration, she displays familiarity with the term 'casa' in Spanish, which shares a homophonic form with the corresponding Japanese term 'kasa' (傘), despite diverging in meaning. Specifically, 'casa' denotes 'home' in Spanish, while in Japanese, it refers to 'umbrella.' Maia instead mentioned using acronyms and rhyming words from her other languages to help remember Japanese vocabulary "I like learning new vocabulary. I try to come up with acronyms or words that they kind of rhyme with, to help cement them in my head."

Finding similarities and connections between languages is also something that students found useful in order to memorize or understand new words or grammatical concepts.

But after I figure out basically the typical sentence in Japanese was structured and individual grammar rules, I could use that for Chinese... just because like the way those languages are structured are the exact same essentially. Well Korean is structured almost exactly the same - like where the things are located in the sentence. Uhm, Chinese is actually a lot closer to English. (Helen. Interview transcript, December 1, 2022)

Japanese and Korean have some similarities in terms of grammar and sentence structure, but they also have significant differences. For example, both languages use particles to indicate the grammatical function of words in a sentence, and both use postpositions rather than prepositions. Additionally, Japanese and Korean both have honorific and humble language systems for showing respect in communication. However, there are also major differences between the two languages. For instance, Japanese is a subject-object-verb (SOV) language, while Korean is a subject-object-verb (SOV) or subject-verb-object (SVO) language. Furthermore, Japanese uses a system of verb conjugation to indicate tense, whereas Korean uses auxiliary verbs.

I've just kind of found little connections between words that sound like each other between like Japanese, Chinese, Korean, that type of thing, because also I'm in taekwondo club, so that's a Korean marshal art, and whenever they have us prepared, we have to say like 'junbi' [준비]] and that's Korean. But it's like the exact same pronunciation for the word preparation in Japanese [準備 Junbi] that it is in Korean. So, I just found that interesting. (Helen. Interview transcript, December 1, 2022).

Students also noticed their instructors making comparisons, mostly with English: With English yeah for sure [referring to the instructor using student's language(s)]. But I don't think it goes beyond English and Japanese ...He compares Japanese with English. Like when we're going through sentences. The way that Japanese is spoken is a lot like very much, structurally different than English. So, you'll like underline sections of Japanese text, and then put the words- their English counterparts underneath them, and then it's like in a
completely different order. But it still somehow makes sense. (Maia. Interview transcript, November 22, 2022).

## The Importance of Knowing Students' Cultural Background

When asked if their instructors know about their other languages and cultural background, most of the students mention that their instructors know about their proficiency in English but not their other languages. Almost all of them also believe that it would be beneficial for the instructor to know about the other students' languages and cultural backgrounds, as it could help with explaining cultural differences and making comparisons between different languages.

Yeah, I think so just so that the teacher knows how to adjust stuff for them. To make it easier for them to comprehend... So that they don't offend anyone. (Yago, Interview transcript, December 3, 2022).

Yeah, that can be helpful. I had a friend who kind of wanted to learn Korean, but he wanted to first learn Japanese very well uh first, so that he could learn Korean in Japanese, because since Japanese is probably a lot more similar to Korean than English is the Korean, then, if he learned it using Japanese resources, they would assume a knowledge of Japanese, so that he could go quicker to Korean. So similarly, I think that. If a teacher knows about other students like previous language learning experiences, it can definitely be easier to draw connections to other languages once learning. (Jack. Interview transcript, November 29, 2022).

Jack continued to raise concerns about the potential difficulties and assumptions that could arise when instructors do not have a thorough understanding of their students' cultural backgrounds.

And although that's that would be, of course, difficult in the classroom, because you have so many different students, and they're not going to have all the same backgrounds. And even within, like classes, sometimes they're international students who don't even know English like very well. They might know English pretty well, but like not very well, so it can even be difficult for them, because, within these languages classes they assume a knowledge of English, although it's not necessary to be very good. (Jack. Interview transcript, November 29, 2022).

Jack's comment illustrates that students are aware that relying solely on translation or encouraging students to compare the target language solely to English can ignore or exclude those students who come from different language backgrounds.

Maia even highlighted the usefulness of instructors knowing their students' backgrounds, as it could facilitate comprehension for students whose language is different from the language of instruction and allow for comparisons to be made between what they are learning and their more fluent language.

Yes, that would be beneficial for sure. Well, it's not just English speakers that are trying to learn Japanese there. Some kids are bilingual and trying to learn

Japanese to gain a third one. Explaining the cultural significance, and how it compares to English. I think it will be helpful to those people who speak different languages if they could also get some comparison to their more fluent language like Chinese. (Maia. Interview transcript, November 22, 2022).

On the contrary, the few students who believe that it is not necessary for instructors to know their students' cultural background base their position on the fact that "it's hard [for the instructor]. It's a lot of work," as Joel stated during his interview or, as Helen puts it: I don't think it's super necessary, at least in language teaching settings, to know what other languages are spoken. But I do think that, if you knew how well your students performed and then you found out about their cultural background or the other languages, they speak then that could be probably like 'Oh that's probably why they're either like excelling, or why this is a little bit harder for them.' (Interview transcript, December 1, 2022).

Regarding the use of other languages in class, students mention that their teachers mainly compare the target language with English and use English to help explain certain aspects of the language. In Maria's class, Spanish and its varieties are often the main languages used. In Japanese 101, a cultural presentation required students to use a few sentences in Japanese and the remainder in English.

Yeah. So, with the projects that we've done, he'll have us right to set two very basic sentences using Japanese because we know very basic Japanese um, and then the rest of it, he says, just presented in English. So, I like that because that way you're not having to use complex words that you haven't learned yet in Japanese, because with the amount that we know it's kind of difficult to get ideas across, especially in like a project like that. (Molly. Interview transcript, November 18, 2022).

Yeah, we did a cultural presentation where we were finding something that Japanese classrooms do, and then doing research on it and giving a presentation first with a few sentences in Japanese and then the rest in English. Yes, we do. We do oral activities all the time. (Maia. Interview transcript, November 22, 2022). Jack states that they might have to use English for their research and some assignments because they don't know the language well enough. Understanding the culture is important for learning the language, but it can be complex, so such assignments are done in English.

Yeah, I'm doing researching something, I'm gonna have to probably do it in English, because I don't know the language well enough... Sometimes, if you're doing a presentation, because I mean, the culture is also part of learning the language. Because to communicate with people we also have to know the culture, and a lot of that is probably very complex to try to research. So, we would do it in English as opposed to the language that we're learning. (Interview transcript, November 29, 2022).

In summary, the importance of knowing students' cultural background and other languages they speak is emphasized by most of the students in this section. The students believe that instructors should be aware of their cultural background and languages to make language learning easier and to avoid cultural misunderstandings. The practice of translanguaging and transcultural awareness can be beneficial in making connections between languages and cultures, and this can help students understand the target language more effectively. On the other hand, some students believe that it is not necessary for instructors to know their cultural background and language, citing the workload and the
fact that language teaching should happen through a common language. However, the majority of students suggest that instructors who are aware of their students' background can provide better support and help them excel in language learning. Therefore, the importance of translanguaging and transcultural practice should not be overlooked in language teaching and learning contexts.

## Potential to Employ Students' Other Language(s) to Learn the TL

When asked about the possibility of utilizing other languages in the acquisition of the target language, certain students expressed concern about the difficulties and challenges that instructors may encounter in learning an entirely novel language to facilitate the language learning process. This is predicated on the assumption that instructors possess proficiency only in English as Yago confirms, "the only language that she [his Spanish instructor] could use [in class] is English," and that language teaching must occur through a shared language.

Well, my professor, at least I'm pretty sure she only knows Japanese and English, so I don't think she'd really be able to find any tie between other languages. And now Japanese, I mean, like she might know, maybe some more about Chinese origins of specific Japanese characters that that type of thing. But other than that. (Helen. Interview transcript, December 1, 2022).

Helen's statement that has just been made is a commonly held assumption that suggests an individual cannot engage in translanguaging if they do not possess knowledge of multiple languages. However, as elucidated in subsequent sections of the dissertation,
there are various approaches that an instructor can adopt to facilitate translanguaging practices even in the absence of multilingual proficiency.

He doesn't really encourage us to use our other languages [other than English] ... the way he presents the lectures. He has the screen and it's written in English. But then he kind of points at it and states the Japanese word. So, then we can link the Japanese word to what's written in English on the board and say, 'Oh, I don't know that word, ' but he's pointing to that as he says this. So, I know that that must mean this, which I think is pretty interesting. (Molly. Interview transcript, November 18, 2022).

As she asserts, even if the instructor does not actively promote the use of additional languages, he does not prohibit it either. Furthermore, the method by which the instructor introduces new vocabulary during their lectures allows students the freedom to choose which languages they prefer to compare or contrast.

He does help use English, but he hasn't had us use any other sort of language besides English in class and Japanese... he does try to ask questions to those who do speak Chinese about what it means. He did the kanji that we were learning today. Those are all Chinese characters, but Japan has made their own use out of them. So sometimes in class, he'll ask the other Chinese speaking students what that character meant in Chinese rather than just a Japanese. They just have other meanings [speaking about Chinese students interpreting kanji] ... Chinese has their own, their same characters, but they're all different words. (Kara. Interview transcript, November 17, 2022).

Similar to Molly, Kara also maintains that the instructor does not promote comparisons in languages other than English. However, she goes on to highlight that in the case of Kanji characters, the instructor would solicit input from Chinese students regarding their interpretation. While this approach may not be explicitly stated, it effectively fosters metalinguistic awareness in students.

I guess, as an individual that would require the teacher to know about the other languages already, which would be difficult. But there's certainly a lot of connection between Japanese and Chinese. So, if either of them knew the other language, then it would be probably very convenient to be able to learn, for example, the characters all at once like in both Chinese and Japanese. Because, I mean, most of learning the language is vocabulary, and if I could learn Chinese and Japanese vocabulary at once, that would be very convenient, because it's often very similar or the same. Although sometimes it's different. (Jack. Interview transcript, November 29, 2022).

Similar to Helen's observation in the previous comment, Jack assumes that for instructors to effectively facilitate students' use of their linguistic repertoire, they must possess knowledge of their respective languages. However, this assumption is commonly incorrect and will be further explored in this dissertation.

In the following comment, Maia expresses the challenge faced by a Japanese instructor in connecting or drawing connections between the romance languages and the target language.

Well, it might be difficult for some like romance languages, I'd say, since they are, I mean, he'd have to learn the entirely new language, or at least familiarize
himself with that. But with Chinese it's already some- it's like a cousin language, I guess, to Japanese- at least in the writing system. So, I think it could be utilized a bit more. Probably solely for kanji since that's mainly where the two connect. I don't know about structurally. (Maia. Interview transcript, November 22, 2022). In conclusion, the students' responses in this section highlight the challenges of implementing translanguaging practices in language learning classrooms but also common misconceptions that people have about translanguaging. That is, most participants believed that you cannot make comparisons across languages or use translanguaging at all if you don't know the other languages. However, as long as you know which languages students speak, there are ways to use translanguaging such as looking up how a structure works in the language of the students before class on the internet (or even using Chat GPT or GPT4 to help you), or even just asking the student if they know how it works and to share, which will allow them to think about their language/s even if the teacher doesn't know.

Hence, while some students expressed interest in using their other languages to aid their acquisition of the target language, they also acknowledged the difficulty for instructors who may not have proficiency in those languages. The students' suggestions, such as drawing connections between Chinese and Japanese, show that there is potential for incorporating other languages into language learning. However, they believe that it requires instructors to have a strong understanding of those languages and how they connect with the target language.

## Multilingual Experiences: Problems and Opportunities in Daily Life and Interactions with Others.

Another interesting aspect that emerged from the interview in relation to translanguaging practices pertains to the responses provided by the students when discussing difficulties encountered due to language interference, as well as instances where they were called upon to assist classmates, friends or colleagues with translation or other language-related issues. As pointed out in the table 5.2., five students over eight encountered interferences due to the other language(s) they speak due, for example, to distraction as stated by Helen:

Sometimes I'll just be distracted. I'll be doing something else like writing in my workbook, and then he'll ask a question, and then I'll just answer, Yeah, without thinking, because it's just... I don't have to think to know the answer. I just kind of already. I can translate it immediately, translates in my head. I don't have to think. 'What is this for? What is this word?' And then I'll just say it. Yeah. And then I'll be like, 'Oh, shoot! Why did I say that like I shouldn't have said that so.'
(Helen. Interview transcript, December 1, 2022).
Sometimes for confusion or miscommunication as described belove:
Sometimes there's a little bit of like a miscommunication. Sometimes, when there's a specific English word that doesn't actually exist. So, then you have to write it in the third, the other language. They [Japanese] have their own language for English words as well [foreign words], or their own alphabet for English words as well. So that's kind of hard when you have to figure out whether or not the word actually exists or not. (Kara. Interview transcript, November 17, 2022).

Kara highlights the challenge of using the Japanese Katakana alphabet to write foreign words．She notes that certain words lack direct translations in English，which poses difficulties in verifying their actual existence．This observation is not limited to multilingual students like Kara，but also pertains to monolingual language learners，who rely on their language to establish connections and draw comparisons．

It happened a few times with words，definitely．I wouldn＇t say the difficulty comes from my knowledge of English，but just from my lack of knowledge of Japanese．

Like there are some words like the Japanese word for winter is 冬 Fuyu，but the Japanese word for cold is 寒し Samui and in the same unit we learned the word for old is 古い Furui．I wanted to put Fuyu and Furui together since they both started with＇Fu＇and ended with＇ui＇sound．Soo they just kind of．．．they get matched up a little bit．（Maia．Interview transcript，November 22，2022）．

Maia mentions above that language learners frequently establish connections between languages in order to enhance their retention of information and expedite the acquisition of new words and concepts．This approach is widely utilized by both monolingual and multilingual language learners as stated by different scholars（Odlin，2003；Krashen， 1981；Schneider，\＆Evers，2009；Swain，1985）．

Other students describe what is an example of language interference，where the speaker experiences an internal conflict or confusion due to the presence of multiple languages in their linguistic repertoire．According to some scholars（García，2011； García，\＆Wei，2014；Kroll，\＆Bialystok，2013），certain elements of a learners’ repertoire can be activated depending on the context．This can lead to the speaker using words or
expressions from the wrong language or struggling to find the right words in the intended (named) language.

According to García (2011), the difficulty the speaker experiences in identifying the correct words or expressions in their intended language may stem from the activation of elements from the wrong language caused by cognitive load or exposure to an environment where the other language is more prominent. This tendency may be viewed as a form of distraction, as the speaker's focus is divided across multiple languages. The speaker's natural inclination to use a specific language, which differs from the language they intended to employ, is a manifestation of this phenomenon.

Yeah, I mean sometimes. If I want to say something, I have the impulse to say it in a certain language that's different than the language that I'm trying to speak. It could be various vocabulary words. It could be expressions. Like if I want to say something, but I don't know how to say it in that language. I might default to trying to say it in another language that I studied before that I know how to say that way. (Jack. Interview transcript, November 29, 2022).

The same experience was recorded by Yago, the Heritage Spanish speaker. Sometimes. It's mostly Spanish to English or I'd be talking one language and I try to switch to the other language, but my mind doesn't switch. So, I keep talking in Spanish like when I am at the doctor's office, and I translate for my mom. She talks to me in Spanish and then I just say it, I keep talking to the Doctor in Spanish instead of actually translate it. (Yago. Interview transcript, December 3, 2022).

Specifically, what is described by Yago is something really common in bi/multilingual speakers. In Kroll's article (2008) discusses the cognitive mechanisms that bilingual speakers use to manage two languages in one mind. The article highlights the idea that bi/multilinguals do not have two separate language systems in their minds, but rather they have one integrated system that allows them to activate e the appropriate utterance/words quickly and efficiently.

Kroll, Dussias, Bogulski, and Kroff (2012) further explore the cognitive mechanisms of bilingualism by analyzing the processing of two languages in the same context. The authors assert that bilingual/multilingual individuals can effectively utilize all of the languages in their repertoire and incorporate them in a single sentence.

However, they also acknowledge that there are interindividual variations in language control, and some bilinguals encounter challenges activating the appropriate words.

Furthermore, they contend that bilinguals' capability to alternate their languages is contingent upon a plethora of factors such as their proficiency and frequency of language use, conversational context, and cognitive demands of the task at hand. They posit that bilinguals who have limited experience utilizing both of their languages or who are less proficient in one language may find language alternation arduous, resulting in processing errors or interference. Moreover, the authors propose that the way bilinguals regulate their languages in diverse contexts is shaped by various factors, including the social dynamics of the conversation, the cognitive requirements of the task, and the linguistic and cultural customs of the community in which they are interacting.

The interview revealed an interesting aspect regarding students' opportunities to assist their peers in understanding and translating concepts in the target language, which
is a type of translanguaging. This practice can enhance critical metalinguistic awareness as it requires critical thinking about language and concepts, ultimately leading to a stronger grasp of the language. Moreover, by engaging in peer assistance, students utilize the language in novel ways, resulting in a broader knowledge and comprehension of the language. This process also enhances students' confidence in their language abilities, leading to increased motivation to continue studying and utilizing the language.

Yes. Mostly It's kind of helping my peers with Japanese, at least my first semester of Japanese. I was miles ahead of my colleagues just because I'd studied it before, and I wasn't just starting out, because I didn't like to choose to test me to a higher level. It just started out at the beginning again... So, I ended up basically tutoring like two of my classmates. And then, I've helped people like check over their papers that type of thing. (Helen. Interview transcript, December 1, 2022).

Above, Helen mentions the important role that peer assistance can play in language learning. By helping their classmates, students not only reinforce their own language skills but also develop valuable teaching and communication skills. Moreover, she continues:

But yeah, I do feel like if people who spoke other languages kind of got the opportunity to like, figure out things with other people who spoke the same languages. Then that would probably help quite a bit. (Helen. Interview transcript, December 1, 2022).

Assisting peers in understanding the language can also create a sense of community and camaraderie among language learners, making the learning process more enjoyable and motivating. This approach aligns with a sociocultural perspective on language learning
(Swain, 2000; Lantolf, \& Thorne, 2006; Ohta, 2001), which emphasizes the importance of social interaction and collaboration in language acquisition.

I had people ask me like, especially in Japanese, like the meaning of certain Kanji or in Chinese 'How do you say this or this?' It's just kind of questions like that, just like problems in class. ... Sometimes I like to ask questions in the language to the teacher. I like it when I'm able to do that... (Jack. Interview transcript, November 29, 2022).

Jack's experience of asking questions in Japanese to the teacher and assisting his classmates with understanding kanji and Chinese words show how peer-to-peer and teacher-student interactions can create opportunities for language learning.

Not in Chinese class but it happened for Spanish... Spanish was a practical language I was learning on the job to speak to other workers, so I did translate for other English, non-speaking Spanish workers when I was able to. Mostly for words. (Joel. Interview transcript, November 18, 2022).

Similarly, Joel's experience of translating for non-Spanish speaking workers in a practical work setting highlights the real-world applicability of language skills and how social interaction can facilitate language acquisition. It is worth noting that sometimes it was the same instructor who encouraged students to pair up with their peers who were struggling in the target language, helping to create the social interaction that we just illustrated.

He's asked me to pair up with one of the students who had a little bit of trouble speaking the language and learning the language. It was just once. He wasn't like you go help her. It was more like, 'why don't you to be partnered together', and I kind of understood the reason. But I didn't say anything to her or to him. I was


#### Abstract

just kind of like "cool, I will do that. I can try and help a little bit'... There was a question in the workbook, and then you had to answer the question, using Japanese, and she wasn't even sure how to read the question, so that I kind of like sounded it out for her like this is how to start it so that way she didn't have to like, flip back [the page] to look at how the character was read, and then she could answer the question on her own. (Molly, Interview transcript, November 18, 2022).


In conclusion, this part of the interview with the students revealed various instances of translanguaging practices among students. Some students encountered difficulties due to language interference, while others found themselves assisting their classmates, friends, or colleagues with translation or language-related issues. Language interference was described as a form of distraction where the speaker's attention is divided between multiple languages. One point previously mentioned is that García (2011) highlights the occurrence of language interference during translanguaging, which happens when the speaker's mind is stimulated by elements from one language while using another, although García would view these elements as all connected in the mind of the speaker, it's just that there was an error in choosing which parts of the repertoire to select or activate in that exact context.

Bilingual speakers have an integrated language system that allows them to move between languages efficiently, but some may struggle due to individual differences in language control, proficiency, and experience moving between languages in different contexts. Translanguaging practices such as assisting peers with language-related issues can enhance language awareness and require critical thinking about language and
concepts. These findings highlight the complexity of language use and the importance of understanding the nuances of translanguaging practices in diverse educational contexts.

## Exploring Students' Perspectives on Translanguaging Pedagogy in Language

## Learning.

As for the instructors, the students were not familiar with the term "translanguaging" or its meaning. Once again, I embraced García and her colleagues' perspective on translanguaging as "an approach to the use of language that considers the language practices of multilinguals not as using two or more autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages" (García \& Wei, 2013) explaining the difference between unintentional and pedagogical translanguaging and providing some examples.

Overall (see Table 5.1), while the students do not believe that translanguaging is currently being used in class, they recognize the potential benefits of utilizing one's multilingual background to facilitate language learning. They believe that translanguaging pedagogy could be helpful for those who do not speak English or for those who speak English as a second language "to reinforce what are you studying" as highlighted by Joel during the interview. As shown above, Kaylee noted during her interview that the practice of translanguaging could prove advantageous for students who do not primarily speak English, as it may promote a sense of easy and familiarity within an Anglophone academic setting.

Although the students were previously unfamiliar with the term "translanguaging", they have observed their instructors using this approach primarily for translating between the target language and English in class.

We do often readings in English and talk about those in Spanish... [[we make comparison] with English and comparing the varieties of Spanish. (Yago. Interview transcript, December 3, 2022).

Yago, who is a Spanish speaker, acknowledged that his instructor also uses translanguaging by connecting Spanish slang words or other varieties of Spanish when teaching the standard. While Molly, in the following comment, acknowledges the significance of leveraging connections between the target language and one's native language.

I think that it's a good way to associate certain words in a completely new language that you're sure of. It's something I do with Japanese honestly... like... There's certain character that look like something that starts with that character in Japanese that when I see that character. For example, there's one character [she pronounces the Japanese character] and in Japanese 'snake’ is 蛇 ‘hebi', and it kind of looks like a snake. So, when I see that character, I say, Oh, [she pronounces the character] - 'hebi'- snake! This is what it looks like, and I can draw it by connecting it through an image which I think is kind of translanguaging is... [translanguaging] it would be helpful. He [the instructor] already kind of does it..., but like[with] new concepts that we're learning. If in English, this would be like the equivalent of whatever the phrase is. (Molly. Interview transcript, November 18, 2022).

The connection that Molly made between languages is semiotic in nature, as she related the shape of the character to the meaning of the word. Semiotic connections between languages are a common translanguaging practice that instructors can encourage, particularly when they are monolingual or unfamiliar with their students' language repertoire.

Honestly, I just feel like the more background you have in other languages, in general, the easier is to pick up more just because there are a lot of connections between different languages that exist, and the more you know, the kind of more background you have, and the more you can recognize... I mean, if you could make connections with something that you're more comfortable with, that would probably help quite a bit.... Yeah, well, I do definitely feel like there would probably be quite a few people at least, like international students would probably be benefited from that quite a bit. Um, just because, like, I mean, since we're in the United States, if there's a lot of people who are like native here, then yeah, they're gonna understand things when it's put out like playing for them in English. (Helen. Interview transcript, December 1, 2022).

The idea that having a background in multiple languages can facilitate language acquisition through the recognition of connections between languages is supported by various scholars in the field of linguistics. For example, Cummins (1979) proposed the concept of "interdependence hypothesis," which suggests that proficiency in one language can positively affect the development of another language. García and Wei (2014) also assert that when learners are prompted to utilize their pre-existing language knowledge, it can facilitate the formation of connections between languages and promote
a more profound comprehension of academic concepts. Below, Kara reflects on her own learning and how drawing on the other languages she knows might be helpful:

I think that'd be great. I agree completely when you say that It's a lot easier to learn things when you compare it with what you already know, especially when it's something as difficult as Japanese for someone that's only been an English speaker having that little bit of comparison, or those at times where you're able to... I do think we use it already. I don't think we use it as much as we probably should. But I do see it happen from time to time, especially when the students make those connections on their own, allowed in class... I think it's helpful, especially when, like you had mentioned, it's something that you already are familiar with, things that are familiar, a lot easier to come naturally than they are without it. I feel like, especially with you saw in today that making that connection already in their head was something that benefited them, and it'll stay with them. Stay with you longer than it would if you were just told it rather than just making that connection on your own. (Kara. Interview transcription, November 17, 2022). Kara's comment supports the idea that making connections between languages can facilitate language learning and retention. She acknowledges the benefits of comparing new concepts with what learners already know and recognizing connections between them. Kara also emphasizes the importance of allowing students to make these connections on their own. This aligns with the practice of translanguaging, as instructors can encourage semiotic and linguistic connections between languages to enhance learning and promote academic success.

I don't know. [Translanguaging] It just sound really helpful in every way for people who don't speak English or English as a second language. It's certainly trickier to do that triple translation that you were talking about. It would be easier to make you able, to make your own connections and be able to or be encouraged to make your own connections. (Maia. Interview transcript, November 22, 2022).

Above, Maia recognizes the potential advantages of translanguaging for individuals who are non-native English speakers or have English as a second language. She acknowledges that triple translation, which involves translating from one language to another and then back again, can be a challenging task. Instead, Maia advocates for learners to be prompted to establish their own connections between languages, which can foster a more profound comprehension of the language and its concepts. This viewpoint is in line with the principles of translanguaging, which stress the use of learners' multilingual abilities and encourage the formation of meaning through the active deployment of multiple languages.

It's interesting. It sounds interesting... Sort of she sometimes does that... I also do that when we 're doing group projects. If a student doesn't understand a word, we would talk in English and try to help him understand...The same way like communicate in English... how my friend, my Russian friend does. So, she'll talk to me in English and then I'll respond to her in Russian. (Yago. Interview transcript, December 3, 2022).

While Yago does not explicitly mention the term "translanguaging," his comment suggests that he has experienced a similar practice in his Spanish for Spanish for Spanish Speakers class. He notes that his instructor, Maria, uses English to help students understand difficult concepts and that he and his Russian friend communicate in a mixture of English and Russian. Yago's comment also suggests that translanguaging can be beneficial in group projects, as it can help students communicate more effectively and support one another's learning. Overall, Yago's comment reinforces the idea that translanguaging can be a useful pedagogical tool for language learners of all backgrounds.

Jack expressed hesitation about introducing translanguaging in the class and did not seem to have fully grasped the intention of the translanguaging practice. His main concern pertained to the tendency of students to rely on their dominant language while learning the target language.

Yeah, I mean, I do that all the time myself, and I think that it's very useful because you can use the knowledge that you already have, and just kind of explore the new language, although there are limitations to that, because when you're constantly referencing the language that you already learn, sometimes you're not putting yourself enough in like the kind of mindset of the other language like when you learn that language you kind of have to put yourself entirely in there, and if you're always going back to what you already know, it can sometimes disrupt that. But it's to start out... it's certainly very useful to kind of always be drawing connections, because then you can, I mean ... you want to say something, but then
your brain defaults to what you're saying in your own language. (Jack. Interview transcript, November 29, 2022).

However, after providing more detailed explanations and specific examples, he suggests that identifying commonalities, such as a shared Western background, can help to establish a basis for communication and understanding even when the individuals involved do not share the same language. In the comment that follows, he appears to emphasize the need to be aware of and work around communication barriers in order to facilitate effective communication and understanding.

I see what you mean. Yeah. Just trying to find the shortest path. If there is a barrier to understanding, due to a difference in languages not just like spoken languages, but like cultural or anything else. If there's a specific barrier... ways to go around that barrier. ... Does everyone share when it comes to understanding? Like, for example, everyone who lives or is from a Western background, right? Sometimes even just that can already provide a lot of common communication, or expectations that can really help you communicate, even if you don't know the same language. (Jack. Interview transcript, November 29, 2022). Jack's insights highlight the potential benefits of translanguaging as a tool for language learning and communication, while also recognizing the need for sensitivity and awareness towards cultural and linguistic differences.

## Translanguaging During Class Observations

The data of the classroom observations demonstrate the use of translanguaging as a pedagogical tool in World Language higher education classrooms where English is the
dominant language for most students. In all observed classes, English was used as a means of translation, scaffolding, and clarification of grammar points. The use of translanguaging was not only limited to instructors but also observed among students. Students were observed using their mother tongues or other languages they had studied to find meaning, synonyms, and complete their tasks.

Previous research on translanguaging has shown that it is a useful pedagogical tool for language learning. Zhang and Jocuns (2022) argue that translanguaging can help students improve their language proficiency by providing them with more opportunities to practice using the language. Instructors can also use translanguaging to scaffold learning by providing explanations or examples in the students' dominant language (Alsaawi, 2019). Translanguaging has also been found to help students develop metalinguistic awareness, allowing them to compare and contrast the rules and structures of different languages (Shah, Pillai, \& Sinayah, 2019). Finally, Burton and Rajendram (2019) found that instructors' attitudes towards translanguaging play a crucial role in its implementation in the classroom. Translanguaging allows instructors to capitalize on students' linguistic resources and facilitate their learning process. Instructors can also use translanguaging to encourage students to reflect on the similarities and differences between their L1 and the target language.

In Maria's class, students were observed using a mix of Spanish and English texts, reflecting their linguistic repertoire. The instructors encouraged students to compare the grammatical rules of Spanish with English, highlighting the similarities and differences. Students were also observed noticing the similarities in citation format between English and Spanish. This observation highlights the potential of translanguaging to promote
metalinguistic awareness among students. By drawing upon their knowledge of both languages, the students were able to make connections and deepen their understanding of citation formats.

In Cheng's class, students were observed seeking clarification on grammatical points by comparing English with Chinese. The instructor used translanguaging to explain how Chinese possession is indicated by using a possessive particle 的 (de), which is gender neutral. This example highlights how translanguaging can help students understand the nuances of the target language and its cultural context.

In Akio's class, students were observed utilizing translanguaging techniques to derive meaning and synonyms in both Japanese and English languages while exploring expressions used for granting permission. At the suggestion of a student, the instructor employed translanguaging to establish a connection between the Japanese expressions for "it's good/it's okay" and "it's not good/it's not okay" and their English counterparts, "may" and "may not". This particular example exemplifies how translanguaging can effectively assist students in connecting and applying their linguistic knowledge across multiple languages.

In Akari's class, students who shared the same cultural background and those with a different linguistic background than English (specifically, Chinese students) were observed utilizing their native language to fulfill their learning tasks, illustrating the efficacy of translanguaging in empowering students to leverage their linguistic resources to achieve their learning objectives. Additionally, students were also observed using English and Japanese to complete tasks collaboratively, highlighting how translanguaging can promote peer-to-peer learning.

The utilization of translanguaging as a pedagogical tool in higher education classrooms for World Language studies, where English serves as the dominant language for most students, presents numerous advantages. Translanguaging enables instructors to leverage students' linguistic resources, foster metalinguistic awareness, and facilitate the learning process. In this light, promoting the use of translanguaging in world language higher education classrooms is highly encouraged as it can facilitate effective language acquisition and empower students to employ their linguistic resources to achieve their learning objectives. The findings from this study demonstrate the effectiveness of translanguaging practices in world language higher education classrooms and warrant further exploration of its potential.

## Types of Translanguaging Observed

This section of the study reports on the various functions of translanguaging as perceived by students, based on their interviews and class observations. Table 5.3. presents the different types of translanguaging used by each student, which are further described in the table. The major types of translanguaging observed are translation, comparison to dominant language, comparison with languages other than English, connection, noticing/attending to the hybrid nature of language, and multimodal communication. Through the analysis of student responses, the study attempts to provide a comprehensive understanding of how translanguaging is perceived and used in the classroom.
Table 5.3. Major Types and Functions of Translanguaging Utilized by Students: Findings from Interviews and Classroom

| Type of Translangua ging and description | $\begin{array}{\|l\|} \hline \text { Helen } \\ \text { (Jap. 102) } \end{array}$ | Molly (Japanese 101) | $\begin{aligned} & \hline \text { Kara } \\ & \text { (Japanese } \\ & \text { 101) } \end{aligned}$ | Kylee (Japanese 101 ) | $\begin{aligned} & \hline \text { Maia } \\ & \text { (Japanese } \\ & \text { 101) } \end{aligned}$ | Jack <br> (Chinese 101 <br> and <br> Japanese <br> 101) | Joel <br> (Chinese <br> 101) | Yago (Spanish for Heritage Speakers 305) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Translation | It was like 'here the English sentence, here the Japanese sentence translated... So eventually I developed an intuition for it... | He [the instructor] presents the lectures as he has the screen, obviously, and then it's written in English. But then he kind of points at it and states the Japanese word. So, then we can link the [languages | If it's my homework and stuff I say the word' homework' in Japanese, or I try to talk to myself in Japanese like little tasks. | She employs translation when conducting research for the class project. | I like to underline sections of Japanese text, and then put the wordtheir English counterparts underneath them. | When watching Chinese movies with his father, he uses English subtitles to translate. | Chinese characters are easy to understand [translate]in English. | He translates for his parents during medical appointments (During interview) |
| Comparison to Dominant Language | Structurally [Japanese] is a little bit more similar to the way that English is kind of in terms of translation | There's a part of Japanese called katakana. It's a different alphabet, and it uses it's not just like English words, but it uses like foreign words in Japanese, so | Sometimes <br> [she uses <br> English <br> structures] <br> when I'm <br> writing. The <br> Japanese <br> construction <br> of grammar <br> is a lot <br> simpler than <br> English... | Absolutely, the textbook is in English and in Chinese [it's easy to compare] | I like learning new vocabulary. I try to come $u p$ with acronyms [in English] or words that they kind of rhyme with, to help cement them in my head. | We do use connections with English and Chinese to learn grammar. | It [English] helps to understand better [Chinese] | We do often readings in English and compare in Spanish. |


|  |  |
| :---: | :---: |
|  |  |
|  |  |
|  | \% |
|  |  |
|  | \% |
|  |  |
|  |  |
|  |  |


| Noticing／Att ending to the Hybrid Nature of Language | Not observed | Students report a research project in both languages （Japanese） English （During interviews） | Students report a research project in both languages （Japanese） English （During interviews） | He［the professor］ asks us to do research in Japanese and English | Students report a research project in both languages （Japanese／ English） | In the Japanese class， students report a research project in both languages （Japanese／ English） | During his interview，he stated that he was blending Spanish and English while at work | He discusses the process of blending Spanish and English when attempting to translate for his parents． （During interview） |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Multimodal Communica tion | Not observed | There＇s one character ［she pronounces the Japanese character］ and in Japanese ＇snake＇is 蛇 ＇hebi＇，and it kind of looks like a snake． So，when I see that character，I say，oh，［she pronounces the character］－ ＇hebi＇－ snake！ | He［the Japanese instructor］ asks the Chinese students about what it means［the Japanese kanji］．Those are all Chinese characters， but Japan made their own uses out of them | We see kanji and we have to interpret them，for the meaning． | There are some words like the Japanese word for winter is 冬 Fuyu，but the Japanese word for cold is 寒しSamui and in the same unit we learned the word for old is 古い <br> Furui．I <br> wanted to put <br> Fuyu and <br> Furui <br> together <br> since they both started with＇Fu＇and ended with ＇ui＇sound． | When I see Korean ［characters］ I recognize it．I know it is Korean and not Chinese or Japanese． | ［Chinese］ characters look similar． to English； they can be understood ［with imagination］ | He listens to Spanish music or watch． |

1) Translation: Interviews and observations with students revealed that one of the most frequently used strategies among them was transferring words, phrases, and sentences between the target language and either English or their language repertoire. Students utilized translations to complete assignments or to memorize new vocabulary by writing down the translations in the text.
2) Comparison to dominant language: The second most frequently used strategy, observed during class observations and interviews, was comparing the dominant language to the TL. Students were seen using English words to compare to new vocabulary or, in the case of Japanese, to Katakana (Japanese alphabet for foreign words). Connections were also employed to music, for example, to understand a grammatical structure (in Spanish class) or to similar words that have the same pronunciation but different meanings, to memorize vocabulary.
3) Comparison with language(s) other than English: Another strategy used by students (and noted by students that instructors used) was comparing and connecting with other languages besides English to enhance students' language awareness. Chinese and Japanese instructors used kanji, while multilingual students used their language repertoire to make connections or better understand grammar constructions.
4) Noticing/Attending to the Hybrid Nature of Language: Students were aware of their own hybridity in languaging and the fact that they often mixing languages because of not paying attention to the context or because of similarities.
5) Multimodal communication: Students noted that their instructors always used pictures and music in these classes to help students understand the words they represented, or in the case of music, to understand the topic of the lesson.

One of the most commonly observed strategies among students and instructors in language learning is the comparison of different languages and language varieties. This approach allows learners to draw upon their existing linguistic knowledge and skills, recognize patterns and similarities across different languages, and identify the underlying structures that are common to all languages. In addition, comparing and finding similarities can help break down traditional boundaries between different languages and language varieties and lead to a more integrated and holistic approach to language learning. Despite potential challenges in incorporating translanguaging practices, the benefits of comparing and finding similarities in language learning outweigh the risks and can lead to more effective and nuanced language acquisition.

One of the key benefits of comparing and finding similarities in language learning is that it enables learners to draw upon their existing linguistic knowledge and skills, and to transfer these skills to a new language or context. According to Cook (2011), this process of transfer is crucial to effective language learning, as it enables learners to recognize patterns and similarities across different languages, and to identify and use the underlying structures that are common to all languages.

Moreover, the process of comparing and finding similarities also allows learners to develop a more nuanced understanding of their own linguistic repertoire, and to explore the different ways in which language can be used to communicate meaning. For example, Bhatt and Martin (2015) argue that translanguaging enables learners to explore the
similarities and differences between their first language and the target language, and to use this understanding to develop a more sophisticated understanding of the target language.

Another benefit of comparing and finding similarities in language learning is that it helps to break down the traditional boundaries between different languages and language varieties. As García and Li Wei (2014) note, these boundaries are often based on arbitrary distinctions, and they can limit learners' ability to communicate effectively in multilingual contexts. By embracing translanguaging practices and actively seeking out similarities between different languages and language varieties, learners can break down these boundaries and develop a more integrated and holistic approach to language learning.

## Conclusion

Despite the majority of student participants in the study employing translanguaging unintentionally, this chapter has revealed multiple ways in which world language students in higher education may use translanguaging intentionally or unintentionally to aid in their learning. In addition, the chapter has shown that students are aware of the value of translanguaging, want their instructors to translanguage more using languages other than English (e.g., other languages they speak or have studied), and are aware of the types of translanguaging that their instructors use and its effectiveness. To attain this objective, as suggested by students, instructors must be knowledgeable about the cultural and linguistic backgrounds of their students.

It is important to note that the implementation of translanguaging practices in higher education is not without its challenges. For example, learners may also face challenges in terms of their own attitudes and beliefs towards language learning, particularly if they have been socialized to view different languages as separate and distinct entities. Students also report sometimes having difficulty moving across languages because of the sheer cognitive load and because it requires their utmost attention. In addition, students want target language input, and so some of the participants noted that it is a challenge for instructors to balance recognizing and utilizing all of the student languages while still providing target language input. Despite these challenges, I argue that the benefits of comparing and finding similarities in language learning outweigh the potential risks. By embracing translanguaging practices and actively seeking out similarities between different languages and language varieties, learners can develop a more integrated and holistic approach to language learning and can draw upon their existing linguistic knowledge and skills to communicate effectively in a variety of contexts.

## CHAPTER SIX: CROSS-CASE ANALYSIS AND DISCUSSION

## Introduction

This chapter presents a cross-case analysis which provides insights into the main types of translanguaging identified in the previous chapters through the analysis of data from instructors and student participants in order to find the translanguaging function of the study. The aim of this analysis is to discover overlapping themes across teachers and students in their experiences with (and thoughts about) translanguaging. This will be followed by a discussion of individual multilingualism and the MultimodalitiesEntextualisation Cycle (MEC) proposed by Wu and Lin (2019). The MEC aims to account for the complex, dynamic, and situated nature of multilinguals and meaning making in digital and multimodal environments. The aim of the discussion is to encourage readers post-analysis (after reading about the teacher and student perspectives) to reflect on the diverse possibilities available for integrating translanguaging practices in their multilingual classrooms, and to consider why this is a valuable aspect to incorporate into higher education for world languages.

## Cross- Case Analysis and Translanguaging Functions

In order to identify the study's main translanguaging functions, I conducted a cross-case analysis to explore the perceptions of both instructors and students and how they intersect or diverge. The present study utilized the concept of translanguaging as both theory and pedagogical practice, in order to understand the types of translanguaging practices used in higher education contexts by teachers (see Table 4.3) and students (see Table 5.3).

These types of translanguaging practices, along with the language learning ideologies that emerged during the individual interviews with the participants, were used to gain an understanding of the functions of translanguaging in higher education world language contexts. Finally, thanks to the main functions of translanguaging identified in this study, the main themes of the study emerged.

## Cross-Case Analysis

In order to conduct a thorough analysis of the translanguaging functions utilized by instructors and students, Tables 6.1 and 6.2 present the types of translanguaging strategies utilized by instructors and student participants. Participants were divided into groups according to the types of translanguaging observed (or reported) in their classrooms. Due to the significant number of participants involved in the study, grouping them was inevitable since it allowed me to talk about each group without naming listing out each instructor every time.

Table 6.1. Translanguaging of Instructors

| Instructors | Types of Translanguaging | Groups |
| :---: | :---: | :---: |
| Maria <br> Cheng <br> Akari <br> Akio | - Translation <br> - Comparison to dominant language <br> - Connections <br> - Linguistic accommodation <br> - Multimodal communication | Group A |
| Maria Akio Akari | - Noticing/Attending to the Hybrid Nature of Language | Group B |
| Maria Cheng | - Comparison with other varieties | Group C |


| Cheng | -Comparison with <br> languages other than <br> Akari <br> Akio | Group D |
| :--- | :--- | :--- |

Table 6.2. Students' Translanguaging Types.

| Students | Types of Translanguaging | Groups |
| :---: | :---: | :---: |
| Helen | - Translation |  |
| Molly | - Comparison to |  |
| Kara | dominant language | Group 1 |
| Kaylee |  |  |
| Maia |  |  |
| Jack |  |  |
| Joel |  |  |
| Yago |  |  |
| Molly | - Noticing/Attending |  |
| Kara | to the Hybrid |  |
| Kaylee | Nature of Language | Group 2 |
| Maia | - Multimodal |  |
| Jack | Communication |  |
| Joel |  |  |
| Yago |  |  |
| Helen | - Comparison with |  |
| Kaylee | Languages other |  |
| Jack |  | Group 3 |
| Joel |  |  |

During classroom observations, it was observed that instructors utilized a greater variety of intentional translanguaging techniques than students. This was not pre-planned, but rather an intentional effort by instructors to assist students in their learning process as the opportunity presented itself. The translanguaging techniques employed by instructors were aimed at enhancing students' understanding, rather than serving any preconceived agenda. Table 6.1 reveals that, with the exception of the "Compare with language varieties" method, which was employed solely by two instructors (Spanish and Chinese, Group C), all instructors in Group A utilized comparable translanguaging techniques.

Unlike the Spanish instructor of the heritage speaker class, who frequently utilized language varieties for contrast or emphasis, the Chinese instructor was observed only once during class comparing accents with that of the capital city. This finding suggests that the Spanish instructor (Maria) may have a different approach to language instruction than other instructors, as she place a greater emphasis on comparing language varieties in her instruction. This is not surprising, given she was the only instructor teaching a class specifically designed for heritage learners (although other instructors did have heritage learners such as Molly in their classes). In a class of heritage learners, the presence of diverse linguistic varieties is commonplace (refer to Figure 4.1 for an illustration of how this was the case in Maria's class). As such, the use of translanguaging techniques plays a crucial role in validating the identities of these students and facilitating their language acquisition by fostering a comfortable speaking environment. However, it should be noted that the use of translanguaging by instructors is not a ubiquitous practice, and the fact that Maria employed this approach is both encouraging and noteworthy. The absence of this practice by other instructors is likely due to the relative scarcity of heritage learners in their classes. Maria is not included in Group D, as she inquired about the Spanish varieties her students spoke but did not explore their broader cultural and linguistic backgrounds or compare the target language with any other potential languages they may have spoken.

Cheng, the Chinese instructor, was not observed utilizing the "Noticing/Attending to the Hybrid Nature of Language" type of translanguaging, as he used English to scaffold or translate for his students. As Cheng stated, "I was using it the wrong way. I summarize those points, and then just lecture them." This was because Cheng was more
concerned with effectively delivering his lesson and ensuring that all students understood the material. While this approach may have been effective for achieving immediate instructional goals, it may have contributed to a limited recognition of the hybridity of language among his students.

Furthermore, a Venn diagram (Figure 6.1) visually depicts the intersecting types of translanguaging utilized by both teachers and students, offering a clearer overview of their commonalities. Table 6.3 supplements this information by providing a detailed summary of the shared and non-shared types of translanguaging used by instructors (Groups A, B, and C) and students (Groups 1, 2, and 3).

Figure 6.1. Venn Diagram of the Intercepting Types of Translanguaging Utilized by Both Cohorts


Table 6.3. Summary of Translanguaging Types Commonalities among Student and Instructor Groups.

| Students | Instructor <br> Group A | Instructor <br> GROUP B | Instructor <br> GROUP C | Instructor <br> Group D |
| :--- | :--- | :--- | :--- | :--- |
| GROUP <br> $\mathbf{1}$ | -Translation <br> -Comparison to <br> Dominant <br> Language |  |  |  |
| GROUP <br> $\mathbf{2}$ | Multimodal <br> Communication | Noticing/Attendin <br> g to the Hybrid <br> Nature of <br> Language |  | Comparison <br> with <br> Languages <br> Other than <br> English |
| GROUP <br> $\mathbf{3}$ |  |  |  |  |
| No <br> Students |  |  | Comparison <br> with other <br> varieties |  |

On the other hand, Table 6.3. depicting the students' types of translanguaging in comparison with the instructor's types, reveals that all (Group 1 students and Group A instructors) share the translanguaging types of "Translation" and "Comparison to the dominant language." In the case of Japanese students in 101, they are required to undertake a research project at the end of the semester, which involves not only translating and writing in two languages but also presenting their final work in class, seamlessly blending the dominant language and the target language which falls into the category of "Noticing/Attending to the Hybrid Nature of Language" type. Jack, Joel, and Yago (Group 2) also reported translanguaging of this category, as they reported that they sometimes blended languages when speaking with others. This highlights the importance
of understanding how language learners perceive and utilize their linguistic resources, as well as the impact of formal language instruction on these practices.

The combination of the "multimodal" translanguaging type and the "noticing/attending to the hybrid nature of language" type was found to be the second most common among students (table 6.3., Group 2 ). While instructors consistently utilized some form of multimodality during lessons (Group A), not all students (Group 2) demonstrated the use of such techniques during interviews. Multimodal translanguaging refers to the incorporation of visual or non-verbal elements to facilitate language learning. Students reported using visual aids such as Japanese or Chinese characters to connect with the English meaning, while instructors utilized presentations featuring images related to vocabulary and music to reinforce lesson topics (Maria and Akari).

The translanguaging type "comparing with languages other than English" was the least commonly employed by students (Group 3). Only students who were fluent in another language or currently studying another language at the time of the interview reported utilizing this technique, typically for the purpose of gaining a deeper understanding of meaning or to learn another language. For instance, Joel cited his experience of working in a Spanish-speaking environment as a means of learning Spanish and comparing it with English. Lastly, it is noteworthy that the only group of instructors who employed the "Comparison with other varieties" translanguaging technique was Group C, which included only Cheng and Maria. However, it is important to mention that no students, either during observations or interviews, were observed or reported to have engaged in comparing their language varieties with others.

In conclusion, this study has shed light on the different types of translanguaging employed by instructors and students in the context of a language classroom. The results reveal that instructors utilize a greater variety of intentional translanguaging types, which even if not pre-planned, have a clear pedagogical purpose. Conversely, students' use of translanguaging is predominantly unintentional, as they do not employ such techniques with a specific teaching goal in mind (since they are not teaching the class). These findings highlight the importance of understanding the different ways in which language learners perceive and utilize their linguistic resources and the impact of formal language instruction on these practices.

Moreover, they highlight the crucial role of instructors in planning the utilization of translanguaging pedagogy in advance, as underscored by various scholars (Cenoz and Gorter, 2021; García, 2011; García et al., 2021; García et al., 2017; García and Wei, 2014; Seltzer and García, 2020) in Chapter 2, to fully harness its potential in facilitating language acquisition. That is, while recognizing that there will always be unplanned moments that come up in classes when translanguaging can be utilized, intentionally planning lessons in which translanguaging spaces are created could increase translanguaging opportunities even more. Further research in this area could help to develop more effective language learning strategies that take into account the diversity of students' linguistic backgrounds and experiences. As my class observations were limited to three per course, it is plausible that more translanguaging practices were implemented but not detected during the study's duration.

After analyzing the types of translanguaging utilized, the next step is to identify the functions of translanguaging. This will facilitate a more comprehensive understanding
of how translanguaging was implemented in this study, as well as aid future instructors and students.

## Functions of Translanguaging in Higher Education World Language Classes

 According to Gutiérrez (2008) and Ryu (2019), the concept of translanguaging is based on three assumptions. Firstly, it involves a hybrid use of languages in which meaning is negotiated, created and improvised through various interactional contexts and linguistic resources. Canagarajah (2011) argues that it is a social and collective practice in which all interlocutors participate to co-construct meaning and develop a shared understanding. Secondly, language in translanguaging is seen as dynamic and always changing, rather than fixed (Van Lier \& Walqui, 2012). Therefore, translanguaging occurs when there are different interactional contexts and discussions for collective meaning-making in multilingual communities. However, García (2011) highlights the linguistic shame and monoglossic ideologies that often prevent students and educators from using translanguaging practices. Despite this, educators and students should recognize the importance of translanguaging as an effective way of teaching and learning.With that in mind, an analysis was conducted to identify the functions of translanguaging employed by the multilingual instructors and students in the study. Specifically, the types of translanguaging utilized by both groups were examined to determine their respective functions.. I then compared Lee's (2020) six translanguaging functions (directive, expressive, referential, phatic, metalinguistic, and poetic. Table 6.4) with Sapitri, Gede, and Myartawan's (2018) four functions (knowledge construction, classroom management, interpersonal relations, and personal and affective meanings.

Table 6.5) and finally with Wang's (2018) three functions (interpretative function, managerial function, interactive function. Table 6.6) to establish the definitive translanguaging functions for this study.

Table 6.4. Lee's (2020) Functions of Translanguaging

| Translanguaging Functions | Description | Presence in the <br> Study |
| :--- | :--- | :--- |
| Directive | Using multiple languages to <br> direct or influence someone <br> through requests or <br> persuasion and draw <br> listeners' attention. | In a similar way |
| Expressive | Using different languages to <br> express emotions and <br> personal feelings | Not observed |
| Referential | Moving between languages <br> because they lack <br> knowledge of specific words <br> or phrases in the target <br> language. | Yes |
| Phatic | Alternating between <br> languages to emphasize <br> certain parts of a <br> conversation through <br> changes in tone | Not observed |
| Metalinguistic | Comparing and contrasting <br> two languages or <br> commenting on unique <br> language features | Yes |
| Poetic | Moving between languages <br> to make jokes for <br> entertainment and <br> amusement purposes | Not observed |

Lee's (2020) functions of translanguaging are shown in table 6.4. According to Lee (2020), the directive function of translanguaging involves using multiple languages to direct or influence someone through requests or persuasion, which can help promote engagement among listeners and foster closer relationships. As Lee notes, this function
can also help speakers draw the listeners' attention. However, this particular function was not observed during the lessons, nor was it expressed by the participants during the interviews. Nevertheless, a similar function was evident in Akio's class in term of drawing students' attention, where he intermittently introduced or utilized target language words when discussing Japanese cultural aspects.

The referential function of translanguaging is when a bilingual speaker moves between languages because they lack knowledge of specific words or phrases in the target language. This is also known as "the phenomenon of the most available word" (Grosjean, p. 125) which allows speakers to save time and effort by using the most readily available word in their vocabulary. In Lee's (2020) study, the students' translanguaging was analyzed as referential in four functions: maintaining conversation/facilitating communication, delivering accurate meanings of words/concepts, elaborating one's ideas, and incorporating habitually used terms or referents. Based on the description provided, the current study observed the referential function of translanguaging during interviews with Jack, Joel, and Yago, as well as with instructors who did not use it because they lacked the necessary vocabulary in the target language but did so in order to facilitate communication with their students.

According to Lee (2020), the metalinguistic function occurs when a bilingual individual switches language to clarify and ensure that both the speaker and listener are using the same code. In addition, the metalinguistic function involves comparing and contrasting two languages or commenting on unique language features. This study observed instances of the metalinguistic function during various occasions, including in
class and during participants' interviews, with speakers making comparisons and commenting on grammatical features.

This study did not observe several translanguaging functions as described by Lee (2020), including the expressive, poetic, and phatic functions. The expressive function involves using different languages to express emotions and personal feelings such as happiness, anger, or sadness, and enables speakers to assert and express their bilingual or multilingual identities. The poetic function of translanguaging occurs when bilingual speakers switch between languages to make jokes for entertainment and amusement purposes. Additionally, the "phatic switching" function, as described by Lee, involves a speaker alternating between languages to emphasize certain parts of a conversation through changes in tone. Below in Table 6.5, I have analyzed pedagogical functions of translanguaging found in the data from instructors.

Table 6.5. Sapitri, Gede, and Myartawan's (2018) Four Functions.

| Translanguaging <br> Functions | Description | Presence in the Study |
| :--- | :--- | :--- |
| Knowledge Construction | Using translanguaging to <br> understand the subject <br> matter | Yes |
| Classroom Management | The instructor uses <br> translanguaging to regulate <br> the students' behavior in <br> their learning process | Yes |
| Interpersonal Relationship | The use of translanguaging <br> by the teacher in his/her <br> relationship to his or her <br> students | Yes |
| Personal and Affective <br> Meanings | Covers the teacher's <br> personal experiences, <br> feelings, and sociocultural <br> functions | Yes |

In Sapitri, Gede, and Myartawan's (2018) study, four functions of translanguaging were identified (see Table 6.5). One of these functions is knowledge construction, which involves the use of translanguaging to help students comprehend the subject matter of their lessons. This function includes providing pedagogical scaffolding for content lessons, reinforcing concepts, annotating key technical terms in the second language (L2), and reviewing topics. In my study, this function was also observed, as scaffolding was one of the techniques utilized not only by instructors, but also by students when working in pairs.

Classroom management is a pedagogical function that pertains to the utilization of translanguaging by teachers to regulate and guide student behavior during the learning process. This function encompasses a diverse set of strategies, including negotiating task instructions, promoting student engagement, enforcing disciplinary measures, directing communication towards individual students, providing task guidance, ensuring order and structure, soliciting feedback from students, and attracting their attention. This function is exclusive to instructors, as they are responsible for creating an environment that fosters effective learning. In the observed classes, instructors frequently utilized translanguaging to encourage students to participate in peer tasks in the target language.

Another function that involves the use of translanguaging by instructors is managing interpersonal relations with their students. This function aims to establish a more amiable and congenial classroom environment by fostering connections, sharing humor, commending students, and motivating them. Moreover, this function was frequently observed during class observations. When I observed these classes, the
instructors had already created a relaxed and friendly environment where students were highly motivated.

Lastly, another function pertains to personal and affective meanings, which encompasses the teacher's personal experiences, emotions, and sociocultural factors. While instructors and students were observed to share their personal and sociocultural experiences, this aspect of translanguaging was only observed during Maria's class when she encouraged her students to offer different ways of saying things in various Spanish varieties, which served to affirm their identities.

In relation to Wang's (2018) translanguaging functions, as presented in Table 6.6, the interpretative function refers to how instructors utilize translanguaging as a pedagogical tool to explain various linguistic aspects of the target language, including pronunciation, grammar, vocabulary, and cultural concepts (p. 75). This function is particularly relevant to the present study, as the observed instructors often used translanguaging to scaffold grammar concepts, introduce new vocabulary, and clarify cultural concepts by translating them for their students.

Table 6.6. Wang's (2018) Three Translanguaging Functions.

| Translanguaging <br> Functions | Description | Presence in the Study |
| :--- | :--- | :--- |
| Interpretative Function | Translanguaging as a <br> pedagogy to explain the <br> linguistic knowledge of the <br> target language such as <br> pronunciation, grammar, <br> vocabulary and cultural <br> concepts | Yes |
| Managerial Function | "Translanguaging practices <br> for giving activity <br> instructions, giving | Yes |


|  | feedback, praising, <br> encouraging, disapproving, <br> planning assignments or <br> preparing tests, <br> examinations and so on" <br> (p.77) |  |
| :--- | :--- | :--- |
| Interactive Function | "Translanguaging practice <br> initiated by students to <br> make classroom teaching <br> and learning more <br> interactive" (p.80) | Yes |

Wang's second function is known as the managerial function, which involves the use of translanguaging practices for providing instructions, feedback, praise, encouragement, disapproval, planning assignments, and preparing tests and examinations (p. 77). Based on this description, it is evident that the managerial function was present in the study, as all the observed instructors engaged in such activities during their classes.

The final translanguaging function identified in Wang's study is the Interactive function, which pertains to how students utilize translanguaging practices to mediate their understanding, communicate with each other, and provide peer support (p. 78). In this study, this function was frequently observed in the classroom setting, particularly during peer-based activities.

Based on the functions identified, as well as the types of translanguaging observed during class observations and interviews, it was possible to determine the main translanguaging functions for this study. However, the chosen function for this study will be slightly modified from the original ones, and new ones were added as they incorporate what was specifically observed in this study.

## Summary of Translanguaging Function from Previous Studies and Translanguaging

## Functions in this Study

As previously mentioned, to establish the translanguaging function in this study, I compared the main functions identified by other scholars (Lee, 2020; Sapitri et al, 2018; Wang, 2018) with the types of translanguaging observed during analysis of the instructors' and students' data. Table 6.7 provides a summary of the translanguaging functions identified in this study, with colors representing the same or similar functions among different scholars.

Table 6.7. Comparison of Translanguaging Functions between Previous Studies and this
Study.

| Translanguaging <br> Functions in Previous <br> Studies. |  | Description | Function for this study |
| :--- | :--- | :--- | :--- |
| From <br> Lee <br> $(2020)$ | Referential | Metalinguistic <br> languages because they <br> lack knowledge of <br> specific words or phrases <br> in the target language. | Comprehensible Input function |
|  | Comparing and <br> contrasting two <br> languages or commenting <br> on unique language <br> features | Function |  |


|  |  | related to a specific <br> language or culture. |  |
| :--- | :--- | :--- | :--- |
|  | Classroom <br> Management | The instructor uses <br> translanguaging to <br> regulate the students' <br> behavior in their learning <br> process |  |
| From | Managerial <br> Function | "Translanguaging <br> practices for giving <br> activity instructions, <br> giving feedback, | Management Function |
| Wraising, encouraging, |  |  |  |
| disapproving, planning |  |  |  |
| assignments or preparing |  |  |  |
| tests, examinations and |  |  |  |
| so on" (p.77) |  |  |  |$\quad$| (2018) |
| :--- |

While Table 6.7. presents a summary of the common functions identified in the study, it is not comprehensive, as it does not include what I have referred to as the function of "unintentional translanguaging", i.e., when translanguaging is used without the person realizing they are doing it. The colors in the table denote the commonalities in functions across different scholars, for instance, the green color links Wang's managerial function to Sapriti et al.'s classroom management function. Therefore, Table 6.8 represents the final complete list of translanguaging functions identified in this study. Furthermore, this updated table includes a description of each function providing a more
detailed and nuanced understanding of the role of translanguaging in the context of this study.

Table 6.8. Translanguaging Functions and its types.

| Translanguaging Function | Type of Translanguage | Description |
| :---: | :---: | :---: |
| Instrumental/ <br> Metalinguistic Function | - Translation <br> - Comparison | Using diverse linguistic modes in mediating meaning. Comparing their home cultures to better understand the target language and culture |
| Comprehensible Input function | - Noticing/Attending to the Hybrid Nature of Language <br> - Multimodal Communication | Using diverse linguistic modes in mediating meaning |
| Unintentional Translanguage Function | - Noticing/Attending to the Hybrid Nature of Language | Moving between languages, or unintentionally continuing to speak in the starting language without transitioning to the target language. |
| Collaborative Function | - Comparing languages | Student and instructors translanguaging practices to mediate their understanding, communicate with each other, and provide peer support |
| Interpersonal Relationship Function | - Identity and social justice | The use of translanguaging by the teacher in their relationship with students serves to maintain identity and promote social justice in the classroom. |
| Management Function | - Instructional | Using translanguaging practice to provide feedback, and instruction |

Instrumental/ Metalinguistic Function. The instrumental function involves using translanguaging as a means to achieve a specific goal or objective, such as accomplishing a task or communicating a message. In this function, translanguaging is seen as a tool that can be used strategically to achieve a desired outcome, rather than as a pedagogical approach for explaining linguistic concepts as used by both the instructors and the student participants. This strategic use of translanguaging can also promote language use and development outside of the classroom, as students learn to recognize when and how to effectively use their multilingual abilities to achieve communication goals in various contexts.

In this study, the majority of observed classroom translanguaging practices were categorized under the translation and comparison types of translanguaging, which involve teachers using translanguaging as a pedagogy to clarify the linguistic aspects of the target language, such as grammar, vocabulary, pronunciation, and cultural concepts.
...When it comes to like Russian, the grammar is very complex and very different than English. So, I think that just exploring a new way of communication, just the differences between English and that language or other languages. I like to
compare it. (Jack. Interview transcript, November 29, 2022).

The participants in the study were all multilingual and fluent in English, which facilitated the use of English as a common language for translanguaging practices, ultimately contributing to the development of a heightened metalinguistic awareness in language learning and use. Translanguaging allowed teachers and student participants to compare structures or phrases with examples from both languages. The study found that
all teacher participants used English to varying degrees when explaining grammar knowledge and lexical items. Some utterances were exclusively in English, while others were not. Similarly, student participants used this function to connect the target language with the other language(s) they knew to facilitate and enhance comprehension of new concepts or grammar structures and memorization of new vocabulary or characters.

Furthermore, comparing students' home languages and cultures with the target language can foster critical metalinguistic awareness, promoting reflection on how their language and cultural backgrounds may impact their comprehension of the target language and culture. This is exemplified by the intentional efforts of instructors such as Akio, the Japanese instructor and Maria, the Spanish instructor, who led students in discussions and comparisons of the target language and culture. While other instructors also occasionally highlighted cultural aspects, Maria and Akio's approach was deliberate. Overall, this approach to translanguaging demonstrated a positive pedagogical value in facilitating meaning-making and sense-making. It also contributed to a greater metalinguistic awareness among students, which is essential for language learning and use. Thus, the instrumental function of translanguaging can be a useful tool for achieving language learning objectives in multilingual classrooms.

Comprehensible Input Function. This function delves into the role of diverse linguistic modes in mediating meaning and maintaining identity in multilingual communities. It acknowledges the hybrid and multimodal nature of language and examines how speakers blend languages, value language varieties, and utilize visual, gestural, or musical expressions to convey meaning. In this case, the blending of languages is primarily due to
a lack of knowledge of specific words or phrases in the target language, as exemplified by Jack during his interview when he stated that if he does not know a word in the target language, he may attempt to say it in another language to try to mediate comprehension with his interlocutor.

In other cases, intentional blending of languages is employed for pedagogical means, as demonstrated by Japanese instructor Akio. He incorporated both English and Japanese while discussing cultural aspects and used target language words that his students were familiar with to reinforce their understanding. Additionally, Akio asked his students to conduct research and report it in a blended language between the target language and English. Creese and Blackledge (2010) conducted ethnographic research in ethnic community complementary schools in the UK and found that teachers utilized students' translanguaging, or flexible bilingualism, to convey ideas and encourage crosslinguistic transfer. The authors state:

Both languages are needed simultaneously to convey the information, ... each language is used to convey a different informational message, but it is in the bilingualism of the text that the full message is conveyed. (p. 108). Additionally, the authors observed that pair work was facilitated through "the combination of both languages that keeps the task moving forward" (p. 110). The authors concluded that the translanguaging pedagogical approach utilized in these complementary schools served both identity performance and language learning and teaching purposes (Creese \& Blackledge, 2010).

Another important aspect of this function is the multimodality communication type of translanguaging. As previously highlighted, the use of multimodality was
consistently observed across all world language classes. Chinese and Japanese kanji, for instance, function as pictorial representations that facilitate understanding and memorization, as they can be linked to familiar words. Instructors were frequently noted to utilize body language as an additional means of conveying meaning. Additionally, students reported significant gains in language acquisition through various multimedia resources, such as music and subtitled films. For example, Jack acquired everyday language that was not covered in class through such resources.

There are certain phrases in Chinese like 'Zǒu ba' (走吧) 'let's go' what it literally means. But I didn't really learn that in class, but I just kind of picked it up because it commonly be used [in the movie]. (Jack. Interview transcript, November 29, 2022).

Subtitles render visible words, expressions, and Asian characters that would otherwise be difficult to comprehend:

Yeah, I think it's even better if you have both subtitles in Chinese and English, you can do it on that computer it is easier than a Tv. But yeah, with that you can see the characters, because sometimes they speak so quickly. You can't like really, hear, but you can still sometimes see the characters, and then compare that to like your English, and it's cool. Even with the subtitles, or without, like Chinese subtitles. You can still hear what they're saying, and sometimes connected to what is written on the subtitles. (Jack. Interview transcript, November 29, 2022).

By analyzing the functions of diverse linguistic modes in multilingual communication, this theme underscores the importance of valuing and promoting
linguistic diversity as a means of promoting social justice and equity. Through the use of multiple linguistic modes, individuals can not only facilitate language acquisition and preserve cultural identity, but also promote understanding and respect across linguistic and cultural differences. Ultimately, understanding the role of diverse linguistic modes in mediating meaning and maintaining identity in multilingual communities can deepen our appreciation of the richness and complexity of human communication, and help us build more inclusive and equitable societies.

Unintentional Translanguaging. The concept of spontaneous, untintentional translanguaging proposed by García and colleagues (e.g., García \& Lin, 2017; Vogel \& García, 2017) can be related to a sociolinguistically oriented research strand within multilingualism studies (e.g., Blommaert, 2016; Pennycook, 2010), which explores the ease with which multilingual individuals switch between their languages during social interaction, commonly referred to as 'languaging.'

Unintentional translanguaging differs from the 'noticing/attending to the hybrid nature of language' type in the 'comprehensible input' function in that translanguaging is intentionally employed for pedagogical purposes, whereas in unintentional translanguaging, the blending of languages or failure to switch to the target language occurs inadvertently. Multilingual speakers often describe this phenomenon as incidental or due to distraction. For instance, during the interview, Yago recounted incidents where he was supposed to translate from Spanish to English for his mother but inadvertently failed to switch to English when addressing the English-speaking doctor.

Collaborative Function. The collaborative function of translanguaging in the classroom pertains to the use of translanguaging practices by students to foster a more interactive learning environment. By using translanguaging, students were able to facilitate comprehension, communicate with peers, and provide support to one another as in the excerpt belove.

Yes. Mostly It's kind of helping my peers with Japanese, at least my first semester of Japanese. I was miles ahead of my colleagues just because I'd studied it before, and I wasn't just starting out, because I didn't like to choose to test me to a higher level. It just started out at the beginning again... So, I ended up basically tutoring like two of my classmates. And then, I've helped people like check over their papers that type of thing. (Helen. Interview transcript, December 1, 2022).

During the interview, another interesting example of the collaborative function was given by Akio, the Japanese instructor, who sought support from his students. In one of his beginner classes, there was a Spanish-speaking student who had difficulty understanding the instructor's English pronunciation. The Japanese instructor turned to his students for help, and they provided translations and explanations, essentially translating the instructor's English variation into English for the benefit of the Spanishspeaking student.

In sum, the collaborative function of translanguaging is a powerful tool that allows students to work together and learn from one another. It fosters an interactive and supportive learning environment where students can use their diverse linguistic and cultural backgrounds to help one another. The examples of Helen and Akio demonstrate
how translanguaging can help students overcome language barriers and improve their understanding of a subject. Overall, incorporating translanguaging practices into the classroom can have a positive impact on student learning and should be considered as an effective pedagogical strategy.

Interpersonal Relationships. Language is closely associated with one's identity. Providing opportunities for translanguaging or creating spaces for translanguaging can help students feel more at ease and included in learning environments that may otherwise be uncomfortable and potentially alienating. This also allows them to share their linguistic and content knowledge with their classmates. In this study, interpersonal relationships were observed in multiple instances during Maria's Spanish class. For example, she inquired about her students' ways of expressing pain levels during doctor's visits, their cultural traditions for polite behavior during dinner invitations, and language varieties. Maria created a safe space for students to share their language and cultural experiences, allowing them to speak in the language they felt most comfortable with and share their language varieties. Similarly, the Japanese instructor Akio asked students about their cultural experiences related to Japanese traditions and found similarities between cultures, while also addressing Chinese or other Asian students and asking if they knew the meaning of kanji in their language. During the interview, Cheng mentioned that when describing the months in Chinese (which are numbered) and years (which are associated with a zodiac animal), he always asks his students what they do in their respective languages:

We [Chinese] give a zodiac animal name for the year. American do not number the month ... Chinese number their months, they do not name them. And then I would ask my Japanese student 'hey what about in Japan? What's the situation? What about in Vietnam? And what about you in Check? 'so like in the European countries. (Cheng. Interview transcript, November 15, 2022).

Irrespective of their language proficiency levels, educators who establish multilingual learning opportunities in their classrooms foster an environment where students can operate within their developmental and comfort levels, promoting crosscultural exchange, enhancing student collaboration, and boosting their individual selfesteem. This helps to level all disparities and bring about social justice in the classroom, where every language has an equal opportunity to thrive, rather than being subordinate to the dominant language.

Instructional Management Function. As demonstrated in Table 6.7, both Wang (2018) and Sapriti et al. (2018) discuss the role of translanguaging in classroom management. As noted previously, Wang (2018) proposes various methods in which translanguaging can be utilized in the classroom, including giving activity instructions, providing feedback, expressing approval or disapproval, planning assignments, and preparing tests (p. 77). This is consistent with Sapriti et al.'s (2018) who state that management function serves to enable educators to regulate and direct student behavior during the learning process by negotiating task instructions, promoting student engagement, enforcing discipline, communicating with individual students, guiding tasks, ensuring order and structure, seeking feedback, and capturing student attention. In this study, instructors were
frequently observed utilizing translanguaging, using the target language to provide feedback and encouragement to students to expedite their task completion.

## Discussion

## Translanguaging as an Asset

As more people move across borders and interact with individuals from diverse linguistic and cultural backgrounds, it is essential to recognize the complexities of language use and the dynamic multimodal environments in which it occurs. This is particularly crucial in the context of world language higher education, where instructors must consider how to effectively teach students who come from different linguistic and cultural backgrounds.

In Chapter 2, I discussed various models of multilingualism including the dual competence model, the unitary model and the integrated multilingual model, pointing out that what most instructors fail to see is the power of individual language as a unitary system. The dual correspondence theory and integrated multilingual model both conceive languages as formed by linguistic objects, "when in fact the only linguistic objects are the phonological, lexical, structural, and other semiotic resources" (Otheguy, García, \& Reid, 2019) that multilingual speakers have at their disposal. Thus, what we still witness in schools, universities, and colleges is an assessment and educational system still based on monolingual views where mixing and switching languages is often seen as an "error" and often a linguistic deficit. In the case of this study, translanguaging was sometimes seen by instructors as a threat to learning the target language because of the limited time they had to use the target language but also due to a narrow view of what translanguaging could be. Initially, some participants held the belief that translanguaging
equated to mere translation, leading them to view it as a mistake and express concern over potential repercussions. This aligns with the perspective on social justice and minoritized languages presented in Chapter 2 by García and Kleifgen (2020), who emphasize that traditional literacy methods for multilingual students, whether in monolingual or bilingual classrooms, typically rely on a single dominant language as the sole medium for communication. This approach restricts bilingual or multilingual students to using only a portion of their linguistic and semiotic resources, while monolingual students are able to take full advantage of their complete linguistic repertoire. This constraint is problematic as it hinders students' ability to fully express themselves, which can lead to academic struggles and is a manifestation of injustice (García and Kleifgen, 2020, p. 560). Student participants also sometimes carried this deficit perspective in believing that drawing on some of their other languages was problematic, or showed distraction or error, rather than a natural effect of having many different structures and choices in their repertoire. However, after transformative interviewing, participants began to see translanguaging as a valuable asset, and a way in which they might tap into their students' entire language repertoires and create spaces for translanguaging in their classrooms.

## Translanguaging as a Pedagogical Strategy: Similarities between World Language Higher Education and Other Language Programs in the US

As seen in Ch. 4 and 5, translanguaging in world language higher education shares many similarities with translanguaging practices in other language learning environments, such as dual language programs, ESL programs, and general education classrooms. This
section presents a summary of the ways in which translanguaging practices in university world language classrooms resemble those observed in other settings, based on the findings of this study.

## Translanguaging as a Way to Value and Affirm Identities of Increasingly Diverse and

## Multilingual Student Populations

As the United States becomes an increasingly multilingual society, the diversity of the student population in educational contexts has also increased. This is also true worldwide due to a variety of factors such as climate change and resulting increased migration. According to the National Center for Education Statistics (NCES), the number of emergent multilingual learners (aka English learners) in public schools has increased by $76 \%$ from 1999-2000 to 2019-2020, highlighting the importance of recognizing and supporting linguistic diversity (National Center for Education Statistics). In world language higher education, as illustrated by the diversity of the participants for this study, students may come from diverse cultural backgrounds and have varying degrees of exposure to other languages and may have different levels of proficiency in the target language. Similarly, in other language programs such as dual language programs, ESL programs, and general education classrooms, students may speak different home languages and have varying levels of proficiency in English (Flores \& McAuliffe, 2022).

The growing diversity of the student population has important implications for language learning and education. The social justice aspect of translanguaging pedagogy, as emphasized by García (2011) and Vygotsky (1978) in Chapter 2, highlights the importance of educators recognizing and valuing the cultural and linguistic backgrounds
of their students. This includes creating inclusive learning environments that support all students' language development. By acknowledging and celebrating the linguistic diversity of students, educators can help them develop a positive sense of identity and self-worth, which can have a positive impact on their academic success and overall wellbeing.

Moreover, research has shown that early bilingualism increases the likelihood of taking (and mastering) foreign language courses later in secondary school (Nguyen \& Winsler, 2023). This highlights the importance of valuing and supporting students' home languages and cultures, as it can create a foundation for continued language learning and development throughout their academic careers. By encouraging students to maintain and develop their home language skills, educators can help students become more confident and motivated language learners.

Translanguaging can be used to recognize and value students' cultural and linguistic backgrounds by utilizing the diversity of languages and cultures present in the classroom (García, Johnson, \& Seltzer, 2017). By creating a translanguaging space in the classroom, educators can promote students' sense of belonging and facilitate their language and cultural development, which is especially important for linguistically and culturally diverse students who may not feel comfortable using their home languages in traditional classroom settings. This approach can also be applied in world language higher education, where students' multilingual identities can be supported by encouraging them to use their home languages or language varieties to connect with the target language and culture.

For instance, in a Spanish language class, students' knowledge of Indigenous languages spoken in Latin America can be incorporated to showcase the diversity of Spanish-speaking cultures, as Maria did in her classes. This approach to translanguaging in world language higher education is akin to the use of translanguaging in other language programs such as dual language programs and ESL programs, where teachers can incorporate students' home languages into instruction to aid their comprehension of academic content (Tai, 2022; Phillips \& Genao, 2023). Translanguaging practices in higher education language programs share similarities with those in other language contexts, as they can be utilized to foster and facilitate students' linguistic, cultural, and identity development, as well as promote social justice within the classroom.

Notably, the instructor participants (excluding Maria) were not explicitly familiar with translanguaging, but they expressed interest in their students' linguistic backgrounds (Maria) or specific cultural elements (Akio and Maria), which highlights the potential of translanguaging to enable this type of engagement. Despite this, they still created environments where students could comfortably use their home languages through cultural projects, research assignments, and peer collaboration tasks.

## Critical Metalinguistic Awareness

Translanguaging has been found to foster critical metalinguistic awareness, which involves understanding the social, political, and ideological aspects of language (García, Johnson, \& Seltzer, 2017). This can be achieved in world language higher education by encouraging students to reflect on how their home languages and cultures influence their understanding of the target language and culture. For example, students may analyze the
ways in which language is used to convey power and privilege in different contexts． Another example presented in the study was when Maria and Akio requested a comparison of cultural aspects（in Maria＇s class，when she inquired about their dining etiquette，and in Akio＇s case，when he questioned his students about their local street or city festivals）among the various cultures represented in their classroom．Translanguaging can also be used to promote critical metalinguistic awareness by exposing students to different languages and cultures and promoting respect for linguistic and cultural diversity（Espinet \＆Chapman－Santiago，2022；Wen，2023），as in this example by Cheng：

The word 点儿（yī diǎn ér）means＂a little（bit），＂but 儿（ér）is actually an accent that people from the capital use because it＇s cool．Like when you are in New York and people have accents．This ér is optional．（Cheng，Class observation， November 9，2022）．

An additional example of critical cultural awareness emerged when Akio elucidated the Japanese method of requesting permission and highlighted the cultural contrast between Japanese and American customs regarding the consumption of food during class．Specifically，he observed that in Japan，eating during lessons is prohibited， and hence，seeking permission to eat in class would be deemed inappropriate．In contrast， in the U．S．，students are permitted to eat during class without requiring explicit permission．In the field of English as a Foreign Language（EFL）writing education， translanguaging pedagogies have been implemented to foster critical metalinguistic awareness．According to Yang，et al．（n．d．），translanguaging pedagogies in EFL writing education can help students understand the complexities of language use and develop a
critical awareness of language and culture. In addition, Tian and Lau (2022) explore the implementation of translanguaging pedagogies in a Mandarin-English dual language bilingual education classroom, finding that this approach promotes contextualized learning and enhances students' critical thinking skills. An example from the study that illustrates how written language can assist students in understanding the complexity of a language by drawing comparisons to the language(s) they are already familiar with is presented by Molly during her interview:

He [the Japanese instructor, Akio] presents the lectures. He has the screen and it's written in English. But then he kind of points at it and states the Japanese word. So, then we can link the Japanese word to what's written in English on the board and say, 'Oh, I don't know that word,' but he's pointing to that as he says this. So, I know that that must mean this, which I think is pretty interesting.
(Molly. Interview transcript, November 18, 2022).
Another example was presented by Kara during her interview:
Sometimes [she uses English structures] when I'm writing. The Japanese construction of grammar is a lot simpler than English is, so it's a lot easier for my brain ... SO when I' $m$ writing papers and things like that, I have that grammar structure in my head and that's kind of how I used to write. (Kara, Interview transcript, November 17, 2022)

Overall, it was shown in this study that translanguaging can foster critical metalinguistic awareness in world language higher education, similar to other contexts. Through this approach, students can develop a deeper understanding of the social, political, and
ideological aspects of language and culture and become more respectful and inclusive members of their linguistic and cultural communities.

## Teachers Don't Have to Know Languages Other than English to Use Translanguaging

 One aspect of translanguaging that world language settings share with others is that instructors do not necessarily need to know languages other than English to use it in their classrooms, although any knowledge of other languages is an asset. Instructors can support translanguaging by creating a classroom environment that values and encourages students' use of different languages, or by working collaboratively with other instructors or language specialists who have different language expertise.As mentioned in Chapter 2, in world language higher education, translanguaging can be done without instructors knowing all of the languages the students know by just asking them to think about how a particular structure functions in their other languages. For example, in this dissertation, Maria demonstrated the reflexive form in Spanish by providing various examples on the board and prompted students to compare it with the reflexive form in their language. This approach aimed to facilitate the understanding of the structure of the reflexive form by highlighting its differences across languages, and Maria used the target language the entire time to make these comparisons. Furthermore, while Maria didn't know how the reflexive form functioned in all of the languages of her students, she was successful in getting them to draw on these languages in order to acquire the reflexive form in Spanish.

Translanguaging is a valuable pedagogical approach that promotes linguistic and cultural diversity in education. It is not a requirement for teachers to know other
languages or for students to speak multiple languages to employ translanguaging in the classroom. Instead, educators can create a more inclusive and enriching learning environment by valuing and leveraging the linguistic and cultural resources that students bring to the classroom as shown in the above examples from this study.

## Multimodal Communication as Translanguaging

Recently, there has been an increased interest in the application of translanguaging in language and content learning, with a focus on how students use multimodal resources in their learning. As pointed out in Chapter 2, the Multimodalities-Entextualisation Cycle (MEC) framework ( Wu and $\mathrm{Lin}, 2019$ ) is useful in explaining the complex process of integrating content and language through translanguaging and trans-semiotizing in plurilingual educational contexts. Sohn, dos Santos \& Lin (2022) argue that the MEC framework is useful in providing a theoretical foundation for their argument that translanguaging and trans-semiotizing can be powerful tools for promoting critical integration of content and language in plurilingual educational settings. Furthermore, as discussed in the literature review chapter, scholars including Pacheco et al. (2022), Scott and Cohen (2023), and Zhu and Gu (2022) have emphasized the significance of utilizing visual aids, such as pictures and videos, to enhance students' comprehension of the target language and culture in world language higher education.

Translanguaging is seen as a way to expand individuals' semiotic practices and transform them into dynamic mobile resources that can adapt to global and local sociolinguistic situations. It blurs the boundaries between named languages and between language and other cognitive, semiotic, and multimodal resources, and encourages
linguistic creativity (García and Li, 2014, p. 18). By embracing translanguaging, bilinguals can generate new ideas, values, identities, and practices.

Aligning with this theory, and as indicated previously and illustrated in Tables 6.3, multimodal communication emerged as one of the most frequently observed types of translanguaging among both instructors and students. Additionally, this type of translanguaging was categorized under the 'comprehensible input' function in the present study, underscoring its significance in this research as a means of mediating meaning through the use of diverse linguistic modes.

A few examples of how world language teachers in this study utilized multimodal means of communication to translanguage included the use of visuals and audio to enhance meaning. All of the instructors incorporated images into their PowerPoint or Google presentations to aid students in associating them with new vocabulary. As previously mentioned, Maria and Akari utilized music and video to convey crucial topics. Furthermore, the Chinese and Japanese instructors established links between kanji characters and their corresponding meanings. Another example, as depicted in Figure 6.2, showcases the Chinese word for "sorry" being represented by an English word, while the meaning is embodied by different pictures such as a cup of spilled coffee, a crying animal, and a sad emoji at the end of the Chinese character:

Figure 6．2．Chinese Word for＇Sorry＇


Students also did this when for example Molly described how she connected a Japanese character image to the shape of a snake：

For example，there＇s one character［she pronounces the Japanese character］and in Japanese＇snake＇is 蛇＇hebi＇，and it kind of looks like a snake．So，when I see that character，I say，Oh，［she pronounces the character］－＇hebi＇－snake！This is what it looks like，and I can draw it by connecting it through an image ．．．．（Molly． Interview transcript，November 18，2022）．

By incorporating visual aids that represent students＇home languages and cultures， teachers can create a more inclusive and enriching learning environment for all students． An example from the study is illustrated by Maria，who played the famous American
song 'If I Were a Boy' by Beyoncé to establish a connection between the song's hypothetical period and the corresponding Spanish grammatical structure. Therefore, the use of multimodal communication as a way to encourage translanguaging can be beneficial in various educational contexts.

## Valuing and Affirming Identities of Heritage Learners

Similar to dual language programs, heritage learners in world language higher education classrooms are students that have a family history of speaking a language other than the dominant language (in the case of this study, English), can benefit significantly from translanguaging practices in language learning environments. Through translanguaging, heritage learners can have their home varieties valued in class, which can increase their engagement and motivation in language learning (Lee \& Jang, 2022). Translanguaging can also help heritage learners develop a positive sense of identity and confidence in their linguistic abilities, which is essential for maintaining and developing their heritage language (Kim, 2022). Moreover, translanguaging can support heritage learners' academic success by providing them with opportunities to use their home language knowledge to bridge their understanding of content in the target language, ultimately leading to higher academic achievement and greater linguistic and cultural competence (Phillips \& Genao, 2023).

Findings from this dissertation show exactly how some of the above types of translanguaging were realized in a higher institution heritage language classroom. For instance, at the start of the semester, Maria conducted a survey among her students (as shown in Figure 4.1) to gather information about their language backgrounds. This
allowed her to tailor her teaching approach accordingly. Another example pertains to Cheng's Chinese class, where he presented a variation of Chinese pronunciation that is specific to Beijing, the capital city. As I have shown through examples from this study, it is essential for language educators to recognize the value of translanguaging in language learning environments, and to implement it as a strategy to support their language development and cultural identity. By doing so, language educators can create more inclusive and effective language learning environments that empower students to use their home language knowledge to support their learning and achieve greater academic and linguistic success.

In conclusion, translanguaging is a theoretical stance and pedagogical practice that supports students' multilingual identities and language development across various language learning environments. While translanguaging practices may vary across contexts, its underlying principles of recognizing and valuing the diversity of languages and cultures can be applied across various language learning environments. In world language higher education, similar to other contexts, translanguaging can be a way to value students' cultural and linguistic backgrounds, foster critical metalinguistic awareness, and support heritage learners. I now turn to ways in which this study has shown translanguaging in world language higher education classrooms to be somewhat different from other settings based on interviews and observations with participants.

## What is Unique about Translanguaging in World Language Higher Education

 Although the previous section discusses ways in which translanguaging in world language higher education looks very much like it does in other settings such as ESL,dual language programs and general education classrooms, it can also differ in significant ways. This is because these classrooms typically have limited class time devoted to the target language, assume English proficiency, and have specific goals related to intercultural competence. In this section, we will explore the distinctive characteristics of translanguaging practices in higher education world language learning.

## Less Contact Hours in the Target Language

World language classrooms in higher education differ from ESL, dual language programs, or general education classrooms in English medium schools because there are fewer contact hours devoted to the target language. Typically, world language students in university classrooms are exposed to the target language for only 50 minutes per day four or five times a week or 90 minutes twice a week, as opposed to $50 \%$ of total class time or more in dual language programs, or $100 \%$ of class time in ESL or general education classrooms.

In Galante's (2020) study on world language education, the limited class time emerged as one of the challenges in implementing translanguaging practices in Canadian universities. The study revealed that teachers aimed to leverage their students' linguistic resources but were restricted by the limited duration of the language exposure. As a result, teachers felt the need to prioritize the target language. In the context of the observed Japanese and Chinese language courses, Akio, during the interview, also highlighted the issue of limited time. He pointed out that maximizing the time for students to be exposed to Japanese was a priority. This emphasis on target language exposure may limit opportunities for students to use their other languages in the
classroom, making it challenging for teachers to implement translanguaging practices effectively.

Less contact hours present a significant challenge for world language teachers who wish to incorporate translanguaging practices into their classrooms because it can create tensions between prioritizing target language exposure and creating opportunities for students to draw on their multilingual resources. It is worth noting however, that many translanguaging practices that could be implemented in world language university classes do not actually require the teacher to speak in a language other than the target language, and they do not require much extra time. For example, if the teacher asks students to tell them what other ways they say or have heard people call the vocabulary item they are learning, they are drawing on the language varieties students know, but only adding seconds to the lesson as students might add a word or two only to the conversation.

Furthermore, if a teacher asks students (in the target language) to think about their home language and how the structure they are learning functions, or asks them to ask their parents that night and share the next day, again, limited time is added to class activities and the teacher has remained in the target language the entire time, but the function of valuing and affirming identities has been accomplished. Hence, this idea of "limited time" is to some degree, a myth, that must be de-mystified for teachers by providing real and concrete examples that contrast this idea that it takes time or that teachers won't be using the target language if they translanguaging. Again, this plays upon the misconception that many teachers have the translanguaging is equal to (and solely consists of) translating. Despite that, it goes without saying that much more than other language contexts, the pressure coming from such limited exposure to the language
is real, and hence causes many good language teachers who understand the value of comprehensible input to hesitate when they first are exposed to the idea of translanguaging in their classrooms.

## Target Language Recommendations

This section is related to the previous section referring to less contact hours in the target language. This is because in higher education settings, as in $\mathrm{K}-12$ settings, language teachers are guided by recommendations on the use of the target language. For instance, Akio highlighted during the interview that their "policy is to speak Japanese as much as possible except if it is necessary..." Similarly, the American Council on the Teaching of Foreign Languages (ACTFL) recommends a 90\% target language use. However, balancing the use of the target language with students' other languages can be a challenging task for teachers. They must navigate these competing demands while promoting translanguaging practices that acknowledge the linguistic diversity of their students.

This challenge is particularly significant given the unique context of world language higher education, where students are expected to have some proficiency in the target language, unlike in ESL classrooms. As a result, language teachers may assume that students do not require content accessibility in other languages. However, incorporating students' other languages into the classroom is crucial in promoting translanguaging practices that enhance their learning experiences. Thus, teachers must strike a balance between the use of the target language and the inclusion of students' other languages while adhering to recommended target language use. However, similar to the previous
section, once teachers learn translanguaging strategies that are appropriate for world language settings which do not require teachers to use English (e.g., multimodal means, asking students to think about their home languages), they become less worried about this. For instance, even after the transformative part of my interview with Akio, there was still some lingering apprehension regarding the class time limit and language policy. Nonetheless, he demonstrated a keen interest in exploring translanguaging practices. Prior to the commencement of the semester, he reached out to me seeking guidance on how to incorporate translanguaging into his lesson plans to enhance cultural relevance. By the end of our interactions, he appeared to have overcome his initial concerns.

## English Proficiency

In the context of world language higher education, the assumption of English proficiency among students presents a distinctive challenge for teachers. Unlike in ESL classrooms, where the target language is English, world language teachers in English dominant higher education settings assume that students have a certain level of English proficiency. This is because most students cannot enroll in an English medium university without taking and passing some kind of English proficiency exam. As Cheng noted when discussing language choices, "between Chinese and English primarily, because, you see, this is a classroom where they [students] must have some English proficiency to sit in this class.". This assumption, however, may neglect the linguistic diversity that students bring to the classroom, particularly in multilingual settings.

Despite the assumption of English proficiency, the incorporation of translanguaging practices in world language higher education is still possible and can create a more
inclusive learning environment. In fact, the use of students' other languages can enhance their engagement and understanding of the target language and culture. However, it requires teachers to be aware of the linguistic backgrounds of their students and to develop strategies that take into account their linguistic diversity.

Furthermore, the assumption of English proficiency may create additional challenges for teachers in terms of assessment and evaluation. While traditional language assessments may focus on students' proficiency in the target language, integrating translanguaging practices may require teachers to develop new assessment methods that consider students' linguistic diversity and their ability to use their other languages to enhance their learning of the target language. One way I observed this happening in world language settings is through multimodal communication like using images on exams or quizzes or informal assessments that allow students to access the vocabulary item through the concept and not English. For example, if an instructor wants to assess whether the student knows the name for classroom items, they might ask students to label the images instead of putting the words in English and asking for a translation. This becomes an issue of social justice for minoritized language populations because it puts them on the same level as other students who are better English speakers. For instance, during the interview, Akio recounted an incident that occurred in one of his classes, where he had to seek assistance from other students to facilitate communication with a student from Mexico. Both of them had difficulty understanding each other's English accents. "I had a student from Mexico in my third class and sometimes I had a hard time to understand his English and he had a difficulty to understand my English." So, in that situation other students helped both. Furthermore, when teachers translate instructions on
assessments into English, they are giving native English speakers an advantage over multilingual students. Hence, in world language classrooms, it is especially helpful for teachers to use multimodal ways of making the input comprehensible because this will be inclusive of all learners. In this way, world language is unique because in other settings such as ESL and dual language, teachers assume that there will always be students that might not understand English, and therefore they often make more efforts to use multimodal means of communication or not just translate things only into English. Unfortunately, because there is an assumed English proficiency in higher education, it is also wrongly assumed that there is no need to make input comprehensible without going through English. However, with awareness and strategic planning, it is possible to create a more inclusive and effective learning environment that builds on students' linguistic diversity even in classrooms in which students are assumed to be proficient in the dominant language of the community.

## Multilingual Instructors

In comparison to many ESL and general education K-12 teachers, instructors in world language higher education are more frequently highly multilingual (as seen by the participants of this study, all of which were proficient in at least three languages, and many had studied many more). This multilingualism provides them with a deeper appreciation of how languages vary and how to employ this knowledge to enhance student learning. This familiarity with multiple languages may also allow for more meaningful comparisons between languages and cultures, opening up opportunities for translanguaging practices. In fact, Table 4.3 from this study displays the number of
languages known or spoken by each participating instructor. Furthermore, their multilingual background likely provided them with a unique perspective on language learning and an appreciation for the diverse linguistic and cultural backgrounds of their students.

## Adults and Study Abroad

Because university world language students are adults, as opposed to children and adolescents, they generally have had more opportunities (and time, because they are older) to spend travelling and living in other countries. This is not to say that children do not have these experiences, because of course many of them do, especially those with immigrant and refugee backgrounds, but it is more likely at the university level because they have lived longer. Hence, because of their age, they also bring with them a wealth of other world experiences and more developed cognitive abilities. Having lived in multiple locations, many of these students have had the opportunity to learn and speak multiple languages, thereby developing the ability to make cross-cultural and intercultural comparisons. For instance, consider the case of a student named Molly, who has relatives in Japan and has had the chance to visit them.

I like that our professor kind of incorporates the culture as well like It's not just you're just learning the alphabet and how to speak it. You're also learning what it's like to be Japanese in a sense. He's given us a couple of projects on um researching different cultural habits that they have, or habits in school that they have, and I think it's interesting. I've been to Japan a couple of times, so I've seen that in person, but a lot of those kids in there they want to go to Japan, and I
think that by incorporating that into the classroom it gives them kind of something to look forward to, or kind of something to be like 'that's really interesting.' (Molly. Interview transcript, November 18, 2022).

Her firsthand experience of Japanese culture enables her to compare and contrast the cultural aspects her teacher introduces in class with her own observations. This not only enriches Molly's own learning but also allows her classmates and teachers to benefit from her unique perspective.

To make the most of the highly mobile and well-travelled nature of university students, higher education institutions can adopt translanguaging strategies that utilize learners' previous language education, study abroad programs, and experience of transnational living. These practices can help establish a more inclusive and diverse learning environment that benefits all students.

## Language Instruction for Specific Purposes

In today's globalized world, world language education is becoming increasingly important in preparing students to be effective communicators and collaborators in diverse cultural settings. In higher education, the focus is often on developing students' language proficiency for specific purposes, such as professional communication or academic research. This means that language instructors must tailor their translanguaging practices to meet these specific goals, which requires a greater level of language and cultural knowledge from teachers.

Although I did not observe these kinds of classes in my study, many world language departments offer courses in "Spanish for business" or "law" or "medical" Spanish. These specialized content areas require a deeper understanding of cultural references and idiomatic expressions and focus on specific content and skills in the target language. These special cases present unique opportunities for translanguaging.

For example, suppose the course objective in a business Spanish course is for students to acquire the ability to write effective emails addressing a particular genre of business (such as in marketing when inviting a community to an event, or in accounting, when referring to an error in a calculation) in the target language. The instructor may commence the course by introducing key vocabulary and phrases that are commonly utilized in business emails, such as "Dear Sir/Madam," "Thank you for your email," and "Best regards." To support students' learning of these language skills, the instructor may use translanguaging practices that involve comparing and contrasting the target language with the students' native language. Often students that take these courses are majoring in that field (for example, a business student taking a business Spanish class) and hence they may already understand the concepts in their other language and just need to bridge that for the target language. In the case of the email, the instructor may ask students to brainstorm common phrases used in their native language for opening and closing emails, and then compare these with the phrases used in the target language.

Additionally, the instructor may use a translanguaging translation function to help students better understand how to use the target language in a business context. For example, the instructor may explain a key concept or phrase in the target language, and then provide a translation or explanation in the students' native language to help clarify
any confusion. Additionally, the instructor may provide opportunities for students to practice their writing skills in the target language, using real-world examples and scenarios. For instance, the instructor may provide students with a mock email from a client and ask them to respond in the target language using the key vocabulary and phrases they have learned in class and providing access to online translators. The instructor can then provide feedback and guidance to help students refine their writing skills.

The kind of translanguaging described above speaks to its ability to foster interdisciplinary learning as well. This is because in world language higher education, students often encounter specialized vocabulary that is specific to their field of study, as I described above. By utilizing translanguaging, students can draw on their existing knowledge and language skills in other subject areas to enhance their understanding of the new vocabulary in the target language. This, in turn, fosters interdisciplinary thinking and application of language learning in other academic areas. As language instructors tailor their practices to meet the specific goals and content areas of their courses, they can help students develop the language proficiency and cultural competencies needed to be successful communicators in an increasingly diverse and interconnected world.

## Intercultural Experiences

World language courses in higher education are unique from other educational contexts because they often strongly emphasize the fostering of intercultural competence and global citizenship. To achieve these goals, the use of translanguaging practices can be a valuable tool. Translanguaging can help facilitate discussions about cultural differences
and similarities or provide opportunities for students to engage in cross-cultural communication.

For instance, in a Japanese language class in this study, the instructor Akio provided an excellent example of how translanguaging can be used to enhance students' intercultural awareness. During one class observation, Akio showed a video and talked about a typical seasonal Japanese festival, incorporating a blend of Japanese familiar words for students and English to facilitate their understanding. He encouraged students to share their own cultural experiences by asking who and where similar festivals were held. This approach not only helped students improve their language skills, but also provided an opportunity for them to learn about Japanese culture and compare it to their own.

By using translanguaging, teachers can create a more inclusive and collaborative learning environment where students can learn from each other's language and cultural backgrounds, facilitating discussions about cultural differences and similarities or providing opportunities for students to engage in cross-cultural communication. These kinds of lessons are more common in world language classrooms due to the mobile nature and age of students, providing more opportunities for intercultural competence to be developed in these settings. Translanguaging can also help address challenges that arise in cross-cultural communication, such as language barriers and cultural misunderstandings.

## Critical Cultural Awareness

In many higher education courses on world languages, there exists a focus on fostering critical cultural awareness. Critical cultural awareness (Byram, $(1997,2002)$ is an essential component of language learning and communication in today's diverse society. It refers to an individual's ability to understand and appreciate different cultural perspectives and practices, as well as recognize the influence of one's own cultural background on their perceptions and interactions. In language education, critical cultural awareness encourages students to go beyond surface-level language acquisition and delve into the cultural context and nuances of the language.

This awareness enables students to communicate effectively with people from different cultural backgrounds, avoid misunderstandings, and appreciate the richness and diversity of cultures around the world. Translanguaging can be an effective pedagogical strategy for promoting a deeper understanding of linguistic and cultural concepts, encouraging students to go beyond surface-level language acquisition and delve into the cultural context and nuances of the language. By drawing on their first language(s) and cultural backgrounds, students can better contextualize and analyze complex socio-cultural issues, such as literary works or media content, in a more nuanced manner. Critical cultural awareness promotes empathy and respect for cultural differences and encourages individuals to become informed global citizens who can contribute positively to their communities and the world.

## Blended or online Classes

In recent years, the integration of technology in education has paved the way for blended and online learning models in world language courses at higher education institutions. While these models have the potential to offer flexible learning opportunities and engage learners from diverse backgrounds, they can also pose unique challenges for language learning, such as limited face-to-face interaction and reduced opportunities for language practice.

However, the use of translanguaging in blended or online language courses can help overcome these challenges and foster a more supportive and inclusive learning environment. Although I did not observe online classes in my study, it is worth pointing out some ways in which translanguaging could work in these settings that remain much more common in higher education (with the exception of the COVID-19 pandemic) than in K-12 settings. For instance, instructors can use translanguaging strategies such as translation to facilitate communication and collaboration between students who may have different linguistic backgrounds or proficiency levels in the target language. This can help to bridge the gap between students and create a more cohesive learning community.

Moreover, the use of translanguaging in blended or online language courses can also support students' engagement with the course content. By providing explanations or clarifications in students' first language(s) or using a common language, instructors can help students understand complex concepts more deeply, regardless of their language proficiency in the target language. Instructors could also ask students to put in chat the different ways that they say a particular expression or vocabulary (honoring their
language varieties). This can also promote a more critical analysis of the material, as students compare and contrast concepts across languages and contexts.

In conclusion, translanguaging practices in world language higher education classrooms are unique due to a variety of factors, including less contact hours devoted to the target language, assumptions of English proficiency, specialized content areas, more frequent blended and online classrooms, and more focus on intercultural competence. Teachers in these classrooms must navigate the tensions between using the target language and incorporating students' other languages to promote meaningful and effective language learning. However, by leveraging students' past language experiences, using translanguaging to facilitate communication and collaboration, and tailoring practices to meet specific goals, teachers can enhance their students' language proficiency, intercultural competence, and global citizenship.

## Challenges to Implementing Translanguaging Practices in the Classroom

Despite the fact that many participants expressed their appreciation for translanguaging in the second part of the transformative interviews, they also shared challenges related to its implementation. Some of these concerns had already been raised before participants knew what translanguaging was, but they persisted and were still present in the second part of the interview, even after a detailed explanation of what translanguaging entailed was provided. In addition to the challenges expressed by the participants, other difficulties that may arise will be described here to ensure a more comprehensive understanding of the potential obstacles associated with implementing translanguaging practices in the classroom.

One of the main challenges associated with translanguaging pertains to languages other than the target or common/dominant language. The present study has revealed that instructors and students hold differing views regarding the efficacy of translanguaging. Specifically, some believe that the use of languages unknown to the instructor could lead to confusion, while others assert that the instructor's proficiency in only a few languages could marginalize students who are not fluent in those particular languages. For instance, the Japanese instructor, Akio, expressed his concerns by stating, "but then, if I do that [speak other languages in class] what about the minorities who only speak different language? It's kind of hard." Akio seemed satisfied with my explanation of translanguaging, but it is possible that other instructors have similar concerns or reservations about the approach.

One of the challenges that has been raised by both instructors and students is the issue of target language recommendations. Many believe that providing students with the maximum exposure to the target language (TL) is the most effective way to achieve rapid progress in language learning. In fact, Akio states:

Our policy is to speak Japanese as much as possible except if it is necessary... we are trying to use as much as Japanese language. I try to use Japanese more than ninety percent. Not this semester. This is a first semester for students, students who just started to learn Japanese. So, I am using more English. But ideally, more than ninety percent Japanese, ten percent English. (Akio, Interview transcript, November 22, 2022)

And then a student:

He tries to use mostly Japanese, just so that we're constantly using it. Because that's the best way to learn a language, just to keep using it over and over, so that you get it in your head. But when it's a new concept, or when we are using words, we haven't learned yet... obviously, he'll use English. (Molly. Interview transcript, November 18, 2002).

While this view is understandable, it may overlook the valuable contribution that translanguaging can make to language learning. Research (Neokleous, Park, \& Krulatz, 2020; Rafi, \& Morgan, 2022) has shown that translanguaging can serve as a bridge between a student's L1 and the TL, allowing them to leverage their existing knowledge to facilitate the acquisition of new language skills. An instructor can engage in translanguaging practices even if they do not possess knowledge of the languages in their students' repertoires. By using the target language, an instructor can encourage students to think about and draw upon their other languages. For instance, a teacher can incorporate cognates or loanwords from other languages into their instruction or prompt students to reflect on how their languages may differ from the target language. This approach can stimulate students' cognitive and linguistic flexibility, promote crosslinguistic awareness, and foster a more inclusive and dynamic learning environment. In light of these potential benefits, it is important for language instructors to carefully consider the role of translanguaging in their teaching practice. By incorporating translanguaging strategies in a thoughtful and deliberate manner, instructors can provide their students with a more holistic language learning experience that leverages the strengths of both their home languages and TL.

Another challenge is the perception that translanguaging is only appropriate for beginning stages of language learning, and not encouraged or allowed once students reach an advanced level of English proficiency. This view was highlighted by Akio, who stated:

It's really helpful at the very first stage of learning a new language. Because, naturally, they need to, you know, use their own language to learn... Sometimes they need to translate from English to Japanese. Or they need to use their cultural background to understand the Japanese language as well. So, yeah, I think it's a really helpful tool...at the beginning level. (Akio, Interview transcript, November 22, 2022).

Several students enrolled in higher proficiency language classes may prefer policies that require exclusive use of the target language. They believe that translanguaging could hinder their progress in achieving English language proficiency. Jack, similarly, describes translanguaging in terms of its limitations, suggesting that relying solely on one's language repertoire to learn a new language could potentially cause disruptions.

Yeah, I mean, I do that all the time myself, and I think that it's very useful because you can use the knowledge that you already have, and just kind of explore the new language, although there are limitations to that, because when you're constantly referencing the language that you already learn, sometimes you're not putting yourself enough in like the kind of mindset of the other language like when you learn that language you kind of have to put yourself entirely in there, and if you're
always going back to what you already know, it can sometimes disrupt that. But it's to start out... it's certainly very useful to kind of always be drawing connections, because then you can, I mean ... you want to say something, but then your brain defaults to what you're saying in your own language. (Jack. Interview transcript, November 29, 2022).

The perception that using languages other than the target language hinders the achievement of "native-like" English proficiency reflects a language-as-problem orientation toward translanguaging. However, proponents of translanguaging argue that it can enhance learning effectiveness for all students, regardless of their proficiency levels in their first language or in English.

Implementing translanguaging practices in the classroom can be challenging due to time constraints, as Akio has pointed out. Teachers must balance the significant time investment required to integrate multiple languages into the classroom with their obligation to cover the required curriculum. However, it is important to note that there are other ways to integrate translanguaging without affecting or taking extra time. For example, in addition to the research project that Akio already employs, instructors could encourage students to make comparisons to their own language(s) to clarify concepts, rather than leaving students to figure things out on their own. Additionally, allowing students to use their language repertoire when working in groups or pairs can foster collaboration and encourage them to take risks with their language learning.

Beyond the challenges highlighted by the interview participants, there are other obstacles to the implementation of translanguaging in higher education world language
classes. One significant challenge is the limited preparation available to instructors. Many instructors may not have sufficient knowledge or experience to effectively integrate translanguaging practices into the classroom. As a result, miscommunication or ineffective use of translanguaging strategies may occur, which can hinder students' language learning progress.

When it comes to implementing translanguaging in the classroom, standardized assessments pose a significant obstacle. This is because these assessments tend to prioritize monolingual proficiency, which can discourage the use of translanguaging and multilingual practices among teachers and students alike. As a result, teachers may face difficulties in designing assessments that are both fair and effective in reflecting students' learning progress, especially when multiple languages are being used in the classroom.

Lack of resources and support can also impede the successful implementation of translanguaging practices in the classroom. The effective implementation of translanguaging practices requires access to appropriate resources, such as multilingual materials, which can facilitate the use of multiple languages in the classroom. Without these resources, teachers may face difficulty in incorporating translanguaging practices into their teaching.

Moreover, the absence of support from school administrators or colleagues can also hinder the implementation of translanguaging practices. School administrators play a vital role in supporting and promoting the implementation of translanguaging practices in the classroom. If they do not prioritize and encourage the use of multiple languages in the classroom, it can become difficult for teachers to integrate these practices effectively. Colleagues can also play a significant role in providing support and guidance to teachers
in implementing translanguaging practices in the classroom. Without such support, teachers may feel isolated and hesitant to incorporate translanguaging practices in their teaching.

Lastly, there is a challenge posed by negative perceptions of translanguaging practices, which can create resistance towards their implementation in the classroom. Some educators may perceive the use of multiple languages in the classroom as a hindrance to the acquisition of target language skills or as promoting linguistic division. Such negative attitudes towards translanguaging can potentially hinder its effective use in the classroom. To promote its successful implementation, it is necessary to address these negative perceptions and highlight the potential benefits of translanguaging in facilitating language acquisition and promoting multilingualism.

In conclusion, implementing translanguaging practices in world language higher education presents a number of challenges and limitations that need to be addressed. To summarize these challenges include concerns about language proficiency, assessment, time constraints, limited resources and support, and negative perceptions of translanguaging practices. Educators can take a proactive role in educating their colleagues, students, and parents about the value of translanguaging practices in promoting more inclusive and effective language learning environments. Addressing these challenges and promoting the benefits of translanguaging can help to promote equity and social justice in language education, and to improve language learning outcomes for all students.

## CHAPTER SEVEN: CONCLUDING THOUGHTS

In this chapter, I provide a summary of the principal findings from this qualitative research study conducted in the field of world language higher education. The research implemented transformative interviewing as a means to cultivate critical thinking skills among both multilingual learners and instructors who were interviewed. Subsequently, I delve into the study's implications, its limitations, suggestions for future research in this domain, and conclude with my final thoughts.

## Summary of Key Findings

The primary research question that guided my study is as follows:
Does translanguaging happen in university world language classrooms and if so, how is it practiced and how is it perceived by instructors and students?

More specifically, I sought to answer the following sub-questions stated at the beginning of this research project:
a. Do world language instructors use pedagogical translanguaging in their classes and if yes, what does this look like (e.g., in which contexts and for what purposes do they use it, and which do they not). What are their perceptions of its benefits or challenges?
b. What are the learners' (who are also participants in the study) perceptions of pedagogical translanguaging as it is used (or not used) in their classroom by the instructor?
c. Which translanguaging practices are utilized by students (consciously or unconsciously) in a multilingual group studying a world language at an American university?
d. How do instructors and bi/multilingual students perceive the use of translanguaging for world language learning in higher education? For which situations/contexts does it work best in their opinion?
e. How does translanguaging assist in building communicative skills?
f. How does translanguaging affect classroom climate?

The present study has provided a comprehensive analysis of the translanguaging practices that are employed in higher education language learning contexts. Through a detailed examination of the data and themes discussed in the previous chapter, we have gained a better understanding of the potential benefits that translanguaging can bring to language learning environments.

The study has made a significant discovery by confirming the presence of intentional (but not always planned ahead) and unintentional translanguaging practices in world language higher education classes. These practices include translanguaging for clarification, explanation, and comparison, and are accompanied by unique features and challenges as also highlighted in chapter 2 by García (2011). The analysis of the data indicates that translanguaging pedagogy can be particularly effective in facilitating clarification and aiding in the comparison of different linguistic structures, especially when in-class confusion regarding grammatical points or word memorization arises.

Incorporating translanguaging pedagogy in language learning contexts can mitigate potential frustration or anxiety that may arise due to language barriers.

In addition to confirming the presence of translanguaging practices, this study has also shed light on the language learning ideologies of the participants. Through the analysis of data, it was found that there were common assumptions held by the students, which could be addressed through increased awareness and sharing of their cultural backgrounds in the classroom at the beginning of the semester. By sharing their cultural backgrounds, students can gain a deeper understanding of the linguistic and cultural nuances present in the language they are learning, while instructors can offer guidance and support in assisting them to draw upon their linguistic repertoire to acquire the new language. The use of a language repertoire enables students to express themselves with greater confidence and participate more actively in classroom discussions.

Additionally, increased awareness of the diverse cultural backgrounds in the classroom can also help to promote mutual respect and understanding between students, further enriching the learning experience. This can create a more inclusive and respectful classroom environment, facilitating the breakdown of stereotypes and assumptions that may impede language learning and fostering a more inclusive learning environment.

Incorporating translanguaging in higher education language learning contexts can foster collaboration between peers and instructors in constructing meaning, thereby impacting classroom climate. Research data analysis suggests that collaborative learning activities, such as peer activities, that incorporate translanguaging can facilitate deeper understanding of course material. For instance, in Akari's Japanese 102 class, students
frequently worked in pairs and were observed utilizing their common language (English) or first language (Chinese) to understand the directions of the Japanese exercises and complete their tasks collaboratively. Peers and instructors can work together to provide support and feedback to one another, creating a positive and supportive learning environment that values the diverse linguistic backgrounds of all participants.

The research demonstrates the transformative nature of the interviewing process, resulting in a changed and more open way of thinking about trying a new pedagogical approach. Instructors and student participants who were initially hesitant to utilize other linguistic and semiotic repertoires available in class as a means of instruction and learning experienced a moment of realization, commonly referred to as the 'eureka' moment, after receiving brief yet detailed clarifying examples on the use of translanguaging theory and pedagogy. They discovered the potential of translanguaging theory and pedagogy in making the classes more equitable and valuing all linguistic and semiotic assets as learning tools in the language learning experience. As CummingPotvin (2009, p. 84) in chapter 2 highlighted, a social justice approach includes "investigating barriers to students' learning outcomes and using teaching and assessment strategies fairly" (p.84).

The study has awakened at least one instructor to the possibilities of translanguaging in language education. During the data analysis, I received a gratifying and revealing email from Akio, the 101 Japanese instructor, who had been one of the most reluctant participants from the beginning of the research. Akio expressed concerns about time limits and utilizing all students' linguistic repertoire. He, along with the

Chinese instructor, also worried about leaving out students who did not understand the languages being spoken if not English, as the common language and target language. However, Akio sent me an email with his syllabus that he had modified according to a culturally relevant pedagogy in the lens of translanguaging. In his email, he wrote that providing students with opportunities to think about their own cultures in their own languages became a crucial aspect in his curricula. Furthermore, he mentioned that while he used to believe that introducing Japanese culture to this society required acknowledging and referring to the local culture first, he now recognizes the importance of knowing more about all the other cultures present in his class. Consequently, he was adjusting some parts of his assignments, accordingly, finding time to address what he thought was challenging given his short-class period. Akio also wanted me to share his modified syllabus and lesson plan (see Appendix F) so that others could see in a more concrete way how translanguaging theory and pedagogy might be implemented in a Japanese world language university classroom. He also requested my assistance in finding more information regarding this subject, and I was more than pleased to help him out. It is clear that the transformative nature of the interviewing process (as opposed to just asking him what he did and if he used translanguaging) resulted in a changed and more open way of thinking about trying a new pedagogical approach, and I believe that I have awakened at least this instructor to the possibilities of translanguaging in language education.

In conclusion, this study highlights different positive aspects of incorporating translanguaging pedagogy in higher education language learning contexts. Besides what was said until now, the findings also suggest that incorporating translanguaging can
mitigate potential frustration or anxiety that may arise due to language barriers, promote intercultural competence, and enhance students' communicative skills. Furthermore, this study demonstrates the importance of being open to new pedagogical approaches and willing to learn from others. As demonstrated by the experience of Akio, a previously hesitant instructor, incorporating translanguaging pedagogy can lead to transformative changes in teaching practices and curricula.

## Implications

In order to assess the efficacy of translanguaging practices in higher education language courses, it is essential that language practitioners, instructors, and action researchers take into account a range of pedagogical implications. Firstly, it is imperative that both instructors and students cultivate a heightened awareness of multilingualism in order to adapt to an increasingly multilingual world (May, 2013). Language instruction should be approached with a flexible and multilingual mindset, with bilingual or multilingual education incorporated into the classroom language usage to embrace the concept of multilingualism. Instructors should engage in discussions with students about language difficulties and collaborate with them to make informed choices about language use in the classroom, thus promoting translanguaging practices. Instructors should emphasize the teaching of communication skills, including negotiation and accommodation, in order to effectively evaluate and utilize students' multilingual resources for communication purposes.

The significance of multilingualism in relation to students' home languages as a resource and trans-semiotizing practice should be introduced in language learning lessons, as recommended by Lin (2019). Trans-semiotizing is a complex process that
involves the interpretation and representation of meaning across different semiotic systems. It can include the use of various modes of communication, such as language, visual images, sounds, and gestures. In language learning, trans-semiotizing is an important skill that allows learners to communicate more effectively in multilingual and multicultural contexts. It also helps them to develop a deeper understanding of the nuances and complexities of language and communication.

One of the ways to foster trans-semiotizing practice in language learning is to recognize the importance of students' languages as resources. Research has shown that students who are proficient in their L1 are more likely to be successful in learning a second language (L2) (Cummins, 1981). This is because they are able to draw on their knowledge of language structures, grammar, and vocabulary to make connections and transfer skills between languages.

In addition, trans-semiotizing practice can be introduced in language learning lessons through various activities. For example, students can analyze and compare different forms of media, such as advertisements, videos, and news articles, in different languages. They can also create multilingual texts, such as bilingual or multilingual poems, stories, or dialogues, and interpret and represent meaning across different semiotic systems. By engaging in these activities, students can develop their communicative competence, cultural awareness, and critical thinking skills.

The importance of trans-semiotizing practice and the role of multilingualism, particularly in relation to students' first language, cannot be overstated in language learning. By recognizing the value and complexity of different semiotic systems and languages, learners can develop a more nuanced and sophisticated understanding of
communication and become more effective and engaged members of a global community.

Developing systematic and contextualized translanguaging pedagogical strategies is a crucial step towards promoting effective bilingual education (Baker and Hüttner, 2019). Acknowledging the significant role of students' home language/s or other languages studied (or shared languages between students and instructors) is imperative as monolingual teaching is not a practical or socially just choice. However, for instructors to effectively implement translanguaging pedagogy, they require adequate preparation and professional development (Catalano \& Hamann, 2016; Vaish, 2019). Without proper preparation that includes microteachings in which they can practice translanguaging, and clear concrete examples of how it would look in their own context, instructors may struggle to integrate students' native languages and cultures into their teaching practices, which could hinder the development of learners. Therefore, ongoing support and mentorship to instructors are essential to ensure they are equipped with the necessary skills to implement translanguaging pedagogy. The critical role of instructor preparation in promoting the successful implementation of translanguaging pedagogy, particularly for low achieving students who may benefit greatly from this approach, cannot be overemphasized.

Finally, promoting collaboration between language instructors and students and among instructors is also essential (Liu et al., 2020). Teachers may, for example, inquire about students' backgrounds, learning needs and invite feedback from them. For instance, teachers can send out pre-class questionnaires to students, asking them to identify the other languages or language varieties they are proficient in or have studied, their
competency in skill levels such as reading, writing, listening, speaking, and self-evaluate their language problems. Students can then state their specific learning needs and goals. In this way, teachers will be aware of the extent and circumstances in which translanguaging practices can be involved in the process of language teaching and learning. Becoming familiar with the authentic needs of students assists in developing more appropriate pedagogical approaches and also promotes the preservation of their individual identities.

Furthermore, it is important for teachers to discuss language policy and language use with their colleagues. Instructors are encouraged to communicate their perceptions and understanding of language use in classrooms. In this way, they can find models to follow on how to implement translanguaging pedagogy (Cenoz and Gorter, 2013; Lin, 2019). Through collaborative discussions about language policy and use, instructors can also build a community of practice, where they can exchange ideas, share resources, and support one another in their teaching. This can help to create a more dynamic and engaged teaching community, where instructors feel empowered to experiment with new approaches and share their successes and challenges with their colleagues.

## Limitations

Firstly, this study was limited to a single university located in the Midwest, United States where the population of international students is constrained in comparison to more metropolitan and coastal areas, such as California or New York. As a result, findings derived from international students in this Midwest-based university may not generalize
to international students' experiences in other regions with larger concentrations of international students.

Another limitation of this case study was the number and distribution of student participants. Ideally, I had hoped to have a larger number of participants, and an equal number of representative students from each course. However, due to the voluntary nature of the study, I had no control over the number or distribution of participants. While every effort was made to recruit participants from all courses and encourage their participation, it is possible that some language courses were overrepresented or underrepresented in the study. This limitation results in the findings of this study not being generalizable, since the experiences and perspectives of the participants may not be representative of the broader student population in the language program. Future studies with more control over participant selection and distribution could help to address this limitation and provide more comprehensive insights into the experiences of language learners. However, even though the findings are not generalizable to world language university classrooms everywhere, they provide valuable insight into translanguaging practices and possibilities in this context.

Additionally, while all participants were multilingual, the extent and level of their proficiency in their non-native languages varied, which could also affect the degree to which translanguaging was utilized in the classroom. Furthermore, the fact that participation in the study was voluntary means that there may have been a self-selection bias, with only those students who were particularly interested in language learning and/or had positive attitudes towards translanguaging choosing to participate.

## Future Research

Translanguaging pedagogy has gained increased recognition as a promising approach for improving language learning outcomes and promoting linguistic and cultural inclusivity in different educational contexts. However, a deeper understanding of its effectiveness in diverse language learning settings (in particular, world language) and the identification of optimal practices for its implementation in language classrooms is still needed. Further investigation is necessary to fully comprehend the impact of translanguaging pedagogy on language learning outcomes and the extent to which it can promote inclusive language education practices across diverse educational settings.

In order to fill these knowledge gaps, future research could explore effective strategies to support instructors in integrating translanguaging pedagogy into their teaching practices. This could include investigating different approaches, such as workshops, ongoing professional development opportunities, feedback mechanisms, and other innovative methods that are feasible and effective for instructors with busy schedules. Additionally, research could examine how teacher education courses can support and impact student outcomes, such as proficiency levels, motivation, engagement, and cultural competence.

Furthermore, future research could explore the challenges instructors may face when implementing translanguaging pedagogy in diverse educational contexts, including both monolingual and multilingual settings. This could help identify how to adapt and apply this approach to diverse linguistic and cultural backgrounds and facilitate its implementation in different contexts. Additionally, future research could also investigate the potential impact of translanguaging pedagogy on other aspects of language learning,
such as the development of metalinguistic awareness, language attitudes, and identity formation, as well as its potential for promoting multilingualism beyond the classroom. This can contribute to a more comprehensive understanding of the benefits and challenges of this approach and inform the development of more effective language education policies and practices that are inclusive of diverse linguistic and cultural backgrounds.

Ultimately, further research in these areas can help unlock the full potential of translanguaging pedagogy and contribute to the development of more effective and inclusive language education practices that promote greater linguistic and cultural diversity in classrooms and communities. It can also inform the development of educational policies and practices that prioritize inclusivity and equity in language learning. By generating more empirical evidence on the effectiveness of translanguaging pedagogy and identifying the optimal ways to support its implementation, this research could inform the design and implementation of teacher preparation programs, curriculum development, and classroom practices, thereby enhancing the quality of language education and promoting more equitable opportunities for language learners of diverse linguistic and cultural backgrounds.

## Final Thoughts

As Cenoz and Gorter (2020) explain, it sounds paradoxical to ignore and avoid the use of multilingual students' resources by using a monolingual approach when the goal is to develop multilingual competencies. The diverse linguistic backgrounds that many multilingual students possess can be valuable resources for acquiring further languages
and academic knowledge. Another important reason to use multilingual resources from the whole linguistic repertoire is that it is natural for students to rely on what they already know and is at their disposal (Morales, Schissel \& López-Gopar, 2020; Tedick \& Lyster, 2020). Students link new information to old information, and pedagogical translanguaging aims at reinforcing that process. It is also natural for multilingual speakers to use languages in a flexible way and to translanguage spontaneously (García \& Li, 2014; Duarte \& Kirsch, 2020). Pedagogical translanguaging has as its point of reference multilingual individuals and multilingual societies because they represent the way people communicate.

By allowing language learners to utilize their existing language knowledge for pre-thinking skills in order to perform academically in an additional language, students will have a richer comprehension of the academic tasks. In line with this, Mgijima and Makalela (2020) support the idea that incorporating the first language (L1) in education can enhance higher-level thinking skills. The authors argue that learners' other languages are an asset that can be used to facilitate additional language learning. Similarly, García and Wei (2014) and Makalela (2015b) emphasize the need to acknowledge and use multilingual resources to develop learners' critical thinking skills.

The interviews with students in this dissertation revealed that allowing the use of the mother tongue (or other languages students have learned) in the learning process enhanced their understanding of the content. This supports the findings of previous studies on bilingual education, which suggest that using the first language can help
learners achieve better comprehension and can enhance higher-level thinking skills (García \& Wei, 2014; Hungwe, 2019; Mgijima \& Makalela, 2020).

However, the implementation of translanguaging practices in language learning classrooms can be challenging, especially when instructors may not have proficiency in other languages. As the study highlights, careful consideration and planning, along with appropriate training and support for instructors, are essential for the successful implementation of translanguaging practices. This is in line with the findings of Catalano and Hamann (2016) and Catalano, Traore Moundiba \& Pir (2019) who suggest that a language-as-resource (LAR) approach can help reshape attitudes about languages and language groups and that activities such as microteachings that involve translanguaging can aid in providing concrete examples for teachers to try out in their own classrooms.

The interviews also revealed various instances of translanguaging practices such as assisting peers with language-related issues. These practices can enhance language awareness and require critical thinking about language and concepts. The students were previously unfamiliar with the term "translanguaging," but they had observed their instructors using this approach primarily for translating between the target language and English in class. This indicates that instructors are using translanguaging as a flexible and innovative means of communication among peers and catering to diverse linguistic backgrounds.

In conclusion, the study provides valuable insights into the perceptions and experiences of language learners and language instructors regarding translanguaging pedagogy in the world language higher education classroom. Despite the various
challenges, participants in this study have shown how incorporating multilingual resources and acknowledging the diverse linguistic backgrounds of students in world language higher education can enhance understanding and critical cultural awareness skills. However, successful implementation requires careful planning, appropriate preparation and support for instructors, and a supportive environment. Embracing multilingualism and recognizing it as an asset in education regardless of the age or educational settings of the learners can create a more inclusive, equitable, and supportive learning environment for language learners.

## References

Abrahamsson, N., \& Hyltenstam, K. (2009). Age of onset and nativelikeness in a second language: Listener perception versus linguistic scrutiny. Language learning, 59(2), 249-306.

Alsaawi, A. (2019). Translanguaging in the case of bilingual university students. International Journal of English Linguistics, 9(6).

Androutsopoulos, J. (2011). From variation to heteroglossia in the study of computermediated discourse. Digital discourse: Language in the new media, 277, 298.

Armour, W. S. (2011). Learning Japanese by reading 'manga': The rise of 'soft power pedagogy'. Relc Journal, 42(2), 125-140. Ateek, M. (2022). Refugee foreign language learning: trauma and the use of translanguaging space as a vehicle for psycho-social support. European Journal of Applied Linguistics and TEFL, 11(2), 21-41.

Ateek, M. (2022). Refugee foreign language learning: trauma and the use of translanguaging space as a vehicle for psycho-social support. European Journal of Applied Linguistics and TEFL, 11(2), 21-41.

Babchuk, W.A. (2019). Fundamentals of qualitative data analysis. Journal of Family Medicine and Community Health, 7:000040

Bailey, B. (2012). Heteroglossia. In The Routledge handbook of multilingualism (pp. 511519). Routledge.

Baker, C. (2003). Biliteracy and transliteracy in Wales: Language planning and the Welsh national curriculum. Bilingual education and bilingualism, 71-90.

Baker, C. (2011). Foundations of bilingual education and bilingualism. Multilingual matters. Layder, D. (2006). Understanding social theory. $2^{\text {nd }}$ ed. Sage

Baker, W. (2022). From intercultural to transcultural communication. Language and Intercultural Communication, 22(3), 280-293.

Baker, W., \& Hüttner, J. (2019). "We are not the language police": Comparing multilingual EMI programmes in Europe and Asia. International Journal of Applied Linguistics, 29(1), 78-94.

Bakhtin, M. M. (1981). The dialogic imagination: Four essays. University of Texas Press.

Barahona, M. (2020). The potential of translanguaging as a core teaching practice in an EFL context. System, 95, 102368.

Batluk, L. (2015). Does Listening to English Songs Motivate Students to Expand Their Extramural English?: A Case Study of Swedish Upper-Secondary School Students' Perceptions of Possible Impact of Listening to Vocal Music on Their Extramural English.

Bergey, R., Movit, M., Baird, A. S., \& Faria, A. M. (2018). Serving English Language Learners in Higher Education: Unlocking the Potential. American Institutes for Research.

Bhatt, R. M., \& Martin, L. H. (2015). Translanguaging as everyday practice. In O. García \& L. Wei (Eds.), Translanguaging: Language, bilingualism and education (pp. 2134). Palgrave Macmillan.

Blackledge, A., \& Creese, A. (2014). Heteroglossia as practice and pedagogy. In Heteroglossia as practice and pedagogy (pp. 1-20). Springer, Dordrech

Blommaert, J. (2014). The great diversifier. Routledge International Handbook of Diversity Studies.

Blommaert, J. (2016). Multilingual: Title detail ethnography, superdiversity and linguistic landscapes. Multilingual Matters.

Blommaert, J., \& Backus, A. (2013). Superdiverse repertoires and the individual. In Multilingualism and multimodality (pp. 9-32). Brill.

Bogdan, R.C., \& Biklen, S.K. (2007). Qualitative research for education: An introduction to theories and methods (5th ed.). Boston: Pearson Education, Inc. Ch. 1: Foundations of qualitative research for education.

Bourdieu, P. (1991). Language and symbolic power. Harvard University Press.
Brown, G. (2017). Listening to spoken English. Routledge.
Burton, J., \& Rajendram, S. (2019). Translanguaging-as-resource: University ESL instructors' language orientations and attitudes toward translanguaging. TESL Canada Journal, 36(1), 21-47.

Byers-Heinlein, K., \& Lew-Williams, C. (2013). Bilingualism in the early years: What the science says. LEARNing landscapes, 7(1), 95.

Byram, M. (1997). Teaching and assessing intercultural communicative competence (Multilingual Matters). Multilingual Matters.

Byram, M. (2002). Foreign language education as political and moral education-an essay. Language Learning Journal, 26(1), 43-47.

Cai, Y., \& Fang, F. (2022). TESOL in Transition: Examining Stakeholders' Use of and Attitudes toward Translanguaging and Multimodal Practices in EFL Contexts. Taiwan Journal of TESOL, 19(1), 7-33.

Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. The Modern Language Journal, 95(3), 401-417.

Canagarajah, S. (2013). Translingual practice: Global Englishes and cosmopolitan relations. Routledge.

Canagarajah, S. (2017). Translingual practices and neoliberal policies. In Translingual practices and neoliberal policies (pp. 1-66). Springer, Cham.

Canagarajah, S. (2018). Translingual practice as spatial repertoires: Expanding the paradigm beyond structuralist orientations. Applied Linguistics, 39(1), 31-54.

Carbonara, V., \& Scibetta, A. (2020). Imparare attraverso le lingue: il Translanguaging come pratica didattica. Carocci.

Carstens, A. (2016). Translanguaging as a vehicle for L2 acquisition and L1 development: students' perceptions. Language Matters, 47(2), 203-222.

Catalano, T., \& Hamann, E. T. (2016). Multilingual pedagogies and pre-service teachers: Implementing "language as a resource" orientations in teacher education programs. Bilingual Research Journal, 39(3-4), 263-278.

Catalano, T., Kiramba, L. K., \& Viesca, K. (2020). Transformative interviewing and the experiences of multilingual learners not labeled "ell" in US schools. Bilingual Research Journal, 43(2), 178-195. https://doi.org/10.1080/15235882.2020.1738287

Catalano, T., Moundiba, H. C. T., \& Pir, H. (2019). "I felt valued": Multilingual microteachings and the development of teacher agency in a teacher education classroom.

CCCIE Community College Consortium for Immigrant Education. (2015). Retrieved February 7, 2023, from https://www.cccie.org/resources/fast-facts/

Cenoz, J., \& Gorter, D. (2020). Pedagogical translanguaging: An introduction. System, 92, 102269.

Cenoz, J., \& Gorter, D. (2021). Pedagogical translanguaging. Cambridge University Press.

Cioè-Peña, M., \& Snell, T. (2015). Translanguaging for social justice. Theory, Research, and Action in Urban Education, 4(1), 1-5.

Ciriza, M. D. P. (2023). 'Teaching English as service'in Spanish language programs: A Translanguaging approach. L2 Journal, 15(1).

Conteh, J. (2018). Translanguaging. ELT journal, 72(4), 445-447.
Cook, V. J. (1992). Evidence for multicompetence. Language learning, 42(4), 557-591.
Cook, V. (2011). Linguistic relativity and transfer. In V. Cook \& L. Wei (Eds.), The Cambridge Handbook of Linguistics (pp. 669-689). Cambridge, UK: Cambridge University Press.

Creese, A., \& Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching?. The modern language journal, 94(1), 103115.

Creswell, J. W., \& Poth, C. N. (2016). Qualitative inquiry and research design: Choosing among five approaches. Sage publications.

Cumming-Potvin, W. (2009). Social justice, pedagogy and multiliteracies: developing communities of practice for teacher education. Australian Journal of Teacher Education, 34(3), 82-99.

Cummins, J. (1981). The Role of Primary Language IhvelopMent in Promoting Educational. Schooling and language minority students: A theoretical framework., 16.

Cummins, J. (1979). Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters. Working Papers on Bilingualism, No. 19.

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. Canadian journal of applied linguistics, 10(2), 221-240.

Cummins, J. (2008). Teaching for transfer: Challenging the two solitudes assumption in bilingual education. Encyclopedia of language and education, 5, 65-75.

Cummins, J. (2019). The emergence of translanguaging pedagogy: A dialogue between theory and practice. Journal of Multilingual Education Research, 9(13), 19-36.

Cummins, J. (2021). Rethinking the Education of Multilingual Learners: A Critical Analysis of Theoretical Concepts. Multilingual Matters.

Cummins, J. (2021). Translanguaging: A critical analysis of theoretical claims. Pedagogical translanguaging: theoretical, methodological and empirical perspectives. Multilingual Matters.

Cummins, J., Baker, C., \& Hornberger, N. H. (Eds.). (2001). An introductory reader to the writings of Jim Cummins (Vol. 29). Multilingual Matters.

Dalziel, F., \& Guarda, M. (2021). Student translanguaging practices in the EMI classroom: A study of Italian higher education. In English-Medium Instruction and Translanguaging (pp. 124-140).

Darling, D. C., \& Dervin, F. (2022). Glimpses Into the 'Language Galaxy'of International Universities: International Students' Multilingual and Translanguaging Experiences and Strategies at a Top Finnish University. In Translanguaging and Epistemological Decentering in Higher Education and Research. Multilingual matters.

David, S. S., Shepard-Carey, L., Swearingen, A. J., Hemsath, D. J., \& Heo, S. (2022).
Entry points and trajectories: Teachers learning and doing translanguaging pedagogy. TESOL Journal, 13(1), e603.

DeKeyser, R. M. (2018). Age in learning and teaching grammar. The TESOL encyclopedia of english language teaching, 1-6.

De Swaan, A. (2013). Words of the world: The global language system. John Wiley \& Sons.

Dietrich, S., \& Hernandez, E. (2022, August). Language use in the United States: 2019 Census.gov. Retrieved September 23, 2022, from https://www.census.gov/content/dam/Census/library/publications/2022/acs/acs50.pdf

Dimova, S., \& Kling, J. (Eds.). (2020). Integrating content and language in multilingual universities (Vol. 44). Springer Nature.

Doiz, A., Lasagabaster, D., \& Sierra, J. M. (2011). Internationalisation, multilingualism and English-medium instruction. World Englishes, 30(3), 345-359.

Dörnyei, Z. (2009). The L2 motivational self system. Motivation, language identity and the L2 self, 36(3), 9-11.

Dörnyei, Z. (2014). The psychology of the language learner: Individual differences in second language acquisition. Routledge.

Duarte, J., \& Kirsch, C. (2020). Introduction: multilingual approaches to teaching and learning. Multilingual approaches for teaching and learning. From acknowledging to capitalising on multilingualism in European mainstream education, 1-12.

Ellis, R. (2015). Understanding second language acquisition 2nd Edition-Oxford applied linguistics. Oxford university press.

Emerson, R. M., Fretz, R. I., \& Shaw, L. L. (2011). Writing ethnographic fieldnotes. University of Chicago press.

Espinet, I., \& Chapman-Santiago, C. (2022). "When People Don't Know Me, They Think...": Fostering a Multimodal Translanguaging Space that Leverages Students' Voices. Journal of Adolescent \& Adult Literacy, 66(2), 91-99.

Facilitate target language use. ACTFL. (n.d.). Retrieved March 23, 2023, from https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/facilitate-target-language-use

Fernández-Costales, A. (2017). Subtitling in CLIL: promoting bilingual methodologies through audiovisual translation. Bilingual Education: Trends and Key Concepts, 185-196.

Field, J. (2000). 'Not waving but drowing': a reply to Tony Ridgway. ELT Journal, 54(2), 186-195.

Fishman, Joshua A. (ed.), 1972. Advances in the Sociology of Language (Vol. 2). The Hague: Mouton.

Fishman, J. A. (2014). Three hundred-plus years of heritage language education in the United States. In Handbook of heritage, community, and native American languages in the United States (pp. 50-58). Routledge.

Flores, N., \& McAuliffe, L. (2022). 'In other schools you can plan it that way': a raciolinguistic perspective on dual language education. International Journal of Bilingual Education and Bilingualism, 25(4), 1349-1362.

Flores, N., \& Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. Harvard Educational Review, 85(2), 149-171.

Foucault, M. (2008). The birth of biopolitics. Lectures at the Collège de France, 19771979. New York: Palgrave Macmillan.

Freeman, D. L., \& Cameron, L. (2008). Research methodology on language development from a complex systems perspective. The modern language journal, 92(2), 200213.

Fuster, C. (2022). Lexical transfer as a resource in pedagogical translanguaging. International Journal of Multilingualism, 1-21.

Galante, A. (2020). Pedagogical translanguaging in a multilingual English program in Canada: Student and teacher perspectives of challenges. System, 92, 102274.

García, O. (2009). Education, multilingualism and translanguaging in the 21 st century. In Social justice through multilingual education (pp. 140-158). Multilingual Matters.

García, O. (2011). Bilingual education in the 21st century: A global perspective. John Wiley \& Sons.

García, O. (2014). Countering the dual: Transglossia, dynamic bilingualism and translanguaging in education. The global-local interface, language choice and hybridity, 100-118.

García, O. (2017). Critical multilingual language awareness and teacher education. Language awareness and multilingualism, 263, 280.

García, O. (2019). Translanguaging: a coda to the code?. Classroom Discourse, 10(3-4), 369-373.

García, O. (2020). Singularity, complexities and contradictions: A commentary about translanguaging, social justice, and education. In Inclusion, Education and Translanguaging (pp. 11-20). Springer VS, Wiesbaden.

García, O., Flores, N., Seltzer, K., Wei, L., Otheguy, R., \& Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto. Critical Inquiry in Language Studies, 18(3), 203-228.

García, O., Johnson, S. I., Seltzer, K., \& Valdés, G. (2017). The translanguaging classroom: Leveraging student bilingualism for learning. Caslon.

García, O., \& Kano, N. (2014). Translanguaging as process and pedagogy: Developing the English writing of Japanese students in the US. The multilingual turn in languages education: Opportunities and challenges, 258-277.

García, O., \& Kleifgen, J. A. (2020). Translanguaging and literacies. Reading Research Quarterly, 55(4), 553-571.

García, O., \& Kleyn, T. (2016). Translanguaging with multilingual students. Learning from classroom moments. Routledge.

García, O., \& Leiva, C. (2014). Theorizing and enacting translanguaging for social justice. In Heteroglossia as practice and pedagogy (pp. 199-216). Springer, Dordrecht.

García, O., \& Li, W. (2014). Translanguaging: Language, bilingualism and education. Palgrave Macmillan.

García, O., \& Lin, A. M. (2017). Translanguaging in bilingual education. Bilingual and multilingual education, 117-130.

García, O., Skutnabb-Kangas, T., \& Torres-Guzmán, M. (2006). Weaving spaces and (de) constructing ways for multilingual schools: The actual and the imagined. In Imagining multilingual schools (pp. 3-48). Multilingual Matters.

García, O., Wei, L., García, O., \& Wei, L. (2014). Language, bilingualism and education (pp. 46-62). Palgrave Macmillan UK.

Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. Arnold.

Genesee, F., Nicoladis, E., \& Paradis, J. (2019). Language development in bilingual children. Annual Review of Linguistics, 5(1), 25-46. doi: 10.1146/annurev-linguistics-011718-011845 Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., \& Parra, M. (2014). Dual language exposure and early bilingual development. Journal of Child Language, 41(Suppl. 1), 1-27. doi: 10.1017/S0305000914000073

Goodman, B., \& Tastanbek, S. (2021). Making the shift from a codeswitching to a translanguaging lens in English language teacher education. TESOL Quarterly, 55(1), 29-53.

Gort, M., \& Sembiante, S. F. (2015). Navigating hybridized language learning spaces through translanguaging pedagogy: Dual language preschool teachers' languaging practices in support of emergent bilingual children's performance of academic discourse. International Multilingual Research Journal, 9(1), 7-25.

Greene, R. L. (2011). You are what you speak: Grammar grouches, language laws, and the politics of identity. Random House Digital, Inc..

Grimm, S. (2020). Language learning from the developmental and neurocognitive perspective: An examination of the impact of music on second language acquisition.

Guetterman, T.C., Babchuk, W.A., \& Howell-Smith, M.C. (In Preparation). Intersecting mixed methods research with qualitative designs: Principles and practices. Mixed Methods Research Series. Sage. Ch. 2: Overview of contemporary qualitative research.

Gumperz, J. and Hymes, D. 1986. Directions in Sociolinguistics. The Ethnography of Communication. Oxford: Blackwell.

Gutiérrez, K. D. (2008). Developing a sociocritical literacy in the third space. Reading research quarterly, 43(2), 148-164Gutiérrez, K. D., Baquedano-López, P., Alvarez, H. H., \& Chiu, M. M. (1999). Building a culture of collaboration through hybrid language practices. Theory into practice, 38(2), 87-93.

Gutiérrez, K. D., Baquedano-López, P., \& Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. Mind, culture, and activity, 6(4), 286-303.

Hatch, J.A. (2002). Doing qualitative research in educational settings. Albany: State University of New York Press. Ch. 1: Deciding to do a qualitative study. Hornberger, N. H., \& Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. International journal of bilingual education and bilingualism, 15(3), 261-278.

Hurst, E., \& Mona, M. (2017). " Translanguaging" as a socially just pedagogy. Education as Change, 21(2), 126-148.

Institute of International Education. IIE (2022) "International Students Enrollment Trends, 1948/49-2021//22." Open Doors Report on International Educational Exchange. Retrieved February 8, 2023, from http://www.opendoorsdata.org Itoi, K., \& Mizukura, R. (2023). Experience of Japanese exchange students in EMI programmes: benefits and issues of translanguaging. International Journal of Multilingualism, 1-20.

Jacquemet, M. (2005). Transidiomatic practices: Language and power in the age of globalization. Language \& communication, 25(3), 257-277.

Jensen, J. B. (1989). On the mutual intelligibility of Spanish and Portuguese. Hispania, 72(4), 848-852.

Johnson, J. M. (2002). In-depth interviewing. Handbook of interview research: Context and method, 1 .

Jørgensen, J. N. (2008). Polylingual languaging around and among children and adolescents. International journal of multilingualism, 5(3), 161-176.

Jørgensen, J. N., Karrebæk, M. S., Madsen, L. M., \& Møller, J. S. (2015).
Polylanguaging in superdiversity. In Language and superdiversity (pp. 147-164). Routledge.

Kim, H. (2022). Oh, What's Wrong With Your Korean?. Korean as a Heritage Language from Transnational and Translanguaging Perspectives.

Kleyn, T., \& García, O. (2019). Translanguaging as an act of transformation: Restructuring teaching and learning for emergent bilingual students. The Handbook of TESOL in K-12, 69-82.

Krashen, S. (1981). Second language acquisition. Second Language Learning, 3(7), 1939.

Krashen, S. (1982). Principles and practice in second language acquisition.
Krashen, S. (1993). The power of reading. Englewood. Colorado: Libraries Unlimited.
Kroll, J. F. (2008). Juggling two languages in one mind. Psychological Science Agenda, American Psychological Association, 22(1).

Kroll, J. F., \& Bialystok, E. (2013). Understanding the consequences of bilingualism for language processing and cognition. Journal of cognitive psychology, 25(5), 497514.

Kroll, J. F., Dussias, P. E., Bogulski, C. A., \& Kroff, J. R. V. (2012). Juggling two languages in one mind: What bilinguals tell us about language processing and its consequences for cognition. In Psychology of learning and motivation (Vol. 56, pp. 229-262). Academic press.

Kucukali, E., \& Koçbaş, D. (2021). Benefits and Issues of Translanguaging Pedagogies on Language Learning: Students' Perspective.

Labov, W. (1972). Language in the inner city: Studies in the Black English vernacular (No. 3). University of Pennsylvania Press.

Lantolf, J. P., \& Thorne, S. L. (2006). Sociocultural theory and genesis of second language development. Oxford: Oxford University Press, 2006.

Lasagabaster, D. (2016). Translanguaging in ESL and content-based teaching: Is it valued. CLIL experiences in secondary and tertiary education: In search of good practices, 233-258.

Layder, D. 2006. Understanding Social Theory. $2^{\text {nd }}$ ed. Thousand Oaks: Sage.
Lee, C. (2020). Functions of Translanguaging Performed by Korean-American Emergent Bilinguals. Education, 9(3), 50-59.

Lee, C. (2022). Translanguaging in Action. Korean as a Heritage Language from Transnational and Translanguaging Perspectives.

Lee, H., \& Jang, G. (2022). A Discursive Analysis of a Korean College Heritage Learner's Translanguaging Practices in Diverse Social Contexts. In Korean as a Heritage Language from Transnational and Translanguaging Perspectives (pp. 203-221). Routledge.

Leeds-Hurwitz, W. (1985). The committee on research in Native American languages. Proceedings of the American Philosophical Society, 129(2), 129-160.

Leung, C., \& Valdés, G. (2019). Translanguaging and the transdisciplinary framework for language teaching and learning in a multilingual world. The Modern Language Journal, 103(2), 348-370.

Li, L. (2018). Translanguaging in a Chinese-English bilingual classroom: Making sense of the students' written work. International Journal of Bilingual Education and Bilingualism, 21(3), 293-304. doi: 10.1080/13670050.2016.1251388

Li, S., \& Luo, W. (2017). Creating a Translanguaging Space for High School Emergent Bilinguals. CATESOL Journal, 29(2), 139-162.

Lin, A. (2012). 5. Multilingual and Multimodal Resources in Genre-based Pedagogical Approaches to L2 English Content Classrooms. In C. Leung \& B. Street (Ed.), English - A Changing Medium for Education (pp. 79-103). Bristol, Blue Ridge Summit: Multilingual Matters. https://doi.org/10.21832/9781847697721-007

Lin, A. (2013). Toward paradigmatic change in TESOL methodologies: Building plurilingual pedagogies from the ground up. Tesol Quarterly, 47(3), 521-545

Lin, A. M. (2019). Theories of trans/languaging and trans-semiotizing: Implications for content-based education classrooms. International Journal of Bilingual Education and Bilingualism, 22(1), 5-16.

Liu, Y., \& Fang, F. (2022). Translanguaging theory and practice: How stakeholders perceive translanguaging as a practical theory of language. RELC journal, 53(2), 391-399.

Liu, J. E., Lo, Y. Y., \& Lin, A. M. (2020). Translanguaging pedagogy in teaching English for Academic Purposes: Researcher-teacher collaboration as a professional development model. System, 92, 102276.

Long, M. (1996). The role of the linguistic environment in second language acquisition. Handbook of second language acquisition.

Macaro, E. (2006). Codeswitching in the L2 classroom: A communication and learning strategy. In Non-native language teachers (pp. 63-84).

Macaro, E. (2018). English medium instruction. Oxford University Press.
Macaro, E., Curle, S., Pun, J., An, J., \& Dearden, J. (2018). A systematic review of English medium instruction in higher education. Language Teaching, 51(1), 3676.

MacSwan, J. (2019). A multilingual perspective on translanguaging. In Decolonizing Foreign Language Education (pp. 186-219). Routledge.

Madsen, L. M. (2014). Heteroglossia, voicing and social categorisation. In Heteroglossia as practice and pedagogy (pp. 41-58). Springer, Dordrecht.

Makalela, L. (2014). 6 Teaching indigenous african languages to speakers of other African languages: The effects of translanguaging for multilingual development. Multilingual universities in South Africa: Reflecting society in higher education, 97, 88-104.

Makalela, L. (2015). Translanguaging as a vehicle for epistemic access: Cases for reading comprehension and multilingual interactions. Per Linguam: a Journal of Language Learning $=$ Per Linguam: Tydskrif vir Taalaanleer, 31(1), 15-29.

Makoni, S., \& Pennycook, A. (2005). Disinventing and (re) constituting languages. Critical Inquiry in Language Studies: An International Journal, 2(3), 137-156.

Manion, A. (2005). Discovering Japan: Anime and Learning Japanese Culture. University of Southern California.

Marian, V., \& Shook, A. (2012, September). The cognitive benefits of being bilingual. In Cerebrum: the Dana forum on brain science (Vol. 2012). Dana Foundation.

May, S. (Ed.). (2013). The multilingual turn: Implications for SLA, TESOL, and bilingual education. Routledge.

May, S. (2014b) Introducing the 'Multilingual Turn'. In S. May (ed.) The Multilingual Turn. Implications for SLA, TESOL and Bilingual Education (pp. 1-6). Routledge.

Mazak, C. M., \& Carroll, K. S. (Eds.). (2017). Translanguaging in higher education: Beyond monolingual ideologies. Multilingual Matters.

Mena, M. (2020, September 12). Translanguaging in 15 minutes $\mid$ Otheguy, Garcia and Reid - "clarifying translanguaging..." (2015). YouTube. Retrieved September 23, 2022, from https://www.youtube.com/watch?v=Xv6cXSna4RY\&t=68s

Merriam, S., \& Tisdell, E.J. (2016). Qualitative research: A guide to design and implementation (4th ed.). San Francisco: Jossey-Bass.

Moeller, A. and Nugent, K. (2014). Building Intercultural Competence in the Language Classroom. Unlock the Gateway to Communication. Central States Conference Report. Pg. 1-18. Stephanie Dhonau, Editor.

Moore, E., Nussbaum, L., \& Borràs, E. (2013). Plurilingual teaching and learning practices in 'internationalised' university lectures. International Journal of Bilingual Education and Bilingualism, 16(4), 471-493.

Mazzaferro, G. (Ed.). (2018). Translanguaging as everyday practice (Vol. 28). Cham: Springer.

Moody, S., Chowdhury, M., \& Eslami, Z. (2019). Graduate students' perceptions of translanguaging. English Teaching \& Learning, 43(1), 85-103.

Moore, E., Nussbaum, L., \& Borràs, E. (2013). Plurilingual teaching and learning practices in 'internationalised' university lectures. International Journal of Bilingual Education and Bilingualism, 16(4), 471-493.

Morales, J., Schissel, J. L., \& López-Gopar, M. (2020). Pedagogical sismo: Translanguaging approaches for English language instruction and assessment in Oaxaca, Mexico. Envisioning TESOL through a Translanguaging Lens: Global Perspectives, 161-183.

Nation, I. S., \& Nation, I. S. P. (2001). Learning vocabulary in another language (Vol. 10). Cambridge: Cambridge university press.

Neokleous, G., Park, K., \& Krulatz, A. (2020). Creating space for dynamic language use: Cultivating literacy development through translanguaging pedagogy in EAL classrooms. In Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms (pp. 596-614). IGI Global

Nguyen, M. V. H., \& Winsler, A. (2023). Early bilingualism increases the likelihood of taking (and mastering) foreign language courses later in secondary school. In Understanding Variability in Second Language Acquisition, Bilingualism, and Cognition (pp. 240-267). Routledge.

North, C. E. (2006). More than words? Delving into the substantive meaning (s) of "social justice" in education. Review of educational research, 76(4), 507-535.

Odlin, T. (2003). Cross-linguistic influence. The handbook of second language acquisition, 436-486.

Ohta, A. S. (2001). Second language acquisition processes in the classroom: Learning Japanese. Routledge.

Ortega, L. (2013). SLA for the 21st century: Disciplinary progress, transdisciplinary relevance, and the bi/multilingual turn. Language learning, 63, 1-24.

Ortega, L. (2014). Understanding second language acquisition. Routledge.
Osorio, S. L. (2020). Building culturally and linguistically sustaining spaces for emergent bilinguals: Using read-alouds to promote translanguaging. The Reading Teacher, 74(2), 127-135.

Otheguy, R., García, O., \& Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. Applied Linguistics Review, 6(3), 281-307.

Otheguy, R., García, O., \& Reid, W. (2019). A translanguaging view of the linguistic system of bilinguals. Applied Linguistics Review, 10(4), 625-651.

Otsuji, E., \& Pennycook, A. (2010). Metrolingualism: Fixity, fluidity and language in flux. International journal of multilingualism, 7(3), 240-254.

Ou, A. W., Gu, M. M., \& Lee, J. C. K. (2022). Learning and communication in online international higher education in Hong Kong: ICT-mediated translanguaging competence and virtually translocal identity. Journal of Multilingual and Multicultural Development, 1-14.

Pacheco, M. B., Smith, B. E., Combs, E., \& Amgott, N. A. (2022). Translanguaging within multimodal composition products and processes: A systematic review. Pedagogies: An International Journal, 17(4), 389-407.

Paulsrud, B., Tian, Z., \& Toth, J. (Eds.). (2021). English-medium instruction and translanguaging. Multilingual Matters.

Payne, R., Howard, J., \& Ogino, M. (2017). An exploration of the role of anime and manga as stimuli for secondary students studying Japanese. New Zealand Language Teacher, The, 43, 24-40

Pennycook, A., \& Otsuji, E. (2015). Metrolingualism: Language in the city. Routledge.
Pennycook, A. (2010). Language as a local practice. Routledge.
Phillips, A., \& Genao, S. (2023). Transforming, translanguaging, and transcending identities: developing culturally responsive educational leadership. Intercultural Education, 1-19.

Prada, J., \& Nikula, T. (2018). Introduction to the special issue: On the transgressive nature of translanguaging pedagogies.

Preece, S. (2011). Universities in the Anglophone centre: Sites of multilingualism. Applied linguistics review, 2, 121-146.

Published by Erin Duffin, \& 4, J. (2023, January 4). International students in the U.S. 2022. Statista. Retrieved February 3, 2023, from https://www.statista.com/statistics/237681/international-students-in-theus/\#:~:text=There\ were\ 948\%2C519\ international\ students,the\ 2 021\%2F22\%20academic\%20year.

Rafi, A. S. M., \& Morgan, A. M. (2022). Translanguaging as a transformative act in a reading classroom: Perspectives from a Bangladeshi private university. Journal of Language, Identity \& Education, 1-16.

Rahman, M. M., \& Singh, M. K. M. (2022). English Medium university STEM teachers’ and students' ideologies in constructing content knowledge through
translanguaging. International Journal of Bilingual Education and Bilingualism, 25(7), 2435-2453.

Reyhner, J., Lockard, L., \& Rosenthal, J. W. (2000). Native-American
Languages. Handbook of undergraduate second language education, 141-63.
Richards, J. C., \& Wilson, O. (2019). On transidentitying. RELC Journal, 50(1), 179-187.
Ridgway, T. (2000). Listening strategies-I beg your pardon?. ELT journal, 54(2), 179185.

Risager, K., Bojsen, H., Daryai-Hansen, P., \& Holmen, A. (2023). Translanguaging and Epistemological Decentring in Higher Education and Research. Multilingual Matters.

Rosa, J. (2019). Looking like a language, sounding like a race. Oxf Studies in Anthropology of.

Rosa, J., \& Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. Language in society, 46(5), 621-647.

Rose, H., Syrbe, M., Montakantiwong, A., \& Funada, N. (2020). Global TESOL for the 21st Century. Multilingual Matters.

Rumbaut, R. G., \& Massey, D. S. (2013). Immigration \& language diversity in the United States. Daedalus, 142(3), 141-154.

Ryu, M. (2019). Mixing languages for science learning and participation: an examination of Korean-English bilingual learners in an after-school science-learning programme. International Journal of Science Education, 41(10), 1303-1323.

Saldaña, J. (2021). The coding manual for qualitative researchers. The coding manual for qualitative researchers, 1-440.

Schall-Leckrone, L. (2023). Multimodality and Translanguaging as Scaffolding: SenseMaking in a Bilingual Kindergarten. In Scaffolding for Multilingual Learners in Elementary and Secondary Schools (pp. 134-146). Routledge.

Schneider, E., \& Evers, T. (2009). Linguistic intervention techniques for at-risk English language learners. Foreign Language Annals, 42(1), 55-76.

Scott, J., \& Cohen, S. (2023). Multilingual, Multimodal, and Multidisciplinary: Deaf Students and Translanguaging in Content Area Classes. Languages, 8(1), 55.

Seltzer, K., \& García, O. (2020). Broadening the view: Taking up a translanguaging pedagogy with all language-minoritized students. In Envisioning TESOL through a Translanguaging Lens (pp. 23-42). Springer, Cham.

Shah, M., Pillai, S., \& Sinayah, M. (2019). Translanguaging in an academic setting. Lingua, 225, 16-31.

Shi, L., \& Rolstad, K. (2022). "I Don't Let What I Don't Know Stop What I Can do"How Monolingual English Teachers Constructed a Translanguaging Pre-K Classroom in China. TESOL Quarterly.

Shi, W. (2023). A positioning analysis of international graduate students' perspectives and practices of translanguaging at a Canadian higher education institution. International Journal of Multilingualism, 1-15.

Shrum, J. L., \& Glisan, E. W. (2016). Teacher's Handbook: Contextualized Language Instruction (6th ed.). Cengage Learning.

Silwal, T. (2021). Translanguaging in Higher Education. Studies in ELT and Applied Linguistics, 1(1), 170-178.

Singleton, D., \& Flynn, C. J. (2021). Translanguaging: a pedagogical concept that went wandering. International Multilingual Research Journal, 1-12.

Snow, C., \& Biancarosa, G. (2003). Adolescent literacy and the achievement gap: What do we know and where do we go from here?. New York: Carnegie Corporation of New York.

Sohn, B. G., dos Santos, P., \& Lin, A. M. (2022). Translanguaging and TransSemiotizing for Critical Integration of Content and Language in Plurilingual Educational Settings. RELC Journal, 53(2), 355-370.

Sokoli, S. (2018). Exploring the possibilities of interactive audiovisual activities for language learning. Translation and Translanguaging in Multilingual Contexts, 4(1), 77-100.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. Input in second language acquisition, 15, 165-179.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. Sociocultural theory and second language learning, 97(1), 97-114.

Syrowik, T. (2017, April 25). Most multilingual countries in the world. WorldAtlas. Retrieved February 28, 2022, from https://www.worldatlas.com/articles/most-multilingual-countries-in-the-world.html.

Tai, K. W. (2022). Translanguaging as inclusive pedagogical practices in Englishmedium instruction science and mathematics classrooms for linguistically and culturally diverse students. Research in Science Education, 52(3), 975-1012.

Tai, K. W., \& Wong, C. Y. (2022). Empowering students through the construction of a translanguaging space in an English as a first language classroom. Applied Linguistics, amac069.

Tedick, D. J., \& Lyster, R. (2019). Scaffolding language development in immersion and dual language classrooms. Routledge.

Tian, Z., \& Lau, S. M. C. (2022). Translanguaging flows in Chinese word instruction: Potential critical sociolinguistic engagement with children's artistic representations of Chinese characters. Pedagogies: An International Journal, 17(4), 282-302.

The NCES Fast Facts Tool provides quick answers to many education questions (National Center for Education Statistics). National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education. (n.d.). Retrieved March 17, 2023, from https://nces.ed.gov/fastfacts/display.asp?id=96

Tian, Z., \& Lau, S. M. C. (2022). Translanguaging flows in Chinese word instruction: Potential critical sociolinguistic engagement with children's artistic representations of Chinese characters. Pedagogies: An International Journal, 17(4), 282-302.

Tian, Z., \& Lau, S. M. C. (2022). Translanguaging pedagogies in a Mandarin-English dual language bilingual education classroom: contextualised learning from teacherresearcher collaboration. International Journal of Bilingual Education and Bilingualism, 1-15.

Ticheloven, A., Blom, E., Leseman, P., \& McMonagle, S. (2021). Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives. International Journal of Multilingualism, 18(3), 491-514.

Tsokalidou, R., \& Skourtou, E. (2020). Translanguaging as a culturally sustaining pedagogical approach: $\mathrm{Bi} /$ multilingual educators' perspectives. Inclusion, Education and Translanguaging: How to promote social justice in (teacher) education, 219-235.

USE: Moore, E., Nussbaum, L., \& Borràs, E. (2013). Plurilingual teaching and learning practices in 'internationalised' university lectures. International Journal of Bilingual Education and Bilingualism, 16(4), 471-493.

Vaish, V. (2019). Challenges and directions in implementing translanguaging pedagogy for low achieving students. Classroom Discourse, 10(3-4), 274-289.

Valdés, G. (2001). Learning and not learning English: Latino students in American schools. Teachers College Press.

Van der Walt, C. (2013). Multilingual higher education: Beyond English medium orientations (Vol. 91). Multilingual Matters.
van der Walt, C., \& Hibbert, L. (2012). 12 African Languages in Higher Education: Lessons from Practice and Prospects for the Future. Multilingual Universities in South Africa, 202.
van Lier, L., \& Walqui, A. (2012). Language and the common core state standards. Commissioned Papers on Language and Literacy Issues in the Common Core State Standards and Next Generation Science Standards, 94, 44.

Vogel, S., \& García, O. (2017). Translanguaging.
Wang, D. (2018). Multilingualism and translanguaging in Chinese language classrooms. Springer.

Wang, D. (2020). Studying Chinese language in higher education: The translanguaging reality through learners' eyes. System, 95, 102394.

Wang, W., \& Curdt-Christiansen, X. L. (2019). Translanguaging in a Chinese-English bilingual education programme: A university-classroom ethnography. International Journal of Bilingual Education and Bilingualism, 22(3), 322-337.

Warschauer, M., \& Healey, D. (1998). Computers and language learning: An overview. Language Teaching, 31(2), 57-71.

Wei, L. (2023). Translanguaging and co-learning at the interface of language and culture. A Transdisciplinary Approach to Chinese and Japanese Language Teaching: Collaborative Pedagogy Across Languages, Disciplines, Communities, and Borders.

Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. Journal of pragmatics, 43(5), 1222-1235.

Wei, L. (2018). Translanguaging as a practical theory of language. Applied linguistics, 39(1), 9-30.

Wei, L. (2022). Translanguaging as a political stance: Implications for English language education. ELT journal, 76(2), 172-182.

Wei, L., \& García, O. (2022). Not a first language but one repertoire: Translanguaging as a decolonizing project. RELC Journal, 53(2), 313-324.

Wei, L., \& Lin, A. M. (2019). Translanguaging classroom discourse: Pushing limits, breaking boundaries. Classroom Discourse, 10(3-4), 209-215.

Wei, L., \& Ho, W. Y. J. (2018). Language learning sans frontiers: A translanguaging view. Annual Review of Applied Linguistics, 38, 33-59.

Wen, J. (2023). Pedagogical Translanguaging. Cenoz, J., \& Gorter, D. (2022). Cambridge University Press, 68 pages, ISBN: 978-1-009-01440-3. Porta Linguarum Revista Interuniversitaria de Didáctica de las Lenguas Extranjeras, (39), 365-366.

Whelan Ariza, E. N. (2018). Translanguaging and the benefits of going beyond codeswitching: Some practical applications. The TESOL Encyclopedia of English Language Teaching, 1-5.)

Wu, Y., \& Lin, A. M. (2019). Translanguaging and trans-semiotising in a CLIL biology class in Hong Kong: Whole-body sense-making in the flow of knowledge comaking. Classroom Discourse, 10(3-4), 252-273.

Yang, Q., Yang, S., \& Shi, W. Translanguaging Pedagogies in EFL Writing Education.
Yashima, T. (2009). International posture and the ideal L2 self in the Japanese EFL context. Motivation, language identity and the L2 self, 86(1), 144-163.

Yip, J., \& García, O. (2015). Translanguaging: Practice Briefs for Educators. Theory, Research, and Action in Urban Education - An Online, Open-Access, PeerReviewed Journal. Retrieved March 15, 2022, from https://traue.commons.gc.cuny.edu/volume-iv-issue-1-fall-2015/translanguaging-practice-briefs-for-educators/

Young, T.T., \& Babchuk, W.A. (2019). Contemporary approaches to qualitative research: Andragogical strategies for teaching and learning. Proceedings of the 60th Annual Adult Education Research Conference. Buffalo, New York.

Young, V. A., \& Martinez, A. (2011). Code-meshing as World English: Policy, Pedagogy, and Performance.

Zhang, Y., \& Jocuns, A. (2022). From natural translanguaging to planned translanguaging: Developing classroom translanguaging as pedagogy in a private university in China. rab World English Journal (AWEJ) Volume, 13.

Zhang, Q., Osborne, C., Shao, L., \& Lin, M. (2022). A translanguaging perspective on medium of instruction in the CFL classroom. Journal of Multilingual and Multicultural Development, 43(5), 359-372.

Zhang-Wu, Q. (2022). Keeping home languages out of the classroom": Multilingual international students' perceptions of translingualism in an online college composition class. Journal of Multilingual Theories and Practices, 3(1), 146-168.

Zhu, J., \& Gu, Y. (2022). The Effects of Multimodal Communication Classroom on the Learning Performance of EFL Learners from the Perspective of Translanguaging. International Journal of Education and Humanities, 4(3), 223-230.

## APPENDICES

## Appendix A: IRB Approval Letter

## Nebiaska Lincoln

## Official Approval Letter for IRB project \#22331 - New Project Form <br> October 19, 2022

Alessia Barbici-Wagner
Teaching, Learning and Teacher Education
HENZ 118 UNL NE 685880355

Theresa Catalano
Teaching, Learning and Teacher Education
CPEH 282 UNL NE 685880233

IRB Number: $20221022331 E X$
Project ID: 22331
Project Title: Translanguaging in World Language Higher Education

Dear Alessia:
This letter is to officially notify you of the certification of exemption of your project for the Protection of Human Subjects. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects at 45 CFR 462018 Requirements and has been classified as exempt. Exempt categories are listed within HRPP Policy \#4.001: Exempt Research available at: https://research.unl.edu/researchcompliance/policies-procedures/.
o Date of Final Exemption: 10/19/2022
o Certification of Exemption Valid-Until: 10/19/2027
o Review conducted using exempt category 2(ii) at 45 CFR 46.104
o Funding: N/A
You are authorized to implement this study as of the Date of Final Approval: 10/19/2022
We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

* Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
* Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur; * Any protocol violation or protocol deviation
* An incarceration of a research participant in a protocol that was not approved to include prisoners
* Any knowledge of adverse audits or enforcement actions required by Sponsors
* Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
* Any breach in confidentiality or compromise in data privacy related to the subject or others; or
* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board.

If you have any questions, please contact the IRB office at 402-472-6965.


## Appendix B: Informed Consent Forms

## IRB TEMPLATE

# INFORMED CONSENT DOCUMENTS FOR EXEMPT RESEARCH 

Signed Consent Students

IRB Project ID \#: 22331

## Participant Study Title: Translanguaging in World Language Higher Education

The purpose of this research is to investigate the experiences of multilingual/multicultural higher education language professors and a limited number of their students from each of those professors' classes whose mother tongue differs from the English official language. If you are a multilingual student whose native tongue differs from the official language of English, 19 years old and older, and learning a world language in the Department of Languages and Literatures, you may participate in this research.

Participation in this study will require approximately five class observations over the course of one or two weeks and 45-60 minutes for a post-observation interview for up to a maximum of 9 hours. You will be asked to attend your normal language lesson during observations and to participate in a follow-up interview a week after the class observations conclude. Participation will take place at the Department of Languages and Literatures during your class period and on zoom for the post-interview.

The results of this study will be used to benefit other university multilingual/multicultural professors and students by increasing awareness on the importance of the use of language repertoire in language and cultural education.

Reasonable steps will be taken to protect the privacy and the confidentiality of your study data; however, in some circumstances we cannot guarantee absolute privacy and/or confidentality. Research records will be stored electronically through University approved methods. Records will only be seen by the research team and/or those authorized to view, access, or use the records during and after the study is complete.

If you have question about this project, you may contact Alessia Barbici-Wagner at abarbiciwagner2@huskers.unl.edu or Dr. Theresa Catalano at tcatalano2@unl.edu.

If you have questions about your rights or complaints about the research, contact the Institutional Review Board (IRB) at (402)472-6965 or irb@unl.edu.

You can decide not to be in this research study, or you can withdraw at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator, or the University of Nebraska-Lincoln.

By signing this form, you are providing your consent to participate. You will be given a copy of this document for your records.

## Participant Name:

(Name of Participant: Please print)
Participant Signature:

Participant E-mail:

E-mail od Participant

Date

The University of Nebraska-Lincoln wants to know about your research experience. This 14 question, multiple-choice survey is anonymous. This survey should be completed after your participation in this research. Please complete this optional online survey at: http://bit.ly/UNLresearchfeedback.

## IRB TEMPLATE

INFORMED CONSENT DOCUMENTS FOR EXEMPT RESEARCH

## Signed Consent Instructors

IRB Project ID \#: 22331

## Participant Study Title: Translanguaging in World Language Higher Education

The purpose of this research is to investigate the experiences of multilingual/multicultural higher education language professors and a limited number of their students from each of those professors' classes whose mother tongue differs from the English official language. If you are an instructor of multilingual students learning a world language in the Department of Languages and Literatures, you may participate in this research.

Participation in this study will require approximately five class observations over the course of one or two weeks and 45-60 minutes for a post-observation interview for up to a maximum of 9 hours. You will be asked to conduct your normal lesson during observations and to participate in a follow-up interview a week after the class observations conclude. Participation will take place at the Department of Languages and Literatures during your class period and on zoom for the post-interview.

The results of this study will be used to benefit other university multilingual/multicultural professors and students by increasing awareness on the importance of the use of language repertoire in language and cultural education.

Reasonable steps will be taken to protect the privacy and the confidentiality of your study data; however, in some circumstances we cannot guarantee absolute privacy and/or confidentiality. Research records will be stored electronically through University approved methods. Records will only be seen by the research team and/or those authorized to view, access, or use the records during and after the study is complete.

If you have question about this project, you may contact Alessia Barbici-Wagner at abarbiciwagner2@huskers.unl.edu.

If you have questions about your rights or complaints about the research, contact the Institutional Review Board (IRB) at (402)472-6965 or irb@unl.edu.

You can decide not to be in this research study, or you can withdraw at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator, or the University of Nebraska-Lincoln.

By signing this form, you are providing your consent to participate. You will be given a copy of this document for your records.

## Participant Name:

(Name of Participant: Please print)

## Participant Signature:

Signature of Research Participant
Date

The University of Nebraska-Lincoln wants to know about your research experience. This 14 question, multiple-choice survey is anonymous. This survey should be completed after your participation in this research. Please complete this optional online survey at: http://bit.ly/UNLresearchfeedback.

## Appendix C: Verbal Script

Verbal Script for Multilingual Learners project

## OPENING:

Hi. My name is Alessia Barbici-Wagner. I am a doctoral candidate from the Teaching, Learning and Teacher Education department at the University of Nebraska-Lincoln. For my PhD dissertation, I am conducting a research study on the experience of multilingual learners learning a world language in the Department of Languages and Literatures. Participation would involve you telling me about your experience as a multilingual of learning $\qquad$ as an additional language and will take about 30 to 90 minutes. There are no known risks involved and participation is voluntary.

Would you be interested in participating?

## CLOSING:

Do you have any questions you would like answered now?

## Appendix D: Classroom Observation Outline

| Time of Observation: |  |
| :--- | :--- |
| Date: |  |
| Location: |  |
| Person(s) Observed: |  |
| Classroom setup (How are students <br> arranged? Approximate gender and <br> race breakdown of class? Etc.): |  |
| Observation Number: |  |


| Translanguaging used by the teacher |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| language | Planned | Not | Student |  |  |
| example | $\begin{array}{c}\text { Planned } \\ \text { example }\end{array}$ | Reaction(s) |  |  |  |$]$


| Translanguaging used by Students |  |  |  |
| :--- | :--- | :--- | :--- |
| L1 | Example | Teacher | Notes |
|  |  | Reaction |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Appendix E: Example Interview Questions and Responses (Instructors)

Appendix E: Example interview questions and responses from instructors, along with commonalities in their answers

| Questions and $Q$ number | Chang | Akio | Akari | Maria |
| :---: | :---: | :---: | :---: | :---: |
| 10. How many different languages would you say are in your classroom? | Quite a few. English for sure. There are Japanese, Korean, Tahi, Vietnamese, Spanish, and also from Czech Republic... They are all their dominant language. | Sometimes, you know, in private conversations "Oh where are you from?" But I don't ask officially where each students come. So sometimes I don't know which language they really speak." | Mostly they speak only English, but I know there are a couple of people who speaks other than English, but you don't know what language these people know. I know there is one boy from Russia... He speaks Russian native language. Then I know one boy... He told me he doesn't really speak, but his family talk to him in Vietnamese | They only speak English and Spanish. <br> I know because at the beginning of the class we do an interview, so they talk about the languages, the varieties of languages they speak. |
| 12.Which language do you mostly use in your classroom as medium of instruction | English. I wish I can <br> use the target language, but they are not at that level... I mean maybe thirty, forty percent of the time I use the target language. But then, when in my beginning Chinese class... I would only | We are trying to use as much as Japanese language... This is a first semester for students... Students who just started to learn Japanese. Yes, ten percent English. | I try to speak more in Japanese, but I have to use English too. | "It's Spanish... I know that some of the students speak English..." "they are dominant in English, so they prefer to use English to communicate with each other. But when they talk to me, they use Spanish" |


|  | use probably ten percent. |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 13.ii. How comfortable do you think are your students about you teaching only in the target language? | "I think at least half of them will be happy. But then another half... I will probably lose them after a few weeks... It's going to be hard for them to understand or to follow" | "I was in Japan and my girlfriend was American... at that time she only spoke English to me... I had no idea, I wanted to communicate with her. But you know... Only in English. And now I do this? I understand that, you know... Frustration" | "I see students struggling understanding me... If I only speak in Japanese, probably there are several misunderstandings are going to happen. That's how I feel. So, even if I say everything in Japanese, time to time I need to give them some sort of translation. That is how I feel" | Most of them. They are comfortable because they are taking the class because they want to improve. They want to learn more vocabulary. They want to improve the reading, writing. |
| 19. Would you or you do already ask students to do research, reading, writing or oral activities utilizing their other language(s)? | "I actually did assign such assignments, such as... You know, culture... some of them did research in their own language, but then they will have to report partially in the target language, partially in English, so that I can understand what they, what their research is about, so that other classmates know what they found" | "Okay, yeah, for example the presentation. I have a couple of presentation projects. This is just for the first three years. So, I allow them to, you know, to make presentation for the major part in English but I ask them to come up with some Japanese sentences to attach to their PowerPoint so that other students read it | "Yes... I ask them to write in Japanese. Well, I gave them like some sort of research project more likely about culture." | Yes. We read an article in English, and then we discuss it in Spanish. |

(Continued)

|  |  | and then try to understand." |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 23. Have you ever heard of Translanguaging? | No | No | No | Yes, in my Intercultural Communication Class I learned about it |
| 25. Do you think you are using translanguaging in class? | Hmm mostly in compare and contrast. It is how I use it. | Yes, they (his students) are kind of using it and I kind of use it in college sometimes. I can see, yeah, that it works | A little bit by using pictures, or sometimes I do body language. | Yeah, I think we are using not all the time, but we are using zone activity. They use it to understand some of the topics on the activities. |
| 26. In which way you think translanguaging pedagogy could be helpful to teach and learn another language? | First of all, similarities. They know their mother language and then, if they find similarities, they know how we say it the same way. That will be super easy for them if they find similarities; and if they find differences. If they do, they remember" | It's really helpful at the very first stage of learning a new language. Because, naturally, they need to, you know, use their own language to learn... Sometimes they need to translate from English to Japanese...or they need to use their cultural background to understand the Japanese language as well. So, yeah, I think it's a really helpful tool...at the beginning level." | For me when I learned, you know, languages, that was very helpful to be honest for myself..." | I think it will be very useful for students, because when they don't understand a topic, or they have questions about it, they can relate in translation... They can use their own language when they don't understand the topic. |

(Continued)

## Appendix F: Japanese Modified Lesson Plan

## UPCOMING ASSIGNMENTS: JAPN 102 Spring 2023

1. Show and Tell Presentation: this presentation evaluates your competence both in the Japanese language and in the intercultural understanding with respect to how you verbally communicate your thoughts with your audience in the target language.

## A. Date: 3/6

B. Time:

3 minutes per student (1 min question)
C. Format: Individual presentation
D. Content:
a. All students come to the classroom on both days.
b. Select one item that is relating to the Japanese culture. The item should be different from the one that you selected in JAPN 101.
c. Describe the item in Japanese (3\%):

- What the item is ( $1 \%$ )
- How you use it (1\%)
- Why you chose it (1\%)
d. Explain the item in English (2\%):
- How would people in your culture generally appreciate the item? (1\%)
- Why? (1\%)


## E. Grading:

a. Upload the above five items on Canvas. No translator should be used.
b. The Japanese items are graded regarding correctness and appropriateness of the grammar and the vocabulary used.
c. The English items are graded how far the items are developed. Each item should be approximately 150 words.
how and Tell Rubric

|  |  |
| :---: | :---: |
| Basic Structure: <br> How students follow Topic Descriptions (30/100) | - All the items are addressed (See <br> Content) <br> - For each English item, approximately 150 words are fulfilled ( $\pm 30$ words) <br> (Each item is weighted $15 / 100$ ) |
| Intercultural competence: | - All ideas that refer to cultural habits are fairly accurate. |
| How students are ethnorelative (20/100) | - These ideas are overall positively valued (though, it is fine to refer to some negative factors of each culture) <br> (Each item is weighted 10/100) |
| Grammar: <br> How students follow the grammar (25/100) | - For each grammatical mistake (conjugation, tense, particle, etc.) 0.5 will be subtracted from the weighted point (20/100) until these exhausts 20. |
| Vocabulary: <br> How students use vocabulary (25/200) | - For each vocabulary mistake (spelling, word choice, Kanji, etc.) 0.5 will be subtracted from the weighted point (20/100) |

2. Composition Exam: this exam evaluates your competence both in the Japanese language and in the intercultural understanding with respect to how, in writing, you communicate your thoughts in the target language.
A. Date: Exam: 4/7 (final draft: 4/12)
B. Time:

50 minutes
C. Format: Individual exam, 400 characters (about 150 words in English) in Japanese.

## D. Content:

a. Choose one topic from the topic list below (see Topic List).
b. Write an essay based on the descriptions for the chosen topic (see Topic Descriptions).
c. The first draft should be handwritten in the exam in the classroom.
d. The final draft could be typed and should be uploaded on Canvas. For this, revise the first draft based on the comments on the first draft.

## E. Grading:

a. The essay will be graded based on the rubric below (see Composition Rubric).
b. The grade for the first draft will be up to $1 \%$ of the entire grade.
c. The final draft will be up to another $4 \%$ of the entire grade.

## F．Notes：

a．Avoid expressions found in the readings as much as possible．
b．You may choose a topic and compose an essay before the exam． c．Use the grammar that you have learned so far．

## G．Preparation：

a．At the end of each Kanji section， we will read the topics part by part．
b．Review（vocabulary，grammar， and contents）each part after the class．
c．Try to compose an essay before the exam．
－Topic List：
－These are the topics that you will see in the textbook．
先生への手紙（てがみ）（p．327）
日本の会社員（かいしゃいん）（p．332）
そらさんの日記（にっき）（p．336－337）
－Topic Descriptions：
For each topic，in the reading time（in Kanji section），we read the above materials with some cultural observations．Write an essay based on these．
－先生への：
Imagine that you have a pen pal in Japan．Write a letter
to the pen pal．For this，use the format that you learned in the reading．Pay attention to the role of each paragraph．Refer to some habits of your own culture in the letter．
。日本の会社員(かいしゃいん):

Imagine that you answer the survey（which includes four questions）in the reading．Describe how you would answer the survey and explain why．For this，compare some business habits of your own culture with Japanese habits．Show understanding for both．
。そらさんの日記:

Imagine that you do a homestay in Japan．Imagine how it goes and describe your day in your diary．For this， compare some family habits of your own culture with Japanese habits．Show understanding for both．
omposition Exam Rubric

|  |  |
| :---: | :---: |
| How students follow Topic Descriptions （30／100） | －All the items are addressed（See Topic Descriptions） <br> －Approximately 400 characters are fulfilled（ $\pm 30$ characters） <br> －No item is copied from the original reading <br> （Each is weighted 10／100） |
| Intercultural competence： | －All ideas that refer to the cultural habits are fairly accurate |
| How students are ethnorelative （20／100） | －These ideas are overall positively valued（though，it is fine to refer to some negative factors of each culture） <br> （Each is weighted 10／100） |
| Grammar： <br> How students follow the grammar（25／100） | －For each grammatical mistake （conjugation，tense，particle，etc．） 0.5 will be subtracted from the weighted point （25／100）until this exhausts 25. |
| Vocabulary： | －For each vocabulary mistake（spelling， word choice，Kanji，etc．） 0.5 will be |


| How students use <br> vocabulary <br> $(25 / 100)$ | subtracted from the weighted point <br> $(25 / 100)$ until this exhausts 25. |
| :--- | :--- |

3．Final Project：this presentation evaluates your competence both in the Japanese language and in intercultural understanding with respect to how you communicate verbally in the target language and，in your own language，in comparison，how you develop your thoughts about your own culture and the culture of the target language．

A．Date：Presentation：5／9－5／10，Preparation：4／19－

4／20
B．Time：
15 minutes per group（3 mins
question）
C．Format：Group presentation
D．Content：
a．All students come to the classroom on both days．The presentation date will be assigned to each student in advance．
b．Select one Japanese folktale（like what you learn in the readings）．
c．Describe／perform the story in Japanese（5\％）．For this，divide the story into parts，and each member describes each part．Use the following expressions：

$$
\begin{aligned}
& \text { • Xがいました / ありまし } \\
& \text { た。 } \\
& \text { • Xは, [いつ], [どこで], } \\
& \text { [なにを], [しました]。 }
\end{aligned}
$$

d．Then，make the following observations in English（5\％）
－Suppose that the characters are from your own culture．

Would they behave in similar ways? (1\%) Why? (1\%)

- Do you think the original characters and your characters share the same values or have different values? (1\%) Why? (1\%)
- Suppose that you are one of the characters. How would you behave in the story with other characters? (1\%)


## E. Grading

a. The essay will be graded based on the rubric below (see Final Project Rubric).
b. The grade for the first draft will be up to $1 \%$ of the entire grade.
c. The final draft will be up to another $4 \%$ of the entire grade.

|  |  |
| :---: | :---: |
| Basic Structure: <br> How students follow Topic Descriptions (30/100) | - All the items (Japanese and English) are addressed (See Content) (Each item is weighted 10/100) |
| Intercultural competence: | - All ideas that refer to cultural habits are fairly accurate. |
| How students are ethnorelative (20/100) | - These ideas are overall positively valued (though, it is fine to refer to some negative factors of each culture) <br> (Each item is weighted 10/100) |


| Grammar: | - For each grammatical mistake <br> (conjugation, tense, particle, etc.) 0.5 will |
| :--- | :--- |
| How students | be subtracted from the weighted point <br> (25/100) until this exhausts 25. |
| follow the |  |
| grammar $(25 / 100)$ |  |$\quad$| ( For each vocabulary mistake |
| :--- |
| (spelling, word choice, Kanji, etc.) 0.5 |
| Vocabulary: |
| How students use |
| vocabulary |
| voint $(25 / 200)$ |

4. Oral Exam: this exam evaluates students' competence in the Japanese language as well as the intercultural understanding with respect to verbally communicate in the target language.
A. Date: $\quad 5 / 10-5 / 12$
B. Time:
3-4 minutes per student
C. Format:
Individual exam
D. Content:
a. Each student comes to the classroom on the assigned date. The date will be assigned to each student in advance.
b. Each student will be asked five sets of questions (five main questions [see the past questions below] and other related questions depending on the flow of conversation).
c. Each question refers to some of the grammatical items in the textbook:
Genki I: An Integrated Course in

Elementary Japanese. 3rd ed. Japan Times/Tsai Fong Books, 2020 (see the sample questions below).
d. Each set of answers will be graded based on the rubric below (see Oral Exam Rubric).
e. The grade will be recorded in the sheet below (see Grading Sheet)

## E. Preparation:

a. Actively participate in the "warm up" at the beginning of the class.
b. Record your answers. And review those periodically.
c. Consider the topics relating to you (yourself, your family, your school, your vacation, and your town, etc.)
d. For each grammatical item, come up with sentences relating to these topics.

## JAPN 102 Oral Exam Rubric

- Share information about a job interview in your own culture
- The oral exam is like a job interview.

Follow the Japanese conventions that you learned in the classroom.

|  | 4: Excellent | 3: Good | 2: Passing | 1: Poor |
| :--- | :--- | :--- | :--- | :--- |
| Understandin | Without <br> repeating the <br> question | After <br> repeating the <br> question | After <br> paraphrasin <br> g the <br> tuestion | Didn't <br> accurately <br> understand <br> the question |
| $:$ |  |  |  |  |


| How students understand the question |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Pronunciatio <br> n： <br> How students pronounce the answers | Easily <br> understandab <br> le | Understanda ble | Understanda ble after repeating the answer | Not understanda ble |
| Grammars： <br> How students follow the grammars | Thoroughly following the grammars | Mostly following the grammars | Sometimes following the grammars | Not following the grammars |
| Vocabulary： <br> How students use the vocabularies | With a full variety | With a reasonable variety | With limited vocabularies | Often， vocabularies don＇t come out |
| Fluency： <br> How students give example， explanation， and／or reason | Throughout （if any）only with a natural pause | Mostly （if any）only with a natural pause | Sometimes with an unnatural pause | Give no example， explanation， and／or reason |

## Sample Questions：

－あなたの家族（かぞく）は，どこに住（す）んで，何（なに）をし ていますか。

- あなたのお母（かあ）さんは，どんな人ですか。
- お母（かぁ）さんは，何なにか言（い）つていましたか。
- あなたは，このクラスについて，どう思（おもいいます か。
- あなたは，何（なに）をするのが好（す）きですか。
- あなたは，外国がいこく）に旅行（りょこう）したことがあり ますか。
－どうして日本語のクラスをとったか，教（おし）えてく ださい。
－バスと電車とどちらのほうが好す）きですか。
- どのたべものが一番好いちばんす）きですか。
- 大学までどうやって行（い）きますか。どのくらいかか りますか。
－夏休なつやす）みは何をするつもりですか。しなければ いけないことはありますか。


## Past Questions：

1．夏休（なつやす）みは，何（なにをするつもりですか。
2．あなたは，旅行（りょこう）をしたことがありますか。ど こが一番好いちばんす）きでしたか。
3．そこへは，どうやって行きましたか。家（いえ）からど のくらいかかりましたか。
4．夏休（なつやす）みは，家族かぞく）に会（あ）う と思（おも）います か。
5．あなたの家族かぞく）を紹介（しょうかい）してください。ど んな人ですか。

## Grading Sheet：

| Name： | Question <br> $\mathbf{1}$ | Question <br> $\mathbf{2}$ | Question <br> $\mathbf{3}$ | Question <br> $\mathbf{4}$ | Question <br> $\mathbf{5}$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Understanding |  |  |  |  |  |
| Pronunciation |  |  |  |  |  |
| Grammars |  |  |  |  |  |
| Vocabularies |  |  |  |  |  |
| Fluency |  |  |  |  |  |

Total ：
100 （Some adjustment might need at the end）

## Appendix G: Interview protocols

## POST OBSERVATION INTERVIEW QUESTIONS TO STUDENT PARTICIPANTS:

(students selection criteria based on their age - nineteen years old and up)

1. How old are you?
2. What is your place of birth?
3. Where did you grow up?
4. For how long have you lived in the United States?
5. What language(s) do you know (spoken/read/ written)?
6. Which language(s) did you learn informally (at home or not in a classroom setting)?
7. Which language(s) did you learn formally (in a classroom setting)?
8. Why did you move to the Unites States for higher education?
9. What are you studying?
10. Why did you decide to study this language?
11. What most do you enjoy while learning $\qquad$ ?
12. In which way(s) do you use the language(s) you know to help you understand/learn $\qquad$ ? Tell me more about that.
13. Do you think your teacher knows about the other language(s) you speak or about your cultural background?
14. Do you think the teacher should know about his/her students' other language(s) and cultural background? Why?
15. What would you say the attitude of your teacher is in regard to using your other language(s) in class?
16. Does your teacher ask you to draw on your other language(s) while you are learning $\qquad$ ? If so, how?
17. Does your teacher ask you to do research, readings, writing or oral activities utilizing your other language(s)?
18. Specifically, does your teacher help you use your language(s) to learn the new language? If yes, explain.
19. In which way(s) do you think your teacher could utilize your language?
20. Have you ever had problems or situations that arise due to the other language(s) you speak?
21. Have you ever been asked to translate for other students or help them in any way? If so, please explain how you accomplished that.
22. Have you ever heard of translanguaging? If yes, what can you tell me about it? If not, will you be interested in knowing about translanguaging? Why? Why not?
23. Now that you know a little more about translanguaging, do you think you or your teacher are using it in class already? If yes, how?
24. In which way do you think translanguaging pedagogy could be helpful to learn another language(s)?
25. Would you like if your teacher would introduce translanguaging pedagogy in your class for learning $\qquad$ ?

## POST OBSERVATION INTERVIEW QUESTIONS TO TEACHERS:

1. What is your place of birth?
2. Where did you grow up?
3. What degree do you have?
4. For how long have you lived in the United States?
5. What language(s) do you know (spoken/read/ written)?
6. Which language(s) did you learn informally (at home or not in a classroom setting)?
7. Which language(s) did you learn formally (in a classroom setting)?
8. What language(s) are you currently teaching?
9. How long have you been teaching $\qquad$ ?
10. How many different languages would you say are in your classroom?
11. Do you know about the other language(s) your students speak or about their cultural background?
12. Which language do you mostly use in your classroom as medium of instruction?
13. Tell me more about your classroom practice:
i. How comfortable are you as a teacher speaking only the target language in your classroom?
ii. How comfortable do you think are your students about you teaching only in the target language?
iii. Do you let your students use their language repertoire in class? If yes, in which way and why? If not, why?
14. Are there any students who find it easier to understand when you associate their native language compared to using only the target language?
15. How much understanding do you think that your students achieve when you are teaching using only the target language? If yes, how do you know they do
16. If you were given the chance to use another language to help students understand the content you are teaching them, which language would you use? Why? Why not?
17. What would you say is your attitude as teacher in regard to using other language(s) in class?
18. Do you ask your students to draw on their other language(s) while they are learning $\qquad$ ? If so, how?
19. Would you or do you already ask your students to do research, readings, writing or oral activities utilizing their other language(s)? (If not) Why not? (If yes) what was the result of it?
20. Specifically, do you as a teacher help your students use their language(s) to learn the new language? If yes, explain.
21. How and why could you utilize your students' language(s) in your class?
22. Have you ever asked a student to translate for other students or help them in any way?
23. Have you ever heard of translanguaging? If yes, what can you tell me about it? If not, will you be interested in knowing about translanguaging? Why? Why not?
24. Now that you know a little more about translanguaging, do you think you or your students are using it in class already? If yes, how?
25. Do you think you are using Translanguaging in class? If yes, in which way? (If no, show her/him if she/he is actually using it)
26. In which way do you think translanguaging pedagogy could be helpful to teach and learn another language?
27. Would you be willing to introduce translanguaging pedagogy in your class for learning $\qquad$ ?

[^0]:    Barbici Wagner, Alessia, "Translanguaging in World Language Higher Education" (2023). Theses, Student Research, and Creative Activity: Department of Teaching, Learning and Teacher Education. 142.
    https://digitalcommons.unl.edu/teachlearnstudent/142

[^1]:    ${ }^{3}$ information and communication technology
    ${ }^{4}$ Ou et al.'s study (2022), translocal identity refers to the way in which individuals construct and negotiate their identity in relation to both their local and global contexts.

[^2]:    **Source: The Open Doors Report on International Educational Exchange is a

[^3]:    ${ }^{5}$ The name of the university was substituted with a pseudonym selected by the researcher

[^4]:    ${ }^{6}$ Translations are provided by the author and were not included in what students saw．

